



Bush Post Primary School – Wellbeing Policy

1. Our Mission Statement

We acknowledge the uniqueness of students in our care: each with individual needs and potentialities. The realisation of each student's potential is our mission. We recognise the importance of self-esteem. It is our mission to engender, foster and protect a positive self-image and wellbeing for each person in our care.

Our mission is to create an effective educational environment, where our school community will thrive. This environment, managed with fairness and firmness, will allow each person in our care to develop personally, educationally, socially and spiritually. Our School Motto "Ar Thrial Na Tuiscine" translates to in Search of Understanding.

2. Ethos

ETB Schools' Ethos

As set out in the Admissions Policy, Bush Post Primary School is an ETB school which is a state funded, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect



3. Wellbeing in Bush Post Primary School

Wellbeing is an integral to everything we do in our school. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

4. Junior Cycle - Wellbeing Curriculum

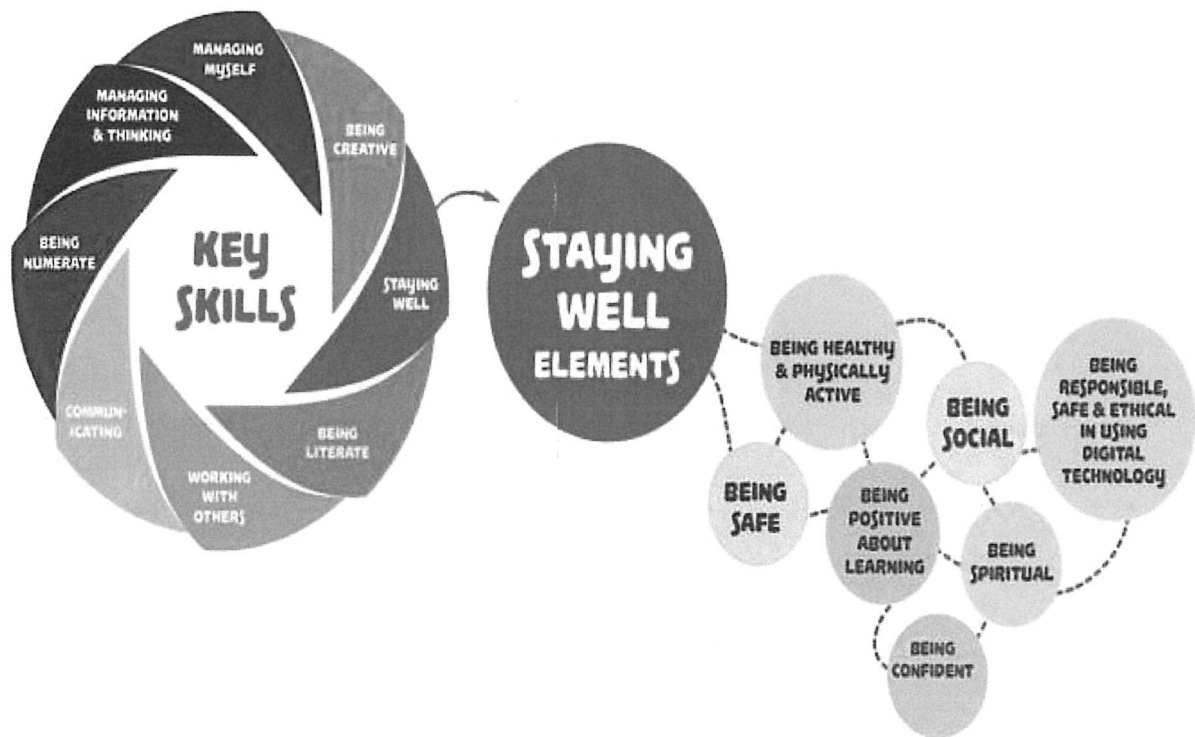
Statements of learning (sol) that link to Wellbeing

The following Statements of Learning are particularly applicable to Wellbeing in Bush Post Primary, and will be delivered in PE, SPHE, CSPE, and Wellbeing classes.

- The student has an awareness of personal values and an understanding of the process of moral decision making (SoL 5)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SoL 7)
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (SoL 10)
- The student takes action to safeguard and promote her/his wellbeing and that of others (SoL 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SoL 12)
- The student understands the importance of food and diet in making healthy lifestyle choices (SoL 13)

Key Skills: Staying Well is one of the 8 key skills.

