



## ENFIELD COMMUNITY COLLEGE Wellbeing Policy

<b>Patron</b>	Louth Meath Education and Training Board (LMETB)
<b>School</b>	Enfield Community College
<b>Policy Title</b>	Wellbeing Policy
<b>Review Date</b>	2027 (or sooner if required by legislation or DES guidance)
<b>Relevant Framework</b>	DES Wellbeing Policy Statement & Framework for Practice 2018–2023; NCCA Junior Cycle Wellbeing Guidelines 2021

This policy was ratified by the Board of Management of Enfield Community College.

Signed (Chairperson, Board of Management)	Signed (Principal)
	
Date: 20/4/26	Date:



# Enfield Community College Wellbeing Policy

## **Mission Statement**

Our Mission statement underlines our philosophy of fostering self-esteem, a positive attitude towards learning the promotion of responsible behavior and encouragement of dignity and respect in all our endeavors. We consider each student to be unique in personality and in spirit.

## **1. Rationale for the Policy**

**1.1 The purpose of this Wellbeing Policy** is to identify the school systems in place to promote, support and review the provision of Wellbeing in Enfield Community College. It reflects both the updated NCCA Junior Cycle Wellbeing Guidelines (2021), the Junior Cycle Framework (NCCA, 2015) and the Wellbeing Policy Statement and Framework for Practice (DES, 2018-2023). Its intention is to guide the school community in planning for Wellbeing.

“Student wellbeing is present when students realize 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” (cf NCCA Guidelines for Wellbeing 2018).

Success in Education and Wellbeing are inextricably linked. ESRI research has found that “children with higher levels of emotional, behavioral, social and school wellbeing had higher levels of academic achievement subsequently” (Smith, E. 2015).

## **1.2 Broad and Balanced Wellbeing programme.**

Enfield Community College is committed to providing a broad and balanced Wellbeing programme for all students at Junior and Senior Cycle. A holistic education is at the core of what we furnish our students with, and this approach complements the Wellbeing syllabus, the Wellbeing Indicators and the updated Junior Cycle Wellbeing Guidelines. Students are offered

learning opportunities to enhance their physical, emotional and social wellbeing. This occurs in a supportive environment where students develop essential life skills while simultaneously establishing strong connections to their school and community (NCCA, 2021). Wellbeing learning opportunities permeate curriculum, policy, relationships, and school culture. Student and staff wellbeing is supported through the following activities and teaching interactions and strategies.

- 8.30 am morning tutor time, check and connect program allows for a soft and caring start to the day.
- Access to the guidance team supports personal, educational, and vocational care.
- Person centered class planning for our special and moderate classes.
- A broad inclusive balance of extracurricular (sport and non-sport). Current provision includes:

**Clubs:** Robotics, Vocal Lab, Brass band, Chess, Coding, Art, Geography, French, Debating, Breakfast, Friendly faces. School choir.

**Sports:** Gaelic Football, Athletics, Camogie, Rugby, Soccer.

**Programs:** Gaisce, Young SVP, Prefects, Green school, Peer mentoring, young scientist, SCFI, Film festival, Junk Kouture, Amtec, YSI, Future leaders, Enterprise, First aid.

**External Visitors:** Working with community partnerships, Christmas card club and Nursing Home.

- All staff have been trained in UDL and adopt the principal UDL guidelines in teaching and learning.
- Restorative practice is an integral part of our behavioral policy.
- Respect and dignity for all ensuring that no child is left behind.
- A Wellbeing Co Ordinator for each year group fulfills the traditional role of “year head.” This emphasizes the pastoral role that the wellbeing coordinators bring to their work with students.
- Maintaining positive staff relationships promotes positive vibes in our school community.
- Staff are very accessible and operate an open-door policy to students which helps to build a great sense of belonging and connectedness for our students and activates the indicators of wellbeing.
- Classroom layout is carefully and inclusively planned.
- Each student has been allocated a locker to store and protect their belongings.
- To enrich our teaching and learning, we use the butterfly program supporting colleagues in teaching and learning.
- Students are always advised to discuss their issues and are encouraged to identify one good adult that they can turn to if they need help. This supports and builds resilience. one of the most important indicators of wellbeing.
- We organize an inclusion week each year, embracing individuality ensuring that all students are respected and can feel that they belong and are valued members of our school community.
- Our annual Talent Show ensures students can showcase their talents, boosts confidence develops teamwork and collaboration skills. Student and staff participation encourages



