



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**

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**LIMERICK & CLARE**  
Education & Training Board

# Wellbeing Policy

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| Policy Area                                                                                                                          | Wellbeing                                 |
| Version                                                                                                                              | 1.0                                       |
| Date                                                                                                                                 | Created: June 2026<br>Reviewed: June 2029 |
| Monitored                                                                                                                            | Every 3 years                             |
| Responsibility                                                                                                                       | Principal                                 |
| Approval                                                                                                                             | Board of Management                       |
| This policy document is an uncontrolled copy. Each staff member should consult StaffCONNECT for the latest version of this document. |                                           |

## Limerick Community Special School Wellbeing Programme Policy



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| Limerick Community Special School<br>Dromdarrig<br>Mungret<br>Co Limerick<br>V94DN77 | Roll Number: 20579B<br>Phone Number: 0862014881<br>Email: lcass@lcetb.ie<br>Website: limerickcss.ie |
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### **Mission Statement :**

Limerick Community Special School will endeavor to create a connection and regulation first environment, neuro-affirmative approach, assessing staffs' CPD needs and implementation of evidence-based practices leading to highly effective learning and teaching in our school. All staff personnel will thrive to create a communication friendly, predictable, consistent and responsive environment

### **Introduction:**

The promotion of wellbeing is central to the Department's mission to enable children and young people to achieve their full potential and contribute to Ireland's social, cultural and economic development. Schools play a vital role in the promotion of wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people. Our education system is key to equipping children and young people with the knowledge, skills and competencies to deal with challenges that impact on their wellbeing (Wellbeing Policy Statement and Framework for Practice, 2018).

As a school community we reviewed the wellbeing framework on wellbeing to ensure that we as a school were prioritising this area of learning in line with our SPHE/PE/RSE policies and programmes. Wellbeing of our students will be nurtured in all subjects by all teachers and staff.

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Limerick Community Special School. We have embraced a whole-school approach and aligned the design and planning for our Wellbeing programme with School Self-Evaluation, School Policies and Practice. Our Wellbeing programme is anchored in the following subject areas: SPHE, PE, RSE, Personal Care and other Units of Learning.

As a newly designated NCSE RELATE exploring school, we are currently working in close liaison with our Behaviour and Wellbeing Facilitator. Our collaborative focus is on identifying the strengths within our school community, understanding the key factors that contribute to the success of these areas, and aligning our future goals with our School Self-Evaluation (SSE) priorities. For the 2025/2026 the school focus of RELATE was building peer relationships.

This reflective process is helping us to:

- Celebrate and build upon what is working well in terms of behaviour and wellbeing.
- Explore the underlying reasons for our successes, including practices, relationships, and school culture.
- Set meaningful, achievable goals that are consistent with our ongoing SSE process, ensuring that our development continues to be strategic and evidence-based.

### **What is Wellbeing?**

As per the Wellbeing framework, "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"

Limerick Community Special School place a strong emphasis on the promotion of inclusion and equality and positive wellbeing. Our school is inclusive to all and by following the Equal Status Act and therefore prevents and combats discrimination. We respect, value and accommodate diversity across all 9 grounds in the equality legislation - gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. We seek positive experiences, a sense of belonging and outcomes for all students and staff. Positive outcomes include access, participation, personal development and achieving education credentials.

### **Aims:**

- To enhance the physical, mental, emotional and social wellbeing of students.
- To enable students to build life skills and develop a strong sense of connectedness to their school and their community.
- To increase ability to cope with stress and manage anxiety and emotions through improved confidence, self-esteem and communication skills.
- To ensure students are supported in order to achieve their potential and that they actively participate in making informed decisions.

