



SSE-Wellbeing in Education

St. Joseph's National School

Bekan

SSE of Wellbeing in Education in Bekan School

2024-25

1. Introduction

The focus of the second cycle of our school self-evaluation of wellbeing in Bekan School.

School self-evaluation of teaching and learning is part of the ongoing work of St. Joseph's N.S, Bekan. This document records the process and outcomes of our current review of wellbeing in our school, identification of needs, setting targets for achievable outcomes and the actions we will implement to meet the targets.

School Details: St. Joseph's National School is a vertical, co-educational national school. There is currently a pupil enrolment of 169 pupils. There are 9 teachers, 2 of whom work in special education contexts. The school is situated in a rural village with the majority of its students coming from the surrounding areas. The school has a very active Parents' Association.

School Vision:

Our School is focused on developing a Wellbeing Promotion Process within the school, which is supported by the Department of Education and Skills (DoE) and the Health Service Executive (HSE). It is strongly supported by the "Health Promoting Schools" Model. *"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."* (WHO, 2001).

The SSE process

To implement this Wellbeing Promotion Process our school used the six-step School Self-Evaluation (SSE) process with the Wellbeing Policy Statement and Framework for Practice, to initiate a Wellbeing Promotion review and development. We considered our existing provision for wellbeing under each of the four key areas (1.Culture and Environment, 2.Curriculum, 3.Policy and Planning, and 4.Relationships and Partnerships). *The Wellbeing in Education Framework for Practice* is closely aligned to the standards set out in 'Looking at Our School' document, which we also referred to for guidance. The document *"Preparation for Teaching and Learning"* also informed our approach to evaluation and planning for the promotion of Wellbeing in Bekan School.

The focus of this Wellbeing Plan

We evaluated Wellbeing in our school during the period *(November 2023)* to *(December 2023)*, using the following sources of evidence:

- Pupil questionnaires(Google forms)
- Teacher questionnaires and reflection sheets
- Feedback at staff meetings
- Online survey for parents (Google forms)

The information gathered by consulting with and collecting information from key stakeholders, including staff, pupils and parents/guardians, relating to current practice in the key areas of wellbeing promotion, was essential in order to highlight positive aspects and strengths in our practice and identify areas for development.

Summary of our strengths from pupil & parent survey data analysis of Wellbeing in Bekan NS

- 95% of children feel happy in school
- 98% of children feel safe in school
- 92.8% of children know who to talk to in school if they are worried.
- 94% of children feel they are treated fairly in school
- 98% of parents believe that Bekan School values pupil-wellbeing
- 98% of parents stated that their child enjoys being at school.
- 97% of parents feel that the school gives them opportunity to express their view regarding their child's wellbeing
- 98.6% of Parents agree that Bekan School is a safe environment for their children.
- 97% of parents believe that Bekan School provides a fun and engaging environment for their child to learn.
- 97.2% of parents state that there is a good home-school relationship.

Identification of needs in promoting Wellbeing in Bekan School

The Key area and Targets from the Wellbeing in Education Framework selected by staff for the promotion of wellbeing.

Key Area- Relationships and Partnerships	Targets
<p>Indicators of success are:</p> <ul style="list-style-type: none"> Children, their parents and other external partners are actively involved in wellbeing promotion within the school community. All adults in school have an increased awareness of the importance of wellbeing promotion, including listening to children and signposting them to internal or external pathways for support when needed. 	<ol style="list-style-type: none"> The school model openness, respect and listening in their interactions with each other, children and parents School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work
Key area - Culture and Environment	Targets
<p>Indicators of success are:</p> <ul style="list-style-type: none"> Children and staff experience a sense of belonging and feel safe, connected and supported. Systems are in place so that the voice of the child, teacher and parent are heard and lead to improvements in school culture and ethos 	<ol style="list-style-type: none"> School leaders and management understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment Provide opportunities to pupils, staff and parents to have an active voice in decisions relating to school improvement
Key area- Curriculum teaching and learning	Targets
<p>Indicators of success are:</p> <ul style="list-style-type: none"> Children access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing 	<ol style="list-style-type: none"> Teachers will provide opportunities for pupils to work collaboratively in activities currently being promoted by the school to enhance wellbeing such as LegoSpike, BeeBots, Chess club, Student Council, Daily mile, newly installed outdoor games.....

