

# Clonaslee College Wellbeing Policy.

## Ethos and Rationale

Clonaslee College is a co-educational, multid denominational Community College under the patronage of Laois and Offaly Education and Training Board (LOETB). Our approach to wellbeing is underpinned by the core values of LOETB, which inform all aspects of school life.



## Vision and Mission Statement

Through knowledge we are committed to empowering students to achieve their full potential.

*We respect, encourage, praise, and believe.*

*Clonaslee College is committed to creating a caring, inclusive, and supportive learning environment where respect for self, others and the wider community is actively fostered.*

Wellbeing is viewed as fundamental to effective teaching and learning and to the holistic development of every student.

As a school community, we live out our shared values through a Values Tree designed by our student body and displayed within the school building. This reflects our commitment to student voice, participation, and ownership in shaping a positive school culture.

In line with the Wellbeing Policy and Framework for Schools, 2018, Clonaslee College understands that

*'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*

- Catalogue of Wellbeing Resources for Post-Primary Schools (Updated April 2025)
- Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes (2024)
- National Framework for Children and Young People's Participation in Decision-Making (2021)
- NEPS Student Support Teams in Post-Primary Schools: A Guide to Establishing or Reviewing a Team (2021)
- Supporting Students with Special Educational Needs in Mainstream Schools (DES, 2017)
- Guidelines for Wellbeing in Junior Cycle (DES, 2017)
- Special Educational Needs: A Continuum of Support – Guidelines for Teachers (NEPS, 2007)

This policy should be read in conjunction with related school policies.

## **Whole School Approach to Wellbeing**

Clonaslee College recognises that wellbeing is promoted through positive relationships, inclusive practices effective teaching strategies and strong pastoral care systems. Responsibility for wellbeing is shared across the entire school community including The Board of Management, staff, students, parents/guardians and in some cases, external agencies.

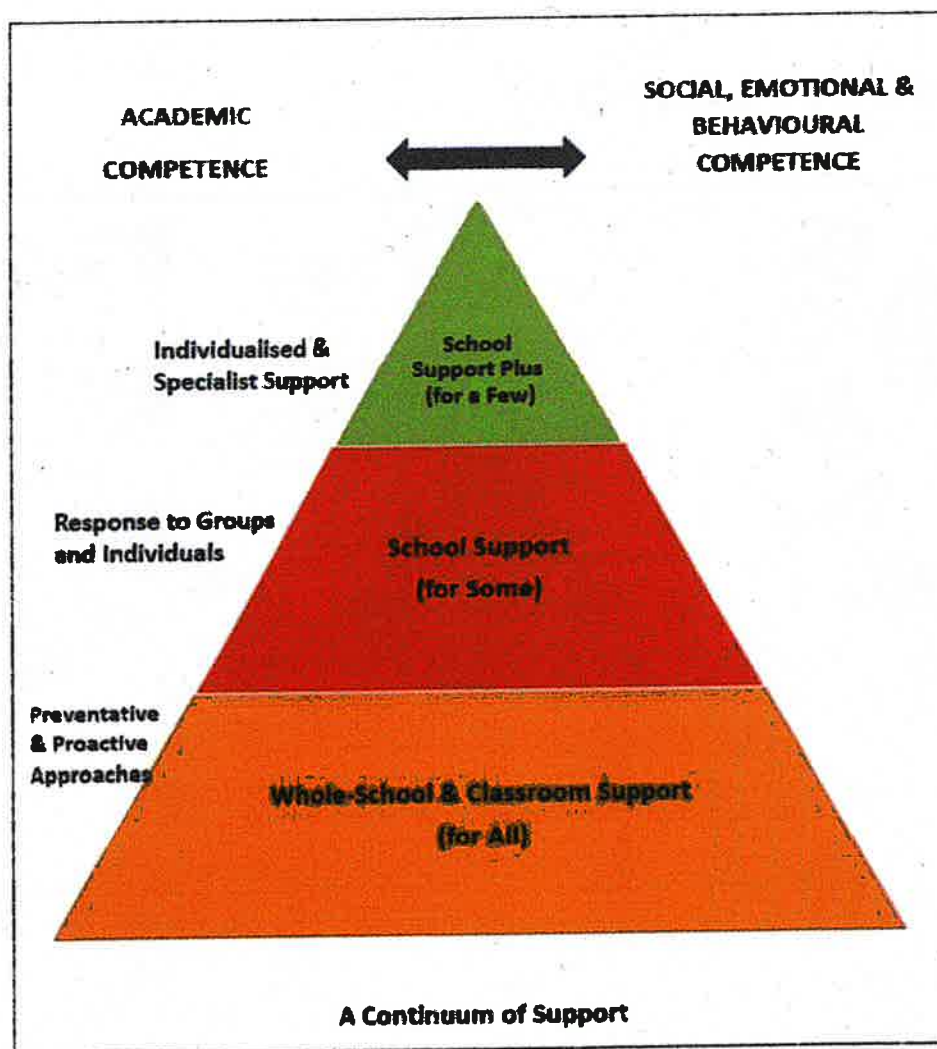
*Protective factors have been found to promote positive outcomes for children and young people, even when they have been exposed to risk factors (Cooper, Jacobs, 2011).*

