



## St Corban's BNS Wellbeing Policy "Be the best you can be."

### **Introduction:**

*"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 wellbeing and has a sense of purpose, connection and belonging to a wider community."* Wellbeing Policy and Framework, DES.

In St Corban's BNS, we have prioritised the development of our Wellbeing Policy as part of our School Self-Evaluation process for the 2024-2025 school year. We have reviewed our practices and researched current guidelines and best practice, to develop our programme. This policy sets out our school plan for wellbeing in our school for the coming years.

We are committed to the ongoing review and development of the four key areas and indicators of successful wellbeing promotion - school culture and environment, teaching and learning, policy and planning, and relationships and partnerships. This involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on wellbeing.

### **Our Vision**

Our vision at St Corban's is to empower children to acquire, demonstrate, articulate and value knowledge, skills and dispositions that will help them to grow and develop independence, support them as life-long learners, to participate in and contribute to the global world and to live by the core values of the school: respect, honesty, responsibility, kindness and forgiveness.

We work to develop knowledge, skills and character in every pupil, empowering them to meet, with assured confidence, the challenges of life now and in the future. We intend to nurture a love of learning and a deep respect for all living creatures and the world we live in. We want to enable every individual regardless of ability to achieve his full potential, to prepare for future life and to become a life-long learner. We hope to nurture each child's natural thirst for learning and encourage them to become a good citizen, equipped for the challenges of the 21st century. Wellbeing is the cornerstone for each individual's growth and development.

### **Our Mission**

We, the members of St. Corban's school community, endeavour to continue in the rich tradition and Christian Ethos of Edmund Ignatius Rice. The vision and enthusiasm of each of its members combine to seek to develop to its full, the potential of each individual within the school community.

As a community, we work together to empower our children, to become good people who live their lives ethically following the example of Jesus, to become life-long learners who value learning and develop a love of learning and to embrace their future confidently and

become global citizens who contribute to the community and the world successfully. We want our school community to support and enrich the lives of everyone while we learn to live in the world and contribute to creating a better world. Our children are encouraged to take increasing responsibility for learning and decision-making and to grow in independence. Children, Parents and Teachers are proud to form a partnership to enjoy today and create a better tomorrow.

### **Our Values**

We try to live by our values each and every day. We believe that our lives and our community will be better, richer and kinder when we do this. The values that we nurture are the shared values that parents instil in their children to enable them to lead a happy and fulfilling life.

**Respect; Honesty; Responsibility; Kindness; Forgiveness.**

### **Rationale:**

*"The promotion of wellbeing is central to the Department's mission to enable children and young people to achieve their full potential and contribute to Ireland's social, cultural and economic development. Schools play 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 children and young people. Our education system is key to equipping children and young people with the knowledge, skills and competencies to deal with challenges that impact on their wellbeing." (Wellbeing Policy Statement and Framework for Practice, 2018)*

National and international research highlights that the well-being of our children and young people is critical to their success in education and in life. (DES, 2018).

### **Documents which have informed our Wellbeing Policy planning:**

- Wellbeing Policy Statement and Framework for Practice (DES, 2018)
- Schools for Health in Ireland: Framework for Developing a Health Promoting School (HSE, 2013)
- Looking at Our School: A Quality Framework for Primary Schools (DES, Inspectorate, 2016)
- Well-Being in Primary Schools Guidelines for Mental Health Promotion (DES, DOH & HSE, 2015)
- Aistear: The Early Childhood Curriculum Framework (NCCA, 2009)
- Wellbeing Policy Statement & Framework for Practice- Indicators of success  
SSE
- Bí Cineálta Procedures to prevent and address bullying behaviour DES2024

### **Wellbeing Policy Statement and Framework for Practice**

The Department's Wellbeing Policy Statement and Framework for Practice assists schools in ensuring that well-being promotion is embedded within the school's existing practice. The school's review and development process using the Wellbeing Policy Statement and

