



Wellbeing Policy

Section A: Introduction

The school's culture and ethos are evident in our commitment to the wellbeing of the school community. This is a whole-school policy on wellbeing, with particular reference to student wellbeing. The UN Convention on the Rights of the Child emphasises children's right to achieve their full potential and participate in decisions that affect them. Wellbeing is important because it is linked to better educational outcomes and can influence young people's outcomes as adults. Wellbeing also matters in the immediate sense, since all students have a right to feel cared for in school. 'Student 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 purpose and belonging to the wider community.' (*Wellbeing Guidelines, p.9*). Human flourishing may be said to be the goal of wellbeing. Flourishing rests on five pillars: positive emotion, engagement, relationships, meaning and accomplishment (*Seligman, M. (2011), 'Happiness is not enough'*.) When young people are flourishing, they are curious and eager to learn. They are also:

- ✓ Creative and imaginative,
- ✓ Connected and empathetic,
- ✓ Good team players,
- ✓ Confident about who they are,
- ✓ Resilient and persistent,
- ✓ Positive about themselves and see themselves growing into better people (*Growing great kids: helping young people to flourish in life, www.growinggreatschools.com.au/*).

In this policy the term 'Parents' is taken to include the term 'Guardians'.

Section B: Policy Relationship to our Mission Statement

Presentation College Mission Statement

Presentation College is, by choice, a truly co-educational school. We aim to prepare all of our pupils, girls and boys alike for the challenges, responsibilities and experience of adult life. All members of the school community - pupils, parents, teachers and other staff - are held in very high regard and their dignity, worth and individuality is respected. We strive to build a sense of community based on Christian values. The school's Code of Conduct acknowledges this and aims to promote a culture of respect throughout the school. It recognises that good discipline enables good teaching and allows good learning to take place. In Presentation College we are committed to:

- Promoting students' growth and their appreciation and ownership of their learning in an atmosphere of mutual respect and inclusiveness,
- Encouraging individuality while in pursuit of excellence,
- Fostering a sense of pride in our school and our community.

This Wellbeing Policy is written in the context of the Mission Statement of Presentation College and the Charter of CEIST, our school Trust.

The Principles of the CEIST Charter are as follows:

- Promoting spiritual and human development
- Achieving quality in teaching and learning
- Showing respect for every person
- Creating community
- Being just and responsible.



Section C: Policy Context and Rationale: Principles, Legislation and Guidance that Underpin our Wellbeing Policy

This Wellbeing Policy is informed by:

- The Mission Statement of Presentation College,
- The CEIST Charter – Principles and Values,
- The Principle of the holistic development of the students and the link between their attendance, participation and wellbeing,
- The Principle of Inclusion and Respect for Diversity,
- The Acceptable Use Policy (AUP),
- The Admission Policy,
- The Anti-Bullying Policy,
- The Data Protection Policy
- The Digital Learning Plan,
- The SPHE Policy,
- The Substance Use Policy,
- The Attendance and Participation Policy,
- The Special Educational Needs Inclusion Policy,
- The Whole-School Guidance Plan,
- The Pastoral and Disciplinary System and Code of Behaviour,
- The General Data Protection Regulations (2018),
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)
- The Education Act (1998) and The Education Welfare Act (2000),
- 'Looking at Our Schools, 2016-2020' (DES),
- The Wellbeing Guidelines (DES),
- Wellbeing – A Policy Framework (DES),
- Wellbeing Policy Statement and Framework for Practice, 2018-2023 (DES),
- A Framework for Junior Cycle (2015),
- Circular Letter 0055/2019.

Presentation College supports an appreciation of learning and the value of students' ownership of their learning. This policy has been ratified in order to allow the school to adequately respond to the changing and diverse needs of our students. Presentation College is committed to the holistic development of students so that they may be guided with care and respect to respond to the demands of modern life with resilience, optimism and self-confidence. The Framework for Junior Cycle (2015) provides for a new area of learning at Junior Cycle called Wellbeing. Wellbeing spans the three years of Junior Cycle and builds on substantial work already taking place in our school in support of students' wellbeing. This area of learning will make the school's culture, 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 their community.



