Trinity Primary School
Wellbeing Statement

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Introduction

Trinity Primary School plays a crucial role in promoting well-being through a variety of activities and approaches that support the academic, physical, mental, emotional, social, and spiritual development of our students..

Our school has already implemented innovative well-being initiatives, driven by strong leadership and high-quality teaching and learning. This plays a vital role in equipping our students with the knowledge, skills, and competencies needed to navigate challenges that affect their well-being.

This policy statement provides an overarching structure encompassing existing, ongoing and developing work in this area including the *Aistear: the Early Childhood Curriculum Framework and Social Personal and Health Education (SPHE)* curriculum .

Health is defined by the Department of Health as: everyone achieving his or her potential to enjoy complete physical, mental and social well being (Healthy Ireland, 2013). Positive mental health for children is part of their overall health and is inextricably linked with well-being. It is usually conceptualised as encompassing aspects of emotional (affect/ feeling), psychological (positive functioning), social (relations with others in society), physical (physical health) and spiritual (sense of meaning and purpose in life) well-being (Barry and Friedli, 2008).

What is wellbeing?
For the purpose of this policy, well-being may be defined as: “the presence of a culture, ethos and environment which promotes dynamic, optimal development and flourishing for all in the school community. It encompasses the domains of relationship, meaning, emotion, motivation, purpose, and achievement. It includes quality teaching and learning for the development of all elements related to healthy living whether cultural, academic, social, emotional, physical or technological with particular focus on resilience and coping”

Rationale

The core of the policy is that all children should experience wellbeing at school. This policy endeavours to nurture the wellbeing of the children in our care. Supportive and positive environments are created and provide the foundation for children to flourish and thrive. Children feel safe, secure, seen, heard and valued. Within this culture, children can reach their full potential. An effective wellbeing policy is central to this core objective.

Aims and Objectives

The purpose of this policy is to:

- promote mental health awareness
- promote wellbeing in our school
- build on the existing good practice already in place in our school
- develop a coherent whole school approach to mental health that focuses on children, their parents and teachers and which is integrated into core school structures and practices

Principles

- Trinity Primary School prioritises a preventative, whole-school approach to well-being, implementing interventions at both universal and targeted levels.

- A whole school approach to mental health promotion is taken so as to involve students, staff and parents and to ensure sustainability over time.
- The whole school approach involves the school environment and ethos, organisation and management structures, and relationships with parents and the wider community.
- Effective and consistent delivery of SPHE is part of a whole school approach to mental health promotion is central to implementation.
- Our school adopts the NEPS three tiered Continuum of Support model as a structure for the promotion of well-being and mental health.
- The continuum can be represented by three levels as follows:

(i) School Support for ALL
(ii) School Support for SOME
(iii) SchoolSupport for a FEW

Our school currently provides a range of evidence based supports and interventions that address the emotional well-being of young people across this continuum of support.

SPHE Curriculum
Zones of Regulation/Weaving Wellbeing

Policy Content

The Department's Wellbeing Policy Statement and Framework for Practice (see Appendix 1) assists schools in ensuring that well-being promotion is embedded within the school's existing practice in
The 4 areas of:

- **culture and environment**
- **curriculum (teaching and learning)**
- **policy and planning**
- **relationships and partnerships**

Culture and Environment

Trinity Primary School aims to foster an environment that enhances competence and well-being; one that consciously fosters warm relationships, encourages participation, develops pupil and teacher autonomy and cultivates clarity about boundaries, rules and positive expectations. Trinity Primary School provides a safe, secure and stimulating environment that encourages and supports pupils, staff and members of the whole school community, both in and out of school.Trinity Primary School adheres to statutory requirements and is accessible to all pupils. We encourage and promote self-esteem and self-confidence by providing opportunities for all members of the school community to contribute to school life. The school

community is encouraged to make healthy choices and to take responsibility for their own health.
Trinity Primary School continues to provide a climate in which good relationships, respect and consideration for others prosper, and where individuals are encouraged to make a vital contribution through their personal skills and qualities.

Curriculum (Teaching & Learning)
The teaching and learning in Trinity Primary School aims to be democratic, inclusive, engaging, differentiated, fostering expectations of high achievement and providing opportunity for success while remaining grounded in our school ethos. We place a deliberate focus on the development of emotional and social competencies, through our “Zones of Regulation” and “Weaving Wellbeing”programmes. The SPHE curriculum in Trinity Primary School strongly supports the social and emotional well-being of our pupils, by placing an emphasis on children’s social and emotional skills, attitudes,behaviour and, therefore, learning performance. In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including well-being needs of our pupils. We provide challenges for pupils and staff through a wide range of physical, academic, social and community activities.

Policy and Planning
Policies are written documents which support the everyday running of the school through active implementation on a day-to-day basis. They form the background script by which the school navigates its way. They are developed and implemented by the whole school community, not just by one or two people. Parents/guardians and community members are encouraged to participate in policy development.
Trinity Primary School regularly reviews our school policies for staff and pupils that are in accordance with the school aims, philosophy, vision and ethos.

