St Patrick's Classical School



Wellbeing Programme Policy Document

Mission statement

St. Patrick's Classical School endeavours to provide a holistic education, in the Catholic tradition, for all students. St. Patrick's Classical School is committed to the academic, creative, emotional, spiritual and physical development of each student, in a caring and safe environment. The wellbeing of the whole school community is at the heart of our school's mission statement. Wellbeing is supported through everyday relationships, teaching and learning, curriculum provision, pastoral care and appropriate individual support.

Rationale for the Policy

This policy has been developed to enhance the physical, mental, emotional and social wellbeing of all students in St Patrick's Classical School. St Patrick's Classical School's Wellbeing Plan has been prepared and developed in conjunction with The Framework for Junior Cycle (2015) which provides for;

"*a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students' wellbeing. This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community. The junior cycle Wellbeing programme will begin with 300 hours of timetabled engagement in 2017 and build up to 400 hours by 2020 as the new junior cycle is implemented fully in schools."*

Goal of the Policy

The '*Guidelines for Wellbeing in Junior Cycle 2017'* places the student at the centre of all learning.

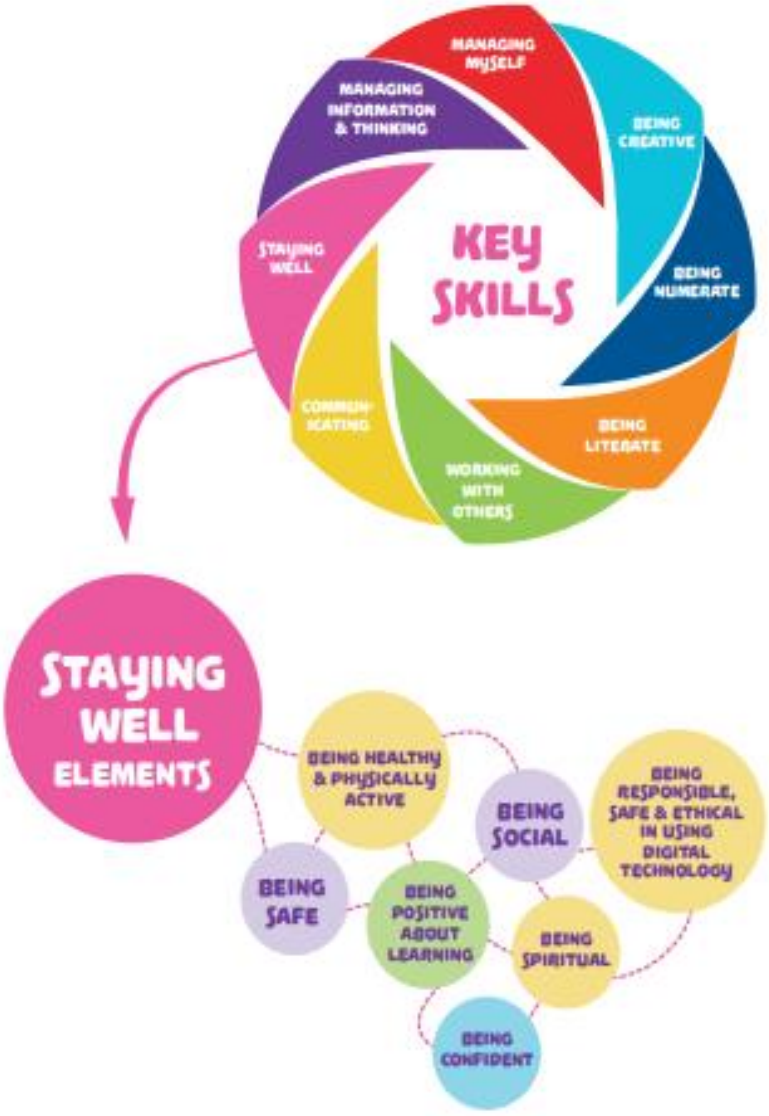
"Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives ", (Framework for Junior Cycle, 2015, p.6).

Planning and development of this plan has been guided by "*Guidelines for Wellbeing in Junior Cycle 2017"*. Wellbeing is one of the eight principles for Junior Cycle Education and a number of the statements of learning relate explicitly to wellbeing, including:

- 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).

Staying Well is one of the 8 key skills for the JCPA.