Section D: Goals of the Wellbeing Policy

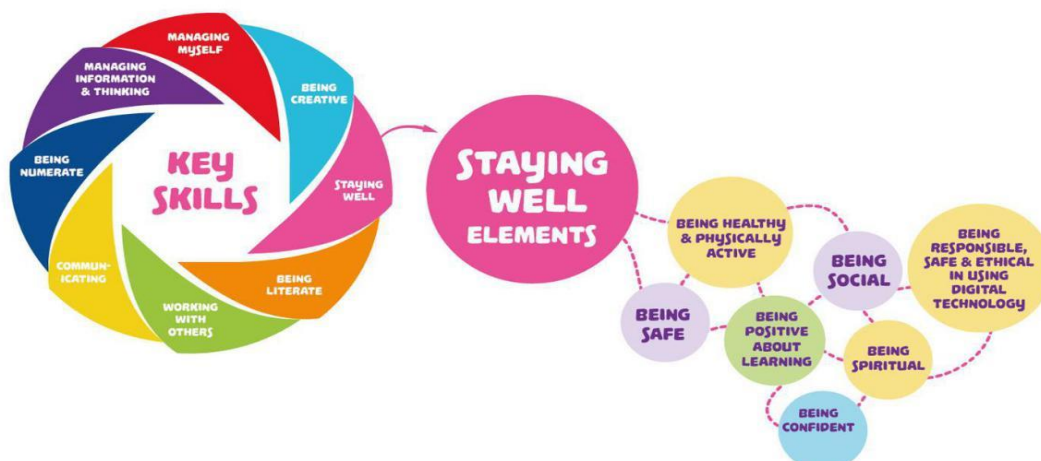
- To support the wellbeing of all members of the school in light of our school ethos and the CEIST Charter,
- To outline the policies, procedures, culture, ethos and the activities which serve to support and develop the wellbeing of all members of Presentation College, both within the curriculum and the wider school community,
- To help implement the Junior Cycle Wellbeing Guidelines from the Department of Education and Skills (DES), in particular Circular Letter 0015/2017 and the DES Guidelines on Wellbeing,
- To effectively incorporate the Wellbeing Policy Statement and Framework for Practice, 2018-2019, in our School Self-Evaluation and School Improvement process,
- To recognise the interplay between and positive experience of school life, student achievement and long-term wellbeing,
- To offer a co-ordinated structure in supporting our students through the creation of a variety of opportunities within and beyond 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.

Section E: Definition and Understanding of Wellbeing

This policy impacts on the whole school community. It is therefore approved and ratified by the Board of Management in consultation with the Principal, Deputy Principals, students, staff and parents. This commitment to wellbeing is implicit in the school's mission statement in the commitment to promoting the spiritual and human development of each individual as outlined in the CEIST charter.

In the light of these core values, the school is clear that wellbeing includes mental, physical, social, emotional and spiritual dimensions. We thrive as individuals within a community and very often it is community that sustains us through challenges. Hence the emphasis of this policy on the role of the whole school community in the wellbeing programme.

Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole-school approach. Planning for wellbeing involves consideration of four main aspects of our school: Culture, Relationships, Policy and Planning, and Curriculum. The whole school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our policies and in the curriculum.