### **3. Promoting Wellbeing**

**3.1** There is substantial evidence that Wellbeing Programs in schools, when implemented effectively, can produce long-term benefits for young people. Enfield Community College recognizes the importance of developing the whole person; emotionally, mentally, spiritually and physically. A supportive school environment where high expectations and aspirations are the norm for all young people can of itself contribute significantly to lifelong health and wellbeing. In Enfield we provide a range of supports and interventions that address the emotional, mental, spiritual and physical needs of our students.

**These include:**

- The coordinated implementation of our whole-school guidance plan.
- Weekly timetabled Pastoral Care meetings, ensuring that all students receive appropriate support and that any students, deemed at risk are looked after and supported. Team members include, Guidance counsellors, wellbeing coordinators, a rotation of class tutors and deputy principal or Principal.
- Building positive interpersonal relationships.
- Ensuring that our students are aware of the range of support within the school as well as those offered by external agencies.
- Providing opportunities to develop their physical well-being through physical education and extracurricular activities.
- The effective and consistent implementation of SPHE as part of a whole-school approach to the promotion of wellbeing in our students.
- Implementation of the whole school approach to AEN.
- Provision of hours required in the timetable for Wellbeing as per Department of Education.

### **3.2 Risk and Protective Factors for Student Wellbeing**

Students can be exposed to many risks and protective factors which influence their wellbeing. Protective factors in the school environment that help to build resilience in young people include:

- Providing a positive school atmosphere.
- Ensuring a sense of belonging and connectedness to the school.
- Having protocols and support systems in place that proactively support students and their families, should mental health difficulties arise.
- Developing positive teacher/student and teacher/parent relationships.
- Supporting the development of positive relationships with peers.
- Fostering expectations of high achievement and providing opportunities for each

student to realise their potential.

- Using positive classroom management strategies.

Focusing on social and emotional learning and the development of problem-solving skills through our SPHE programme.

- Providing support for teachers, including professional development. Teacher Assist Program to support staff and their families dealing with personal issues.
- Encouraging students to participate in extracurricular activities.
- Providing students with information about the range of community supports and crisis agencies that exist.
- Working collaboratively to prevent students from early school leaving.

Schools, therefore, play an important role in the lives of its students to help them enhance their wellbeing and develop positive mental health that they can nurture throughout their lives.

Enfield Community College will aspire to facilitate the holistic development of each of our students using the six indicators of wellbeing as the focal point of our actions; Active, Responsible, Connected, Resilient, Respected and Aware.



## 4. The Structure of the Wellbeing Policy

**4.1** In Enfield Community College we have embraced a whole-school approach and have aligned the design and planning for our Wellbeing policy with school policies, SSE, and practice. The policy is an umbrella policy to gather and align all aspects of Wellbeing in the school. The policy is guided by the Junior Cycle Wellbeing Guidelines and Wellbeing Indicators, the aim of which is to support schools in planning and developing consistent wellbeing programmes. The Wellbeing policy is anchored in the following subject areas: SPHE, CSPE, PE, Guidance, Tutor Time, other areas of learning and practices within the school. The policy will also be guided by 'The Continuum of Support' which offers a flexible framework in which schools can identify and address all educational needs as well as the wellbeing needs of its students.



