

Patrician Academy Mallow

Improvement Plan for Wellbeing using SSE Process

'To implement this policy every school and centre for education is required by 2023, to use the six-step School Self-Evaluation (SSE) process with the Wellbeing in Education Framework for Practice, to consider their existing provision for wellbeing under each of the four key areas (culture and environment, curriculum, policy and planning, and relationships and partnerships' (p. 37 Wellbeing Policy Statement and Framework for Practice, 2019)

1. Identifying Focus

This document records the outcomes of data gathered and our wellbeing improvement plan, including targets and the actions we will implement to meet the targets. We have chosen to gather evidence across all four 'Key Areas' of Wellbeing.

2. Gathering Evidence

We gathered evidence to review Wellbeing promotion in our school, in accordance with the *Wellbeing Policy Statement and Framework for Practice 2018-2025*

We gathered the evidence by

- All staff were asked to fill in NEPS survey at staff meeting 100% reply rate
- Parents were emailed and asked to fill in NEPS survey (130 replies)
- Students were asked to fill in NEPS Wellbeing survey (194 replies)
- Focus group of students from all year groups re digital wellbeing
- Survey on Financial literacy

3. Analysing and Making Judgements on the Gathered Evidence

Upon analysis of our gathered evidence (see evidence in Appendices), we have found the following:

Strengths	Areas we would like to focus on for Improvement
<ul style="list-style-type: none">• Excellent Results in State Examinations• We display student work and celebrate pupil achievements• Award nights• Very good relationship between staff and students as displayed in survey of staff & students	<ul style="list-style-type: none">• Healthy eating• Staff Wellbeing• Prioritising Health & Wellbeing• Digital Wellbeing• Parents feeling more connected to the school• Mentoring & Meitheal

<ul style="list-style-type: none"> • 95% of parents surveyed believe there are structures in place where their voice is heard • Successful school tours and trips • School play where teachers get involved and play parts in the production • Very successful teams in the sporting environment 	
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4. Writing and Sharing our Plan

‘Devise and implement a plan for improvement in one key area, as appropriate for the school. In devising and implementing the improvement plan, schools and centres for education should refer to the statements of effective practice in key areas as, relevant to the specific focus they have chosen.’

(p. 37, Wellbeing Policy Statement and Framework for Practice, 2019)

Our Improvement Plan for Wellbeing as part of the Wellbeing Action Research Action Project 2019-2025

Timeframe of this improvement plan is from [date] to [date]

Which of the following 4 Key Areas will your focus be on:

Culture & Environment	Curriculum Teaching & learning	Relationships & Partnerships	Policy & Planning

Indicators of Success:

Children, young people, and staff experience a sense of belonging and feel safe, connected and supported.
Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos. Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.

All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Statements of Effective Practice

For All

- The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate children and young people.
- The school recognises that wellbeing is as important for the staff as for the children and young people appropriate supports are available for staff wellbeing.
- Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.

For Some and Few

- Systems are in place whereby more senior young people are supported in mentoring younger children.

Actions (Step 5)	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved/ monitored/ evaluated (Step 6)
Promote & encourage healthy eating	Senior Management Assistant principals Class Teachers SPHE Teachers Healthy Eating Team Parents	Students & Staff are making healthier food choices. To ban fizzy drinks in the school. SPHE teachers offer a space in class time to discuss benefits of healthy eating. As a follow -up exercise during SPHE time ,the Healthy Eating committee provided a task and video presentation based on the healthy eating week.	Had a healthy eating week. Guest Speakers have attended and will attend the school. Students' completed tasks displayed in Canteen area. Filtered drinking water stations were installed throughout the new building	Students sampled healthier foods/drinks through activities held during healthy eating week to encourage healthier food choices. Breakfast club took place all week encouraging students to have a healthy breakfast. Encourage a reward system in the classroom that does not incorporate sweets.

Focus on Staff Wellbeing	Senior Management Wellbeing Co-Ordinator SSE Co-ordinator Class Teachers Social Committee	Increased staff engagement in wellbeing initiatives Positive workplace culture Leadership support in wellbeing initiatives More visible communication of wellbeing goals	Departmental "Bake Off" on a Friday per month. Newly and comfortably furnished staffroom which facilitates conversation. 10 mile run for Staff on March 23rd. Jogging group Friday afternoons Casual nights out. Scones provided regularly in the Staffroom. "Mystery Tour" organised at Christmas by the DP on an annual basis.	Staff wellbeing survey Nov 24 will be redone Sept 25.
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<p>Focus on Digital Wellbeing</p>	<p>Senior Management Digital Learning Team Digital Strategy Coordinator Teachers SNAs 4th Year Student Digital Ambassador Team 5th Year Meitheal Team</p>	<p>Staff will have increased opportunities to lead and support colleagues to enhance learning opportunities for all.</p> <p>By December 2024, the Acceptable Use Policy will have been reviewed and teachers, students and parents will have an increased awareness of its content.</p> <p>By May 2025, students will have an increased knowledge of strategies to improve their digital wellbeing.</p>	<p>Have had 3 staff lunchtime training sessions on using digital tools to enhance teaching and learning facilitated by teachers.</p> <p>Have a had staff presentations at staff meetings on using digital tools and</p> <p>Review of AUP by staff and parents association has been completed. Student council involved in consultation</p> <p>1st and 2nd years have an 8-week rotation of Digital Wellbeing, including practical use of Google Workspace</p> <p>Senior Students have lessons on Digital Wellbeing topics in SPHE classes</p>	<p>Regular Digital Learning Team meetings where progress was discussed. Staff feedback at the end of each training session.</p> <p>Staff surveys at start of AUP process, staff, student council and parents' association consultation on AUP review process.</p> <p>Student questionnaires at the start and end of Digital Wellbeing modules.</p> <p>Safer Internet Day activities, organised by Digital Learning Team and Student Digital Ambassador team focused on topics for staying safe in an evolving digital world. Healthy digital habits and an awareness of risks were highlighted and reviewed.</p>
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Systems are in place whereby more senior young people are supported in mentoring younger children.	Principal, VP, Career guidance teacher, Student mentors, meitheal students Year heads	A formal mentoring programme is in place Training and support for mentors student voice and feedback		
Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.	Principal, VP, Career guidance teacher, Student mentors, meitheal students Year heads	Active participation Positive relationships Student voice- students feel heard and valued Regular communication of development of leadership and social skills sustainability and consistency	1st year Bonding day is run in conjunction with the Mentors & Meitheal students in 5th year. Active student council who meet on a weekly basis to discuss issues arising in the school and plan events for example run walk cycle christmas hampers shoe appeal Regular assemblies by yearheads and VP to pass on information (weekly in the case of first years to help transition from primary school)	Regular communication happens through Assemblies, google classroom, intercom, yearly magazine. The student council is one of the oldest in the country and is sustainable as we recently had a retirement and that post has been replaced.

- Teachers use opportunities to promote wellbeing across the curriculum.