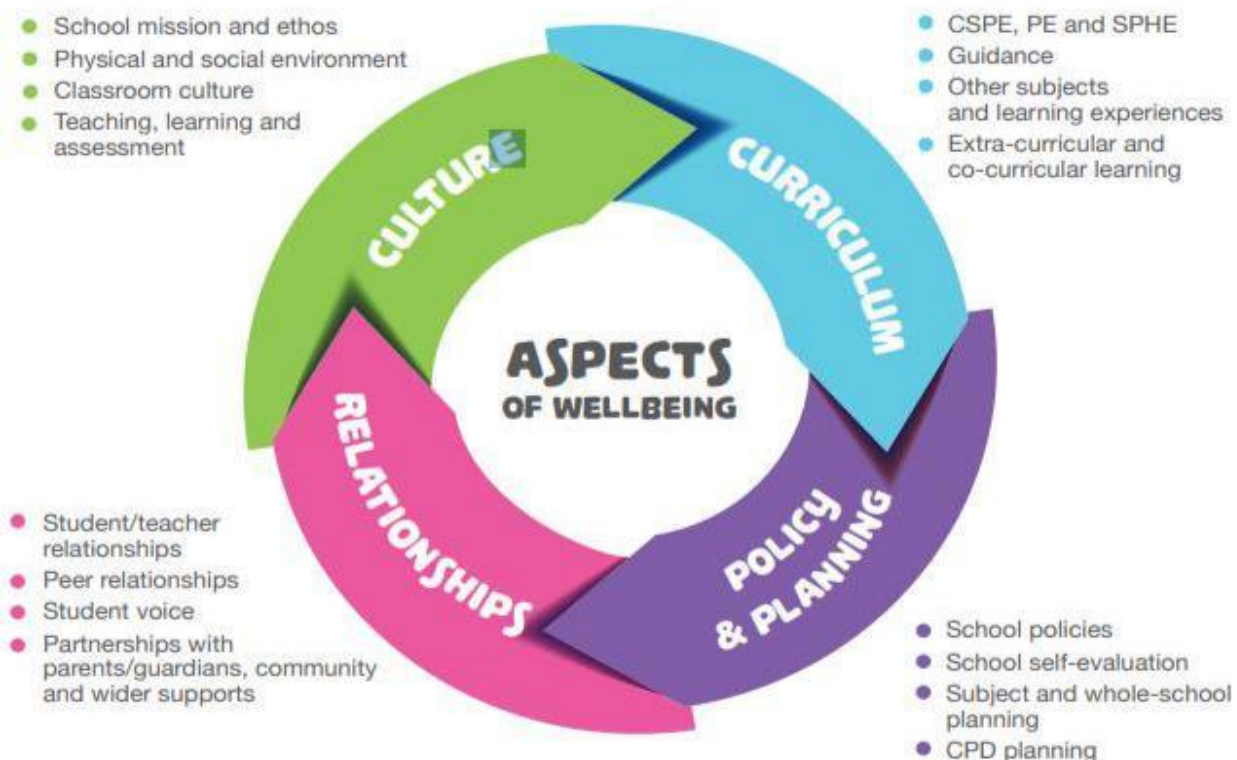


Staying Well is one of the Key Skills in the Junior Cycle process and the following Statements of Learning (SoL) from the Junior Cycle are particularly relevant to an understanding of Wellbeing:

- The student has an awareness of personal values and an understanding of the process of moral decision making (SoL 5),
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SoL 7),
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (SoL 10),
- The student takes action to safeguard and promote her/his wellbeing and that of others (SoL 11),
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SoL 12),
- The student understands the importance of food and diet in making healthy lifestyle choices (SoL 13).

Section F: Scope and Structure of this Wellbeing Policy

The scope of this policy covers the four aspects of wellbeing in Presentation College as detailed in the DES Wellbeing Guidelines (p.26) below: (a) school culture, (b) curriculum (c) relationships and (d) policy and planning. The policy also draws on the NEPS document 'Wellbeing in Post-Primary Schools'.





In structuring many of the individual processes in the school we are mindful of the NEPS Continuum of Support provision as a framework, as it provides a clear guide to understanding the different levels of support and/or intervention in any given process and as such provides a useful guide to provision in the school. The model suggests a continuum of support from 'School Support for All', 'School Support for Some' to 'School Support Plus' (for a few) below:



Section G: Culture

In Presentation College we adopt a school-wide approach to promoting wellbeing for the school community, as reflected in many of our policies and procedures. Our Mission Statement permeates our school life, policies and procedures.

Our school culture aims to:

- (i) maintain a safe environment that is conducive to wellbeing, preventing or minimising factors that negatively impact on wellbeing,
- (2) promote an understanding of and commitment to wellbeing across the whole school community.

Policies and Procedures regarding the Physical and Social Environment:

G1 – Pastoral and Disciplinary System – Code of Behaviour

Presentation College is a school community of students, teachers, non-teaching staff and parents that fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community. Our Code of Behaviour is part of our Pastoral and Disciplinary System and it sets our clear expectations of students which facilitates an atmosphere conducive to learning.



Students are supported in managing their own behaviour by the application of clear boundaries, rules and sanctions. Students, parents and teachers are partners in this process. Central to this code is the knowledge that students' behaviour can change. Positive behaviours are also acknowledged and rewarded. A robust discipline system helps the atmosphere of learning. We believe that clear boundaries and sanctions are important for human development and an ability to function in a working environment. Equally, we value all students and we apply principles of justice and fairness in our dealings with students and in our handling of behavioural issues that can arise. Behaviour which undermines the positive learning environment are not tolerated, and the co-operation of students, staff and parents is important in this regard.

G2 – Anti-Bullying Policy and Procedures

In Presentation College, we believe that each student has the right to an education free from fear and intimidation. The Board of Management recognises the negative impact that bullying can have on the lives of individuals within the school community and is therefore fully committed to the following key principles of best practice in attempting to prevent bullying behaviour and taking necessary actions when it does occur. Therefore, the school adopts the elements of best practice which form the basis of the school's Anti-Bullying Policy:

- Establishing a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity,
- Encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment,
- Promotes respectful relationships across the school community,
- Adopts a school-wide approach where there is a shared understanding of what bullying is and its impact,
- Implements prevention strategies (including awareness-raising measures) that
 - build empathy, respect and resilience in students
 - explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Organising the supervision and monitoring of students,
- Providing supports for staff, including the facilitation of CPD opportunities,
- Adopting consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies),
- Regular evaluation of the effectiveness of the Anti-Bullying Policy.