Relationships and Partnerships

Trinity Primary School continues to develop strong partnerships with parents/guardians and the wider community, which is a central part of the well-being process.We engage with appropriate agencies and specialist services to advise, support and contribute to health and well-being, teaching and learning.
The following stakeholders collaborate regularly;

- Parents/Guardians
- Board of Management
- Student Committees

- Local Schools
- Voluntary/sports/arts groups.
- Patronage
- State Agencies
- Community Groups
- Support Services

School Based Initiatives that promote wellbeing

Trinity Primary School implements a number of programmes and initiatives throughout daily school life that support the well-being of our pupils; this list is not exhaustive;

Culture and Environment
●Caring,Inclusive and Innovating
●Clean,warm inviting buildings
●Notice boards updated regularly
● Nurture Rooms
●Aistear Rooms
●Gymnasiums and Concert Halls
●Sensory Rooms
●Outdoor Learning/Play Areas
● Playground Games/lunchtime activities
● School Garden
● New school Library

Curriculum (Teaching & Learning)
● Aistear: The Early Childhood Curriculum Framework (NCCA, 2009) which encompasses four themes, Well-being, Identity and Belonging, Communication and Exploring and Thinking.This framework is used in our Infant to First Classes.
● SPHE Curriculum
●DES Programmes
- ❖ Stay Safe
- ❖ Walk Tall
- ❖ RSE

●DES Supported Programmes & Initiatives
- ❖ Zones of Regulation
- ❖ Weaving Wellbeing Programme
- ❖ Incredible Years
- ❖ Webwise
- ❖ Garda Schools Programme
- ❖ HSE Supports &Programmes
- ❖ DCU; GEM

- ❖ INTO;All Together Now

● Promoting the Arts – Class Plays,musicals and drama performances,Whole school Music programme;Into Music, Tin Whistle programme for 1st to 6th,School choir,Cor na nOg,Peace Proms,Music Generation
https://padlet.com/sineadmkelly1/trinity-tunes-lm0nmeklpr2xfxv4
●Promotion of Extra Curricular Activities
● After School Clubs - Spanish, Lego, Dance,Music, Homework, Sports,Yoga etc.
● Voluntary school staff coaches for GAA,Soccer,Mini Olympic Handball,Athletics, teams
● School swimming lessons – 6 week block for all pupils from 3rd to 6th Class
● Cycling Safety Course
● SCP;Weekly Classes and Transition Programmes
● Weekly assemblies
● Clanns
● School Student Committees;
- ❖ Student Council
- ❖ Green Schools Committee
- ❖ Art Squad
- ❖ Subject Area Committies

Policy and Planning
● Continuum of Support Model
● Staff Subject Committees
●Rainbows
● Staff Wellbeing
https://padlet.com/deirdremchugh2/staff-wellbeing-346iexgq9u7wrwu3
● Healthy Eating Policy
https://docs.google.com/document/d/1fH-4pGqSTm43cG6F7pnYC5zo6Msd6fnObsvF7DSvsKE/edit?tab=t.0
●Pupil Friendly Healthy Eating Policy
https://docs.google.com/document/d/1efpajGP1EG9kUCbp1mn9JnHPEwjuhFFyynIZJoo8ZrA/edit?tab=t.0#heading=h.ncdmd6hk0i0n
● Themed Weeks (e.g. Wellbeing Week,Maths Week,Science Week,NeuroDiversity Week, Book Week, Multi-Cultural week etc)
●Regular reviews of all policies
- SPHE Curriculum Padlet

https://padlet.com/deirdremchugh2/sphe-p9wkjxov2htq3lzz

Relationships and Partnerships

● NEPS
● School Completion Project
● STAR
● Education Welfare Officer – support for pupils with poor attendance
● Communicating with National Council for Special Education (NCSE) to gain SNA access for pupils
● Parent Classes
●Use of External Speakers
● Public Health Nurse Talks,Dental Hygienist Visits
● External teachers for different strands of PE to promote active living e.g. GAA,Tuam Rugby
●Visits to Tuam Library
●One Book One Tuam
●Links with neighbouring Primary and Secondary Schools
● Links with HSE personnel e.g. Primary Care Team, Child Disability Network Team, Assessment of Need Team
● Continuous CPD and staff sharing of expertise

Whole School Approach Indicators of Success

Key Areas	Indicators of Success
Culture and Environment	● 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
Curriculum (Teaching and Learning)	● Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all ● Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing

Policy and Planning	● Schools and Centres for education incorporate wellbeing promotion into whole school policies and practices
Relationships and Partnerships	● Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community ● All adults in schools and Centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Role and Responsibilities

Continuum of Support

The Principal has overall responsibility to ensure that all tasks and duties in this policy are delivered and completed in an effective way.

It is the responsibility of the class teacher to implement staged interventions at class level.

At Stage 2, the responsibilities are shared with the Special Education Team. The Principal is involved at all stages of the continuum of support and assumes a primary role at Stage 3 when an assessment may be required.

Parents have a role at all stages and the lines of communication must be always kept open.

Ratification and Communication

This policy was reviewed by Staff & Parents.

This policy was ratified by the Board of Management on —-- and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in — years time and amended as necessary by means of a whole school collaborative process.

References

Wellbeing Policy Statement and Framework for Practice(DES,2018–2023)
WellBeing in Primary Schools Guidelines for Mental Health Promotion (DES,HSE 2015
Looking at Our School;A Quality Framework for Primary Schools (DES 2016)
Aistear;The Early Childhood Curriculum Framework(NCCA2009)

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Chairperson, Board of Management

Appendix A : Wellbeing Framework Statements of Effective Practice

Key Area 1: Culture and Environment
Wellbeing Statements of Effective Practice for All
Statements of Effective Practice for Some & Few

Key Area 2:Curriculum (Teaching and Learning)
Wellbeing Statements of Effective Practice for All
Statements of Effective Practice for Some & Few

Key Area 3:Policy and Planning
Wellbeing Statements of Effective Practice for All
Statements of Effective Practice for Some & Few

Key Area 4:Relationships and Partnerships
Wellbeing Statements of Effective Practice for All
Statements of Effective Practice for Some & Few

Nuala Mc Guinn
Nuala McGuinn (Chairperson)

24/09/25
Date

Lorraine Burke
Lorraine Burke (Principal)

24/9/25
Date