## 5. Key Areas of Wellbeing

### 5.1 Four aspects for a Whole School Approach.

The Junior Cycle Wellbeing Guidelines 2021 (NCCA) establish four aspects of Wellbeing to focus on in schools which are central to our whole school vision:



### Supporting and Promoting a Culture of Wellbeing in School

Enfield Community College promotes a warm, welcoming, encouraging, and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion.
- The school is a safe place for all students.
- All Child Protection procedures are in place, with all staff renewing their Child Protection training at regular intervals.
- There are spaces for students to congregate socially and to have quiet time.
- The school building is accessible for all students; Classroom layout is regularly evaluated.
- Students and staff take pride and care in maintaining the physical environment.
- The school environment is conducive to promoting physical activity and healthy eating Choices.
- Teachers have high expectations for all students.
- There are open, positive, supportive relationships between teachers and students in class and outside;
- A culture of collaboration and cooperation is promoted through day-to-day teaching, learning and assessment practices;
- Students feel safe, secure and respected in their classrooms.
- Our Student Voice programme offers a suite of options where students can be involved and influence the school.
- Extra-curricular activities provide opportunities to assist in the support of student wellbeing and their holistic education;

- Throughout the year, there are various themed weeks that highlight and support wellbeing, for example, Wellbeing Week, Stand Up Awareness Week, Sustainability Week
- Through our Additional Educational Needs provision, Inclusion is a cornerstone of our school culture;
- Students are encouraged to actively engage in their learning so that they may enjoy being at school;
- Students receive regular formative feedback about their learning and how they can improve;
- Students have regular opportunities to talk about their learning and what helps them to learn;
- Student achievements are recognized and celebrated through the tutor system, positive discipline system; structured assemblies and school reports (Junior Cycle Profile of Achievement);
- Teachers use active methodologies to develop the key skills in their subjects.
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.

#### Recognizing the Importance of Relationships for Wellbeing in School

Enfield Community College recognizes that true wellbeing can only be assured through the promotion and development of positive, nurturing, and respectful relationships within our school community.

We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful.
- Making sure that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time.
- Fully informing students as to where to get support and how to access the care structures in the school.
- Resolving behavior issues with care, respect, and consistency.
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasizes strengths and capacities.
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers.
- Recognizing that staff are entitled to feel supported and cared for amongst their colleagues.

- Providing forums for students so that their voices may be heard, and they are involved in making decisions about their life in school.
- Making sure that students know that their feedback is valued and, where appropriate, acted upon.
- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children.
- Sharing information with parents as to how they can support their child's wellbeing; and
- Maintaining strong links with the local community. Examples of our good practice include the Prefect system, Peer mentoring, forging community partnerships with local nursing home facilities, Christmas card club-for same, choir, airport participation of choir members, connections with local library, trips to Glendalough, Tayto Park, Navan bowling center and sports day.
- Strong collaboration with incoming first years and their feeder schools.
- Strong collaboration with NCSE.
- Ombudsman's visit and talk to students.
- Active student council, our strong focus on empowering student voice was evident in our recent school inspections.
- Visit to the Dáil was a great opportunity to learn about how our government supports its citizens

#### Staff Wellbeing

- Staff at Enfield Community College work in a supported environment.
- At Board of Management meetings, the principal's report keeps the board informed of the work of staff. This is further affirmed at staff gatherings.
- School management work collaboratively with the whole staff and respect the professional commitment of each staff member.
- Where necessary staff are offered access to in-school supports and encouraged to access the supports provided by the Employee Assistance Scheme.
- A very active social committee supports positive relationships and builds both connectiveness and resilience.

- The Droichead Programme is in operation to guide and mentor newly qualified teachers. An informal mentoring system is also in place to assist new teachers settle into the school.
- Staff have a social committee that organize seasonal events.
- Senior Management works collaboratively with the staff in a collegial and supportive manner. Staff members are encouraged and supported to take on new roles and responsibilities, gain further qualifications and attend relevant continuous professional development courses.
- Collaboration is key in Enfield Community College and this is achieved through regular subject department meetings, whole staff meetings, committees and our use of Microsoft 365 in particular Teams Pages.

## **7 Wellbeing in the School**

### **7.1 Class Tutor**

Each class group has a class tutor. The role of the class tutor is crucial to the successful implementation of the student support system. The work done by class tutors can help ensure that student welfare is looked after, and that good communication is kept up between home and school.

### **7.2 Wellbeing Leader**

Each year group has an assigned Wellbeing Leader. The role of the Wellbeing L is also crucial to the

successful implementation of the student support system. They monitor the students in their year group, ensuring that they are supported throughout their time in the school. Wellbeing Leaders work closely with Management, the student support teams and class tutors to ensure the wellbeing of the students in their care. The Wellbeing Leaders have a weekly meeting with the principal and/or Deputy Principals and meet on an ongoing basis.

