



Stratford College

Co-educational Secondary School

Wellbeing Policy

Date Ratified: 30th May 2018

Mission Statement

Our mission is to provide a teaching and learning community committed to quality and excellence in education. We *educate* our students in an inclusive academic environment which fosters a sense of personal and academic achievement, respect for diversity and service to the community.

Rationale for the Policy

This policy has been introduced to promote the wellbeing and health of the school community which is important to the emotional, social, cognitive and academic development of young people.

“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.” (Junior Cycle, Wellbeing Guidelines, NCCA 2017).

Stratford College is committed to the nurturing of the whole person so that they may be guided with respect and care to respond to the demands of modern life with resilience, optimism and a sense of ownership.

Scope of Wellbeing

We define Wellbeing as care of the individual in the school to ensure that they are contented, healthy and able to reach their full potential. We recognise that promoting the wellbeing of our students is a shared responsibility and requires a whole-school approach.

The Board of Management, school management, teachers and students play a central role in providing direction and in implementing an integrated approach to Wellbeing promotion. Collaboration with the wider community is also important in achieving this aim. Students also contribute to Wellbeing in the school. The school community and interactions that students experience all have an impact on the wellbeing of young people.

What is Wellbeing?

- Wellbeing indicators are – Active, Responsible, Connected, Resilient, Respected, and Aware.
- These indicators are representative of the following key skills that Stratford promotes in our school community:
 - Being a confident and skilled participant in physical activity
 - Being physically active
 - Being able to take action to protect and promote their wellbeing and that of others
 - Making healthy eating choices
 - Knowing when and where their safety is at risk and enabling them to make the right choices
 - Feeling connected to their school, friends, community and the wider world
 - Understanding how their actions and interactions impact on their own wellbeing and that of others, in local, global and cyber contexts
 - Feeling confident in themselves and having the coping skills to deal with life's challenges
 - Knowing where they can go for help
 - Believing that, with effort, they can achieve
 - Showing care and respect for others
 - Having positive relationships with friends, peers, and staff members
 - Feeling listened to and valued
 - Being aware of their thoughts, feelings, and behaviours, and being able to make sense of them (Wellbeing Guidelines, NCCA, 2017)

Goals of the policy

We strive to promote and support achieve Wellbeing in the following ways:

1. Culture:

- Stratford College is a tolerant and inclusive school environment with a welcoming and positive school culture
- The school environment is conducive to promoting physical activity
- Teachers have high expectations for all students to achieve their full potential
- There are open, positive, supportive relationships between teachers and students in class and outside
- a culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practice
- Students feel safe, secure and respected
- 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
- student voice is promoted by students having regular opportunities to talk about their learning and what helps them to learn
- teachers use active methodologies to develop key skills

- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success

2. Relationships:

Stratford College recognises that true wellbeing can only be assured through the promotion and development of positive and respectful relationships within our school community.

We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are caring and respectful
- Making sure 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
- Fully informing students as to where to get support and how to access the care structures in the school
- Resolving behaviour issues with care, respect and consistency
- Ensuring that there is a shared vision and understanding of what student wellbeing means
- 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
- Providing forums for students so that their voices may be heard and they are involved in making decisions about their life in school
- Making sure that students know that their feedback is valued and, where appropriate, acted upon
- Ensuring that parents feel respected and listened to as partners in the education of their children
- Sharing information with parents as to how they can support their child's wellbeing
- Maintaining strong links with the local community

3. Curriculum:

Wellbeing is reflected in our curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE and Guidance as part of the wellbeing programme
- Staff work collaboratively in planning for these subjects and CPD is actively supported
- Curricular provision is informed by student and parental feedback and school curriculum information
- Guidance-related learning is an important aspect of the wellbeing curriculum

- The guidance counsellor works collaboratively with staff in relation to the wellbeing programme and its implementation
- The guidance counsellor actively supports students through the teaching of Guidance and counselling support on an individual basis

4. Policy and planning:

- School policies, subjects and planning reflect a shared vision and understanding of what wellbeing is;
- Staff are supported in the area of Wellbeing through CPD training
- Wellbeing is a key feature in School Self-Evaluation.

Signed Cormac Murphy

Chairperson of BOM

Date 30 May 2018

Signed Patricia Gordon

Principal

Date 30 May 2018