

Ratified by BOM 24-01-2019



Wellbeing Policy



etb

Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*

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Wellbeing Policy - Scope

This document was prepared by the Wellbeing Committee on behalf of, and in consultation with, the Coláiste Phobal Ros Cré Staff, Students, Parents and Board of Management. This policy will impact our whole school community.

Curricular provision

- From September 2017 wellbeing will require a minimum of 300 hours timetabled engagement and up to 400 hours by 2020.
- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing will be further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE, PE and guidance related learning.
- Wellbeing is inclusive of all and appropriate students are offered Level 2 priority learning units including wellbeing.

Philosophy & Context to Wellbeing Policy



The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines - planning and developing a coherent Wellbeing programme that builds on the understandings, practices and curricula for wellbeing already existing in schools. The framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students' wellbeing.

This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community. The junior cycle Wellbeing programme begins with 300 hours of timetabled engagement in 2017 and build up to 400 hours by 2020 as the new junior cycle is implemented fully in schools.

WELLBEING- overview

Wellbeing is described as the state of being comfortable, healthy, resilient and happy. In Coláiste Phobal Ros Cré we also believe that wellbeing is a balancing process between skills/resources and challenges.

Our priority is the wellbeing of our students as espoused in our mission statement. We seek to promote a caring and committed school community where everyone is valued as unique.

Coláiste Phobal Ros Cré is committed to promoting the emotional and social wellbeing of all, creating a respectful atmosphere between all individuals: management, teachers, staff members, students, parents, & visitors. We recognise the importance of students having positive role models.

Wellbeing indicators



LAOS & Wellbeing: Domain 4, Strand 1

Developing Leadership Capacity: *‘Critique their practice as leaders and develop their understanding of effective and sustainable leadership’*

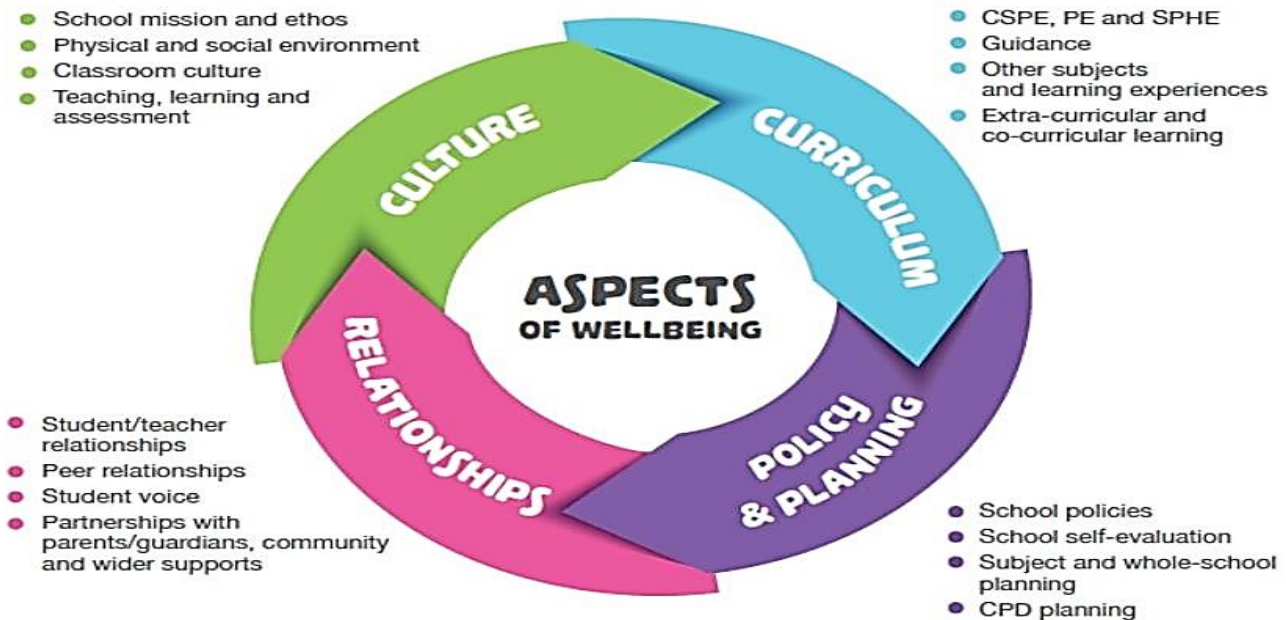
We aim to move towards best practice using these statements of highly effective practice

- ✓ The principal and other leaders in the school value and support partnership with parents as a means of supporting students’ learning and wellbeing. They build and maintain very constructive relationships with parents.

