

St. Angela's College



Courtesy, Kindness & Respect



Wellbeing Policy

Updated

15th December, 2025

This Wellbeing Policy has been devised and published by the Board of Management of St Angela's College (*the College*) following collaboration and consultation with the following partners and interested parties:

1. The Trustees of the College ('*Le Chéile Trust*')
2. The Teaching staff of the College
3. The Parents' Association of the College.
4. The Students' Council of the College.

MISSION STATEMENT

The aim of **St Angela's College** is to cherish the uniqueness of each individual and to develop her full potential while respecting the religion, dignity and culture of all.

Rooted in the **Ursuline tradition and the Le Chéile ethos**, our school community seeks to nurture:

- academic excellence
- personal responsibility
- kindness and respect
- spiritual development
- wellbeing for all members of the school community

We recognise that students flourish when they feel safe, valued, supported and connected.

DEFINITION OF WELL-BEING

Wellbeing refers to the physical, emotional, social and spiritual health of each member of the school community. In St Angela's College, wellbeing means that students:

- feel safe and respected
- develop positive relationships
- learn to manage challenges and setbacks
- recognise their strengths and potential
- experience a strong sense of belonging

Wellbeing education empowers students to understand themselves and make informed decisions about their mental health, personal development and relationships.

WELLBEING AND THE SCHOOL ETHOS

Wellbeing is embedded in the values of Courtesy, Kindness and Respect that guide life in St Angela's College.

Through the Le Chéile ethos we promote:

- dignity of each person
- partnership between school and family
- compassion and justice
- service to others

Students are encouraged to live purposeful and reflective lives, guided by the moral and spiritual traditions of the school.

The Education Act (1998) requires schools to promote the moral, social, personal and spiritual development of students. In St Angela's College this commitment is reflected in a strong whole-school approach to wellbeing.

JUNIOR CYCLE WELLBEING PROGRAMME

In line with Department of Education and NCCA guidelines, St Angela's College provides 400 hours of wellbeing across the three years of Junior Cycle.

Wellbeing is delivered through a combination of subjects and learning experiences including:

- SPHE
- CSPE
- Physical Education
- Guidance
- Digital Media Literacy
- Learning to Learn
- Other cross-curricular learning experiences

The programme aims to help students:

- develop resilience
- build positive relationships
- manage stress and emotions
- understand personal responsibility
- make informed decisions about health and wellbeing

WHOLE SCHOOL APPROACH TO WELLBEING

Wellbeing in St Angela's College extends beyond the classroom and is supported by:

School Culture

A respectful, inclusive environment where every student is known and supported.

Relationships

Strong relationships between students, staff, parents and the wider community.

Curriculum

Wellbeing is embedded across the curriculum and through extracurricular and co-curricular activities.

In order to plan a junior cycle programme, the starting point must be:

'the shared vision and values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle' (2015) (Junior Cert – Wellbeing Guidelines)

A Junior Cycle programme that builds the foundations for wellbeing:

- Introduces students to the key skills of how to manage themselves and how to stay well.
- Is broad and balanced

- Provides choice
- Has meaning and relevance
- Is enjoyable and engaging
- Provides opportunities to experience and deal with both challenges, success and failure.
- Equips students with the knowledge, skills and dispositions to develop as learners and build positive relationships.

WHOLE SCHOOL APPROACH TO WELLBEING – JUNIOR AND SENIOR CYCLES

As part of the whole school approach to well-being and in order to promote personal and social development. The following policies are in place:

- Admissions Policy
- Code of Behaviour
- Bí Cineálta Anti-Bullying Policy
- Attendance Policy
- Child Safeguarding Statement
- ICT Acceptable Use Policy
- Critical Incident Policy
- RSE Policy
- SPHE Policy
- Additional Educational Needs policy
- Homework and Independent learning policy

The policies are reviewed and updated at least every 2 years by Staff and Senior Management and then they are ratified by Board of Management. Parents and the student council are also consulted in conjunction with the redrafting of some of the policies.

STUDENT SUPPORT STRUCTURES

St Angela’s College operates a comprehensive student support system.

Senior Management

The Principal and Deputy Principal oversee wellbeing across the school and coordinate student support systems.