G3 – Substance Use Policy

We are committed to addressing the needs of the whole school in relation to substance misuse. Presentation College recognises that substances, both legal and illegal, are available in the local community.

G4 - Safety and Health Policy

It is the policy of Presentation College to do all that is reasonable and practicable to prevent injury to people, damage to property and to protect everyone (including staff, students, public, contractors and



visitors) from foreseeable hazards. The Board of Management recognises its overall responsibility for Safety and Health at Presentation College and meets this through:

- The provision of a safe place of work, including safe access and exit,
- The provision of safe plant and equipment and substances,
- The provision of safe systems of work,
- The provision of welfare facilities,
- The provision of appropriate information, instruction, training and supervision,
- Determining and implementing appropriate preventative and protective measures,
- Having regard to the general principles of prevention,
- The provision of emergency plans and procedures,
- Reporting prescribed accidents and dangerous occurrences to the Health and Safety Authority,
- Obtaining, where necessary, the services of a competent person to advise on health and safety,
- An up-to-date Safety Statement and Safety and Health Policy.

G5 – Child Safeguarding Statement

The Board of Management has adopted and will implement fully and without modification, the Department of Education and Skills Child Protection Procedures for Primary and Post-Primary Schools, and our Child Safeguarding Statement and Risk Assessment as part of our overall Child Protection Policy.

The Board of Management has ratified the appointment of a Designated Liaison Person (The Principal, Mr. Ray Murray) and Deputy Designated Liaison Person (Deputy Principal, Ms. Lorraine Gillespie). All concerns regarding the welfare of a child should be reported to the DLP (or the DDLP in the absence of the DLP). There is an obligation on the school to provide students with the highest possible standard of care in order to promote their wellbeing and protect them from harm.

G6 – Data Protection Policy

Presentation College Data Protection Policy applies to the personal data held by Presentation College which is protected by the Data Protection Acts 1988 and 2003 and the General Data Protection Regulations (GDPR), 2018.

Presentation College is a data controller of personal data relating to its past, present and future staff, students, parents and other members of the Presentation College school community. Presentation College is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 and 2003 and GDPR 2018 which can be summarised as follows:

- Obtain and process personal data fairly.
- Keep it only for one or more specified and explicit lawful purposes:
- Process it only in ways compatible with the purposes for which it was given initially:
- Keep personal data safe and secure:
- Keep personal data accurate, complete and up-to-date:
- Ensure that it is adequate, relevant and not excessive
- Retain it no longer than is necessary for the specified purpose or purposes for which it was given
- To provide a copy of their personal data to any individual, on request.

G7 – Acceptable Use Policy (AUP)

The AUP aims to provide for a safe, online learning environment so that students will benefit from learning opportunities offered by the school's internet resources in a safe and effective manner. Strategies are in place to maximise learning and reduce risks. Usage agreement from parent and student is required and every reasonable precaution is taken by the school to provide online safety.



G8 – Teaching, Learning and Assessment

The management and staff in Presentation College are committed to the creation and maintenance of positive, engaging learning experiences for our students.

G9 – Mixed Ability

Presentation College operates a mixed ability class grouping policy in First Year, Second Year, Transition Year, and Senior Cycle apart from the banding of core subjects; English, Irish and Maths to allow for uptake at differentiated levels. There is a loose banding of students in Third Year, where the A1 class remains, but is being phased out currently. Mixed ability teaching and learning helps develop 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.

G10 – Assessment for Learning and Variety of Teaching Strategies

Mindful of the mixed ability settings in the majority of classes, staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. In recent years staff have attended CPD on the new Junior Cycle as well as other related areas e.g. Assessment for Learning (AFL) methodologies, Digital Learning Approaches, Inclusion of Students with Additional Needs, Team Teaching, Differentiation, Sharing Success Criteria and the Organising Group Work and Active Learning Methodologies. Our online virtual learning platform, SchoolWise, fosters collaborative learning among students and teachers. Teachers are professionally well-equipped and resourced in creating an engaged learning and teaching environment. Team-Teaching (In-Class Support) for students with additional needs is also now an emerging strategy in the provision of Student Support in the school.