SSE & Wellbeing

Our SSE focus on effective questioning aims to increase student confidence in responding to questions asked by peers and teachers alike. Our SSE /School improvement plan aims to build student wellbeing and confidence in order that teaching and learning may be enhanced.

Whole school vision



At Coláiste Phobal Ros Cré the Wellbeing of our school community is paramount. Our environment of care and support is both formal and informal. This policy aims to make visible our ongoing efforts to enhance student Wellbeing. It aims to outline our curricular offerings which have at its core student Wellbeing. Moreover, this policy aims to outline our informal supports which allow a holistic approach to enhancing our school communities Wellbeing in accordance with our mission statement. We endeavour to protect and enhance student self-worth whilst offering students a change to understand themselves better. Our policy is in accordance with Department of Education guidelines/recommendations as well as School Policy documents (SPHE/RSE/Guest Speaker/Child Protection etc).

Goals of Wellbeing Policy

‘The goal of wellbeing is human flourishing, and flourishing rests on the following: positive emotion, engagement, relationships, meaning, and accomplishment’ (DES, 2015)

The goal of this policy document is

- All staff contribute to promoting a caring and inclusive environment within the school that is supportive of school wellbeing.

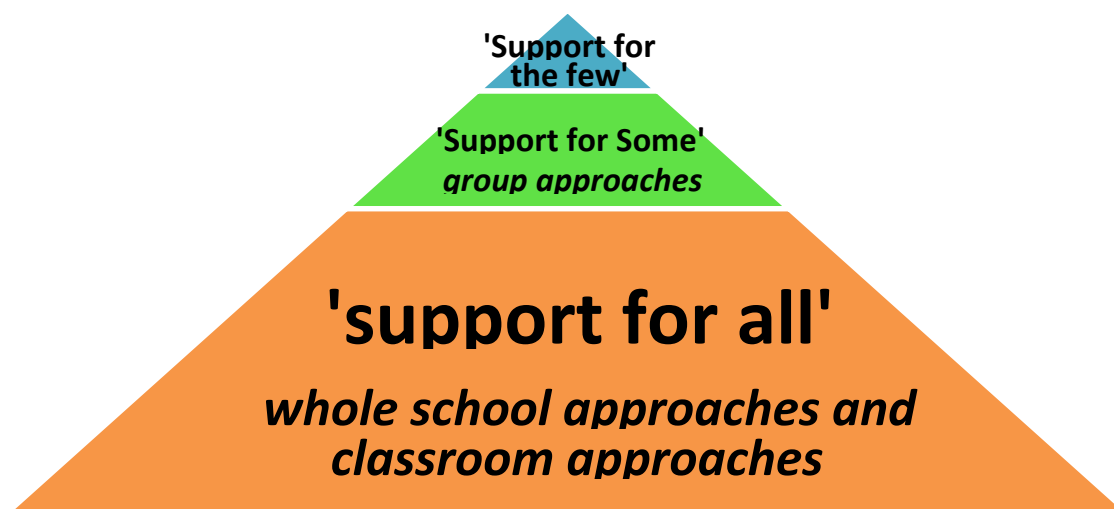
- To provide for the wellbeing of all students in the school in the light of the school Mission Statement and ETB student charter
- Outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of students at Coláiste Phobal Ros Cré
- There is a shared vision and understanding of what student wellbeing means, which emphasises strengths and capacities.
- Recognise the relationship between positive experiences of school life, student achievement and long-term wellbeing
- Respectful and caring relationships are fostered between staff and students, students and students, and staff and parents.
- Outline structures in place designed to support the wellbeing of pupils
- To offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs of students
- To provide an umbrella policy which outlines a structure that links a series of other policies that relate to well being

Whole School aims

1. Developing and implementing policies and procedures to support student wellbeing
2. Ensuring student wellbeing is central to teaching practices and student learning
3. Raising awareness in the school community of issues related to student wellbeing

Student Support – NEPS & Wellbeing

Using the NEPS continuum of provision as a framework - “*Wellbeing in Post-Primary schools*”, this policy provides an overview of the provision in the school in relation to promoting and supporting the wellbeing of all students.



