



CBS PRIMARY TRALEE

Where everybody is a somebody

Wellbeing Policy

CBS Primary Tralee

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1. Introduction

CBS Primary Tralee is committed to supporting the holistic development of every child through the promotion of physical, social, emotional and cognitive wellbeing. This Wellbeing Policy outlines how the school integrates wellbeing as a curriculum area, a whole school culture and a shared responsibility among staff, pupils, families and the wider community. The policy aligns with the Primary Curriculum Framework 2023 which identifies Wellbeing as a curriculum area comprising Physical Education, Social Personal and Health Education and whole school practices that support a child's development. It also reflects national guidance including the Wellbeing Policy Statement and Framework for Practice and the DEIS School Support Programme.

This policy sets out the school's approach to wellbeing and draws on recognised national frameworks and best practice, including the PERMA model, Maslow's Hierarchy of Needs, the Four Key Areas of Wellbeing Promotion, DEIS aligned wellbeing actions, the School Self Evaluation process and the Continuum of Support.

2. Rationale

Children learn best when they experience safety, belonging, positive relationships and opportunities to grow. Wellbeing influences how children engage with learning, how they relate to peers and teachers and how they cope with challenges. Research shows that wellbeing is linked to attendance, retention, participation and academic achievement which are central priorities in DEIS schools.

This policy emphasises the school's responsibility to strengthen protective factors and reduce risk factors in order to support all pupils, particularly those at risk of educational disadvantage. It also recognises the importance of staff wellbeing and the role of the school environment in promoting a positive, inclusive culture.

3. Understanding Wellbeing in the Primary Curriculum

The Primary Curriculum Framework recognises Wellbeing as a curriculum area that supports children to lead healthy, confident and resilient lives. Learning in Wellbeing is structured across three strands:

- Being Active
- Being Well
- Being Connected

These strands span Physical Education, Social Personal and Health Education and the wider school environment.

Physical Education at CBS Primary Tralee is guided by the Whole School PE Plan which sets out a two year cycle of strands and fundamental movement skills for all classes. This ensures that all children experience a balanced range of physical activities that promote fitness, motor development, enjoyment and participation.

Whole School PE Plan

Whole School PE Plan – 2-year cycle CBS Primary

YEAR 1 (Jr Infants, 1st, 3rd, 5th)					
Term 1	Month	September	October	November	December
	Strand	Outdoor + Adventure	Athletics	Dance	Games
	FMS	Walking	Walking	Skipping	Catching
Term 2	Month	January	February	March	
	Strand	Athletics	Games	Dance	
	FMS	Hopping	Throwing	Balancing	
Term 3	Month	April	May	June	
	Strand	Gymnastics	Aquatics	Athletics	
	FMS	Jumping for height	Jumping for distance	Running	
YEAR 2 (Sr Infants, 2nd, 4th, 6th)					
Term 1	Month	September	October	November	December
	Strand	Outdoor + Adventure	Games	Dance	Athletics
	FMS	Walking	Kicking	Hopping	Landing
Term 2	Month	January	February	March	
	Strand	Games	Outdoor + Adventure	Games	
	FMS	Striking with the hand	Dodging	Striking with an implement	
Term 3	Month	April	May	June	
	Strand	Gymnastics	Aquatics	Athletics	
	FMS	Jumping for height	Side stepping	Jumping for distance	

Social Personal and Health Education is delivered in line with the school's SPHE Policy which includes programmes such as Stay Safe, RSE, Mindful Matters and Weaving Well Being. SPHE supports emotional literacy, safety, relationships, identity and personal development.

SPHE-Policy

Whole school wellbeing practices are woven throughout daily routines, events and the school culture.

