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*Bord Oideachais &
Oiliúna Éireann*

Broadmeadow Community

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Roll Number: 20529J

WELLBEING AND POSITIVITY POLICY

BROADMEADOW COMMUNITY NATIONAL SCHOOL



2024/2025

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Wellbeing and Positivity Policy.

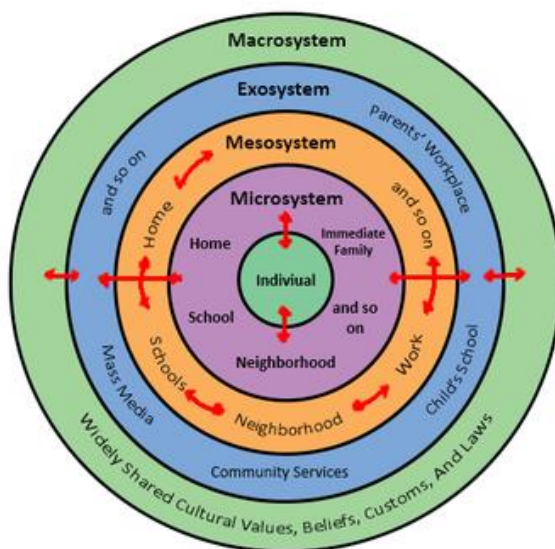
Summary

Wellbeing is defined as a state of being comfortable, healthy, resilient and happy.

Wellbeing matters because all students have a right to feel cared for in school. Students who have higher levels of wellbeing tend to have better cognitive outcomes in school. Wellbeing and learning are inextricably linked (NCCA 2017).

Schools provide an important setting for the support and promotion of students learning *about* wellbeing and *for* wellbeing. They learn for wellbeing when their whole experience of school life including all the day-to-day interactions, both within and beyond the classroom, are respectful and caring. How they learn is as important as what they learn (NCCA 2017).

Bronfenbrenner's Ecological Model of Human Behaviour (see figure 2.1) puts schools in a person's microsystem; highlighting the huge importance schools hold in the development of the person. There is a great link between a young person's mental health and them having 'one good adult' whom they can turn to. Teachers are listed as being an example of those 'one good adult's' for some young people, further highlighting the important link between education settings and wellbeing.



Motto

'Connect, Create, Explore, Enjoy' is our motto at Broadmeadow CNS.

Mission Statement

The Mission Statement of Community National Schools is as follows:

'Our mission is to provide a new model of primary education that reflects Ireland in the 21st Century. Community National Schools provide a welcome to each child in the community we serve and create a learning environment based on diversity and inclusion. Our schools cater for the physical, social, emotional and spiritual needs of children within the school day in a supportive and caring environment.'

Broadmeadow CNS pride themselves in relation to the promotion of inclusion and equality being at the heart of our ethos which all promote positive wellbeing. All aspects of our children's identity are equally important. The school takes a sociocultural approach to education, where teachers take into account the experiences and identity of their children when planning their lessons. We take a proactive rather than a reactive approach against discrimination of all forms. It is committed to educating the children about the possible types of discrimination and the impacts they have on individuals. To focus this commitment, we take into consideration the nine grounds of the Equal Status Acts 2000 and 2004, namely:

- Gender (including transgender)
- Age
- Race/Ethnicity
- Civil Status
- Family Status
- Religion
- Disability
- Sexual Orientation
- Membership of the Travelling Community

Indicators for Wellbeing

The indicators for wellbeing can be seen in the image below. These indicators are what we as staff, families and all those involved in the school community are looking for in every member of our community.



Approaches taken by Broadmeadow CNS

Schools have a central role to play in supporting and promoting students learning about wellbeing and for wellbeing, in the classroom and all school activities. Wellbeing can be taught explicitly through curriculum, but it can also be modelled by those working in the school as they show care, respect and consideration in their interactions with students.