Framework for Practice provides guidance and practical resources to assist in the further enhancement of whole school approaches to well-being promotion in the areas of:

- culture and environment
- curriculum (teaching and learning)
- policy and planning
- relationships and partnerships

### Culture and environment

*“St Corban’s BNS is a fully vertical boys’ primary school, educating boys from Junior Infants to Sixth Class. We have a Catholic ethos and operate under the Patronage of the Bishop of Kildare and Leighlin. Offering the broadest range of practical and academic experiences, we endeavour to provide each pupil with a curriculum which both challenges and inspires him to reach his individual potential.”*

*“St Corban’s is inclusive in every sense of the word, where the cultural, sporting, academic and other successes of all of our pupils and staff are proudly celebrated together. We seek to develop a very strong sense of pride and belonging in our school and celebrate the successes of the whole school community”.* (Principal's Welcome, St Corbans BNS's Website)

Our school aims to foster a sense of wellbeing in our students and staff. Our climate is one which fosters warm relationships between students and staff, through a culture of mutual respect and consideration for all. The school encourages participation and promotion of pupil safety through clear and fair rules and positive expectations. The school provides a safe, secure and stimulating environment that encourages and supports pupils, staff and members of the whole school community, both in and out of school. We encourage and promote self-esteem and self-confidence by providing opportunities for all members of the school community to contribute to school life. The school community is encouraged to make healthy choices.

Our In-School Leadership & Management team strives to create a culture and climate which is accepting and supportive for staff, parents and students. Through nurturing quality relationships within the school, we facilitate the wellbeing of staff members and students as well as fostering a shared responsibility for promoting positive wellbeing.

### Curriculum (teaching and learning)

The teaching and learning in St Corban’s aims to be engaging, differentiated, inclusive and provides opportunity for success. The SPHE curriculum in St Corban’s strongly supports the social and emotional wellbeing of our pupils, by placing an emphasis on children’s social and emotional skills, attitudes, behaviour and therefore learning performance.

The Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including well-being needs of our pupils, in line with best practice (Please refer to Continuum of Support Policy for further information).

St Corban’s BNS adheres to statutory requirements and the school environment is accessible to all pupils.



We provide challenges for pupils and staff through a wide range of physical, academic, social and community activities.

This whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on Wellbeing.

**Wellbeing promotion is addressed across the curriculum through:**

- SPHE
- Physical Education
- Religious Education
- Science
- Aistear

In St Corban's BNS, we currently promote our pupil's wellbeing through a number of programmes and initiatives throughout daily school life that support the well-being of our pupils;

- SPHE Policy- including Stay Safe, Walk Tall Programmes
- RSE Programme
- Stay Safe Programme
- SEN Policy & Continuum of Support
- Code Of Behaviour
- Wellbeing Committee
- Bí Cinealta Policy (Anti Bullying Policy)
- Wellbeing Wednesdays- using the Mind Me Mind You primary schools programme as a foundation, thematic resources and information are provided for use as deemed appropriate.
- Student Council and Prefects/ Bí Cineálta ambassadors.
- PE/Swimming lessons/ Sports Days
- Friendship week, wellbeing weeks, Internet safety week,
- Extra-Curricular After School: Sports- GAA, Cumann na mBunscol, Soccer, Basketball, Cross Country, Choir, Quiz team, Spelling Bee.
- Parents Involvement- Parents Council, Ice Cream Van, Christmas celebrations, fundraising.
- Attendance and Wellbeing- rewards for attendance
- Transition to Secondary school Programme
- Religious/ Parish links
- Droichead Programme to Support Newly Qualified Teachers
- Promoting Arts- Curricular and competitions and initiatives (Christmas Cards, Art Exhibition, Artist workshops) Music (School Choir, School Musicals, Peace Proms. Christmas Plays) Seachtain na Gaeilge dance performances,
- Friendship Week, Buddy benches
- Wellbeing Week
- Links with HSE personnel e.g. Primary Care Team, School Age Team, Early Intervention Team, Assessment of Need Team.