G11– Assessment and Reporting

The Board of Management ratified our Assessment and Reporting Policy in line with NCCA Guidelines for the new Junior Cycle. The school is making greater use of VSware in providing access for parents to monitor their children’s academic results and progress, and teachers are recording five annual Assessment Results on VSware to help in this process.

G12 – Academic Tracking

We have a very successful Academic Tracking programme in First and Second Year. A number of teachers are involved – many in a voluntary capacity – in meeting Second Year students twice a year to discuss their academic progress, monitor target-setting and encourage extra-curricular involvement. In First Year the teachers of SPHE meet with students to monitor their learning and academic progress. Academic Tracking is done in a positive spirit of acknowledgement, encouragement, and praise. All students in these year groups, irrespective of their academic profile, are met by a teacher and monitored in this manner.

G13 – Classroom Culture

We endeavour to ensure that our classes enjoy positive teacher-student relationships, and the caring atmosphere and positive relationships have already been noted in recent DES Inspection Reports. Respecting the dignity of every person is central to our Mission Statement and is a lived reality in the school, affecting all inter-personal relationships (staff, students, parents and the relationships between each). We are working towards building a greater emphasis on rewarding positive behaviours, based on the Restorative Practice model, over the coming years. This model rewards positive behaviours and helps develop empathy.



G14 – A Culture of High Expectations

We aim to foster a culture of high expectations for all students – both academic, personal, behavioural and social expectations. Students are frequently reminded of the value of genuine effort and engagement in schoolwork. We want all students to reach their academic potential and encourage and support this in our teaching and assessment practices. We provide Academic Awards and Attendance Awards at our Awards Ceremony in recognition of students' academic achievements, and make use of the school intercom to acknowledge and praise other student achievements e.g. involvement in school life, extra-curricular etc. The Board of Management also celebrates the academic achievements of our highest-scoring students in Junior Cycle and Leaving Certificate by celebrating their achievements at a special Awards Dinner with these students and their parents.

G15 – School Culture and Wellbeing Initiatives

A number of physical and mental health-promotion activities and workshops take place each year in Presentation College. Guest speakers and workshops deal with themes such as Anti-Bullying, Online Safety, Drug and Alcohol Awareness, Mindfulness, Study Skills, Sexual Consent, Sexual Health, Spirituality, Nutrition, Active Schools Week etc. Local and national expertise are involved in this process. The school also enjoys the involvement of students in a range of social, wellbeing and community initiatives e.g. Green Schools Flag, Amber Flag, Headstrong Mental Health Committee (Cycle Against Suicide). A committee is currently liaising with a local architect to help re design the oratory to maximise the space so that it is conducive to prayer and mindfulness.

Section H: Curriculum

In developing the Wellbeing curriculum in Presentation College, we have been cognisant of the following principles:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE, Digital Learning and Guidance-related learning 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,
- The Board of Management financially supports the resourcing and some CPD opportunities for staff in the area of Wellbeing,
- Curricular provision is informed by student and parental feedback and is overseen actively by the Board of Management in the context of curricular change,
- Guidance-related learning is an important aspect of the Wellbeing curriculum in the school,
- The Guidance Counsellors work collaboratively with staff in relation to the Wellbeing programme and its implementation and they are members of the Junior and Senior Student Care Teams.

H 1 – Breadth and Depth of the Curriculum

Presentation College provides a broad and balanced curriculum, as recognised in our 2017 WSE-MLL Report. We provide Junior Cycle, Level 2 Learning Programme, Transition Year, Leaving Certificate and the Leaving Certificate Vocational Programme. We are currently adapting the curriculum in Junior Cycle to reflect the time allocated to subjects to ensure that four hundred hours of Wellbeing are scheduled at Junior Cycle in September 2020.



Students have an opportunity to select from a range of subjects of choice for Junior Cycle and entering Fifth Year. A range of practical subjects are provided in addition to humanities and science subjects. This helps meet the educational needs of a broad spectrum of our student cohort and facilitates motivation and engagement in learning. Mixed ability teaching and learning is the norm except in Irish, English and Maths. Depending on the needs of students and the timetable available, it is sometimes possible to have a ‘fast’ Higher Level class while others may study Higher Level at a slower pace. This is done to facilitate the learning of students and involves guidance and parental involvement. Religious Education, SPHE / Health Education, CSPE, PE, Career Guidance, Digital Learning (Computer Studies) and the Relationships and Sexuality Education Programme are all core to our curriculum. The key skills for both Junior Cycle and Senior Cycle learning are integral to the learning experience throughout.