The Scope of the Policy

It aims to comply with DES Circular 0062/2026,2023 Junior Cycle SPHE specification and the 2021 Junior Cycle Wellbeing Guidelines which mandates 400 hours of Wellbeing to be included on the timetable over the 3 year Junior Cycle Programme, with the required PE, SPHE and CSPE provision.

It aims to comply with the updated Senior Cycle SPHE specification and provide for a minimum of 60 hours over the final two years

Key focus groups will inform the curricular plan for Wellbeing in PE, SPHE, CSPE, Guidance and other units of work.

All Junior Cycle subject departments actively map their schemes of work to the key wellbeing indicators to ensure that student wellbeing is explicitly planned across the entire curriculum.

What is Wellbeing?

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. Wellbeing indicators are being Active, Responsible, Connected, Resilient, Respected, and Aware.

Whole School Approach to Wellbeing

The following policies promote and support student wellbeing:

- Admissions
- Anti-bullying
- Attendance
- Critical Incident
- Code of Behaviour
- Data Protection
- Homework
- Child Protection
- SEN
- Subject Choice
- RSE
- SPHE

Students in St Patrick's Classical school are supported in a variety of ways and their emotional, social, personal and spiritual development is nurtured through the following:

- **Wellbeing Team**. A wellbeing team whole school needs analysis which identifies the need to further embed wellbeing in the school curriculum. Staff members include teachers who are teaching PE, SPHE and other members of staff who have expressed an interest in the teaching of the subject.

- **A Student Support Team** meets twice every week on a Monday. Members include the senior management team- principal and deputy principals, school counsellor, school chaplain, SPHE co-ordinator, learning support and members of the middle management team- year heads. Students who are in need of support are addressed and counselling and support structures are put in place for those students. Students at risk are identified and strategies are put in place to support these individual students.

- **Class Tutor System**: Members of staff act as class tutors to individual class groups and this is largely a pastoral role which supports the work of the year head.

- **Tutor Time**: Each class Tutor meets their group at 11.00-11.10 am daily. A structured wellbeing programme is followed with themed weeks.

- **Student Leadership Teams**: Students are encouraged to take part in the various structures which exist in the school to lead and promote student development, such as the prefect system and Student Council, Green Schools.

- **May Prize Giving**: Yearly prize day where students are rewarded for achievement in academics, state exams, and sport, music and leadership roles. Effort and achievement are recognised and acknowledged during the Prize Giving

- **Wellbeing Week and Inclusivity /Diversity**: A full week of activities/speakers and workshops are organised for all year groups during each week. This week promotes inclusivity, respect and tolerance, resilience, healthy food choices, regular sleep and belonging to communities.

- **Retreats for 1st, 2nd groups**: Students participate in a day of religious and mindful reflection which focuses them on the spiritual aspect of their lives.

- **Year/Class trips or outings**. These trips promote a sense of wellbeing and belonging.

- **Regular Assemblies** with year-head and Deputy Principals and Guidance.

- **Sports Day**: Normally held once a year in May where students take part in a variety of sporting and fun activities -individual and group. Healthy eating choices are also promoted on this day.

- **Lunchtime Clubs**: Fantasy football, Film, Cookery, Coding to name but a few.

- **Extra-Curricular**: Choir, Debating and Sporting Activities – Gaelic, Rugby, Basket-ball, Gaelic, Athletics, Enterprise and Young Scientist and more.

- **Rainbows**: As part of our school's Continuum of Support for Some , we offer the Rainbows Programme, a structured nine-week peer-support intervention for students navigating bereavement or parental separation. Facilitated by trained staff members in a confidential, non-judgemental setting, this programme provides targeted early intervention to help young people process grief and build healthy coping strategies.

- **Liturgical and Catholic Celebrations** and events.

Wellbeing Committees

(A) School Wellbeing Committee

Its purpose is to:

- Develop Wellbeing in our school
- Develop the school Wellbeing policy further, in consultation, with all the school stakeholders.
- Develop a coordinated approach to delivering Wellbeing in the school
- This committee consists of a member of management, the Wellbeing Co-ordinator, Bi Cineálta Co-ordinator, staff and students.

