



SSE Wellbeing Report & Improvement Plan

Culture & Environment:

Wellbeing Statement of Effective Practice	Suggested Improvement	Actions
There is a positive approach to discipline where issues are resolved with care, respect and consistency.	Whole School Positive Behaviour Plan	Assembly PBIS (positive behavioural interventions & supports) Anti-bullying Policy- Anti-bullying campaign Yard incentives Frequent supervision review Multi-tiered framework for supporting & responding to behaviour Language bank Staff & parents resources

<p>The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing.</p>	<p>Staff Support</p>	<p>Time Support External Links Social Committee Positive feedback Dignity at Work Coaching for management</p>
<p>The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.</p>	<p>Targeted supports</p>	<p>WSPBIS Multi-tiered framework Intervention Structure</p>
<p>Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.</p>	<p>Differentiation</p>	<p>Diversity celebrations Anti-racism awareness initiatives Welcome/language Intervention structure SET/SNA Anti-bullying Campaign FUSE Internet Safety</p>

Curriculum Teaching & Learning:

Wellbeing Statements of Effective Practice	Suggested Improvement	Actions
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<p>Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.</p>	<p>Students experience success</p>	<p>Buddy systems Intervention structure SET/SNA Share session on assessment approaches (ICT) Update assessment policy</p>
<p>Teachers use opportunities to promote wellbeing across the curriculum.</p>	<p>Thematic teaching</p>	<p>Weeks: Teacher swaps Buddying Whole school challenges Movement Parental involvement</p>
<p>Universal, evidence-based programmes are chosen guided by Circulars 0042/2018 (primary) to teach core social and emotional competence and to help children and young people develop coping skills to manage challenges.</p>	<p>Programmes for social skills</p>	<p>Weaving wellbeing Zones of regulation Zippy Friends Incredible Years Supporting & Responding to Behaviour</p>
<p>A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievement.</p>	<p>Success opportunities</p>	<p>Assemblies Displays Social Media Newsletter Intervention structure reviews Aladdin</p>

		PBIS "Caught ya" Visit to principal. Class reward systems
Teachers design and prepare for differentiated teaching methods and assessment of learning outcomes for children and young people at risk or with additional and/or complex needs so that they experience a sense of achievement.	Assessment & Communication	Intervention structure Whole school reward systems
Teachers attend CPD and deliver specialised and targeted programmes, selected in line with best practice and grounded in research and evidence, to individuals and/or small groups.	CPD	Zippy friends Zones of Regulation Play therapy
Where extra-curricular activities are planned, children and young people with additional and/or complex needs and their parents are actively involved in planning and evaluating the programme.	Survey	Summer Programme

Policy and Planning:

Wellbeing Statements of Effective Practice	Suggested Improvement	Actions
The voices of children and young people, parents and staff informs the development, review and updating of school policies.	Consultation on review of policies	Increase consultation on review of policies
The school's assessment policy outlines how additional school based screening and intervention tools are used to assess social, emotional and behavioural difficulties.	Update assessment policy	Social, emotional & behavioural benchmarks are listed in assessment policy

Relationships & Partnerships:

Wellbeing Statements of Effective Practice	Suggested Improvement	Actions
Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.	Increase partnership structures	Assemblies Student journal/news Mentoring Student Support Team
School leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff.	Support	Employee Assistance Service Support communicated frequently. Support from management communicated and upheld.
The school establishes links with feeder schools and fosters strong working relationships to engage in sharing of best practice.	Create links	Davids Marys Manor House Holy Faith Correspondence with local creches: <ul style="list-style-type: none"> • infant induction booklet • aistear targets

<p>Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members</p>	<p>Structure mentoring systems</p>	<p>NQT weekly meetings with principal Droichead Welcome pack/padlet Post of responsibility- camps/afterschools/layout</p>
<p>Relationship building for children and young people who are experiencing difficulties can be achieved through a variety of initiatives including having a 'named staff member' allocated to the child/young person to act as the 'one good adult'.</p>	<p>One good adult</p>	<p>Labelling "one good adult" Multi-tiered behaviour framework</p>