A. Support for ALL

At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing (3) early identification and intervention in the cases of challenge. These steps are reflected in various school policies such as Code of Behaviour, Anti-Bullying Policy etc. Additionally, supported by our commitment to quality teaching and learning, broad provision of programmes and a comprehensive curriculum, study skills, homework and assessment policies.

B. Support for Some

There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. A recent addition in this area is the Alert programme, supported by the National Behaviour Support Service (NBSS). Furthermore, supports are available such as: Proactive pastoral care team and engaging interventions, SEN team work, Guidance counselling and Year head -tracking-report & reward systems.

C. Support for a few

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of a Care Plan and/or IBP (Individual Behaviour Plan). In some cases, students under the care of the student support team will also have a student support file.

Staff Wellbeing

Staff at Coláiste Phobal Ros Cré work in a supported environment. At Board of Management meetings, the principal's report keeps the board informed of the work of staff. This is formally affirmed at staff gatherings. The Staffroom has been recently upgraded to include more modern staff facilities and workrooms as well as subject relevant technology and software that is up to date. Teacher based classrooms are in the majority and this has led to improved working conditions for staff. Our staff room is well equipped and provides a communal space for staff. There is an adjacent staff workroom area also. School management work collaboratively with the whole staff.

Management respect the professional commitment of each staff member. Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.

Coláiste Phobal Ros Cré promotes a culture of collaborative collegiality locally, nationally and internationally. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on Office 365. The whole school email system ensures all staff are aware of important events and opportunities. The school has a staff social committee which organise events periodically throughout the year to enhance personal relationships between staff members. Carecall is available to all teachers, provided by the ETB, as well as individual union related supports that staff can avail of.

Promoting Wellbeing skills in our students

Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of place and belonging to a wider community. Wellbeing indicators are thus as follows – Active, Responsible, Connected, Resilient, Respected, and Aware.

The main skills Coláiste Phobal Ros Cré instils in its students are:

- Being a confident and skilled participant in physical activity
- Being physically active
- Being able to act to protect and promote their wellbeing and that of others
- Making healthy eating choices in accordance with our Healthy Eating Policy
- Knowing when and where their safety is at risk and enabling them to make the right choices
- Feeling connected to their school, friends, community and the wider world
- Understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts
- Feeling confident in themselves and having the coping skills to deal with life's challenges
- Knowing where they can go for help – Pastoral Care team/staff/Tutor/YearHead
- Believing that, with effort, they can achieve
- Showing care and respect for others
- Having positive relationships with friends, peers, and staff members
- Feeling listened to and valued
- Being aware of their thoughts, feelings, and behaviours, and being able to make sense of them – Alert Programme
- Being aware of their personal values, and able to think through their decisions

- Being aware of themselves as learners, and knowing how they can improve

Supporting & Promoting a Culture of Wellbeing in our School

Coláiste Phobal Ros Cré promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion
- The school is a safe place for all students
- There are spaces for students to congregate socially and to have quiet time
- The school building is accessible for all students
- Students and staff take pride and care in maintaining the physical environment
- The school environment is conducive to promoting physical activity, and healthy eating choices
- Teachers have high expectations for all students
- There are open, positive, supportive relationships between teachers and students in class and outside
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices
- Students feel safe, secure and respected in their classrooms
- Students are encouraged to actively engage in their learning so that they may enjoy being at school
- Students receive regular formative feedback about their learning and how they can improve
- Students have regular opportunities to talk about their learning and what helps them to learn
- Teachers use active methodologies to develop the key skills in their subjects
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success

Relationships & Wellbeing in our School

Coláiste Phobal Ros Cré recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within our school community.

