



*St. Bricin's College
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Wellbeing Policy 2026-2028

Introduction

At St. Bricin's College we are committed to fostering a school environment that promotes the wellbeing of all students, staff, and the wider school community. This policy outlines our approach to supporting mental, emotional, social, and physical wellbeing in alignment with the Wellbeing Guidelines for Post-Primary Schools (Department of Education and Skills, Ireland).

What is Wellbeing?

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. It is a fluid way of being and needs nurturing throughout life.

(Wellbeing Policy Statement & Framework for Practice (2018-2023))

Aims of the Policy:

- To create a safe, inclusive, and supportive environment for all members of the school community.
- To promote positive mental health and resilience among students and staff.
- To provide support structures for students experiencing difficulties.
- To encourage healthy lifestyle choices in relation to physical activity, nutrition, and rest.
- To develop social and emotional skills to enhance personal development and relationships.

Whole-School Approach to Wellbeing

Research indicates that a multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, is the most beneficial and evidence informed approach for schools and centres of education. A 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. Adopting a whole school approach has been found internationally to produce a wide range of educational and social benefits for individual children and young people, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health (Weare & Gray, 2003).

The Continuum of Support Framework – Provision Mapping

Under the framework – “Wellbeing in post primary schools” this policy provides an overview of how the school is supporting and promoting the Wellbeing of all students.

- Support for all:

At this level we adopt a whole school approach. We have a series of policies and procedures that promote Wellbeing for all members of the school community. Processes on this level aim to establish a safe environment that is conducive to Wellbeing, and which supports the prevention of factors that negatively impact Wellbeing. These steps are reflected in various school policies such as codes of behaviour, anti-bullying substance abuse, acceptable usage policies, etc.

Additionally, supported by our commitment to quality teaching and learning, broad provision of programmes and a comprehensive curriculum, study skills, homework, and assessment policies.

- Support for some:

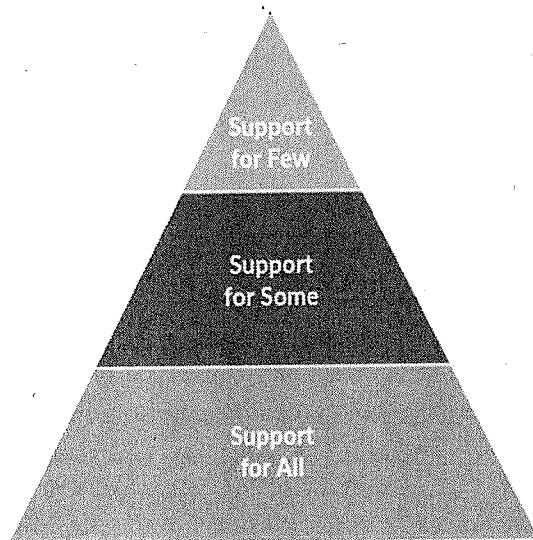
There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold Wellbeing for these identified groups. Other supports available are a proactive student support team, AEN teamwork, guidance counselling and year heads tracking behaviour and reward systems.

- Support for a few:

This support focuses on the guidance counsellor, AEN team, year heads and others, putting in place interventions for young people with more complex and enduring needs. Work with this group of

students is structured under the development of a care plan / IBP / IEP. In some cases, students under the care of the AEN team will also have a student support file.

Table 1: Continuum of Support



School Support Plus for Few:

Individualised, targeted intervention for children and young people with more complex and enduring needs.

School Support for Some:

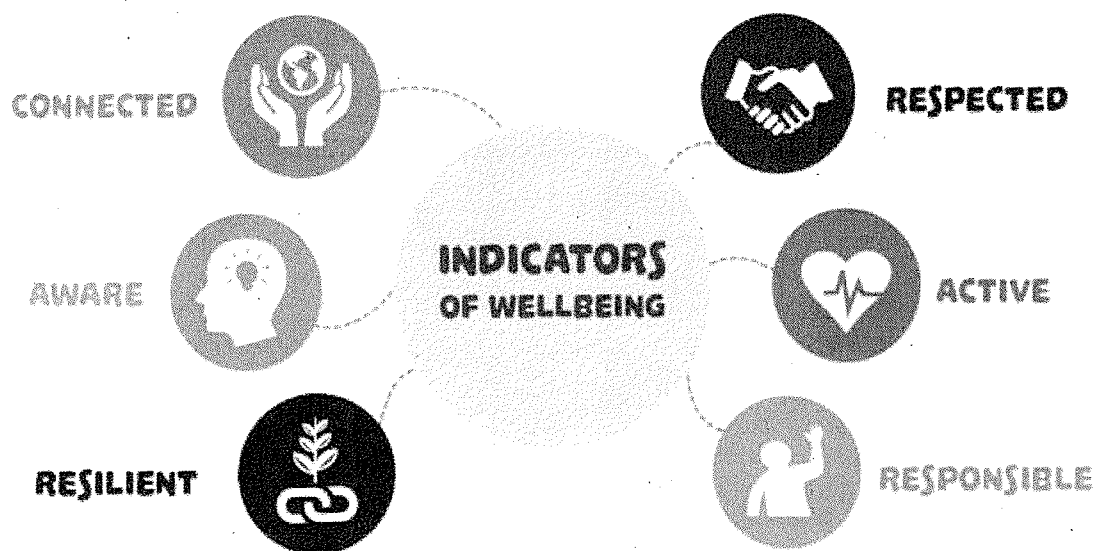
Identification, targeted prevention and early intervention for those at risk.

