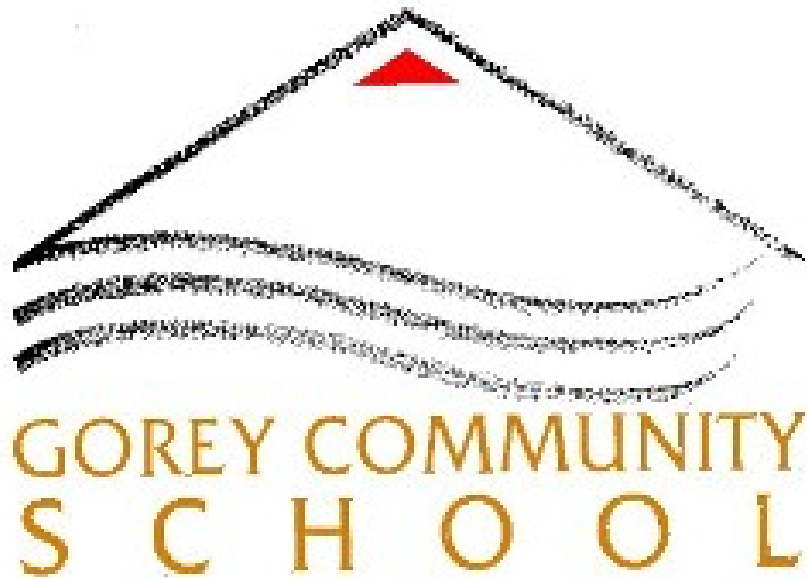


# Wellbeing Policy



## **Mission Statement:**

As a community school we foster a safe, positive ,learning environment where we can all realise our potential as citizens of the 21<sup>st</sup> Century. Community, personal responsibility & belonging are at the heart of all that we do.

## **Rationale for Wellbeing Policy:**

This policy has been developed in order to adequately respond to the changing and diverse needs of our school community. Gorey Community School is committed to the nurturing of the whole person so that they may be guided to respond to the demands of modern life with resilience, optimism and a feeling of ownership.

## **Scope of the policy:**

To explore current and future avenues for fostering happy, confident, responsible and resilient students who feel connected to Gorey Community School.

## **Philosophy and context of this policy:**

In light of our core values and mission statement , the school is clear that wellbeing must include a mental, physical, social and spiritual dimension. The emphasis of this policy is on the role of the whole school community in the wellbeing programme. This is a whole school policy and other school policies will be informed by it.

## **Policies informed by:**



## **Aims/Goals of the policy:**

Gorey Community School endeavours to develop and support wellbeing in our school. It aims to:

- Provide for the wellbeing for all in the school community.
- Outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone at Gorey Community School.
- Recognise the interplay between the positive experience of school life, student achievement and long term wellbeing.
- Offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing

Gorey Community school strives to support both students and staff to:

- Realise their abilities
- Take care of their physical wellbeing
- Cope with normal stresses of everyday life
- Have a sense of purpose
- Have a sense of belonging

## **Whole-school Wellbeing :**

Wellbeing has always been central to our vision for Gorey Community School .As part of this process all stakeholders have been consulted. A wellbeing co-ordinator oversees and co-ordinates the wellbeing programme in the school.

A whole school wellbeing committee was established in September 2017 and continues to support the wellbeing of the whole school community. Its purpose is to:

- develop the wellbeing programme in our school
- make wellbeing visible to all students and all staff in the school
- improve communications with all stakeholders about wellbeing.

## **Global Pandemic & Wellbeing 2020:**

Challenges have arisen that have impacted on the wellbeing of the whole school community as a result of a global pandemic 2020. They have impacted on the following key indicators of wellbeing,

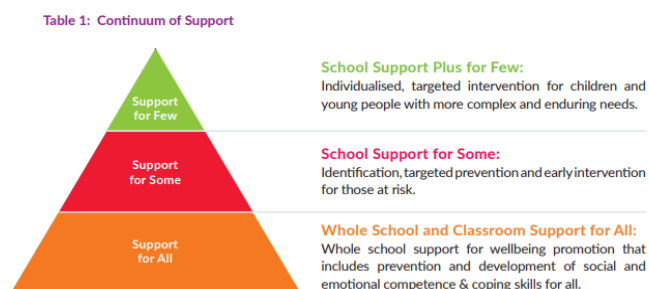
- Being Connected
- Being Resilient
- Being Active
- Being Responsible

The following measures and supports have been implemented to support the wellbeing of the whole school Community.

## 1. Covid 19 Response Plan

## 2. Staff consultation in supporting wellbeing for Staff

## 3. Continuum of Support Model



## 4. Curricular Wellbeing

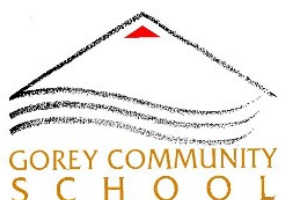
A curricular wellbeing committee was established in April 2017. Its purpose is to :

- Develop the curricular wellbeing programme in the school.
- Follow the 2017 wellbeing guidelines with an emphasis on the role of CSPE, SPHE and PE, Guidance and other units of learning in curricular wellbeing.

Aims of Curricular Wellbeing Programme.

- To make the school's culture and ethos and commitment to **wellbeing visible to students**.
- To enable students to **build life skills** and develop a strong **sense of connectedness** to their school and to their community.
- To recognise the central role we play in supporting and promoting students' learning **about** wellbeing and **for** wellbeing, in the classroom and all school activities.
- To ensure the indicators of wellbeing are incorporated into subject plans.

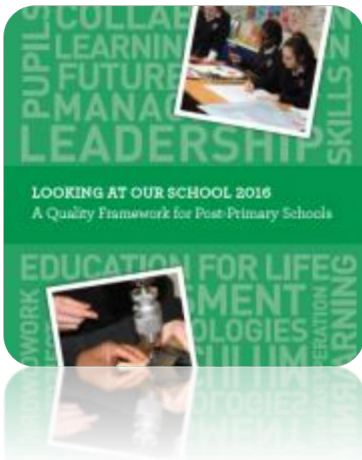
## Arrangements for the provision of Curricular Wellbeing hours 2020-21



### Wellbeing Programme Gorey Community School 2020-21

	First Year	Second Year	Third Year	Hours
P.E.	2	2	2	135
S.P.H.E.	1	1	1	70
C.S.P.E.	1	1	1	70
Induction/ Transfer Transition Programme	8			12
Sports Day	6			6
Walk and Wellness	3			3
Digital Media Literacy/ Citizenship	1			70
CT Induction Wellbeing	1			70
R.ED Meditation				
Online Safety				
			Total	426

## 5. LAOS (*Looking at Our Schools*) & Wellbeing



- Wellbeing is intrinsic to learning, both as an *outcome of learning and as an enabler of learning*.
- Teachers nurturing students well-being through their practices in the classroom

## 6. SSE & Wellbeing

The process of developing the wellbeing programme follows the six-step procedure outlined in the School Self Evaluation guidelines.



We are cognisant of the need to constantly plan, review and reflect ,three premises also inherent in School Self Evaluation (SSE )

The wellbeing committee will monitor actions taken to date and will review the process each year.



## Four Aspects of Wellbeing



- Each of the four aspects of wellbeing has been considered in the development of this policy and the feedback and information gained will be incorporated into our wellbeing programme

**Review Dates:** This policy will be reviewed annually.

<b>Staff</b>		
<b>Parents</b>		
<b>Student Council</b>		
<b>Board of Management</b>	June 2019	Oct 2020

Signed:

Date: 19.10.20