

Coláiste Éamonn Rís

Wellbeing Policy

January 2025



Wexford CBS

Mission Statement

to develop responsible individuals who will participate fully in a changing society
and to carry out this task in a Christian environment

Our Well-being Logo



Our Well-being Logo portrays the connection between our school and the wider community. The centre piece depicts the importance of growth and well-being in our school. Designed by Liam Berry, TY, 2021.

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1. Introduction

Coláiste Éamonn Rís plays a vital role in the promotion of wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all students, and is underpinned by the [Edmund Rice Schools Trust Charter](#) and our School's Mission Statement. The rationale behind this policy is based on the new area of learning at Junior Cycle called Wellbeing which is outlined in the framework for Junior Cycle (2015). Wellbeing is being rolled out across the three years of Junior Cycle and is building on the substantial work already taking place in Coláiste Éamonn Rís in support of students' wellbeing.

Through several initiatives, Coláiste Éamonn Rís ensures that Wellbeing Promotion will be at the core of the ethos of the school and will provide evidence-informed approaches appropriate to the needs of its students. This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community, which is in keeping with the ERST Charter.

2. Mission Statement

"Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical well-being and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life."

(adapted from the World Health Organisation (WHO) mental health definition, also adapted for the Junior Cycle Wellbeing Guidelines definition developed by the National Council for Curriculum and Assessment (NCCA))

Wellbeing comprises "many interrelated aspects including being active, responsible, connected, resilient, appreciated, respected and aware" (DES & NCCA, 2019). Coláiste Éamonn Rís seeks to promote a caring and committed school community, for both students and staff, where our caring community nurtures the holistic development and uniqueness of every individual. To achieve this state of being comfortable, healthy, resilient and happy requires a balancing process between skills, resources and challenges.

Coláiste Éamonn Rís is committed to promoting the emotional and social wellbeing of all, to create a respectful atmosphere between all individuals: management, teachers, staff members, students, parents and visitors. We recognise the importance of students having positive role models and this is inspired by the Five Key Elements of the ERST Charter. Our school mission is to develop responsible individuals who will participate fully in a changing society and to do this in a Christian environment. Our school is responding to a changing world, and we plan to support the leaders of the future to work

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in partnership, to care for the environment, to equally look after themselves and others, and to be inspirational and responsible citizens.

The Five Key Elements of the ERST Charter, outlined below, clearly promote access and participation and reflect the six indicators of wellbeing that have been identified by the NCCA.

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

3. Wellbeing Aims

Coláiste Éamonn Rís acknowledges that the wellbeing of our school community is paramount.

“The goal of wellbeing is human flourishing, and flourishing rests on the following: positive emotion, engagement, relationships, meaning, and accomplishment” (DES, 2015)

The aims of the Wellbeing Policy are to:

- Ensure that student wellbeing is central to teaching practices and student learning
- Make visible our ongoing efforts to enhance student wellbeing by outlining the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of students in Coláiste Éamonn Rís
- Outline our informal support which allows a holistic approach to enhancing our school community’s wellbeing in accordance with our mission statement
- Protect and enhance student self-worth whilst offering students a chance to understand themselves better
- Encourage all staff to contribute to promoting a caring and inclusive environment within the school that is supportive of school wellbeing
- Illustrate that there is a shared vision and understanding of what student wellbeing means, which emphasises strengths and capacities
- Recognise the relationship between positive experiences of school life, student achievement and long-term wellbeing
- Ensure that respectful and caring relationships are fostered between staff and students, students and students, and staff and parents
- Offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both inside and out of the classroom focused on the promotion of wellbeing

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- Outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs of students
- Provide an umbrella policy which outlines a structure that links a series of other policies that relate to wellbeing

The above aims are underpinned by the six wellbeing Indicators which have been identified by the NCCA.

4. Wellbeing Indicators



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The six wellbeing Indicators identified by the NCCA are described as follows:

- Active - Being physically active is an important element in staying well
- Responsible - Each person must take responsibility for their own choices and make decisions, which promote their own wellbeing and the wellbeing of others
- Connected - It is important to feel connected and also to appreciate that actions and interactions taken by one person will impact on their wellbeing and that of others
- Resilient - Everyone goes through challenges in their life. By building resilience,
- Students learn the skills to cope with life's challenges
- Respected - Feeling respected, listened to and valued are key aspects of wellbeing. Positive, respectful relationships are central to maintaining wellbeing
- Aware - Self-awareness is important for wellbeing, being able to make sense of thoughts, feelings, behaviours and being aware of personal values and personal limitations

5A. Junior Cycle Statements of Learning

“The learning at the core of Junior Cycle is described in twenty-four statements of learning ...They are central to planning for, the students’ experience of, and the evaluation of the school’s Junior Cycle programme” (Framework for Junior Cycle, 2015, p. 12)

The purposes of the Statements of Learning (SOL) are:

- To ensure a rich educational experience for students.
- Learning that has both breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge

The following SOL are particularly applicable to Wellbeing:

SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision making.