Whole School and Classroom Support for All:

Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

The Wellbeing Indicators

St. Bricin's College will endeavour to facilitate the holistic development of each of our students using the six indicators of Wellbeing as the focal point of our actions: Active, Responsible, Connected, Resilient and Respected and Aware. These Wellbeing Indicators are a focus point in our *Wellbeing Walkway*.



Supporting & Promoting a Culture of Wellbeing in our school

St. Bricin's College promotes a warm, welcoming, encouraging, and positive school culture in the following ways:

- The school is a safe place for all students. A copy of the school's child safeguarding policy is available in the school lobby and the names and pictures of the DLP and DDLP are on display inside the front door. (JÓG & SS)
- School Environment: A safe, respectful, and inclusive culture is promoted.
- Student Voice: Opportunities for students to express their views through Student Councils and Wellbeing Committees.
- Support Services: Access to Guidance Counselling, pastoral care, and external supports when necessary.
- Curriculum: Wellbeing is embedded across all subjects however they are very much integrated into SPHE and PE.
- We celebrate themed weeks/days to promote a culture of inclusion and acceptance such as Stand-Up Awareness week, Neurodiversity week, Wellbeing Week and multi-cultural day, World Down syndrome day, Anti-Bullying week and Kindness Day. We plan our Wellbeing Calendar so that we do not have multiple awareness weeks/days within a close timeframe. We divide them out throughout the school year so that their impact is more effective.
- Our school Ethos of Community, Care, Respect, Equality and Excellence in Education are intertwined in all aspects of school life and celebrated at end of terms with recognition and prizegiving.
- As part of our School Wellbeing Promotion Process all stakeholders (students, parents, and staff) were surveyed in relation to Wellbeing in our school. The results were analysed by our teacher Wellbeing Team, and we decided on some strategies for this school year to work on the areas that needed attention.
- Our website now has a Wellbeing section. containing a wealth of resources and information that can help students manage their own Wellbeing with links to useful websites and supports which has useful information for our parents/caregivers and students.
- We have a dedicated "Events Calendar" on our digital platform "Microsoft Office". This enables a visual overview of all wellbeing events happening in the school community, allows effective planning of wellbeing events and highlights the wellbeing indicators targeted by each event.

- We have a “Wellbeing Room” for students, who may need some time-out. This room is a warm, inviting space with lots of natural colours and positive affirmations. These students may be recognized through the Student Support Team. (Support for few)
- The introduction of Student Wellbeing Ambassadors has been very successful in 2024/25. They work with the Wellbeing Coordinator to promote the Wellbeing indicators throughout the school and create videos for our social media, spreading very important messages on Mental Health promotion.
- Attendance Strategy drawn up and ratified by the BOM with strategies on dealing with poor attendance as well as our Attendance Targets. In the future we will be working on projects directly linking Attendance and Wellbeing.
- Photographs, posters, and student artwork are displayed on the walls around the school to promote a positive atmosphere of school life and inspire pride in our school. We have a designated Wellbeing walkway with important positive messages for all students in our school community, a Wellbeing noticeboard with important notices and the Wellbeing Indicators
- St Bricin’s College was awarded The Amber Flag in 2023 because of our positive efforts to create a healthy, inclusive environment that supports the mental well-being of our whole school community. This work is ongoing, and we renewed our flag in Spring 2025.
- Students and staff take pride and care in maintaining the physical environment. (Green School Committee)
- A wide range of curricular and extra-curricular activities are available to all students. Lunchtime clubs are offered to our students such as Movie Club, Walkie Talkies, Club Tae & Plé, Gaa training, Soccer, Dungeons & Dragons & Chess to name a few.
- The school provides the opportunity of CPR training to staff to ensure that the safety of students and staff are catered for onsite. We are currently working on getting a second defibrillator for our school.
- 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 practices.
- Students and staff feel safe, secure, and respected on the school premises.
- 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. (Teach Meet on AFL digital techniques)
- We operate a Mentor System where our senior Mentors help & support our junior students. (Big Brother/Big Sister Programme)
- Students have regular opportunities to talk about their learning and what helps them to learn. (SPHE class)
- Teachers use active methodologies to develop the key skills in their subjects.
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.
- Teachers are provided with referral forms to facilitate quick and easy referral to the SENCO or if it is a behavioural issue, referrals can be made to Year heads via VShare.
- Student Welfare referrals can be made to the Student Support Team, which hold weekly meetings.
- The school has good connections and working relationships with outside agencies regarding student wellbeing, such as NEPS, CAHMS, TUSLA, Bounce Back and the DoEY.
- Students are made aware of the wide range of supports available to them both within the school as well as those offered by external agencies. The information is displayed in numerous places throughout the school as well as on our digital and social platforms. (Pastoral Care system)
- We have a 'Wellbeing Box' where students can report incidents of alleged bullying anonymously or anything Wellbeing related.
- Positive Affirmations on the stair -risers in both building's.
- Positive affirmations on the bathroom mirrors in the girl's bathrooms.
- Longer tutor time for Internet Safety Day, where tutors deliver a lesson on internet safety and online etiquette.
- The school's anti bullying policy has a restorative approach (for current 1st years), which enables alleged bullying to be dealt with at student level in the first instance.
- 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. Many staff have Safe Talk training, and we are increasing the number of teachers with ASIST training.