2. Teachers will be cognisant of modelling openness, respect and listening in their teaching with specific focus of achieving this during discrete lessons for comprehension development as part of SIP in literacy.

Analysis of survey data and staff feedback highlighted the following needs which must be addressed for the successful promotion of wellbeing in the school.

- Staff feel they need to engage in CPD in order to further enhance and promote wellbeing in the school
- This school needs to undertake a whole-school programme for promoting positive mental health.
- The voice of the child needs to be a part of the school planning and development ***“Nothing about me, without me”***
- Movement breaks need to be incorporated into Junior Classes (weather permitting)
- School needs to actively encourage parents to become active in school life through the Parents’ Association.

Our Wellbeing School Improvement Plan

In devising the School Improvement Plan, we referred to the Statements of Effective Practice in key areas of the ***“Wellbeing Policy Statement and Framework for Practice”*** relevant to the specific focus we had chosen. We also referred to ***“Looking at Our School”*** and ***“Preparation for Teaching and Learning”*** documents, for guidance. Survey data analysis also determined the focus of our School Improvement Plan.

Once we had identified our focus, appropriate school interventions and strategies were generated and agreed. We incorporated these actions into our School Improvement Plan (SIP). Steps are in place to implement the agreed actions. At the monitoring stage, actions will be reviewed on an ongoing basis which will assist us in evaluating impact and tracking our progress in this process of continuous improvement.

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Wellbeing School Improvement Plan

<p>Key Area(s):</p> <ol style="list-style-type: none"> 1. Relationships and Partnerships 2. Culture and Environment 3. Curriculum (Teaching & Learning) 	<p>STATEMENT(S):Ongoing</p> <ol style="list-style-type: none"> 1. The school models openness, respect and listening in their interactions with each other, children and parents 2. School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work 3. School leaders and management understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment 4. Provide opportunities to pupils, staff and parents to have an active voice in decisions relating to school improvement 5. Teachers will provide opportunities for pupils to work collaboratively in activities currently being promoted by the school to enhance wellbeing such as LegoSpike, BeeBots, Chess club, Student Council, Daily mile, newly installed outdoor games..... 6. Teachers will be cognisant of modelling openness, respect and listening in their teaching with specific focus of achieving this during discrete lessons for comprehension development as part of SIP in literacy and numeracy. <p>STATEMENT(S):New focus 2025-'26</p> <ol style="list-style-type: none"> 7. The physical environment is modified to meet the needs of children and young people with additional and /or complex needs. The following are available in Bekan School: <i>Sensory room, Indoor Climbing Frame, Outdoor climbing wall, Buddy benches, Outdoor fixed wall-games, Counselling programme</i> 8. School have appropriate wellbeing policies in place (Bí Cineálta, Revised Child protection Policy 2025 , Critical Incident Plan, SPHE and RSE Policies updated 2025
<p>Targets:</p> <ol style="list-style-type: none"> 1. An increase in the number of students who always feel listened to and valued in school "<i>Nothing about me, without me</i>" 2. Staff CPD in order to further enhance and promote wellbeing in the school 3. Bekan school will undertake a whole-school approach for promoting positive mental health. 	