SOL 7: The student values what it means to be an active citizen with rights and responsibilities in local and wider contexts.

SOL 10: The student has the awareness, knowledge, skills, values and motivation to live sustainably.

SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.

SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.

SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices.

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5B. Senior Cycle Guiding Principles

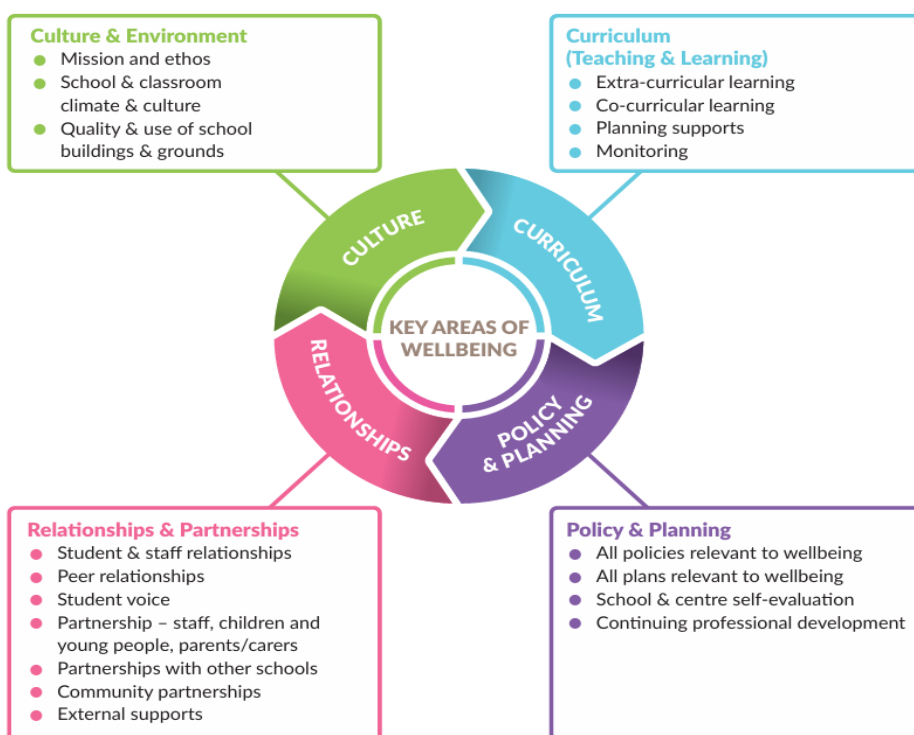
Senior cycle aims to educate the whole person and contribute to human flourishing. Students' experiences throughout senior cycle enrich their intellectual, social and personal development and their overall health and wellbeing. Senior cycle has 8 guiding principles

Senior Cycle Guiding Principles
Wellbeing and relationships
Inclusive education and diversity
Challenge, engagement and creativity
Learning to learn, learning for life
Choice and flexibility
Continuity and transitions
Participation and citizenship
Learning environments and partnerships

6. Whole School Vision of Wellbeing

Coláiste Eamonn Rís actively reviews how best to promote the four key areas of Wellbeing within a whole school approach based on the guidance from the *Wellbeing Policy Statement and Framework for Practice 2018–2023, Revised October 2019*, p.16.

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion



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Wellbeing Culture and Environment

a. School Mission and Ethos

The mission and ethos of Coláiste Éamonn Rís was outlined at the start of this Wellbeing Policy. Our Catholic ethos supports wellbeing in several ways:

- We promote inclusivity of all Faiths and Cultures.
- All students in Religion classes learn different ways to meditate, reflect and pray and get many opportunities to practice this throughout the year, enhancing their spiritual growth and supporting their Wellbeing.
- Students get the opportunity to participate in a period/day of mindful reflection which focuses them on the spiritual aspect of their lives.
- The whole school community is involved in several liturgies throughout the year such as our Opening of Year Mass and Graduation Mass. There is a sense of togetherness and support at these times of reflection.

b. School & Classroom Climate & Culture

Classroom culture incorporates teaching, learning and assessment in a wellbeing manner as:

- Students feel safe, secure and respected in their classrooms.
- Students are encouraged to actively engage in their learning so that they may enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Feedback is also given in the classroom in either groups or one-to-one, and on TEAMS.
- Students have opportunities to talk about their learning and what helps them to learn (student support).
- Teachers use active methodologies to develop the key skills in their subjects.
- Learning and Teaching are differentiated and provide an appropriate challenge to enable all students to engage and experience success.
- A culture of collaboration and cooperation is promoted through day-to-day teaching (team teaching), learning and assessment practices.
- Teachers use active methodologies to develop the key skills in their subjects to maintain student engagement and maximise learning and achievement.
- Emphasis is placed on the integration of ICT into teaching and learning in the school.
- SEN students, as sanctioned by the DES, have access to a laptop.
- Team teaching for SEN support is also in place.
- Collaboration and sharing of teaching methodologies through staff meetings and subject meetings.
- Assessment practices take the form of both Summative and Formative assessment.
- The Positive Affirmation Committee promotes positive relationships within our school. The rationale for the P.A.C. is to affirm positive behaviour in all aspects of school life.

C. Quality & use of school buildings & grounds

The physical environment of Coláiste Éamonn Rís conveys a message of warmth, welcome and inclusion

- The school is a safe place for all students.
- There are spaces for students to congregate socially and to have quiet time.
- The school library is open at lunchtime for students to read, play boardgames and borrow books.

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- The school building is accessible to all students.
- Students and staff take pride and care in maintaining the physical environment.
- The school environment is conducive to promoting physical activity (Gym, Hurling Wall & Astro Pitch)
- The school environment is conducive to promoting healthy eating choices.
- Encouragement of social engagement through the promotion of extra-curricular and lunch-time activities such as soccer, hurling, football, board games and choir.

Wellbeing Relationships and Partnerships

a. Student/Staff Relationships and Peer Relationships

Coláiste Éamonn Rís recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within our school community. We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful both in the classroom and interactions on the corridor.
- Ensuring that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time through our Child Protection Policy.
- Fully informing students as to where to get support and how to access the care structures in the school through our Student Support Team as well as all staff members.
- Resolving behaviour issues with care, respect and consistency as per our Code of Behaviour. The Code of Behaviour is underpinned by the use of Restorative Practices.
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers.
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues.
- Making sure that students know that their feedback is valued and, where appropriate, acted upon by communicating changes brought about by them through school announcements or any other means deemed appropriate.
- The principal operates an open-door policy.
- Coláiste Éamonn Rís Secondary School embraces restorative practices in a professional learning community where relationships and good communications are valued. This restorative approach manages conflict, harm and tensions by building, repairing and/or restoring relationships.

b. Student Voice

- Forums are provided for students so that their voices may be heard, and they are involved in making decisions about their life in school (TEAMS/Well-being Committee/Past Pupils' Association/Direct Email Communication).
- All our students are encouraged to join in with the development of our school community.
- Students of all year groups are represented on the Student Council.
- The aim of the Student Council is to promote the interests of the school and the involvement of the students in the affairs of the school in cooperation with the Board of Management, parents and teachers. This partnership works for the benefit of the school and its students. The Student Council works with the liaison teacher and meets fortnightly/or as deemed necessary.

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- Student led initiatives are facilitated, such as no-uniform days, Praise and Raise, Zambia Immersion Project, Grandparents' Day, school concert.
- The Meitheal programme is in operation in the school. Fifth- and Sixth-Year students (Meitheal leaders) act as mentors for 1st year students. The Meitheal programme is an integral part of the induction and support programme for 1st year students.

c. Partnership with parents/guardians, community and external supports

The parents/guardians of the students of Coláiste Éamonn Rís are a highly respected and valued stakeholder. Parents/Guardians are the primary educators of their children. The most important gift that any parent can give their child is the opportunity to fulfil their potential. It is paramount to us to ensure that parents feel welcome, respected, and listened to as partners in the education of their children.

- The Parents Council organises events and assists policy development in order to sustain and enhance wellbeing in the school community.
- Regular reporting home: parent/teacher meeting, term reports, use of Vsware and social media ensure open and ongoing communications between the school and home.
- Other Ways in which the school provides support to parents in relation to student wellbeing:
 - Parent information evenings.
 - Parent teacher meetings - AEN department members are available at these meetings.
 - One-to-one meetings and/or phone calls arranged with any staff member, class teacher, Year Head, Assistant Year Head or Principal as requested.
 - Facilitation of family meetings with outside agencies, if required.
 - Parents council - organisation of refreshments for graduation mass and awards nights.
 - Parent rep on the Wellbeing Committee.