### **7.3 Teacher Supports for Students**

Enfield Community College has several teams and individuals whose goals are to help support students. These include the Guidance Counsellors, Wellbeing Leaders, Principal, Deputy Principal, the Additional Educational Needs team, The Behavior for Learning team, the Care team, and the Anti-Bullying Team.

### **7.4 Student Supports for Students**

Enfield Community College also has several student leadership teams. These teams are highly visible within the school and provide students with excellent peer support. The Student Council, the Prefects and Student Mentors.

### **7.5 Guidance Counsellors**

Enfield Community College has two Guidance Counsellors that assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance encompasses the three separate but interlinked areas of Personal and Social Guidance, Educational Guidance, and Career Guidance. The Guidance Counsellors in conjunction with staff and management are central to, and supportive of, the care team and of policies which aim to deal with student support issues.

### **7.6 AEN Department**

The AEN Department is committed to supporting students with additional educational needs in the school. It provides support through early identification, tuition, and comprehensive liaison with parents and staff. The department ensures that the diverse needs and learning differences of all students are adequately accommodated and that appropriate structures are put in place to support them. The AE Department also oversees the RACE assessments.

## **7.7 Child Protection**

New child protection procedures came into effect from May 2025. As a result, the school has prepared a comprehensive Child Protection Safeguarding Statement and Risk Assessment. This document is prominently displayed in the reception area. The Principal is the Designated Liaison person and the Deputy Designated Liaison person is the Deputy Principal. This information is displayed at both entrances to the school. The Child Protection Safeguarding Statement and Risk Assessment is reviewed annually.

## **7.8 Student Council**

The school encourages students to play a positive role in the effective running of the school. Enfield Community College has a Student Council made up of elected representatives from each year group. They meet regularly and provide a focus for student opinion, to enable their voices to be heard by staff, management, and the Board of Management. They also organise various themed weeks throughout the year.

## **7.10 Prefect System**

Each year 15-20 students are elected to be prefects by their peers and staff. They are given support from teachers to help them in their role. They act as role models to the younger students and are regularly consulted on issues that impact students. They ensure that the student voice is heard by being the link between students and management, including the Board of Management.

## **7.1 Mentor System**

Each member of the Mentor team is responsible for a small group of First Year students. They meet the First Years at the beginning of the school year and show them around the school.

They also have a fun activity day during their first week in school that helps students to settle in and make new friends. They are there to help them settle into the school, answer any questions or concerns they may have and to generally be a friendly face around the school.

## **8. Wellbeing in the Curriculum**

Wellbeing is present in the Junior Cycle curriculum in Wellbeing, PE, SPHE and CSPE. While all teachers in all subjects can support student learning about and for wellbeing, wellbeing is enhanced when it is embedded in the curriculum and visible to students within specific allocated time. For this reason, Enfield Community College places a strong emphasis on the role that CSPE, PE, SPHE and Guidance can play in supporting learning about wellbeing and learning for wellbeing.

In line with guidelines set down by the Department of Education and Skills, the school provides 400 hours of wellbeing-related learning at Junior Cycle.

### **8.1 Total Hours of Wellbeing:**

400 Hours – all classes are 40 minutes in length.

- Two periods for PE in each of the three years in junior cycle
- One period for SPHE, focusing on selected learning outcomes from each strand of the NCCA SPHE short course.
- Two periods for CSPE, focusing on learning outcomes from each strand of the NCCA CSPE short course.

## **9. Senior Cycle:**

The wellbeing of senior cycle students is catered for through PE, SPHE and Guidance. Students have access to guidance counsellors through appointments. Since September 2024 transition year and fifth year students have 80 Minutes of SPHE a week. The senior cycle SPHE course aims to develop the knowledge, understanding, skills, dispositions, and values that will empower students to be healthy, resilient, confident, responsible and empathetic young adults; nurture respectful, loving and caring relationships; and prepare for the opportunities, responsibilities and experiences of life now and beyond school.