4. An increase in the level of Movement breaks to be incorporated into Junior Classes (weather permitting)
5. School will actively encourage parents to become involved in school life through the Parents' Association.
6. School will invest in new outdoor resources to enhance student wellbeing (Climbing wall, Buddy bench....)
7. Teachers will use a variety of new curricular activities such as Chess, LegoSpike, Beebots.....to ensure pupils are actively engaging and working collaboratively to develop their emotional and social skills.
8. Staff, Parents Association and Board of Management will review and update well policies (SPHE/ RSE/PE) in line with the new child protection procedures 2025
9. Began school will achieve a second Amber Flag for promoting pupil wellbeing in 2026
10. All pupils will be encouraged to partake in a more structured approach to play at playtime through the provision of climbing wall and fixed wall outdoor games. Pupils with additional needs and those who don't like football will be accommodated through this approach

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<ul style="list-style-type: none"> Bekan School will participate in the Pieta Amber Flag programme for promoting positive mental health. 	<ul style="list-style-type: none"> April-June 2026 	<ul style="list-style-type: none"> All staff -Co-ordinated by Roseanne McNeive 	<ul style="list-style-type: none"> By June 2026 the school will have achieved a second Amber Flag as recognition for involvement with this programme 	<ol style="list-style-type: none"> 1. Primary Planning Tool 2. Preparation for teaching and learning-Guidance for all Primary schools 3. Wellbeing Policy Statement and Framework for Practice 4. Looking at our school 2016 5. PDST online resources for SPHE/Wellbeing 6. HSE resources for wellbeing 7. Child Protection Procedures 2025 8. Bí Cineálta
<ul style="list-style-type: none"> A new Student Council for 2025-'26 will be set up to allow for the voice of the child to be a part of the school planning and development <p>"Nothing about me, without me"</p>	<ul style="list-style-type: none"> September 2025-October 2025 	<ul style="list-style-type: none"> DP and AP to organise the formation of a school council and their role in the school. 	<ul style="list-style-type: none"> Pupils will be given an opportunity to have their voice heard. 	
<ul style="list-style-type: none"> Staff will use the document <i>Preparation for teaching and learning-Guidance for all Primary schools</i> for 	<ul style="list-style-type: none"> September 2025-June 2026 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Teachers will be familiar with the Key Pillars of preparation for teaching and learning and how best to record it so that it is useful, purposeful and practical. 	

<p>the planning of SPHE/RSE lessons</p> <ul style="list-style-type: none"> • <i>Walk & Talk</i> movement breaks to be incorporated into Junior Classes (weather permitting) • Chess tournament / Soccer tournament/ outdoor games • Staff will continue to engage in CPD in order to further enhance and promote wellbeing in the school • Wellbeing Week 	<ul style="list-style-type: none"> • September-June 2026 • November 2025-June 2026 • June 2026 • 23rd-27th March 2026 	<ul style="list-style-type: none"> • All Staff and Pupils (Infants - 2nd Class) • Deputy Principal and Mr. Keane to organise • CPD as part of Croke Park hours (All staff) • All staff 		
<p>EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</p> <p>Indicators of success in Relationships and Partnerships are:</p> <ol style="list-style-type: none"> 1. Children, their parents and other external partners are actively involved in wellbeing promotion within the school community. 2. All adults in school have an increased awareness of the importance of wellbeing promotion, including listening to children and signposting them to internal or external pathways for support when needed. 				

Indicators of success in Culture and Environment are:

1. Children and staff experience a sense of belonging and feel safe, connected and supported.
2. Systems are in place so that the voice of the child, teacher and parent are heard and lead to improvements in school culture and ethos

The following areas will also enable us to evaluate progress and review our targets;

*Feedback at staff meetings, Long term/short term planning, Amber Flag programme, pupil feedback, parental feedback.
SPHE Curriculum (RSE Month, Stay Safe Month, Friendship Week, Wellbeing Week)

Student Committees: Student Council, Green School Committee

Monitor and Review	<p>Reviewed by School Staff at staff meeting on 1st December 2025</p> <p>SIP ratified by Board of Management on 10th December 2025</p> <p>Chairperson: <u>HSC Byrne</u></p> <p>Principal: <u>Ms Kelly</u></p>
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