	Strawberry Hill N.S. **Roll no. 20553G** **Well- Being Plan 2023-24**
Definition of Wellbeing (WHO, 2001): *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*".	
Overall aims	• To support the wellbeing of the whole school community during the school year 2023-24 • To support the wellbeing of the students and staff, adjusting to change following transition from Sundays Well to Strawberry Hill NS in September 2021 • To provide staff with relevant professional development which supports their own wellbeing, as well as upskilling them regarding supporting pupils' wellbeing. • To use *Wellbeing Policy Statement and Framework for Practice* to develop a co-ordinated whole-school approach to wellbeing. • To continue with the Mind Me – Mind You wellbeing programme and to gain flag status for the school • To continue our use of the National Educational Psychological Service (NEPS) Continuum of Support in relation to supporting wellbeing. • To further build on our already effective inter-agency relationships, in order to support wellbeing in our school (e.g. SCP, HSE, NEPS, PDST, HSCL, TUSLA, Lets grow together etc) • To continue the concept of Trauma responsive education and to include supervision into the fabric of school life in Strawberry Hill
Our Focus	**1. To continue with and embed the programmes that have worked successfully in the school previously. School will apply for flag status for the Mind Me – Mind You programme** **2. To provide CPD for the school community** **3. To provide a safe and affective work environment that helps to enhance staff wellbeing**

	4. To continue to implement initiatives i.e. Trauma responsive education, Mind Me – Mind You, Smart Moves, The Nurture Room. **Culture and Environment** Two elements: 1. Children's well -being 2. Whole school well- being
Evidence	All staff are given a survey based on "statements of effective practice" Pupils are surveyed using a "Well- being survey in a follow up to survey that took place in 2022/2023" Parents will take part in surveys The results of these dictate the targets and the required actions.

Targets supporting student well being

	ACTION	**WHO?**	**WHEN?**
1.To increase the number of students who feel that their opinion/voice matters by 5% ***55% students feel that they are asked for their opinions re policies/decisions*** **(jan 23)** **New survey in 2024**	**- establish democratically elected student council** **- Pupil voice promotion in class. Pupils have a voice in classroom and an input in school initiatives** **- consultation with students on area of school improvement where relevant** **- role at assembly**	**-Students from1st-6th classes** **-all classroom teachers** **- all staff** **Led by KT, KC, BM**	**Term 1** **Student Council election**
2. Teachers report decrease in need to address manifestation of "big feelings" by a further 5%	**-Trauma responsive education 5day training for 2 more staff members** **- Supervision to be introduced _____** **-Trauma responsive education upskilling of whole staff by band leaders (Trauma team)**	**- Trauma/Well -Being team (Kate, Mathew, Kevin and Martina) (We will look to include a new member from SNA staff)**	**Term 1** **Term 1**

	-Establish a "check in" rather than "fix it" approach with students **- Further develop our Nurture room** **- A language audit to be completed** **- Agreed strategies to use in the classroom to promote positive interactions/engagement** **-a buddy system for all new students. Particular emphasis for EAL pupils**	**- M. Delaney/well- being team** **-well- being team** **-whole staff**	**Term 2/3** **Term 1**
3.To develop in the students positive dispositions focusing on positive mindset goals. (Using Mind Me, Mind You)	- **Sept / October…. Kindness** - **November / December ... Stress** - **January / February... Social Media** - **March …. Friendship** - **April …. Physical Activity** - **May…. Dealing with change** - **June…Being a good citizen** eg- Encourage a sense of gratitude for all the positive things in our life…gratitude jar/tree -mantra "I am grateful for".. - activities based on promotion of empathy, including Roots of Empathy in 1st class., Friends programme, TCM, DINA, restorative practice DINA training taking place in November for three staff members Classroom management IY training in early 2024	**Class teachers and students** **Whole staff**	**Monthly starting term 1** **Term 2**

Commented [d1]:

	Smart Moves Programme: **New programme delivered to 5th and 6th class. This programme helps pupils in transitioning to secondary school.** Awards/recognition /affirmation by all staff including recognition by the principal/deputy principal at assemblies - **Positivity play list** - **Pass a compliment** - **Manners Matter competition** - **Random act of kindness** - **Mindfulness colouring** - **Positive posters**	**5th and 6th class**	**Term 2 and 3**
Strategies supporting whole school well being			
1.All students, staff and parents will be familiar with the code of behaviour and the rules therein and these will be applied consistently at all times.	**'School/Class Expectations'** – The code of behaviour policy is reviewed and updated. -pupils will be explicitly taught the rules/expectations -individual class expectations will be agreed upon and displayed in class. -In the junior classes the DINA rules will be displayed and taught. In Senior Clases we teach the FRESH rules	Code of Behaviour focus group IY tutors All classroom teachers All staff	**Term 1** **Year long**

	-Use of restorative practice guidelines will be displayed in all classrooms and will be used consistently to address all incidents/conflict etc. Emphasis on Positive, supportive language Information session for Parents/community on promoting well-being		**Term 2**
2. To promote the concept of outdoor learning where it effectively reflects the primary curriculum while promoting well- being.	- Use of sensory garden/ school environs and community parks. - Outdoor play area created for Infants with emphasis on play- based learning to be used daily - Maths in the environment e.g. Maths trails and orienteering - Book Walk trail for World Book Day - Active Science investigations of outdoor environment - Critical thinking skills to deduce conclusions - Nature to be promoted as a tool for developing social and emotional well- being grounding exercises, breathing exercises, mindfulness etc. - Group/pairwork - -Rule of 5 - Pizza Oven - New play area in front of garden area to be developed	**All students** **All staff**	**Term 1,2 and 3**
3.Senior management Staff will continue to engage with Trauma informed reflective supervision	- Sessions with specialist Marie Delaney - Sessions organised in collaboration with the SCP - Band leaders from Trauma team share information/strategies with staff	**M. Delaney** **L. Horgan/M. Barry** **In-school leadership team**	**Term 1,2,3**

The Trauma team will begin reflective supervision		**Trauma Team**	
Ideas for promoting staff well being	- Promotion of a well-being box / ideas box / google form to promote staff wellbeing - New cutlery for staffrooms - Well- being Wednesday once a month where staff are treated to eg a coffee and scone - You've been mugged, pass it on! - Yard supervision pass - Fresh fruit/bottled water in staffrooms - Coffee cart in each term - Positive messaging in school building	**Well- Being team**	**Terms 1,2,3**

Children, young people and staff experience a sense of belonging and feel safe, connected and supported.

• Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.

Measures for success

- Student attendance

• Successful school completion

• Successful transitions of students

• Data gathered in school and centre for education (eg via survey, interview, checklists)

• Data gathered through consultation with children and young people, parents, teachers and other staff members

• Information from Inspection Reports

These are indicative only, and schools should decide on the measures that support their own vision for wellbeing in their school

Appendix A Programmes run in Strawberry Hill NS

Incredible Years		
Classroom Dina		
Friends for Life/Fun Friends/Zippy's Friends		
Restorative practice		
Roots of Empathy		
Health Promoting school ….healthy lunches, busy bodies		
SPHE..Walk Tall/RSE/Stay Safe/ Religion: Grow in Love		
Art therapy		
SCP..individual/group work		

Music Generation		
Green Schools programme		

Appendix B Dedicated events/weeks which occur each year

Internet Safety awareness week
Friendship Week
Anti-bullying week
Cork Bike week
Active Schools week
Catholic Schools week
6th class transition to secondary school programme
Open Day for new entrants
World Book Day

Appendix C

Pyramid Response to Trauma

Bottom : whole class/school initiatives e.g. Incredible Years and Dina

Middle: Group programmes e.g. Mighty Moe

Top: individual intervention e.g. Nurture Room/ Art therapy

The curriculum is the vehicle to learn/develop social and emotional skills.