1. Partnership with community

- Tidy Towns
- Wexford GAA
- Wexford Marine Watch
- Wexford County Council
- Local Enterprise Office
- Local Businesses
- Past Pupils' Association
- Team Hope
- Creative Clusters with Presentation Secondary School & Selskar College
- School Musical Collaboration with Presentation Secondary School Wexford
- Careers Fair in collaboration with Loreto Wexford
- Zambia Immersion Project
- German Exchange in collaboration with Loreto Wexford
- New York Exchange
- Ceoltas
- Subject sharing modules in collaboration with the Presentation school

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- Celtic Linen
- Secret Valley

2. Partnership with external supports

- Tusla
- National Learning Network Wexford
- An Garda Síochána
- Wexford Education Centre

Wellbeing Curriculum (Learning & Teaching)

The Junior Cycle Wellbeing programme requires a minimum of 400 hours timetabled engagement by September 2022. This is adhered to at Coláiste Éamonn Rís evident from the table below.

		1 st Year	2 nd Year	3rd Year	Hours
Wellbeing	CSPE (minimum 100 hours)	1	1	1	100
	SPHE (minimum 100 hours)	1	1	1	100
	PE (Minimum 135 hrs)	2	1	1	133
	Wellbeing Module /Treoir	1		1	66
Total		5	3	4	399
Total		165	100	133	399

All subject planning includes Wellbeing, and teachers are encouraged to embed Wellbeing into their curriculum and ensure it is visible to students. Wellbeing is further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE, PE and guidance related learning at both Junior and Senior Level. Wellbeing is inclusive of all, and where appropriate students are offered Level 2 or priority learning units including Wellbeing. LCA is offered at Senior Cyle.

a) Extra-curricular Learning

- Choir
- Hurling
- Basketball
- Athletics
- Gaelic Football
- Soccer
- Rugby

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- Board Games
- Combat Club
- Handball
- Enterprise
- Golf

b) Co-curricular Learning

Whole school wellbeing initiatives at Coláiste Éamonn Rís include for example:

- CBS Christmas Concert
- CBS Christmas Fair
- Cycle against Suicide
- Tackle your feelings
- Math's club
- TY School musical in collaboration with Presentation Secondary School
- Variety of overnight/day trips such as Ski Trip (TY) European Cultural Trip (First Year); Northern Ireland History Trip (SC); Art Trips, etc.
- Various Subject weeks: help to build positive relationships e.g. Math's/Science, improve self-esteem and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many ways
- Mentoring Programmes: Meitheal/Droichead
- Homework Club
- First Year Induction Day
- Transition programme from Primary to Secondary school for ASD students
- Intercom: Used to acknowledge achievements and encourage students
- Social media: Weekly Calendar, Instagram/Facebook/X, biannual newsletter which highlight student and community achievement and progress
- Study skill seminars are organised annually to support and enhance student attainment/wellbeing
- Meditation: Incorporated in Wellbeing and SPHE
- Induction trip for TY
- Get Active Week
- School Awards Night
- JC Awards Night
- LC Awards Night

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- Transition Awards
- Creative Cluster Student Committee
- College Awareness Week
- Ecology Field Study
- Maynooth laboratory experience day
- Waters workshop
- Science Week initiatives

c) Planning & Supports

Coláiste Éamonn Rís offers 400 hours of Wellbeing at Junior Cycle, which includes PE, SPHE and CSPE as Junior Cycle Short courses, a wellbeing course which incorporates modules in Transitioning to Secondary School, Study Skills, and Mindfulness.

The following is a list of policies underpinning whole school wellbeing in Coláiste Éamonn Rís:

- Admissions Policy
- Code of Behaviour
- Anti-Bullying Policy
- Additional Educational Needs Policy
- SPHE Policy
- RSE Policy
- Child Protection Policy
- Attendance and Participation Policy
- Health and Safety Policy
- Safety Statement
- Data Protection Policy
- Student Support Policy
- Whole school Guidance Plan
- Assessment and Reporting Policy
- Substance Misuse Policy
- Acceptable Use Policy-I.T. Devices
- Acceptable Use Policy-Electronic Communications
- Staff Harassment and Sexual Harassment Policy
- Staff Anti-bullying Policy

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Monitoring

The following structures are in place to support and plan for both students and staff wellbeing in Coláiste Éamonn Rís;

i. Wellbeing Committee

Our Well-being Team consists of Principal/Deputy Principals/Well-being Coordinator/Teachers/Students/Parents Representatives. The team meets regularly with the aim of promoting well-being within the whole school community.

