



ALEXANDRA COLLEGE DUBLIN

Alexandra College Junior School Wellbeing Policy

Aim and Objectives

Alexandra College Junior School has a duty to provide the best quality and the most appropriate education in order to promote the well-being of our students and staff.

Definition of Wellbeing

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.

(adapted from the World Health Organisation (WHO) mental health definition, also adapted for the Junior Cycle Wellbeing Guidelines definition developed by the National Council for Curriculum and Assessment (NCCA))

Mission Statement

To Educate, Empower and Support

We are committed to the Quaker values of our founders, Anne Jellicoe and our patron the Church of Ireland.

- To empower women to take the lead on whatever path they choose to follow
- To inspire our students to think independently so that they will be life-long learners and women of character
- To educate our students to welcome and value diversity so that they are outward-looking women ready for living in a global society
- To support and encourage our girls to respect themselves and others
- To inspire and facilitate students to achieve their full potential and maximise their positive contribution to society, both at home and abroad

Best Practice Multi-Component



Benefits of promoting pupil wellbeing in Alexandra College Junior School

By implementing a whole school approach to wellbeing, the benefits include;

- Better learning results for pupils
- More done to promote staff health
- A co-ordinated approach to social, physical and environmental needs
- Increased pupil self-esteem
- Lowered incidence of bullying
- School environment is safer and more secure
- Better understanding of schools' health aims
- Improved relationships within the school
- More involvement of parents/guardians
- Better use of outside agencies
- Pupils receive better quality education

School Based Initiatives that Promote Well-being

For Students

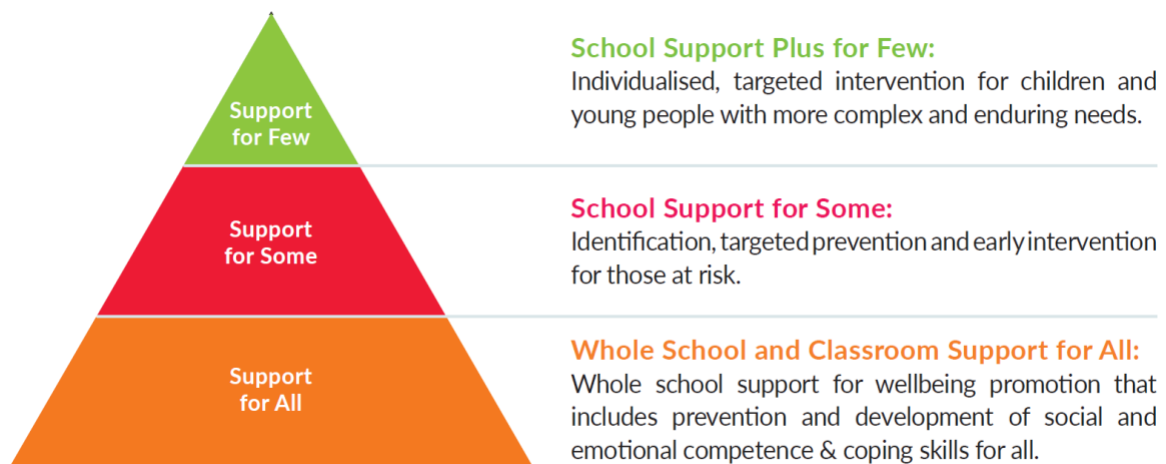
- Family Group work – different themes each year promote mental and physical wellbeing
- Buddy system in place
- Learning Support – students struggling academically are given extra help and support
- Family Reading
- Aistear programme for younger students which encompasses four themes, Wellbeing, Identity and Belonging, Communication, Exploring and Thinking (Preschool to KGUp)
- Committees- Green Schools, Student Council, Sports Captains etc.
- Circle Time
- Weaving Wellbeing mental health programme (J2-J6) - character strengths, positive emotions, tools of resilience, positive relationships and empowering beliefs
- SPHE lessons (weekly)
- RSE programme - J5/J6
- Strong PE/Sports programme for all students
- Restorative Practice (trained teachers work with class groups)
- Mindfulness and meditation activities
- Weekly Active Assembly
- Healthy Snack/Lunch policy
- Assemblies focusing on health and well-being topics
- Highlight Safer Internet/ Anti- Cyber Bullying workshops, activities and competitions
- Friendship Week - promoting kindness etc
- Behaviour policy
- Anti-Bullying policy

- Guest speakers (Topics include Anxiousness in children, Building Resilience, Cyber Bullying and Internet Safety etc)
- J5/J6 girls help out with younger students on a playground rota
- Outdoor learning
- Strong extra-curricular programme after school
- After Care programme for all students (3-6 pm Monday to Friday)

For Staff

- Strong culture of collaboration and support amongst staff
- Staff mentoring and induction for NQTs and new teachers
- Droichead programme (collaborative and supportive to NQTs)
- Staff wellbeing: we celebrate the joyous occasions and support each other during times of sadness and loss
- JACA support many different activities related to Health and Wellbeing topics
- 'Open Door' culture in Junior School so that staff feel supported at all times
- Departmental meetings – smaller groups – colleagues supporting each other

Best Practice: Universal, preventative and targeted approaches



Curriculum Teaching and Learning

All curricular and subject plans have explicit reference to teaching, learning and assessment approaches that promote collaboration, self-assessment and a sense of achievement.

All curricular plans outline how teaching/learning approaches and assessment of learning outcomes will be differentiated for our students, providing adequate challenge and opportunities for success.

Teachers use varied teaching and assessment methods and differentiate their expectations to promote full participation and achievement for all.

Teacher continuing professional development (CPD), sharing of learning and reflective practice is encouraged and facilitated through communities of practice.

The SPHE curriculum is implemented on a mandatory basis. Children's and young people's physical, social and emotional health education are effectively implemented and are a visible part of the Curriculum for SPHE, PE and RSE.

Children and young people are actively engaged in learning and enjoy coming to school.

Wellbeing Indicators

Students will be challenged to enquire and reflect on their own wellbeing by referring to the wellbeing indicators.



Managing Wellbeing during COVID-19

- Return to School with Weaving Wellbeing programme (all classes) by Fiona Forman
- Webinar for Parents: "Raising Resilient Children during COVID-19-approaches from positive psychology" (October 2020) Fiona Forman

*Fiona Forman is an author, speaker, facilitator and trainer in the area of well-being and Positive Psychology. Having spent many years as a primary school teacher, she places wellbeing at the heart of school life and she has seen first-hand the great benefits of empowering children, teachers and parents to understand, value and enhance their own mental health.

This policy was proposed by the JS Committee in October 2020

Next review date: May 2023

This policy was ratified by the BOM on _____

Signed: _____ Signed: _____
Chairperson of Board of Management Junior School Head

Date: _____ Date: _____