- Naas Child and Family Project / Insync
- Daily meditation, mindfulness, affirmations in classrooms.
- Internet Safety Week, Science Week, Maths Week.
- Religious services.
- Partnership with An Garda Síochána for Cycle safety Programme.
- We liaise with and support transitions from pre-school/ creches and other relevant bodies before joining our school.
- We liaise with local secondary schools to ensure a smooth transition from Primary to Secondary. Identify children who may benefit from further support to complete the transition process.
- We have a school Healthy Eating Policy. We have engaged with programmes such as “Food Dudes” to help promote healthy eating. Parents can choose to order hot lunches through the Free School Lunches scheme ensuring all children have access to daily meals.
- Aistear (the Early Childhood Curriculum Framework) This has four themes of Well-being, Identity and Belonging, Communication, Exploring and Thinking. This programme runs from Junior Infants to Senior infants.
- Whole school fundraising for charities Daffodil Day, Medecins sans Frontieres, Trócaire

This list is not exhaustive.

### **Staff Training & Development**

- Friends For Life Programme- staff to be trained when opportunities available in education centres. 3 members of staff currently trained in Friends for Life. Zippy’s friends Programme for ages 5-7- 1 staff member trained.
- In school CPD- (*Corbans booklet of strategies designed by L Duffy*) Meditation and yoga CPD completed in 2023.

### **Relationships and Partnerships**

Our school has strong partnerships with parents/guardians and the wider community, which is a central part of the wellbeing process. We engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing, teaching and learning. The following stakeholders collaborate regularly:

- Parents/Guardians
- Board of Management
- Patronage e.g. Naas Parish Chaplaincy
- Parents Association
- Student Council
- Local schools
- Voluntary/sports/arts groups e.g. Coaches- GAA, Rugby club.
- State agencies e.g. NEPS, HSE support services eg. Speech and language, OT support.
- Community groups e.g. GAA. Naas Tidy Towns, library services.
- Support services e.g. Naas child and family/Insync, Gardai (cycle safety etc)

- Links to preschools and secondary schools to ensure smooth transitions for our pupils.

### **Roles & Responsibilities**

#### **Principal:**

- Circulate the policy to the teaching staff, BoM and the wider school community for analysis/discussion/feedback.
- Make all teachers in the school aware of the contents of the policy.
- Provide for implementation of the policy within the school.
- Ensure that parents of new entrants to the school are aware of the policy.
- Provide members of the school community with access to the policy.

#### **Board of Management**

- Ratify the amended and completed policy.
- Provide any support, where necessary, in the implementation of the policy.
- Make decisions regarding critical incidents.
- Liaise with the media in the event of a critical incident.

#### **Wellbeing Committee**

- Research and develop this policy in conjunction with the school principal, school staff and other key individuals.
- Research ideas to help improve and support the wellbeing of the school community.
- Provide support to ensure the implementation of the policy within the school.
- Keep up to date with best practice in the area of wellbeing.
- Encourage the creation of a supportive staff environment throughout the school.
- Liaise with staff in order to ensure that staff wellbeing needs are being provided for.

#### **School Staff**

The role of the teacher has been found to be paramount to children's wellbeing and reaches beyond teaching and learning. The relationship that teachers develop with the child has a key influence on wellbeing development.

- Inform themselves regarding the importance of wellbeing and resilience.
- Familiarise themselves with the content of this policy.
- Engage in any consultation regarding the policy and provide feedback.
- Report any relevant information to the Principal.
- Access continuing professional development (CPD) which includes the sharing of expertise and learning. Share ideas regarding wellbeing with their colleagues and the school wellbeing team.

### **Policy and Planning**

St Corban's regularly reviews our school policies for staff and pupils that are in accordance with the school aims, philosophy, vision and ethos. All aspects of the school planning and self-evaluation process in our school incorporate a health and wellbeing dimension.