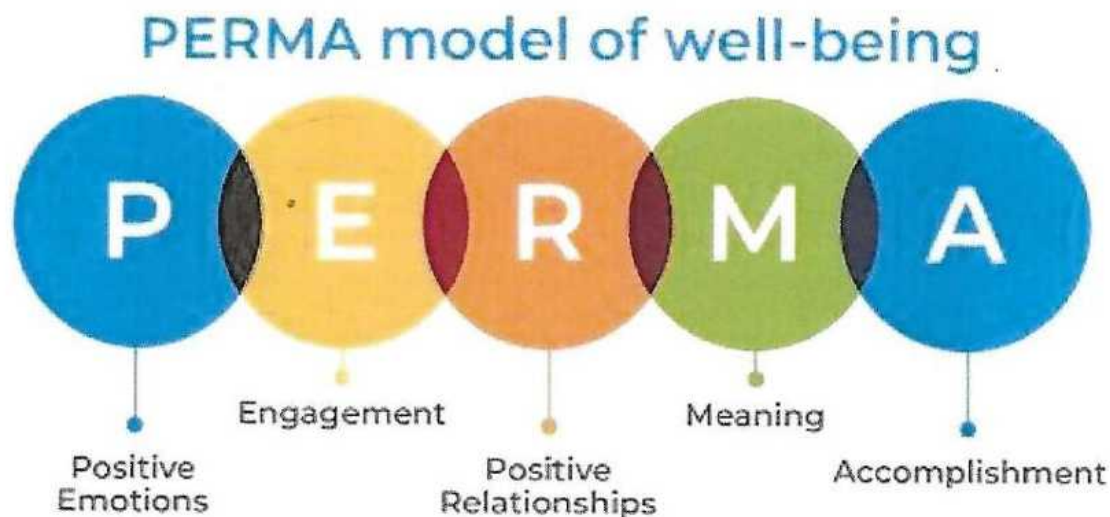
Physical Education and SPHE are mandatory and timetabled within the school week in line with the requirements of the Primary Curriculum Framework. Whole school wellbeing practices are woven throughout daily routines, events and the school culture.

4. Theoretical Models Supporting Wellbeing

4.1 PERMA Model

The PERMA model provides a research informed framework for understanding wellbeing. It supports the design of school practices that enhance:

- Positive emotions
- Engagement
- Relationships
- Meaning
- Accomplishment



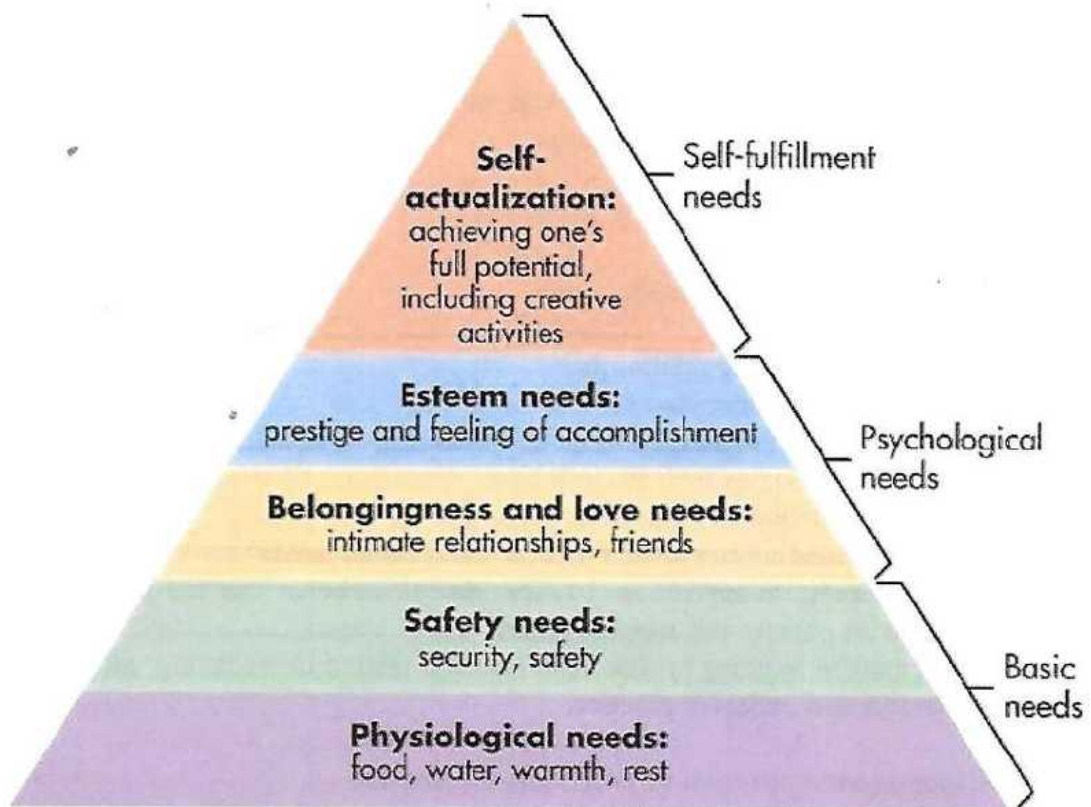
CBS Primary Tralee integrates PERMA through practices such as brain breaks, breathing exercises, positive affirmations, celebration of achievements, wellbeing weeks and opportunities for pupils to contribute to school life.