We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful
- Making sure that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time
- Fully informing students as to where to get support and how to access the care structures in the school
- Resolving behaviour issues with care, respect and consistency
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues
- Providing forums for students so that their voices may be heard and they are involved in making decisions about their life in school
- Making sure that students know that their feedback is valued and, where appropriate, acted upon

- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children
- Sharing information with parents as to how they can support their child's wellbeing
- Maintaining strong links with the local community

Wellbeing & Curriculum in our school

Wellbeing is reflected strongly in our curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE & Guidance as part of the wellbeing programme in junior cycle
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported
- Curricular provision is informed by student council & parental council
- Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle
- Guidance counsellors work collaboratively with staff in relation to the wellbeing programme and its implementation
- Guidance counsellors actively support students in junior cycle, both through the teaching of Guidance, and counselling support on an individual basis

Wellbeing initiatives in Coláiste Phobal Ros Cré

- **HOPE Week:** The aim of the annual health and wellbeing week (HOPE Week) is to create awareness around mental health, promote health and wellbeing, resilience, as well as adding to the positive atmosphere of the school. Ultimately it seeks to highlight what keeps us positive. **Activities** include- Poetry competitions, information area with posters on health and wellbeing, meditation and yoga classes, positive thoughts presentation, mindfulness colouring competition's, sporting camps, talks on mental wellness/coping strategies from outside agencies.
- **Music:** Dedicated music rooms and the option to join the school choir available to all students. Our annual Christmas Concert/TY night/school service/graduation service/Open year service gives students the opportunity to display their talent
- **Enterprise:** in enterprise activities teachers help students make informed decisions based on careful research and analysis, setting up and running their own enterprise projects. It helps students to grasp real life skills: working as part of a team, managing production/finances, organising a sales and marketing campaign and liaising directly with customers and media.
- **Subject weeks:** help to build positive relationships (e.g. Maths week), improve self-esteem and develop transferable skills. They contribute to the wellbeing of the students by giving

them the opportunity to learn in many ways. By interacting with their classmates and teachers, and by taking part in activities inside and outside the classroom, each student is challenged to problem solve outside of their comfort zone promoting positive supportive relationships within the school.

- **Mentoring Programmes:** Cáirde and Prefects
- **School Library:** Comfortable and welcoming environment. Open shelf policy
- **Alert Programme**
- **Study:** Evening study is available to all students.
- **Student Council:** Enhances student voice and promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers
- **Parents Council:** Fundraises, organises events, assists policy development in order to sustain and enhance wellbeing in the school community
- **Wide variety of extra-curricular activities**
- **Transition programme from Primary to Secondary**
- **Intercom:** Used to acknowledge achievements and encourage students
- **Media:** Either digital or print formats highlight student and community achievement and progress
- **Class/Year assembly:** Held intermittently to support students
- **Tutor Time:** 40 minutes per week (approx.) contact time with tutor/yearhead
- **Study seminars:** Study skill seminars are organised annually to support and enhance student attainment/wellbeing
- **Meditation:** Incorporated in Special Tuition/Ways to Wellbeing/Friends for Life/SPHE
- **School Internal Supports:** School Counselling Service/ Chaplain/Guidance Counsellor/Pastoral Care Team/Tutor/Yearhead
- **School Tours:** Such as Paris, London, where students develop intercultural skills and enhance cultural awareness.
- **Exchange Programmes:** Germany/France: allows students to develop their self-confidence and develop their coping skills, independence and self-awareness.

Wellbeing links with school policies

All school policies should relate directly to wellbeing and will be updated accordingly in the future.

Guidance related learning

Guidance in schools refers to a range of learning experiences that helps students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas; personal and social development, educational guidance and career guidance. Whole school guidance related learning can be delivered by all teaching staff, as outlined in the Whole School Guidance Plan

Wellbeing in our Teaching and Learning

Use of a variety of learning & teaching methodologies and strategies: Mindful of the mixed ability settings in most classes staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. Emphasis has also been placed in recent years on the integration of ICT into teaching and learning in the school. Team teaching for SEN support is also in place

Mixed ability class grouping: apart from the banding of core subject; English, Irish and Maths to allow for uptake at differentiated levels. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice staff sees this structure as central to the promotion of student self-esteem.

Positive relationships: Our promotion of positive relationships is based on the recognition of the dignity of each individual and the importance of respectful relationships between teachers, students & parents. Building an emphasis on positivity and on rewarding positive behaviour enhances our school community

Role of the year head

- Monitoring of academic progress
- Implementation of code of behaviour which helps provide a safe space for all students in which to develop linking directly to our ethos
- Liaise with class tutors/mentors about the progress of the students individually and class groups collectively
- Develop relationships with students, teachers and parents
- Work within student support structures
- Advocating on behalf of students/parents/management/colleagues
- Support a positive work ethic in the year
- Acknowledgment of achievement through positive feedback
- Hold assemblies thus providing a forum for students to voice their issues/opinions

Professional and personal commitment to the wellbeing of our students

Our staff sees its role as supporting and developing student potential in keeping with our mission statement, we seek to promote a caring and committed school community where everyone is valued as unique. Staff at the school aspire to develop the whole person, spiritual, emotional, intellectual, social, cultural and physical. All relationships in our school are built on the central tenet of respect.