Wellbeing promotion is addressed in school policies and plans including but not limited to:

Code of Behaviour  
School SPHE Plan  
Bí Cineálta/Anti-Bullying Policy  
Acceptable Use Policy (AUP)  
Special Educational Needs Policy  
Child Safeguarding Statement  
DES Child Abuse Prevention Guidelines/Children First Guidelines  
Health and Safety Statement  
Dignity in the Workplace Policy  
Healthy Eating Policy  
Homework Policy  
Mobile Phone & Electronic Devices Policy  
Data Protection Policy  
Equal Opportunity and Gender Equity Policy

### **Pupil Wellbeing:**

#### **Whole School Approach**

In St. Corban's BNS, we embrace School Support for All as a whole school approach that focuses on promoting wellbeing for all members of the school community. School Support for All is a process of prevention, effective mainstream teaching, early identification and intervention for children who are showing mild or transient signs of difficulty. Students flourish where there is a whole school approach to supporting their growth and wellbeing.

Our Whole School Approach involves:

- Raising awareness of wellbeing promotion through Friendship weeks, Wellbeing Weeks and Wellbeing Wednesdays
- Regular review and development of policies relating to wellbeing such as critical incidents, anti-bullying, child safeguarding etc
- Implementing the SPHE curriculum which includes a focus on whole school approaches to wellbeing and health promotion
- Implementing the Anti Bullying policy, the Code of Behaviour
- Professional development for school staff in wellbeing promotion (Friends for Life, Zippys Friends, Bí Cineálta)
- Implementing universal evidence-based programmes and interventions using guidance from Staff members trained in Friends for Life Programme. (We trialled 3 programmes at 4th Class level, currently using Mind Me Mind You programme as appropriate throughout the school)
- Establishing mechanisms such as our Student Council to ensure that the voice of children is heard.
- The Prefect/Bi Cinealta ambassadors help provide feedback from what they observe on yard as well as developing a sense of responsibility in the boys.
- Planning, collaborating and appropriate sharing of information between schools when children are making the transition into primary school or moving into post-primary school

- Liaising with appropriate external agencies and services e.g. NEPS psychologists, NCSE, etc
- Catholic Schools Week
- Internet Safety weeks
- Go Phone Free Initiative
- Special Days – Halloween Walk, Ice-cream Van visit, Water Pistol day, Sports Days, Christmas Parties, Nature Walks, History Walks.
- There are a number of after school activities available to pupils including a variety of sports, Lego club, homework club, chess, science. There is also a breakfast club before school.
- Wellbeing display boards in the halla and posters in the school environment with positive messaging for the boys. Bí Cinealta messaging in the school to remind pupils of anti-bullying procedures and prevention.
- Further information and resources for wellbeing are available on a padlet on the Teachers' Portal on Aladdin as well as on the shared google drive.
- The indoor space displays, celebrates and highlights the talents, and accomplishments of the children in our school.
- We recognise the link between physical activity and wellbeing and we facilitate physical activities and movement breaks within the school environment.
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### **Individual and Targeted Support**

In line with best practice, the Continuum of Support model delivered within our school, offers a flexible framework within which we can address all educational needs, including the wellbeing needs of our pupils.

#### ***Continuum of Support***

The Continuum of Support recognises that individual children and young people can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups. Children and young people with additional needs and vulnerable groups are particularly at risk in the area of wellbeing (NCSE, 2014). The National Educational Psychological Service (NEPS) supports schools to promote the wellbeing and mental health of all children and young people.

While supporting all, NEPS prioritises support for those at risk of educational disadvantage and those with special educational needs.

The Special Education Team meets regularly and discusses the needs of pupils in the school as a whole, under the continuum of support model. Children may be identified through this process who would benefit from further support in school, at home and/or from external agencies.