“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course”. Framework for Junior Cycle, 2015, p.15. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today’s world. They also support students in learning how to learn and take responsibility for their own learning.



5. Whole School Approach to Wellbeing

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Bush Post Primary School. Our Wellbeing programme is predominately taught in subject areas; SPHE, Physical Education, CSPE, Wellbeing and Guidance classes but is indirectly taught in all subjects in our school.

This policy intends to formalise, document and structure how we collaboratively plan and implement Wellbeing going forward to achieve the aims set out in both Junior Cycle Wellbeing Guidelines 2021 and Wellbeing Policy Statement and Framework for Practice 2018-2023.

Wellbeing in Bush Post Primary School has been assigned as a duty to an Assistant Principal in conjunction with School Management.

6. Staff Wellbeing

Staff at Bush Post Primary work in a caring environment supported by school management. At board of management meetings, the principal keeps the board informed of the curricular, co-curricular and extra-curricular work of staff. Management respect the professional commitment of each staff member. Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with understanding and compassion. Management also promotes a culture of respect and collaborative practice. This is achieved through regular subject Department meetings, whole staff meetings, staff planning committees and an online network of resources on SharePoint. Staff notes are delivered on a weekly basis to ensure all staff are aware of notable events and opportunities. Our whole school email system allows staff to communicate in a timely and efficient way. This is also followed by a monthly newsletter comprising of all activities that has happened in the previous month in the school. The school has a staff social committee which organises various events throughout the year to enhance personal relationships between staff members. Care call is available to all teachers, provided by the ETB, as well as individual Union related sports the staff can avail off.

