

Key Areas	CPD	Leadership
Culture & Environment	<ul style="list-style-type: none"> • Opportunities for Continuing Professional Development (CPD) are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment. • Schools are proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and young people, and recognise the need for early intervention. 	<ul style="list-style-type: none"> • The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing. • It is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing. • 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 • School leaders and management understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment.
Curriculum	<ul style="list-style-type: none"> • There are opportunities for training and on-going practice support and guidance for SNAs to further build their capacity to support children and young people with additional needs. 	
Policy and	<ul style="list-style-type: none"> • There is a comprehensive CPD plan to ensure 	<ul style="list-style-type: none"> • Schools have appropriate wellbeing policies in place (for example,

<p>Planning</p>	<p>all teachers have the necessary training to incorporate wellbeing promotion in their teaching practice to meet the particular needs of the school population.</p>	<p>Anti Bullying Policy, Child Protection Policy, Critical Incident Policy) and are made available to staff, children and young people, parents and relevant school community partners.</p> <ul style="list-style-type: none"> • School leaders and management recognise the importance of staff wellbeing and the particular challenges that can occur in a school environment and have systems in place to support all members of staff.
<p>Relationships</p>	<ul style="list-style-type: none"> • The school promotes teachers' engagement in networks for teacher collaboration 	<ul style="list-style-type: none"> • School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work. • School leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff. • Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members. • Staff receive individualised support from school leaders and management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.