### **6 key indicators of Wellbeing.**



*SPHE Junior Cycle and Wellbeing Curriculum*

[SPHE and wellbeing | Curriculum Online](#)

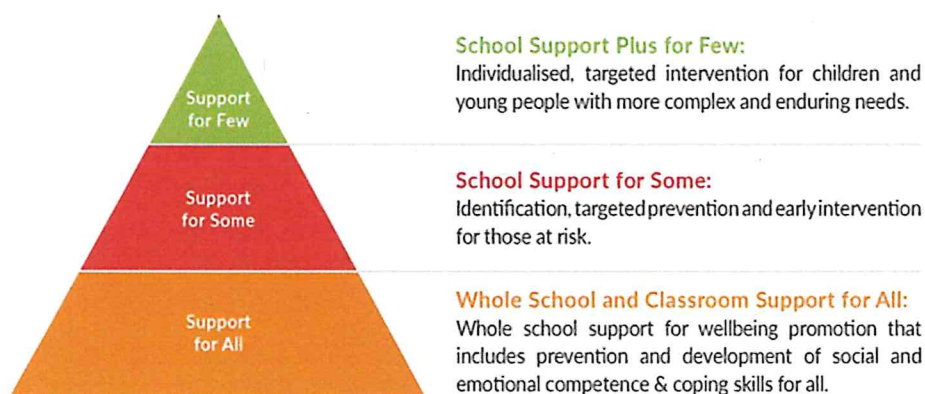
Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

### **Scope of the Wellbeing Policy**

- Explore current and future avenues for fostering happy, confident, responsible and resilient students who feel connected to Limerick Community Special School.
- Reflect on how we are currently addressing the area of Wellbeing in our school through curricular and extra-curricular provision.
- Consider the voices of key stakeholders, namely staff, parents, students, trustees and Board of Management. Engage in consultation to ensure that the voices and input of the whole school community are valued.
- Demonstrate an awareness of our unique school context, our characteristic spirit and the values underpinning our mission statement.
- Conduct an audit of the current timetable provision for 10 classes. Consider alternative curriculum plans which incorporate Wellbeing
- Adopt an open, transparent and consultative approach to the implementation of a Wellbeing Programme. We are cognisant of the necessity to constantly plan, review and reflect, three premises also inherent in School Self Evaluation (SSE).
- Support the consultation process and use feedback to inform the curricular plan for Wellbeing. Explore the full spectrum of innovative curricular possibilities for Wellbeing, aligned to the identified subject areas, PE, SPHE and other units of work.
- Build staff awareness through the provision of CPD and planning time for Wellbeing during the consultation, implementation and review phases.

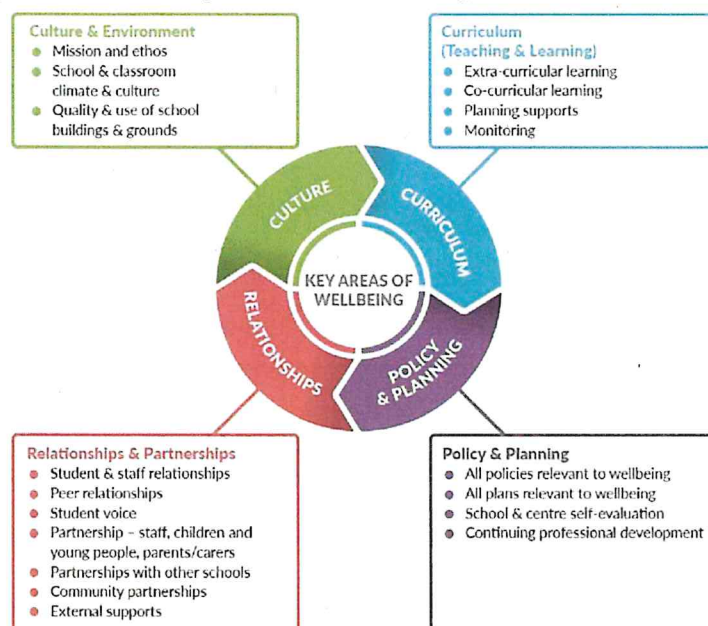
## A whole school Approach

In line with the Department's Continuum of Support, a whole school approach focuses on promoting wellbeing for all members of the school community and includes preventative approaches and recognises that members of the school community can have different needs at different times. This is especially true of special schools where those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all members at a universal level.



In designing this policy for Wellbeing promotion, we at Limerick Community Special School must ensure that all of the key areas that contribute to wellbeing promotion in schools are given a focus. The four key areas for action are outlined in the figure below and can be referred to in statements of effective practice and indicators of success.