ii. Student Support Team

Our Student Support Team consists of the Principal/Deputy Principals/Guidance Counsellor/AEN Coordinator. The team meets once a week and focuses on wellbeing and support through the NEPS continuum of support - Individual Support/Support for a few/Support for all.

iii. The Additional Educational Needs Team

This team works closely with students and their parents/guardians and aims to remove barriers for students with additional/learning needs to ensure a positive school experience, and achievement of potential.

iv. Year Head Structure

The role of the Year Head is essential in the school community. Year Heads meet every week with the Principal and Deputy Principal. This team works with others e.g. AEN, SST etc., to focus on the task of overseeing the welfare of the various year groups so that all students are supported at every level.

v. Assistant Year Heads

The role of the Assistant Year ahead is to support the Year Head in their role in addressing the pastoral needs of their year group with a particular focus on school attendance. The Year Head and Assistant Year Heads meet regularly with the purpose of enhancing student welfare within their cohort.

vi. Class Tutors

Members of the teaching staff act voluntarily as Class Tutors. The Class Tutor is a consistent point of contact for the student for day-to-day management (e.g. signing journal / monitoring of positive behaviour) but is also there in a pastoral role supporting individual students. This is done in collaboration with the Year Head and Assistant Year Head.

vii. Student Council

Student involvement and leadership are an essential part of wellbeing in our school community. Student involvement is encouraged. The Student Council meets on a regular basis and considers issues that affect the student population. It allows students a voice to bring any concerns that may arise to the wider school community.

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viii. Meitheal

5th /6th Year students mentor the first-year students to settle into Coláiste Éamonn Rís which benefits all involved. Duties include:

- Familiarise 1st year with classrooms, timetables, lockers, etc.
- Provide a 'friendly face' and someone to talk to if a student is having a difficulty
- Check in with students at morning break informally to see how they are settling in
- Interact with students regularly in a student support class about extracurricular involvement and listen to any suggestions/concerns they may have

ix. Staff Wellbeing

Staff in Coláiste Éamonn Rís work in a supported environment in a collaborative manner.

- At Board of Management meetings, the principal's report keeps the Board informed of the work of staff. This is formally affirmed at staff gatherings.
- The staff room is well equipped and provides a safe area for staff breaks.
- The Principal respects the professional commitment of each staff member. Both understand the complex pressures which may come to bear on all members of staff from time to time and respond with compassion.
- Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses. The BoM supports staff members financially undertaking CPD.
- We promote a culture of collaborative collegiality in Coláiste Éamonn Rís. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on TEAMS, as well as informal conversations and peer observations.
- The whole school email system & VShare ensures all staff are aware of important events and opportunities.
- The Principal operates an open- door policy.
- The school has a staff social committee which organises celebratory events periodically throughout the year, such as Christmas, which helps to enhance personal relationships between staff members.
- Staff have undertaken CPD on the Harassment and Sexual Harassment Policy and Staff Anti-bullying Policy.
- Annual staff well-being workshop for all staff as part of the Croke Park hours.
- The wellbeing committee organises beginning of year BBQ with the aim of integrating new staff members and building positive relationships.
- New Staff Induction/Droichead Team operate a programme to support new staff.

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- New Staff Mentor supports new staff and PME students while integrating into school life.

Wellbeing Policy & Planning

D) Policies relevant to Wellbeing

All these policies were mentioned in “Planning & Supports” above (p. 12)

E) Plans relevant to Wellbeing

Refer to Planning & Supports for further information (p. 12)

F. School Self-Evaluation

Refer to School SSE & SIP

G. Continuing Professional Development

Coláiste Éamonn Rís staff are continuously encouraged by the Principal to attend relevant CPD courses. The Principal informs the staff of various courses and welcomes teachers to share their experience/findings at staff meetings.

In addition to OIDE Training Days, other CPD opportunities include:

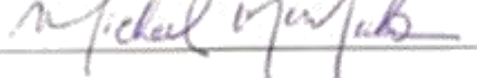
1. First Aid Responder Training
2. Fire Safety Training
3. Safe Talk Suicide Prevention Training
4. Differentiation Training
5. Level 2 Programme Training
6. LCA Training
7. AI Training
8. Digital Learning Training

This Wellbeing policy was drafted in Jan.-Feb. 2025 will be reviewed on an bi-annual basis.

It was adopted by the Board of Management on 18-3-2025

Signed:  Date: 18-3-2025

Chairperson of Board of Management

Signed:  Date: 18-3-2025

Principal

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