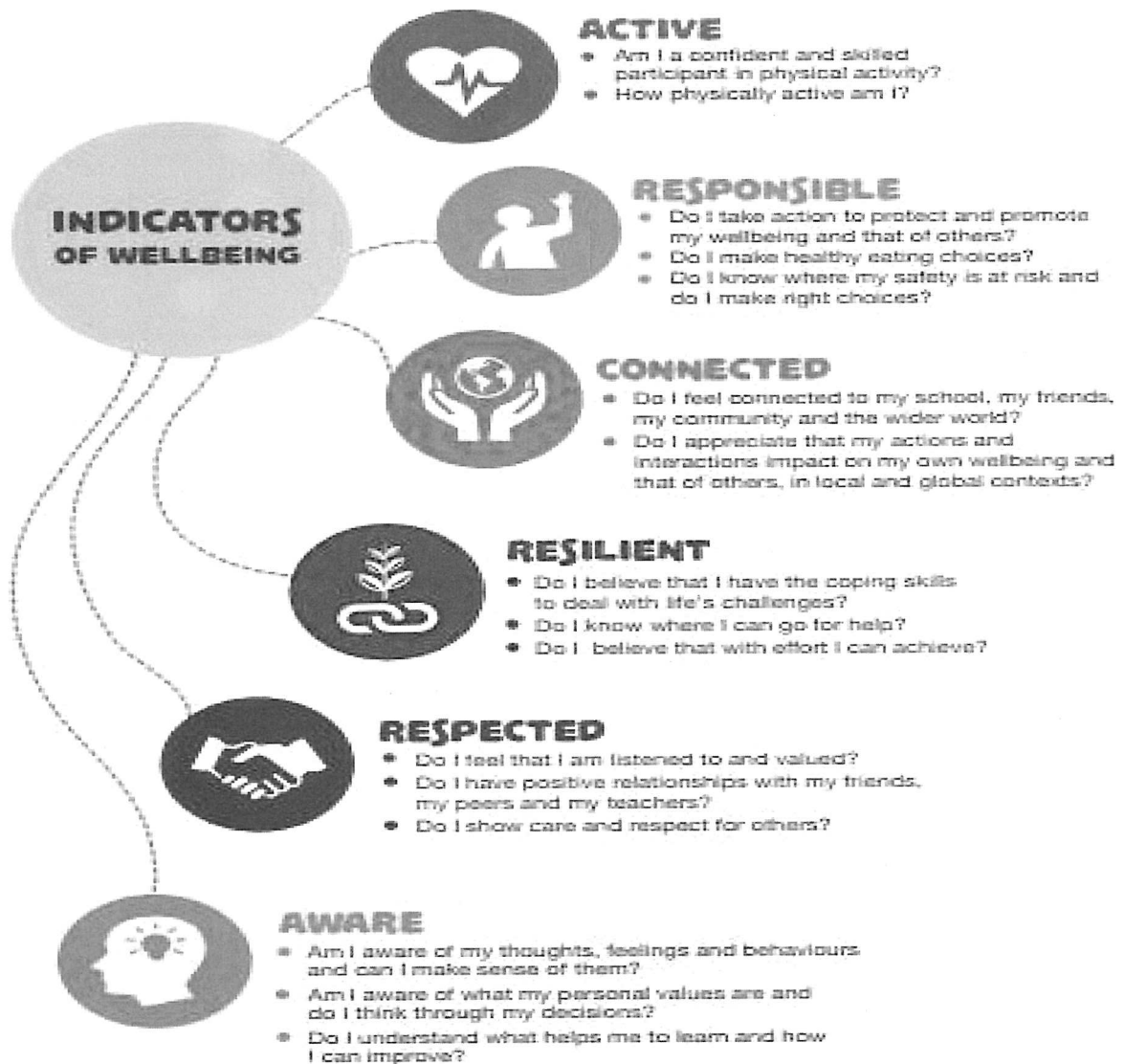
7. Student Support in Wellbeing

In Bush Post Primary, we have several teams set up to support student wellbeing. Examples of these teams include Student Support team, Anti-Bullying team, SEN team, Guidance Councillors, a Home School Community Liaison Officer and the Assistant Principal team – who look after the pastoral care needs of the students daily.

8. Teaching Wellbeing in all Subject Areas

In Bush Post Primary, all teachers will teach Wellbeing including these wellbeing indicators in their subject department plans and make clear links from their learning outcomes to the

Wellbeing Indicators. These indicators are visible throughout our school campus. We is complying with circular letter 0028/2023 and is delivering the 400 hours requirement for Wellbeing



9. School Self Evaluation (SSE) link to Wellbeing

By 2025 every school is required to use the School Self-Evaluation (SSE) process to initiate a Wellbeing Promotion Review and Development Cycle. This process began in 2022, where we undertook an SSE in Wellbeing. We gathered evidence and compared the four key aspects of Wellbeing this to the statements of Effective Practice from the Wellbeing Policy

Statement and Framework for Practice document. We made judgements from the evidence collected, drafted an improvement plan on School Culture and Environment and set targets at class, subject, and whole school level. See below the indicators of success across the four Aspects of Wellbeing.

Key Areas	Indicators of Success
Culture & Environment	<ul style="list-style-type: none"> • Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
Curriculum (Teaching & Learning)	<ul style="list-style-type: none"> • Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	<ul style="list-style-type: none"> • Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. • Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	<ul style="list-style-type: none"> • Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. • All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

10. Wellbeing Plan

Our Wellbeing plan is measured against the Statements of Effective Practice for all, some and few from the Wellbeing Policy and Framework for Practice document. Annually, we will pick one key area and prioritise our actions against these targets and indicators of success from above.

11. Wellbeing Review

Board of Management Wellbeing Policy
Consultation & Ratification Form

School:	<i>Bush Post Primary School</i>
Policy:	Wellbeing Policy 2024-2026

Staff Consultation:

<i>Date of Final Consultation:</i>	19/3/2024
<i>Proposed By:</i>	<i>Deborah McMahon (Staff Member)</i>
<i>Seconded By:</i>	<i>Caoimhe Byrne (Staff Member)</i>

Student Consultation:

<i>Date of Final Consultation:</i>	19/3/2024
<i>Proposed By:</i>	<i>Lee Burke (Student)</i>
<i>Seconded By:</i>	<i>Eoghan Hughes (Student)</i>

Parents Consultation:

<i>Date of Final Consultation:</i>	19/3/2024
<i>Proposed By:</i>	<i>Melissa McCoy (Parents Association Member)</i>
<i>Seconded By:</i>	<i>Irene Brady (Parents Association Member)</i>

<p>Policy Date of Final Consultation Signed Chairperson of the Board</p>	<p style="text-align: center;">Wellbeing Policy 2024-2026</p> <p>Date: 21/3/2024</p> <p>Chairperson: <i>Siobhan Greer</i></p> <p>MS Siobhan Greer</p>
<p>Proposed By:</p>	<p><i>SIOBHAN GREER</i> (Board of Management Member)</p>
<p>Seconded By:</p>	<p><i>DAVID GILLEN</i> (Board of Management Member)</p>