Within the school context, therefore, implementing a preventative wellbeing promotion process that has a focus on strengthening school-based protective factors and minimising school-based risk factors is recommended. (WPSFP, 2018)

### ***In the school/educational setting wellbeing protective factors include:***

- positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents
- a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities

The Continuum of Support recognises that individual children and young people can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups (Weare & Nind, 2011; Werner-Seidler, Perry, Calear, Newby & Christensen, 2017).



- Extra-curricular activities and clubs
- All subject planning takes Wellbeing Indicators into consideration when planning
- Pastoral care system including Year Head, SEN team, Student Support Team,
- Guidance; individual

#### Clonaslee College Wellbeing Indicators

Active	Responsible	Connected
Sports Day Soccer Hurling Camogie Basketball Foosball Table tennis Pool Games club Trips and organised electives	Positive Mental Health week Student Council Road Safety Internet Safety Gaisce Substance Abuse Awareness Guest speakers Mental Health Talks Enterprise Award RSE	Shoe Box Appeal SVP Young leaders Cairde Assemblies Christmas Quiz Halloween dress up competition T.Y. Bonding trips Christmas dinner SVP Hamper
Resilient	Respected	Aware
Friends programme Student school leadership Transition programme Positive Behaviour Policy Guidance	Bi Cineálta Policy Student Council Awards Ceremony Graduation Ceremony T.Y. Graduation J.C.P.A. Ceremony	Study skills Seachtain na Gaeilge Maths Week Science Week EBT Ethos

#### **Whole-school Approach-4 Key Areas Wellbeing Approach**

In line with the Junior Cycle Wellbeing Guidelines (DES, NCCA, 2017), the Department considers that the following four areas of wellbeing promotion are key:

- culture and environment

<ul style="list-style-type: none"> <li>• Recognising staff wellbeing</li> <li>• Parent teacher meetings</li> <li>• Parent surveys</li> <li>• Open door/ phone call policy</li> <li>• School app</li> <li>• LOETB links and training</li> <li>• Community engagement module</li> </ul>	<ul style="list-style-type: none"> <li>• Provision Map</li> <li>• Student voice</li> <li>• Student friendly policies</li> </ul>
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### School Self Evaluation Process

Steps	Planning Process	Notes
Step 1-Identify a focus	<ul style="list-style-type: none"> <li>• SSE Wellbeing Process in 2023-2026 cycle</li> </ul>	
Step 2- Gather Evidence	<ul style="list-style-type: none"> <li>• Identify key stakeholders</li> <li>• Identify current practice</li> <li>• Identify sources of information and gaps</li> <li>• Decide on information gathering tools</li> <li>• Focus on learner outcomes, learner experiences, teachers practice, collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, parents, young people, legislation</li> <li>• Surveys, workshops, provision map, ethos</li> </ul>
Step 3- Analyse data and make judgements	<ul style="list-style-type: none"> <li>• Affirm the areas of strength</li> <li>• Identify priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Parents survey</li> <li>• Staff workshop</li> <li>• Student workshop</li> <li>• Findings collated and strengths and gaps identified</li> </ul>
Step 4- Write and share report and improvement plan		
Step 5- Put Improvement Plan into action		
Step 6- Monitor and evaluate impact		

This Policy was adopted by the Board of Management of Clonaslee on the 18/5/26

Signed: Deirdre Caplice Sean Cotter  
Chairperson (BOM) Principal

Date of next review:

31/5/27