4.2 Maslow's Hierarchy of Needs

Maslow's model outlines that children's basic physiological and safety needs must be met before they can thrive socially, emotionally and academically. The school prioritises:

- Safety through safeguarding, supervision and clear policies
- Structure through predictable routines
- Belonging through inclusive practices, affirmation displays and collaborative learning
- Esteem through recognition of effort, success and personal strengths
- Growth through learning opportunities, PE participation and wellbeing initiatives

Understanding these needs supports the school in designing interventions that meet pupils where they are developmentally.



5. Wellbeing Protective and Risk Factors

Protective Factors

- Warm and trusting relationships
- Predictable routines and clear expectations
- Inclusive culture that values diversity
- Visual supports for emotional regulation
- Classroom wellbeing tools such as breathing cards, emotional flashcards and yoga cards
- Positive affirmation stairs
- Staff practices including brain breaks and movement breaks
- Active school culture supported by the PE plan and The Daily Mile
- Partnerships with agencies such as NEPS and HSE
- Staff wellbeing initiatives including Act of Kindness Week
- DEIS interventions that improve attendance, retention, literacy and numeracy

Risk Factors

- Attendance difficulties
- Behaviour challenges or peer conflict
- Limited home school communication
- Trauma, bereavement or emotional distress
- Social disadvantage

- Lack of regulation skills
- Learning needs that require additional intervention

The school seeks to enhance protective factors and reduce risks through leadership, relationships, policies and targeted supports.

6. The Role of the Teacher

Teachers promote wellbeing through:

- Building supportive, trusting relationships
- Modelling respectful communication
- Integrating wellbeing routines such as breathing exercises, soft starts and brain breaks
- Using SPHE methodologies such as circle time, discussion, drama and cooperative work
- Differentiating instruction to support participation
- Observing and responding to pupils' emotional and social needs
- Using restorative practice approaches to support positive behaviour and resolve conflict
- Collaboration with parents and support teams

Teachers participate in ongoing professional learning related to wellbeing, safeguarding, restorative practice and inclusive practice.

7. Multi Component Approach to Wellbeing Promotion

The school follows the national Wellbeing Framework which identifies **Four Key Areas of Wellbeing Promotion**. These key areas align with DEIS themes that focus on attendance, retention, literacy, numeracy, transitions and partnerships and are informed by the Wellbeing Policy Statement and Framework for Practice.



DEIS Themes and Wellbeing Policy Statement and Framework for Practice

7.1 Key Area 1: Culture and Environment

A positive school culture is essential to wellbeing. CBS Primary Tralee promotes:

- A safe, calm and respectful environment
- Displays celebrating pupil work and diversity
- Inclusive practices that welcome all cultures, identities and abilities:

CBS Primary Tralee places a strong emphasis on nurturing pupils' self-esteem and sense of belonging. Staff greet children by name, encourage and praise effort and achievement, and display pupils' work to celebrate learning and creativity. Positive reinforcement is used to support confidence and motivation. Birthdays are acknowledged and pupils' achievements outside of school are recognised and celebrated. Inclusive and respectful language is prioritised at all times to ensure that every child feels valued, respected and supported within the school community.

- Positive reinforcement and restorative approaches to behaviour
- Support for pupils experiencing barriers to learning
- Movement friendly spaces and active yard environments
- Staff modelling of kindness, respect and empathy
- Communication structures that build trust with families

CBS Primary Tralee also benefits from the presence of two trained therapy dogs who play an important role in creating a calm, supportive and nurturing school atmosphere. The therapy dogs contribute to emotional regulation, reduce anxiety and support positive interactions for many pupils. Their presence strengthens relationships, promotes a sense of safety and belonging and is a valued part of the school's holistic approach to wellbeing.

Every morning, a dedicated meet and greet team welcomes pupils and families at the school gate. This daily ritual promotes positive relationships, supports smooth transitions into the school day and strengthens pupils' sense of safety, belonging and connection. Consistent welcoming routines are particularly beneficial for pupils who may experience anxiety, dysregulation or difficulty with morning transitions.

The school recognises the importance of play as a vital component of children's wellbeing. Play provides opportunities for enjoyment, creativity, social interaction and emotional expression while also enriching and strengthening academic learning. Through play, children develop confidence, resilience and a positive sense of self. Interactive morning play is used in some classes as a supportive transition into the school day, allowing pupils to regulate, connect with peers and engage positively in learning from the outset.

CBS Primary Tralee also benefits from a school garden which provides pupils with a calm, engaging and purposeful outdoor space. The garden supports wellbeing by promoting connection with nature, opportunities for responsibility and care, collaborative work, and quiet reflection. It is used to support outdoor learning, play, sensory regulation and positive social interaction, and contributes to pupils' sense of ownership, belonging and pride in their school environment.