### **9.1 Key competencies in senior cycle:**



Table 1: Key Competencies and SPHE

Key competencies	Opportunities for learning and development
Thinking and solving problems	Students become more skilful in critical and reflective thinking as they critique social and cultural norms and come to understand the various factors that can influence behaviour and decisions related to health, wellbeing and relationships.
Being creative	Students examine and evaluate options and consequences by engaging with relevant data, experiences and scenarios. This includes being able to accommodate ambiguity and uncertainty as they engage with questions of concern to their lives.
Communicating	Students develop awareness and skills to effectively communicate opinions, feelings and needs in a respectful and empathic manner.
Working with others	Through dialogical and participative learning students engage with different perspectives and appreciate how a diversity of backgrounds, identities, cultures and experiences can enrich their learning.
Participating in society	Students are encouraged to recognise their own rights and responsibilities in relation to their health, wellbeing and relationships as well as an awareness of their social responsibilities. Students gain awareness of the socio-cultural factors that influence their wellbeing and how this is a matter of social justice, requiring both individual and collective responses.
Cultivating wellbeing	Students explore the factors that influence their physical, social, emotional and mental wellbeing and learn strategies and techniques to help them take care of themselves and others.
Managing learning and self	Students grow in awareness of their own thoughts, emotions, attitudes and values, and by providing opportunities for reflection, they come to recognise the insights and learning gained.

## Strands of study and learning outcomes

This SPHE specification is designed for a minimum of 60 hours of class contact time over the final two years of senior cycle education.



Figure 3: Visual overview of Senior Cycle SPHE

## 9.2 Leaving Certificate Applied

Changes to the Social Education LCA Module Descriptor follow the introduction of the new Senior Cycle Social, Personal and Health Education (SPHE) specification. The Senior Cycle SPHE specification will replace LCA Social Education module 1 (Social and Health Education 1) and module 4 (Social and Health Education 2). The other four modules of LCA Social Education will remain as they are currently (until reviewed and/or updated).

The Senior Cycle SPHE specification is designed for a minimum of 60 hours of class contact time over the final two years of senior cycle education. LCA Programmes must include Senior Cycle SPHE across all four sessions. The other four modules of Social Education should be completed, one in each session, in the sequence indicated above.

	Year 1		Year 2	
	Session 1	Session 2	Session 3	Session 4
<b>SPHE 1 (Key Assignment)</b>	2 credits			
<b>My Community (Key Assignment)</b>	2 credits			
<b>Contemporary Issues 1 (Key Assignment)</b>		2 credits		
<b>SPHE 2 (Key Assignment)</b>			2 credits	
<b>Contemporary Issues 2 (Key Assignment)</b>			2 credits	
<b>Taking Charge (Key Assignment)</b>				2 credits
<b>Contemporary Issue Task</b>			14 credits	

## 10. NQT Induction

The Deputy Principal oversee induction of newly qualified teachers and PME students to ensure that they feel supported and connected and understand the ethos of the school. NQT are mentored through the Droichead programme.

## 11. Extra-Curricular Activities Programme

Enfield Community College has an extensive range of extra-curricular sports and activities that take place both after and before school and during lunchtime. These include Soccer basketball, chess, swimming, Vocal Lab, robotics club, Gaelic football, soccer, and green schools. The extra-curricular activities contribute to all aspects of wellbeing.

## 12. Anti-Bullying

Enfield Community College has a Bí Cinealta policy which will be reviewed annually. Anti-Bullying programme is covered in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year. The Anti-Bullying team surveys all year groups annually to get an overall picture of how much bullying is occurring in the year group, the types of bullying occurring and where it is happening. The Wellbeing Leader works to resolve these issues.

### **13. Green Schools Committee**

The aim of Green Schools is to encourage students to live responsibly and increase their awareness of environmental issues through various means and to transfer this knowledge into positive environmental action in the school and in the wider community. The committee seeks to make cultural change based on education and encouragement.

### **14. Parents/ Guardians/ Caregivers and Wellbeing of Students**

**14.1** Parents/Guardians/ Caregivers are the primary educators of their children. The most important gift that any parent can give their child is the opportunity to fulfil their potential. Parental support for Enfield Community College policies and practices plays an integral role in their child's education and therefore their wellbeing.

