



School Improvement Plan September 2024 – Wellbeing

Baseline

Commitment to Developing a Culture of Wellbeing – Glenbrien NS has developed innovative approaches to wellbeing promotion supported by strong leadership and quality teaching and learning. We support children by optimising opportunities to learn about their own wellbeing. As well as being a place of academic learning, our school provides opportunities to develop friendships and social networks, to respectfully encounter diversity and to access support structures. We have cultivated an environment that enhances wellbeing for all who learn, work and visit here. Staff wellbeing is an essential element in the culture of our school. We provide a safe and supportive environment for all staff members whereby people feel valued and connected to the school community as a whole. We encourage parental involvement in school activities and events and the Parents' Association is encouraged to input into the review and development of school policies.

Pupils' Sense of their own Wellbeing– Almost all pupils reported, in focus groups and class discussions, feeling safe and happy while they are at school. They listed areas of their classrooms and play spaces that they liked. They were positive about the schedule of events and activities organised by the staff and supported by the Parents' Association throughout the school year. They reported looking forward to particular events and activities and described them as their favourite part of the school year. They were enthusiastic about the Buddy system and all pupils described this as a positive experience each year.

Teaching Approaches – The teachers of Glenbrien NS strive to nurture and support all children in their care and to fulfil their role as a 'protective factor' in situations where their guidance and support is critical to a child's wellbeing. Classroom Teachers, SET teachers and SNAs collaborate to ensure all aspects of wellbeing are addressed for vulnerable children. Teachers and SNAs who have engaged in CPD regularly share new expertise in group planning sessions or staff meetings. Examples of shared practice in Glenbrien NS are the regular scheduled Buddy Activities that build on skills and relationships formed during the Health Promoting Schools Process. The curricular elements of wellbeing promotion are explicitly taught through SPHE programmes such as Walk Tall and Stay Safe.



Summary of main areas requiring improvements under the four key areas:

1) Culture and Environment:

- ✓ Develop a Wellbeing Policy in the school

2) Curriculum (Teaching and Learning)

- ✓ Introduce new wellbeing programmes to address the changing needs of the pupils
- ✓ Create opportunities for professional development of staff in the area of Wellbeing

3) Relationships and Partnerships

- ✓ Set up a Student Council in the school
- ✓ Develop a Communications Policy as part of the Wellbeing Policy

4) Policy and Planning

- ✓ Set up a Policy Review Committee with teacher, parent and Board of Management members

Improvement Targets	Required Actions	Success Criteria	Persons Responsible	Timeframe for Actions
CULTURE AND ENVIRONMENT <ul style="list-style-type: none">• Develop a consistent whole school community approach to developing wellbeing among staff, pupils, parents and guardians	<ul style="list-style-type: none">• Develop a school Wellbeing Policy	<ul style="list-style-type: none">• The policy will be ratified by the Board of Management, published on the school website and used to inform future planning for Wellbeing in the school	<ul style="list-style-type: none">• Principal• Teaching Staff.• SNAS• Parents/ Guardians	<ul style="list-style-type: none">• Between May 2024 and October 2024



CURRICULUM (TEACHING AND LEARNING) <ul style="list-style-type: none">• Increase opportunities for pupils to learn new skills to cope with difficult emotions and experiences	<ul style="list-style-type: none">• Engage in training sessions linked to new programmes• Introduce <i>Zippy's Friends</i> Programme to the 1st/ 2nd and 3rd/ 4th classes	<ul style="list-style-type: none">• Pupils will report feeling more confident when coping with difficult emotions or situations• Teachers, staff and parents will report an improvement in pupils conflict resolution techniques and in coping with difficult emotions and situations (both in and out of the school setting)	<ul style="list-style-type: none">• Principal• Teaching Staff.• SNAS	<ul style="list-style-type: none">• Between October 2024 and June 2025
RELATIONSHIPS AND PARTNERSHIPS <ul style="list-style-type: none">• Increase opportunities for pupil voice to be heard as part of whole school planning	<ul style="list-style-type: none">• Set up a Student council	<ul style="list-style-type: none">• Pupil ideas relating to school planning will be shared regularly with school management	<ul style="list-style-type: none">• Principal• Teaching Staff.• SNAS• Parents/ Guardians• Pupils	<ul style="list-style-type: none">• Between October 2024 and January 2025



<ul style="list-style-type: none">• Improve communication links between home and school	<ul style="list-style-type: none">• Develop a Communication Policy as part of the school's Wellbeing Policy	<ul style="list-style-type: none">• Parents/ Guardians will report being familiar with the different communication platforms used by the school• Staff will report that effective lines of communication exist between home and school	<ul style="list-style-type: none">• Principal• Teaching Staff.• Parents/ Guardians• Board of Management	<ul style="list-style-type: none">• Between October 2024 and January 2025
<ul style="list-style-type: none">• Improve links with local organisations	<ul style="list-style-type: none">• Establish new links with local organisations and community groups	<ul style="list-style-type: none">• Pupils, Parents and Guardians will become familiar with the activities of local organisations and community groups	<ul style="list-style-type: none">• Principal• Teaching Staff.• Parents/ Guardians• Board of Management	<ul style="list-style-type: none">• Between October 2024 and June 2025



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POLICY AND PLANNING <ul style="list-style-type: none">• Increase opportunities for Parent/ Guardian voice to be heard as part of whole school planning and policy development	<ul style="list-style-type: none">• Set Up a Policy Review Committee with teacher, parent and Board of Management members	<ul style="list-style-type: none">• Parents and Guardians will report feeling more involved in policy development and school planning.	<ul style="list-style-type: none">• Principal• Teaching Staff.• Parents/ Guardians• Board of Management	<ul style="list-style-type: none">• Between October 2024 and January 2025
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Ratified by the Board of Management on the 25th of September 2024

Signed: *Mary Halligan (Chairperson)*

Date: 25/09/2024

Signed: *Fiona Cleere (Principal)*

Date: 25/09/2024