- The class teacher may call home to arrange a meeting with the parents/guardians to discuss concerns



- A classroom support or school support plan may be initiated for the child, My Thoughts about School and School Environment checklists are completed
  - Intervention plans and individual targets are developed
  - Specific needs may be discussed with external agencies or professionals such as National Educational Psychology Service (NEPs), HSE personnel (Primary Care Team, Assessment of Need Team, Early Intervention Team, School Age Team), National Educational Welfare Board, National Council for Special Education (NCSE)
  - Student support plans are reviewed and updated throughout the school year
- Our Schools SNA team work in collaboration with specific pupil's teachers and parents to help pupils to achieve the targets set in their Pupil Personal Profile.
- July Provision is provided off site.
  - Specialist technology is acquired for pupils as needed.
  - Movement breaks are provided for specific pupils using our sensory circuits set up in the General Purpose room (halla)

### **Staff Wellbeing:**

St Corbans is a safe and supportive environment for staff members. All staff members are supported in maintaining their personal health and wellbeing. Our staff benefit from reflecting on our own wellbeing and general attitudes to mental health.

Staff wellbeing is promoted by informing staff of relevant webinars, health promoting activities and CPD through Aladdin and staff noticeboard/emails.

Information on wellbeing is available on our staff Aladdin padlet as well as in google drive. Our school social committee celebrates milestones in the school calendar as well as events in staff personal lives (significant birthdays, weddings, Droichead etc)

Fundraising and social coffee mornings for good causes (Daffodil Day, Hospice )

All staff are made aware of supports for teacher wellbeing and that individual teachers requiring additional support at a particular time may access the Employee Assistance Service (EAS). Spectrum Life was awarded the EAS contract in July 2020. The service provided is known as 'Wellbeing Together: Folláine le Chéile'. The EAS provides advice to employees on a range of issues including wellbeing, legal, financial, bereavement, conflict and mediation. It also provides advice and support to school leaders and delivers interventions to help them deal with health and wellbeing issues in the workplace. Where appropriate, short-term counselling is available to employees and their family members. A family member includes a spouse, civil partner or dependent, where the family member can be described as a person over the age of 18 and residing at the family home. In addition, online cognitive behavioural therapy is also provided to employees. A bespoke wellbeing portal and app is available offering a host of online services with access to live chats, videos, podcasts and blogs on topics around mental health, family life, exercise and nutrition. The platform is available via Web, iOS App or Android App. As part of the EAS, a Mental Health Promotion Manager is also available to develop and deliver evidence based mental health and wellbeing initiatives. Spectrum Life also provides a series of webinars and presentations to promote wellbeing in schools.

### **Ratification & Implementation**

This policy was ratified for implementation by the Board of Management at the Board meeting on Weds 21<sup>st</sup> May 2025. It will be reviewed as necessary.

Signed:  Date: 07/04/2025

Chairperson of the Board of Management  
St. Corban's BNS

### **Useful resources/links:**

<https://drive.google.com/drive/u/0/search?q=wellbeing%20policy>

PDST: <https://pdst.ie/wellbeing>

[https://www.education.ie/en/Schools-](https://www.education.ie/en/Schools-Colleges/Information/wellbeingineducation/wellbeing-in-education.html)

[Colleges/Information/wellbeingineducation/wellbeing-in-education.html](https://www.education.ie/en/Schools-Colleges/Information/wellbeingineducation/wellbeing-in-education.html)

[Wellbeing\\_in\\_Primary\\_Schools\\_Guidelines\\_for\\_Mental\\_Health\\_Promotion](#)

[Wellbeing Resources for Primary School Teachers - HSE.ie](#)

INTO [Wellbeing in the Classroom](#)

### **Staff Wellbeing**

[Teacher Wellbeing | PDST Resources for Primary School Teachers - HSE.ie](#)

<https://www.education.ie/en/Education-Staff/Services/Employee-Assistance-Service/employee-assistance-service.html>

<https://www.education.ie/en/Education-Staff/Services/Employee-Assistance-Service/employee-assistance-service.html>