## Whole School Approach: Four Key Areas of Wellbeing Promotion



We in Limerick Community Special School recognise that we have a central role to play in supporting and promoting students learning about wellbeing. All students have the right to feel cared for and students who have a sense of personal wellbeing have a greater degree of success in realising their potential. We believe that learning and wellbeing are inextricably linked. A happy student is able to apply themselves to their learning programmes in school. Through a variety of learning activities students can acquire the knowledge and skills necessary for successful social inclusion in their families and communities.

We approach wellbeing in the following ways:

|                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                              |
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| <b>Culture and Environment</b> <ul style="list-style-type: none"> <li>● Building school mission statement as a staff</li> <li>● RELATE Team Goal setting</li> <li>● Reframing behaviour</li> <li>● Regulation first approach</li> <li>● Zones of regulation</li> </ul> | <b>Curriculum</b> <ul style="list-style-type: none"> <li>● Swimming</li> <li>● Green Schools</li> <li>● Patrons programme and celebrating calander events</li> <li>● Student assemblies (Senior students)</li> <li>● RSE/SPHE/STAY SAFE</li> <li>● Co-curricular activities ; school shop, park walks, horse-riding, school trips</li> </ul> |
| <b>Relationships and Partnerships</b> <ul style="list-style-type: none"> <li>● Consistent used of visuals/LAMH/AAC/Coreboards</li> </ul>                                                                                                                               | <b>Policy and planning</b> <ul style="list-style-type: none"> <li>● Staff CPD</li> <li>● NCSE advisor for staff</li> </ul>                                                                                                                                                                                                                   |

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| <ul style="list-style-type: none"> <li>• Parent Support Nights</li> <li>• Staff and pupil debriefing</li> <li>• Staff wellbeing</li> <li>• Annual Wellbeing Day</li> <li>• Staff and pupil treats</li> <li>• IPlay</li> <li>• Positive Community Links</li> <li>• Positive Family links</li> <li>• Student assemblies (Senior students)/circle time whole school</li> <li>• Music and Art classes with external bodies</li> </ul> | <ul style="list-style-type: none"> <li>• Wellbeing policy</li> <li>• Wellbeing statement</li> <li>• RELATE Team Goal setting</li> <li>• Linked to relevant policies; intimate care, RSE, SPHE, Safety intervention policy, Code of Behaviour, use of Mobile phones, AUP policy.</li> </ul> |
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In line with our school Ethos and Mission Statement it is our endeavour to create a connection and regulation first environment where our pupils will develop an awareness of their own personal well-being and that of others. We have built an inclusive community where our children have a sense of belonging and can flourish, grow and thrive.

Limerick Community Special School endeavours to foster the unique talents of all students. Student learning and wellbeing are inextricably linked; students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success. We have a highly dedicated teaching staff with huge expertise, all of whom are committed to maintaining excellence in teaching and learning. All staff contribute to promoting a caring and inclusive environment within the school that is supportive of student wellbeing.

We provide a broad and balanced curriculum to afford students' opportunities to achieve success in accordance with their talents, aptitudes and interests.

### Staff wellbeing

Everyone will respond to the various situations in different ways and each person will have their own unique coping mechanisms. It is especially important that school staff pay attention to and take proactive steps to promote their own wellbeing and self-care. Supporting staff is helped by fostering resilience using five key principles



Hobfall et al. framework (2007)

### **Ratification & Review**

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items. This policy will be made available to school personnel and is readily accessible to parents on request.

This policy and its implementation will be reviewed every 3 years by the Board of Management. A record of the review and its outcome will be made available to the Department of Education and Skills and the patron if requested.

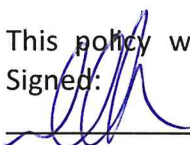
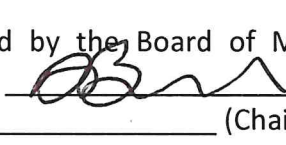
### **References:**

Junior Cycle Wellbeing Guidelines

Wellbeing Policy Statement and Framework for Practice 2018-2023

Handbook for Special Schools and Further Education Sector (JCPA)

NCSE Relate A Regulation-First Approach to Reframing Behaviour and Supporting Student Engagement and Participation

This policy was adopted by the Board of Management on 10/6/26 [date]  
Signed:   (Principal)  
 (Chair) 10/10/26