De La Salle College Churchtown



Wellbeing Policy

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Mission Statement

De La Salle College Churchtown is a Catholic, voluntary, post-primary school for boys under the trusteeship of the Le Chéile Trust. Inspired by the Lasallian tradition, the school is committed to the holistic development of each student in a safe, inclusive and caring environment, where every young person is enabled to flourish academically, socially, emotionally, spiritually and physically.

In keeping with our motto *Recta Sapere – Correct Judgement* – we strive to support students to develop the wisdom to know what is right and the courage to do it. Student wellbeing is central to this mission.

Rationale and Context

This Wellbeing Policy and Programme has been developed in compliance with the following statutory and advisory frameworks:

- Education Act (1998)
- Education (Welfare) Act (2000)
- Department of Education requirements for Junior Cycle Wellbeing provision
- NCCA Junior Cycle Wellbeing Guidelines (current)
- Oide guidance for SPHE, CSPE, RSE and whole-school wellbeing
- Bí Cineálta: Procedures for Anti-Bullying (2024)
- Looking at Our School (2023)
- Child Protection Procedures for Post-Primary Schools

Wellbeing in De La Salle College Churchtown is understood as a whole-school responsibility, embedded in curriculum, relationships, policies, structures and everyday practice.

Definition of Wellbeing

In line with the NCCA, wellbeing refers to students realising their abilities, feeling a sense of belonging, being resilient and respected, and being able to cope with the normal stresses of life while contributing positively to their school and wider community.

Wellbeing encompasses the physical, mental, emotional, social and spiritual dimensions of students' lives.

Aims of the Wellbeing Programme

The Wellbeing Programme in De La Salle College aims to:

- Support students to take responsibility for their own wellbeing and that of others
- Foster respectful, caring and inclusive relationships
- Develop students' resilience, self-awareness and emotional literacy
- Promote student voice, agency and active participation
- Strengthen students' sense of belonging and connectedness
- Encourage healthy lifestyles, including physical activity and digital wellbeing
- Ensure students know where and how to seek help

Wellbeing Provision and Time Allocation

Junior Cycle (1st – 3rd Year)

In accordance with Department of Education and NCCA requirements, De La Salle College Churchtown provides:

- A minimum of 400 hours of Wellbeing across the three years of Junior Cycle
- At least 300 of these hours are delivered through timetabled Wellbeing provision

The school ensures that Wellbeing is visible, meaningful and developmentally appropriate at each stage of Junior Cycle.

Junior Cycle Wellbeing Components

Wellbeing provision includes:

- SPHE (including Relationships and Sexuality Education – RSE)
- CSPE
- Physical Education
- Guidance input
- Digital and ICT learning, including digital wellbeing
- Tutor Time / Check & Connect
- Report Reviews
- Study Skills Workshops
- Anti-Bullying education aligned with Bí Cineálta
- Wellbeing Week and themed initiatives

- School tours, retreats and outdoor learning
- Co-curricular and extra-curricular activities

Timetabled Wellbeing provision is reviewed annually by school management to ensure ongoing compliance with national requirements.

Senior Cycle Wellbeing

While there is no prescribed wellbeing hourly requirement at Senior Cycle, there is subject specific requirements and De La Salle College is committed to maintaining a strong wellbeing focus through:

- Senior Cycle SPHE (60 hours over 5th and 6th Year) including RSE programmes
- Guidance and counselling (educational, vocational and personal)
- Physical Education
- Mental health and resilience initiatives
- Exam stress management supports
- Report Reviews
- Study Skills Workshops
- Anti-Bullying education aligned with the Bí Cineálta School Policy
- Student leadership opportunities
- Whole-school wellbeing events and initiatives

Bí Cineálta and Wellbeing

De La Salle College Churchtown fully implements Bí Cineálta: Procedures for Anti-Bullying (2024).

The school recognises that student wellbeing, positive behaviour and positive relationships are intrinsically linked. Prevention, early intervention and consistent response underpin all practice.

The Wellbeing Programme:

- Explicitly teaches empathy, kindness, respect and inclusion
- Promotes positive, restorative and relational practices
- Encourages reporting, help-seeking and bystander responsibility
- Embeds student voice and participation
- Aligns SPHE, CSPE, Tutor Time and whole-school initiatives with Bí Cineálta principles

Bullying prevention and response is embedded across curriculum, policy and school culture.

Student Support Structures

Wellbeing is supported through a multi-layered system including:

- Year Heads
- Tutors
- Guidance Counsellor
- Outside Agencies (i.e. EWO, NEPS, Tusla, Camhs, Lucena, Cross Care, Community Guard, and other relevant agencies)
- SPHE Teachers
- SEN/AEN Team
- Pastoral Care Team
- School Management
- Student Council
- Lasallian Student Leaders: Prefects & Mentors

The Check & Connect Class every day ensures early identification of concerns and timely support.

Inclusion and Additional Educational Needs

De La Salle College is an inclusive school. Wellbeing provision is differentiated and accessible to all students, including those with:

- Special Educational Needs
- English as an Additional Language
- Social, emotional or behavioural needs

Collaboration between teachers, AEN coordinators, parents and external agencies supports student wellbeing.

Teaching and Learning Approaches

In line with Oide guidance, methodologies include:

- Active and experiential learning
- Discussion, role-play and case studies
- Reflective practice and self-assessment

- Project-based learning
- Digital tools (Mentimeter, Kahoot, Google Classroom)
- Restorative and relational approaches

Student voice and engagement are central to all wellbeing learning.

Assessment in Wellbeing

Assessment in Wellbeing is consistent with NCCA guidance and supports learning rather than ranking or grading.

Assessment is:

- Formative
- Reflective
- Inclusive
- Supportive of student voice and agency

Approaches include:

- Self and peer assessment
- Reflective journalling and learning logs
- Project and group work
- Teacher observation and dialogue

There is no summative or state-examined assessment associated with Wellbeing subjects at Junior Cycle other than the Classroom Based Assessment.

Co-Curricular and Whole-School Wellbeing

Wellbeing is enhanced through:

- Wellbeing Week
- School Fun Days
- Sports and physical activity
- Clubs and societies
- Student leadership
- Green Schools
- Music, arts and cultural activities
- School tours and retreats

- Wellbeing Notice Board

These experiences contribute significantly to students' sense of belonging and connection.

Staff Wellbeing and Professional Learning

The school recognises that staff wellbeing is vital. Supports include:

- Collaborative planning
- Professional learning (Oide, NCCA, DES, other relevant CPD offered)
- Peer support and mentoring
- A positive and respectful staff culture

Policy Review

This policy will be reviewed every three years or sooner if required due to:

- Changes in legislation or Department of Education circulars
- Updates from the NCCA or Oide
- School self-evaluation outcomes
- Feedback from students, staff, parents or the Board of Management

Ratification:

Presented to the Board of Management for approval.

Chairperson: _____

Date: 5/9/2026