We value co-operation and contact with parents. School discipline is a shared responsibility which can only be effectively discharged and maintained through the active cooperation of all those involved – teachers, students, parents, management and trustees.

Regular reporting home, the daily/weekly updated website, Instagram, Facebook and Compass parent portal, ensure open and ongoing communications between the school and home.

Enfield Community College has an active Parents' Association which provides a forum to represent the views of parents to the Principal and the Board of Management. It also engages with the Student Council, supports the aims and objectives of the school, encourages parent participation in school activities, and organises fundraisers. All parents or legal guardians of students attending Enfield Community College are eligible to become members of the association. The committee is elected and meets monthly.

### **15. Physical Environment**

The school has a sensory room for students who need a few moments away from the stresses of school life. Students who have been identified as being anxious in school have a blue card that allows them access to the room. The room is supervised and the AEN team has put procedures in place to ensure it is used correctly. The General Purpose Area and canteen provide a safe space for students to congregate from early morning arrival, during morning breaks and lunchtimes.

### **16. Staff Wellbeing and Staff Support**

- Staff work in a supported environment. The Principal's Report at the Board of Management meetings keeps the Board informed of the work of the staff which is formally acknowledged at staff meetings and in person.

- The Droichead Programme is in operation to guide and mentor newly qualified teachers. An informal mentoring system is also in place to assist new teachers settle into the school.
- The Staff Room was recently updated with new chairs and tables and new kitchen facilities to ensure a relaxing communal environment for teachers.
- Staff are regularly updated with information on Help lines, Spectrum life Employee Assistance Scheme.
- Staff have a social committee that organise seasonal events.
- Senior Management works collaboratively with the staff in a collegial and supportive manner. Staff members are encouraged and supported to take on new roles and responsibilities, gain further qualifications and attend relevant continuous professional development courses.
- Collaboration is key in Enfield Community College and this is achieved through regular subject department meetings, whole staff meetings, committees and our use of Microsoft 365 in particular Teams Pages.

## 17. Student events and activities

### 17.1 OTHER SCHOOL EVENTS AND ACTIVITIES THAT PROMOTE WELLBEING

Junior Cycle Students	Senior Cycle Students
Orientation Day for First Years First Year Bonding Day LGBTQ+ Stand UP Week STEAM Week Seachtain na Gaeilge Amber Flag Week Active School Events Non -Uniform days Bake sales TY Market Day Various Talks Assemblies- principal, deputy principals, Wellbeing Leaders, guidance counsellors, Parent Information Evenings Awards Ceremony	Evening Study LGBTQ+ Stand UP Week Cultural Diversity Day Seachtain na Gaeilge Active School Events S Non Uniform days Bake sales TY Market Day Various Talks Assemblies- principal, deputy principals, Wellbeing Leaders, guidance counsellors, Parent Information Evenings Awards Ceremony

History Tour Theatre Trip Year group school tours	Careers Fair and Guest Speakers TY Foreign Trip TY trip to Gaeltacht RSE talk TY Road Safety Year group school tours
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### 18. Wellbeing Committee

A Well Being committee has been established in Enfield Community College consisting of teachers, guidance counsellors, students and management with the aim of further improving, promoting and supporting Well Being among our students and staff.

Care team meets weekly and identifies students in need of extra support, a staff referral form is available in the staff room to be completed and left in the Deputy Principal's office for the attention of the care team.

### 19. Related Policies and Documents

The wellbeing policy should be read in conjunction with the following school policies and national documents:

- Child safeguarding statement and Risk Assessment
- Bí Cineálta Anti- Bullying Policy
- Code of Behaviour
- Admissions Policy
- Guidance Plan
- AEN Policy
- DES Wellbeing Policy Statement and Framework for Practice 2028-2023
- NCCA Junior Cycle Wellbeing Guidelines 2021
- Looking at Our Schools 2022.

## **20. Policy Review**

This policy will be reviewed annually or sooner if required by changes in legislation, DES guidance, NCCA guidelines or significant changes to the school's context. Any revisions will be subject to consultation with the school community and formal approval by the Board Of Management.

**Review date: 2027**

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