Student Support Team (Care team)

The Student Support Team includes:

- Principal
- Deputy Principal
- Guidance Counsellors
- Special Educational Needs team
- Assistant Principals with wellbeing responsibilities
- Learning Monitors

Our students are supported in a variety of ways and their Emotional, Social, Personal and Spiritual development is fostered by many groups in school. These include the following:

Learning Monitor Structure – learning monitors meet every other week to discuss various issues including strategies to lead care teams and manage year groups. They work as a team together with Senior Management and focus on the task of overseeing the welfare of the various year groups so that learning at every level is supported. The role of the Learning monitor is pivotal in the school community (as identified in the whole school needs analysis and POR review) and five core dimensions have emerged as being central to the role -Spirit and Ethos, Learning and Teaching, Wellbeing, Behavioural and Operational.

A dedicated **Care Team** is in existence for each year group and these meet every month. Members include the senior management team- Principal and Deputy Principal, school counsellors, learning support and members of the middle management team- learning monitors as well as class teachers from that year group. Issues are raised at the meetings and counselling and support (Managing Myself and Staying Well) structures are put in place for students who have come up for mention. Students at risk are identified and strategies are put in place to support these individual students. Strategies are reviewed to assess their effectiveness. This group also focuses on the overall well-being of the year group and will organise activities to promote community well-being e.g. retreats, tours etc. **Class Tutors**- Members of staff act as class tutors to individual class groups. This is largely a pastoral role which supports the work of the Learning Monitor and contribute to the effective operation of the care team. It is hugely valuable and a great help to have tutors who liaise with the class groups.

Wellbeing Team. This includes staff members who are teaching well-being, SPHE and other members of staff who have had CPD training or who have expressed an interest in the teaching of the subject.

Active Student Leadership Teams – Student leadership is very much part of wellbeing and students are encouraged to take part in the various structures which already exist in the school to lead and promote student development.

Examples include:

- Head Girl and Deputy Head Girl,
- Student Council
- Class Prefect
- Meitheal mentors

The student council consists of **42** members and the members meet on a regular basis to discuss and debate important issues that affect the student body. The student council gives the students a coherent voice to affect positive change within our school.

WHOLE SCHOOL WELLBEING

- **The Teaching of Wellbeing** – a well-being programme is currently being facilitated in 1st, 2nd, 3rd Years and also in Transition Year.
- **Retreats for all of the year groups** – Students participate in a day of mindful reflection which focuses them on the spiritual aspect of their lives.

- **Bonding day for First Years** – normally held on the 1st day of the school year – various group activities which encourage students to mix with one another in an attempt to break down any barriers they may have when they come into secondary school.
- **6th Year fun day** – one day per academic year when 6th years engage in fun activities to promote various aspects of wellbeing.
- **Positive Affirmation awards** – a non-academic award given every month to students from different year groups who have made a positive contribution to school life. It ties in very much with the ethos of the school – education of the whole person where positive effort/behaviour is recognised and rewarded.
- **Class trips with the year groups** – group activities which encourage students to mix and take part in various activities.
- **Sports Day** – normally held once a year in September where students are encouraged to take part in various competitive sporting activities -individual and group. Physical activity is very much encouraged in well-being and is a definite way to destress in what sometimes a very stressful environment is driven by the pressure of the points system.
- **May Prize Giving** – yearly prize day where students are rewarded for achievement in academics, sport, music and leadership roles. Effort and achievement are recognised and acknowledged during the Prize Giving. Prizes are also awarded for merit (subject) and student of the class. These awards acknowledge effort and improvement and build on positive self-esteem and student well-being.
- **Weekly Assemblies** – Each year group has a weekly assembly. The entire year group assemble in the canteen. Current or pending issues are addressed and it is an opportunity for members of the student leadership team to address the students – regarding fund raising etc. or any other matters of school business. It is also an opportunity for the Positive Affirmation award to be given out and the assembly begins with a Prayer – very much in keeping with the Le Chéile ethos of promoting the spiritual dimension of education.
- **Extra-Curricular** – Transition Year musical, School Choir, Orchestra, and other Sporting Activities – Hockey, Basket-ball, Gaelic, Swimming and Young Scientist, Green schools, Debating and many more. The school is well served in this area and many students get involved in after-school activities which help them grow in self-confidence and very much enhance their sense of well-being. Staff who are involved in these activities do so on a voluntary basis very much in keeping with the Le Chéile ethos and the vast majority of students involved in these activities do so because they are very committed scientists, musicians and athletes.

CURRENT PROVISION OF WELL-BEING IN ST ANGELA’S COLLEGE

- St Angela’s College is currently providing 400 hours, over three years that are specific to Wellbeing. **Example:** First Years are timetabled for 7 Wellbeing classes per week - PE x 2, CSPE x 1, SPHE x 1, Wellbeing Learning Units x 2 and Digital literacy x1.