Staff Wellbeing

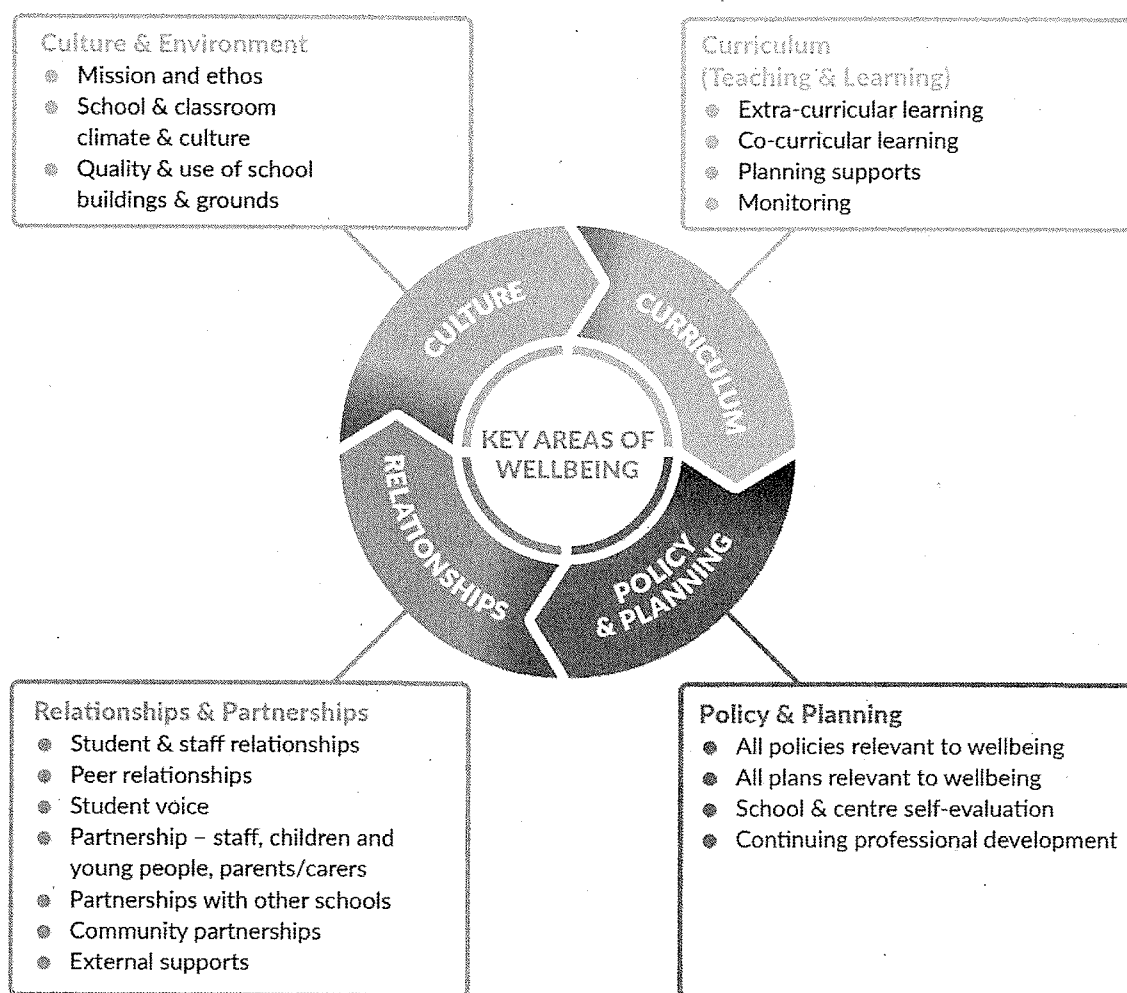
The wellbeing of school staff is also of extreme importance. As a school, we aim to support staff wellbeing through our policies, procedures, and practices. For example,