(B) Student Wellbeing Leadership Team

1. Purpose & Overview

The Student Wellbeing Leadership Team is a dedicated sub-committee of the Student Prefect Group, consisting of six appointed student leaders. Operating under the direct guidance and supervision of the Head of Student Prefects and the Wellbeing Co-ordinator. This group works in partnership with the wider school Wellbeing Committee to amplify student voice, promote a positive and inclusive school culture, and actively contribute to the planning and execution of whole-school wellbeing initiatives.

2. Key Responsibilities & Role

The six Student Wellbeing Prefects play an active, hands-on role in organising, promoting, and leading key events throughout the academic year. Their responsibilities include:

- Anti-Bullying & Anti-Racism Leadership: Active participation in the school's Cinéaltas (Anti-Bullying) Committee, helping to implement national anti-bullying frameworks and leading peer-led initiatives, such as the "Bullying, Not Banter" campaign, to foster a safe, respectful environment.
- Whole-School Events: Co-organising and facilitating major school calendar events, including Wellbeing Week, Diversity Week, and Sports Day.
- Charity & Community Initiatives: Co-ordinating student-led fundraising events for charities selected and agreed upon by the student body.
- Student Advocacy & Voice: Gathering feedback from peers to identify current wellbeing needs and bringing student-led proposals to school leadership.
- Ongoing Initiatives: Driving additional wellbeing campaigns and activities throughout the year, as agreed upon in collaboration with the wider Wellbeing Committee.

3. Committee Collaboration, Direction & Governance

- Line of Reporting: The Student Wellbeing Leadership Team works under the direct leadership and oversight of the Head of Student Prefects and the Wellbeing Co-ordinator.
- Wider Integration: The team liaises directly with the wider school Wellbeing Committee and the Cinéaltas Committee to align student activities with school-wide policies and goals.
- Meeting Representation: Designated student representatives will attend relevant committee meetings to present student proposals, report on anti-bullying and wellbeing progress, and receive guidance on upcoming school events.

Staff Wellbeing

St. Patrick's Classical School promotes a culture of collaborative collegiality to ensure all staff members feel valued and respected for the unique attributes each contributes to create the special atmosphere that exists within our school community.

- This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on our school google drive, School Wise and via email. Our school email system informs staff of important events and opportunities.
- Details of the Department of Education Employee Assistance Service (EAS) are shared with staff annually. It is free for all school staff in recognised primary and post-primary schools and their immediate families. This confidential service provides

advice on a range of issues including wellbeing, bereavement, conflict and mediation, with short-term counselling also available.

- The school has a staff social committee that organises staff events periodically throughout the year to enhance personal relationships between staff members.
- Activities to Promote Wellbeing: Organised afterschool classes such as yoga, Pilates ,fitness classes for staff annually.

Bullying Prevention and Safeguarding

St. Patrick's Classical School is committed to providing a safe, caring and inclusive environment in which every student is treated with dignity and respect. Bullying prevention and child safeguarding are integral to the school's approach to wellbeing.

Preventing and Addressing Bullying Behaviour

The school's approach is governed by its Bí Cineálta School Policy to Prevent and Address Bullying Behaviour, which reflects the national Bí Cineálta procedures that replaced the 2013 Anti-Bullying Procedures from 1 September 2025.This Wellbeing Policy should be read alongside that policy

Students are encouraged to report bullying behaviour affecting themselves or others to any trusted member of staff, including their Class Tutor, Year Head, Guidance Counsellor or a member of senior management. Parents and guardians may raise concerns with the Year Head or senior management through the school's established communication channels. Staff receiving a concern will ensure that it is passed promptly to the person responsible for addressing it under the school's Bí Cineálta policy.

Child protection and Safeguarding

This policy operates alongside the school's Child Safeguarding Statement and associated risk assessment, and the child-protection procedures.

Designated Liaison Person (DLP)- Mr. Harry Mc Garry

DDLP- Mr. John Kenny

The Board of Management of St. Patrick's Classical School will review and ratify this policy every three years,

The Board of Management last approved and ratified the School Policy on the 16-11-2026.

Signed:  Signed: 

Fr. Gerry Stuart

Chairperson of Board of Management

Date: 16-11-2026.

Mr. Harry Mc Garry

Principal/Secretary to the Board of Management

Date: 16-11-2026.

INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Wellbeing - St. Patrick's Classical School