- In Transition year all students participate in the following areas, Wellbeing, Psychology, Physical Education, Health Education and Development Studies as part of a seven-week rotation.

DIGITAL WELLBEING

The increasing use of digital technology presents both opportunities and challenges for students. St Angela's College promotes responsible digital engagement through:

- Digital literacy education
- School ICT policies
- Responsible device use
- Awareness of online safety and wellbeing

Students are encouraged to develop healthy relationships with technology and understand its impact on wellbeing.

STAFF WELLBEING

The wellbeing of staff is essential to maintaining a positive school environment. St Angela's College promotes staff wellbeing through:

- collaborative leadership structures
- professional development opportunities
- supportive communication and collegiality
- recognition of staff contributions to school life

A positive staff culture strengthens the overall wellbeing of the school community.

ASSESSMENT

Well-being will not be formally examined by the SEC. However, well-being incorporates class/group discussions, reflection and self-assessment. Class discussion and reflection is very much encouraged. Students work in groups or individually on the various topics. The school's wellbeing provision is constantly reviewed on an informal basis by staff. At the end of each year teachers and students are asked to evaluate their experience of the formal teaching modules in the programme. Planning for the coming year is largely based on this feedback.

There are **6 key indicators of Wellbeing** outlined for schools to embed into school life. Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. 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



OUR WELLBEING EVENTS ANNUAL PLANNING

We believe in a continuum of education care, and therefore we aim to expand and improve every year's provision.

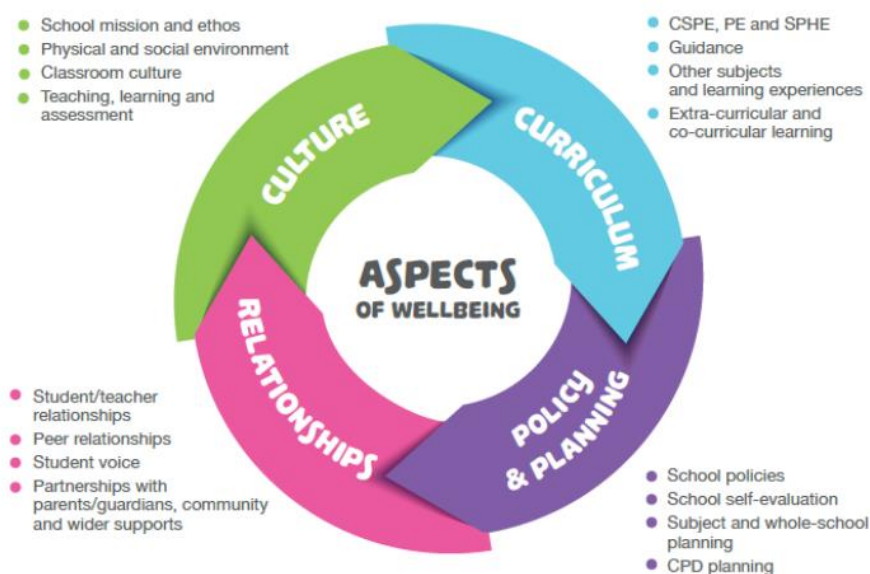
St Angela's has always recognised that Wellbeing is more than a subject or curricular area, involves a whole school approach and is the responsibility of all members and school partners of our school community. It is also recognised that many successful areas of school life have directly made a positive impact on student and staff wellbeing. Links with the Pastoral Care and Student Wellbeing team, Guidance and Counselling, Learning Support, Extra-Curricular Activities, Sports, Arts and Culture and other support mechanisms have been recognised as enhancing the school ethos and atmosphere and adding to a sense of wellbeing for all. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them

COMMITMENT TO CONTINUOUS IMPROVEMENT

St Angela's College recognises that wellbeing is a shared responsibility. We are committed to continually strengthening our wellbeing provision so that every student:

- feels supported
- develops resilience
- experiences belonging
- reaches her full potential

Four Aspects of Wellbeing




Further reference

- <https://www.jct.ie/wellbeing/wellbeing>
- <https://www.ncca.ie/en/junior-cycle/wellbeing>

This Wellbeing Policy was reviewed and ratified by the Board of Management of St Angela's College at its meeting on 15/12/2025

Signature:  Date: 15/12/2025
Chairperson, Board of Management

Signature:  Date: 15/12/2025
Principal