A whole school approach to wellbeing is encouraged in Broadmeadow CNS for everyone within the school community. With this in mind, all teachers are aware of the importance of wellbeing and support its place in the school's ethos. They are encouraged to plan for wellbeing within their subject areas and assist whole school initiatives for wellbeing. They should embed wellbeing into their curriculum and make it visible to students. This is particularly noted in the calendar for wellbeing themes across the school year.

It is our aim in Broadmeadow CNS to create an atmosphere of mutual respect between all individuals involved within our school including management, students, teachers, auxiliary staff, parents and visitors. This is also promoted through our Motto 'Connect, Create, Explore and Enjoy'.

We approach well being in the some of the following ways;

- Class reward systems
- Restorative Practice
- Annual Wellbeing Day
- Positive promotion of inclusion and diversity
- School Ethos
- Success reports within class feedback
- Marking Policy (Pink and Green)
- Positive Community Links
- Positive Family Links
- Goodness Me, Goodness You Program
- Annual Language Day
- 'A note about me' cards
- SET rewards systems
- Zones of Regulation (Junior Infants up)

LAOS and link to Wellbeing

LAOS recognises a holistic view of learning, that the curriculum should be broad, challenging, and responsive to learners needs. Students' wellbeing is intrinsic to this holistic view of learning – it is needed to enable learning but is also an outcome of learning. Schools are recognised as playing a crucial role in promoting and nurturing wellbeing through their practices in key the key areas of school environment, curriculum, policies, and partnerships. In Broadmeadow CNS we endeavor to follow best practice in all aspects of our work and this policy and our work on wellbeing has been developed with such documents in mind. We endeavor to ensure the wellbeing of all of our community is kept at the highest level possible and we encourage strong communications and links to support this.

SSE (School Self Evaluation) and links to Wellbeing

The process of developing our wellbeing programme follows the six step procedure outlines in the School Self Evaluation guidelines (see figure 7.1). It is a collaborative, reflective and inclusive process.



Fig 7.1

How we plan

1. **Focus** –the wellbeing team aims to lead the school in the delivery of a programme whereby students want to come to school; feel safe, connected, cared for and challenged. That they are equipped with life skills to cope with everyday life challenges in a healthy way.
2. **Information** – relevant documents are consulted with for the writing of wellbeing programmes. Best practice from other schools is also considered. The student council, parents working group and teachers are all consulted in relation to delivery of the programme.
3. **Decisions** – after consulting the above a plan and programme is developed on a yearly basis.
4. **Share** – the wellbeing plan is shared with all stake holders in the school community. The programme is evaluated yearly and changes for improvement suggested.
5. **Improved Action** – In lieu of evaluations, the wellbeing programme and policy is updated to include changes.
6. **Monitor** – changes made are monitored and their impact evaluated.

Links to other Policies

Other links can be made to many other relevant policies within our school, such as:

- Code of behaviour
- Homework policy
- Child safeguarding statement
- Anti-bullying policy
- Admissions policy
- SPHE policy
- SEN policy
- Internet safe usage policy
- Mobile phone policy

- Critical incident policy

Useful Websites

www.genderequality.ie (gender)

<https://www.education.ie/en/Publications/Policy-Reports/Equal-Measures.pdf>

(gender)

www.ageaction.ie (age)

www.gmgy.ie (religion/belief)

www.enableireland.ie (disability)

www.disability.ie (disability)

www.ncse.ie (disability)

www.lgbt.ie (sexual orientation)

www.glen.ie (sexual orientation)

www.paveepoint.ie (membership of the Travelling Community)

www.culturewise.ie (race)

<http://www.ncca.ie/uploadedfiles/publications/intercultural.pdf> (Intercultural

Guidelines)

www.cns.ie (equality)

www.equality.ie (equality)

Ratification Process

This policy was ratified by the following for Broadmeadow CNS;

Chairperson: Brigid Manton

Date: 29/5/2025

Principal: Jennifer Robinson

Date: 29/5/2025