- Whole-Staff training on the new Bí Cineálta Procedures.
- Carol from Pro-training on staff's first day back in August, delivering a workshop on how to mind our Mental Health.
- Celebration of SNA Appreciation Day with breaktime treats for staff.
- Celebration of World Teacher's Day with breaktime treats for staff.
- Celebration of Kindness Day with treats and prizes for staff.
- Treat Thursday in the Staff Room.
- Celebration of World Mental Health Day with breaktime treats for staff.
- Social Committee who organises staff events eg Christmas party
- Staff Christmas breakfast on the last day of Term 1.
- Staff Secret Santa
- Teach meets/THEO Teachers learning from each other. Collaborative practice and sharing of inside expertise, ran at lunch break with lunch provided by our Home Economics Teacher.
- The promotion of a safe, comfortable, teaching environment.
- Celebrating Ethos Week in the school.
- An open-door policy whereby staff can discuss issues of concern with the Principal and/or Deputy Principals in a confidential manner.
- Regular staff meetings.
- Staff are reminded about the supports that are available to them regularly at staff meetings, e.g. Spectrum Life, Employee Assistance Scheme. This information is also visible in the staff room & on the backs of the staff toilet doors.
- Staff treats are provided on days where we will be finishing late due to a staff meeting or Parent – Teacher meeting.
- The appointment of an Assistant Principal (AP1) as Wellbeing Co Ordinator.
- CPD is encouraged and supported by the management.
- Staff can develop their leadership capacity through various initiatives, committees and groups.
- BOM support for wellbeing initiatives.eg new travel cups with staff initials

Key Areas of Wellbeing Promotion

This Wellbeing Policy Statement and Framework for Practice helps to ensure effective implementation of a multi-component, whole school approach that positively impacts all children and young people in line with best international practice. There are many examples of wellbeing promotion already in place in schools and centres for education which are in keeping with this policy. In line with the Junior Cycle Wellbeing Guidelines (DES, NCCA, 2017), the Department considers that the following four areas of wellbeing promotion are key:

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



- **Culture & Environment**
- **Curriculum**
- **Policy & Planning**
- **Relationships**

****Each of these areas are discussed in more detail in our Wellbeing Promotion Document*****

Curricular Planning of Wellbeing in Junior Cycle

Subject	Periods per Week	Length of class
SPHE	1	58 MINUTES
CSPE	1	58 MINUTES
ICT	1	58 MINUTES
PE	1	58 MINUTES
HEADSTRONG PROGRAMME	4 IN THE YEAR	58 MINUTES
NARRATIVE 4 EMPATHY WORKSHOP	1 PER YEAR	58 MINUTES
½ day induction in August		3 hrs
Meeting with mentors	4/5 times per school year	4-5hrs
TOTAL=	Approx.	14 hours

These lists are not exhaustive. Additional workshops and Activities may be added throughout the school year.

Monitoring and Evaluation

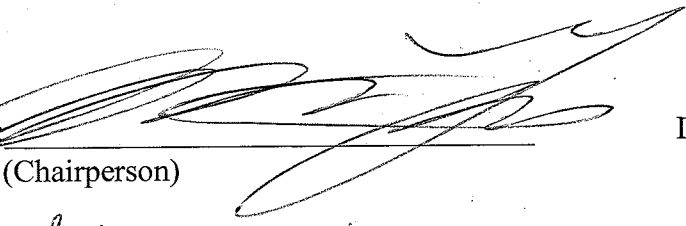
This policy will be reviewed annually to ensure it remains relevant and effective. Feedback from students, staff, and parents will be considered in making improvements. Surveys, wellbeing indicators, and school performance data will inform future updates.

Conclusion

At St Bricin's College, we recognise the importance of wellbeing in academic and personal success. By fostering a culture of care, respect, and resilience, we aim to support every student in reaching their full potential.

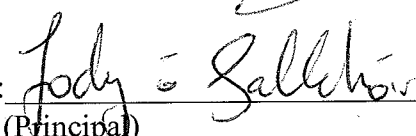
This policy was ratified by the St. Bricin's College Board of Management

on 28/01/2026

Signed: 

(Chairperson)

Date: 28/01/2026.

Signed: 

(Principal)

Date: 28/01/2026.