CBS Primary Tralee includes two Educational, Emotional and Behavioural Disorder units which provide targeted, specialist support for pupils with identified social, emotional and behavioural needs. These units reflect the school's commitment to inclusion, early intervention and meeting diverse wellbeing needs.

CBS Primary Tralee is proud to be recognised as a Champion School of Sanctuary, an award that reflects the school's commitment to creating a safe, welcoming and inclusive environment for all. This designation acknowledges the school's active stance against prejudice and racism and its dedication to standing in solidarity with those seeking sanctuary in local communities and throughout the world. Through teaching, school culture and pupil led initiatives, students learn how to promote respect, empathy and social justice while contributing to a more harmonious and peaceful Ireland. This work strengthens the school's inclusive ethos and directly supports the cultural and environmental dimensions of wellbeing promotion.

As a DEIS school, the environment also supports attendance, transitions and retention through targeted strategies as described in the DEIS Wellbeing Policy Statement and Framework area descriptors.

7.2 Key Area 2: Curriculum

Curriculum plays a central role in wellbeing development.

Physical Education provides structured opportunities for physical activity, competence building and teamwork. The Whole School PE Plan ensures progression in fundamental movement skills and exposure to all strands.

Co-operative learning approaches are emphasised within Physical Education lessons to promote teamwork, respect, inclusion and positive peer relationships. Through pair work, small group activities and team challenges, pupils learn to collaborate, communicate effectively and support one another. These approaches foster friendships and social wellbeing among the school's diverse pupil population. A dedicated co operative learning folder for Physical Education is available to staff on Microsoft TEAMS to support shared planning, consistency and best practice across the school.

In addition to teacher led PE lessons, pupils benefit from intermittent instruction by external specialist coaches in gymnastics, badminton, dance, gaelic football, soccer and swimming. After school programmes include basketball. Opportunities to represent the school in spike ball, volleyball, gaelic football, soccer, basketball and Olympic handball further promote confidence, teamwork and physical wellbeing. Daily physical activity is also promoted through participation in The Daily Mile.

Whole School PE Plan

SPHE is mandatory and delivered in accordance with the SPHE Policy. Programmes such as Stay Safe, Mindful Matters and Weaving Well Being strengthen emotional regulation, safety skills and resilience. Pupils also participate in age appropriate internet safety and anti-bullying talks delivered through school initiatives and external speakers.

Integration occurs through literacy, numeracy, arts education and outdoor learning which promote creativity, problem solving and self-expression.

SPHE-Policy

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Curriculum planning includes differentiation, inclusive methodologies and opportunities for achievement.

7.3 Key Area 3: Policy and Planning

All school policies reflect the commitment to wellbeing. Policies ensure safety, inclusion, participation and early intervention. Examples include:

- Child Protection
- Anti Bullying
- Code of Behaviour
- Healthy Eating
- SPHE Policy
- SEN policy

The school implements Bí Cineálta, the national anti-bullying framework, which guides a proactive and relational approach to preventing and addressing bullying behaviour.

DEIS Action Planning for Improvement

DEIS action planning integrates wellbeing targets within the main DEIS themes using the SSE cycle. All staff receive annual First Aid training to ensure pupil safety and preparedness in responding to medical or physical incidents.

7.4 Key Area 4: Relationships and Partnerships

Relationships are central to wellbeing. The school fosters:

- Strong teacher pupil connections
- Buddy systems and peer support structures
- Positive home school communication: CBS Primary Tralee recognises that effective communication with parents and guardians is essential to promoting pupil wellbeing. The school uses a range of communication channels to ensure information is shared clearly, consistently and accessibly. These include the school Facebook page for whole school updates and celebrations, Microsoft TEAMS for class based communication and resources, a monthly school newsletter, school journals for daily communication, text messaging for reminders and urgent notices, and the Aladdin system for attendance, reports and official correspondence. These communication structures support strong partnerships, promote trust and ensure parents are informed and engaged in their child's school experience.
- Support from community agencies
- Engagement with external speakers on safety and wellbeing

- Involvement of parents in events and decision making
- Collaborative problem solving with families

The school's Home School Community Liaison teacher plays a central role in building strong connections between home and school. Through outreach, home visits, parent programmes and ongoing communication, the HSCL teacher supports family engagement, strengthens relationships and removes barriers to attendance, participation and wellbeing. This partnership work is a vital component of the DEIS programme and enhances the school's relational approach.