Wellbeing Programme 2018-2019

Junior Cycle

	First Year	Second Year	Third Year	Total Hours
CSPE (short course)	1	2	1	88
SPHE (short course)	1	1	2	88
PE	2	2	2	132
Friends for Life	1	----- ----	----- ----	22
Tutor	1	1	1	40
Transfer Programme	One Day	----- ----	----- ----	6
Halloween Fancy Dress	2 hours			2
Fun Day	6	6	6	18
Christmas Party Day	4	4	4	12
Total Wellbeing				408

Senior Cycle

	Transition Year	Fifth Year	Sixth Year	Total Hours

PE	2	2	2	132
Ways to Well-being	2	----- -----	----- -----	44
Man Day/Women Day	6	----- -----	----- -----	6
Fun Day	6	6	6	18
Total Wellbeing				200

Whole School Activities

Mr Phobal- Our Schools Therapeutic Pet
Student Support Meetings
Year Head- Pastoral Care
Cáirde Programme
Counselling Service
School Tours
Hope Week-Jan 21st-25th
Bright Day Fri -Nov 30th
Fun Run/Walk -Jan 25th as part of Hope Week
Mindful in May
Links with Youth Café
Chaplain
6 Trained SEN team members
3 Full time SNAs
Anti-Bulling policy & care sheets
Whole school approach to health eating

Free breakfast club and break for all students
Chaplain & teacher support during state examinations
Mindfulness offered the morning of exams
Transfer programme & Cairde support students with the transition from primary to secondary, in combination with the Youth Café and primary school support services.
Promoting Kind Fridays
Parenting talks on parenting, anxiety, self-harm, internet safety etc
ALERT programme
Supervised Study
School Ceremonies
Lunchtime Games Club
Very active Green Schools Committee
School Links with supporting Uganda and other local and global charities
TY Community Visitation Programme

Guest Speakers

'Appropriate & inappropriate phone usage'-Sgt Mark Kelly Roscrea Garda Station
'Beat the Blues'-Aware Oonagh Hogan
St Vincent's De Paul
Relationship & Sexual Education- Sue Ann O'Donnell
Study Skills Seminar
Members of the Gardaí- Alcohol and drug use
'The Haven Rescue'- Rosie Dowling
CURA
'RNLI'- Mr Colm Plunkett
NLTP- Healthy Relationships 'The Ascend Programme'
Keeping Safe Online
RSA & Local fire brigades

One Punch Programme-Gardaí
Social Media-Ray Langan
Health & Fitness Ireland-Staff Wellbeing 2 hrs

Wellbeing related school policies

Policy	Relevant legislation/Circular/Guideline	Board Approval
Admissions	Section 15(2)(d) Education Act Equal Status Acts 2000-2011 Circular M51/93	
Code of Behaviour Anti-Bullying	Circular M33/91 NEWB Guidelines ‘Developing a Code of Behaviour: Guidelines for Schools’ Section 23 Education Welfare Act 2000 Equal Status Acts 2000-2011 Anti-Bullying Procedures for Primary & Post-Primary Schools 2013	
Attendance	Circular M51/93 Section 22 Education Welfare Act 2000 Section 21 Education Welfare Act 2000 (Annual Attendance Report to NEWB & Parents)	
Health & Safety	Health & Safety Act 2005 Section 20	
Data Protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003 GDPR 2018	
Special Educational Needs	Education Act 1998 Equal Status Act 2000-2011 Education Welfare Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) 2004 Disability Act 2005 Circular 0070/2014	
SPHE RSE	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	
Substance Abuse	DES Directive Schools Guidelines 2002	
Internet Acceptable Usage	NCTE Guidelines 2012	
Child Protection	Circular 0065/2011 Child Protection 2018	

Policy protocol

The policy document will be formally reviewed every 24 months from the time of ratification or whereby Board of Management/ Senior Management deem necessary.

Ratified by the Board of Management: 24-01-2019