DEIS documentation highlights the importance of partnerships for promoting resilience and enabling children at risk of disadvantage to thrive.

DEIS Themes and Wellbeing Policy Statement and Framework for Practice

8. DEIS Context and Wellbeing

As a DEIS school, CBS Primary Tralee is committed to promoting educational equality and reducing the effects of disadvantage. The well-established DEIS themes of attendance, retention, literacy, numeracy, transitions and partnerships are closely aligned with wellbeing development.

DEIS guidance notes that wellbeing actions should not be isolated but fully integrated into DEIS planning cycles and targets.

DEIS Action Planning for Improvement

Wellbeing is viewed as a key enabler of improved outcomes across the DEIS themes, particularly for pupils at risk of educational disadvantage.

9. Whole School Approach (Tier 1 Support)

Universal supports available to all pupils include:

- Soft start to the school day
- Daily wellbeing routines such as breathing exercises and brain breaks
- Circle time to support emotional expression and inclusion
- Positive affirmation stairs and visual supports
- Yoga flashcards and emotional vocabulary tools
- Friendship Week, Healthy Eating Week and Multicultural Week
- Monthly attendance raffles
- Act of Kindness Week
- Inclusive participation in PE and extracurricular activity

10. Individual and Targeted Support (Tier 2 and Tier 3 Support)

Some pupils require additional or more intensive supports. These include:

- Small group interventions
- Individualised support plans

- Collaboration with parents and external agencies
- Referral to NEPS, Primary Care teams or support services
- Structured emotional literacy or regulation programmes
- Monitoring of attendance and behaviour data

Targeted academic interventions include Literacy Lift Off, Lexia Core Reading, Reading Recovery and Maths Recovery. These programmes support confidence, engagement and achievement and contribute positively to pupil wellbeing.

10.1 Continuum of Support

The school uses the national Continuum of Support model to identify needs and plan interventions at three levels:

1. **Support for all pupils**
2. **Support for some pupils**
3. **Support for a few pupils**



A Student Support File is used to record targets, strategies and progress as recommended in DEIS and Wellbeing Framework guidance.

DEIS Themes and Wellbeing Policy Statement and Framework for Practice

11. School Self Evaluation (SSE) and Wellbeing

SSE supports continuous improvement in wellbeing practice. In line with DEIS Circular 34/2023, wellbeing actions are integrated into DEIS themes using the six step SSE cycle.

DEIS Action Planning for Improvement

The Six Step SSE Cycle

1. Identify focus
2. Gather evidence

3. Analyse data and make judgements
4. Write and share an improvement plan
5. Put the plan into action
6. Monitor and evaluate impact



Wellbeing targets are integrated into DEIS themes such as attendance, retention or transitions, depending on the evidence gathered. Actions reflecting the Wellbeing Framework can support these targets.

DEIS Action Planning for Improvement

12. Indicators of Success

Indicators include:

- Improved attendance and participation
- Positive behaviour and reduced conflict
- Increased engagement in learning
- Greater regulation and resilience
- Positive feedback from staff, pupils and parents
- Evidence of SSE actions in classrooms
- Implementation of SPHE and PE programmes as planned
- Increased participation in wellbeing routines and events

13. Supporting Implementation of the Policy

Implementation is supported through:

- Leadership that prioritises wellbeing
- Accessible resources for staff
- DEIS planning structures

- SPHE and PE curriculum guidance
- Collaboration among teachers, parents and agencies
- Ongoing review through SSE

14. Professional Development

Staff engage in CPD related to:

- SPHE
- PE
- Trauma informed practice
- Emotional regulation
- DEIS themes
- SSE processes
- Inclusive teaching

Documentation from the DEIS Themes and Wellbeing Policy Statement and Framework for Practice emphasises the importance of CPD for promoting wellbeing and supporting vulnerable pupils.

15. Staff Wellbeing

CBS Primary Tralee recognises the importance of supporting staff wellbeing. Staff supports include:

- Act of Kindness Week
- Access to wellbeing resources
- Opportunities for collaboration
- Professional learning supports
- Clear communication structures
- Recognition of staff contributions

16. Implementation

This policy is implemented by all staff. It is the responsibility of teachers, SNAs, school leaders and all members of the school community to support wellbeing through daily interactions, curriculum planning and whole school initiatives.

17. Review

The policy will be reviewed every two years or sooner if required by curriculum changes, DEIS planning cycles or school needs.

18. Ratification

This Wellbeing Policy was approved by the Board of Management of CBS Primary Tralee on 03/01/2026.

Signed: Anne O'Callaghan Date: 03/01/2026
Chairperson, Board of Management