A retreat is provided to all students in Senior Cycle. This provides a renewed grounding in faith and spirituality while also supporting the wellbeing and social connection of the year group. Our Wellbeing curriculum is currently under review in order that the four hundred required hours are taught from September 2020. The following outline shows the number of classes and hours taught in each aspect of Wellbeing:

Wellbeing Curriculum: 2019-2020

[Total number of hours of Wellbeing: 357]

(Number of weekly forty-minute class periods per subject)

First Year	Second Year	Third Year	Total (Hrs.)
CSPE 1	CSPE 1	CSPE 1	67
SPHE 2	SPHE 1	SPHE 1	89
PE 2	PE 2	PE 2	134
Computer St. 1	Computer St. 1	Computer St. 1	67
Total (Hrs.) 133	Total (Hrs.) 111.5	Total (Hrs.) 111.5	

Note: Some Guidance-related activities are related to wellbeing and many are facilitated by external guest-speakers. These activities are not timetabled, but students are withdrawn from other Wellbeing and RE classes to attend e.g. Internet Safety.

Wellbeing Curriculum Proposal for 2020 – 2021

[Total number of hours of Wellbeing: 401]

(Number of weekly forty-minute class periods per subject)

First Year	Second Year	Third Year	Total (Hrs.)
CSPE 1	CSPE 1	CSPE 1	67
SPHE 2	SPHE 1	SPHE 1	89
PE 2	PE 2	PE 2	134
Digital Lit. 2	Digital Lit. 1	Digital Lit. 1	89
Tutor 1	Tutor 0	Tutor 0	22
Total (Hrs.) 178	Total (Hrs.) 111.5	Total (Hrs.) 111.5	



H 2 – Wellbeing through Co-curricular and Extra-Curricular Learning

Through the volunteerism and hard work of our staff, our students are offered a wide and varied programme of co-curricular activities which serve to involve the students in extension activities and stimulates positive teacher-student relationships. These include involvement in AILO Problem-Solving and Computational Thinking, Art projects and competitions, Choir, Essay and Creative Writing opportunities, Green Schools, Learning Hub, Debating, subject and general Quizzes, BT Young Scientist and SciFest, Musicals, Lions Club, Rotary Club competitions, Yoga etc. Students also have the opportunity to be involved in the Student Council, Prefects, Meitheal Leaders, Young SVP, John Paul II Awards and Gaisce Awards.

Teachers also organise co-curricular outings, visits and tours e.g. - Theatre and Drama, History, Science-related, as well as overseas tours to France, Germany and Italy.

Through their time, work and commitment, staff also provide a broad programme of extra-curricular activities. These include Athletics (cross-country and track), Badminton, Basketball, Camogie, Darts, Equestrian, Gaelic Football, Games Club, Hurling, Rugby, Soccer, as well as outdoor pursuits activities. These activities serve to broaden the educational engagement and sense of belonging central to a sense of students' wellbeing at school.

H 3 – Other Learning Experiences

After-School Supervised Study is provided from 4:15pm until 6:15pm every evening and on Fridays from 2pm until 4pm at a reasonable cost to parents. Study Skills seminars are organised by the Guidance Department for students in both Junior and Senior Cycle to support their academic learning. These are provided annually to students and to parents, and focus on the structuring of study and on learning strategies. Study Skills seminars are delivered in the first term of each year to all Junior Cycle classes. Our Assessment Policy clarifies the importance of homework and the benefits it brings to students' learning. Study and revision tips are also included in students' journals.

Staff CPD on Differentiation has been provided, as well as other courses on Digital Learning, Active Learning etc. Staff are well-equipped and supported in differentiating for students of different academic abilities in teaching, learning and assessment so that all students experience inclusion in the learning experience. The SEN Inclusion Policy is in operation, as is the Assessment Policy which provide guidance for teachers in this area.

Guidance Support

The Whole-School Guidance Plan is developed within the context of the overall Wellbeing Policy of the school, in accordance with 'A Continuum of Support for Post-Primary Schools' (NEPS, DES, 2010) and the NCGE 'A Whole School Guidance Framework' (2017) which reinforced the understanding that Guidance provision in a school must be whole-school and is not the sole responsibility of the Guidance Counsellors. Teachers are encouraged to use their Professional Time and some of their Croke Park Hours to plan, review and evaluate collective and collaborative practices that develop student learning, behaviour and wellbeing.



Guidance Counsellors in the school provide targeted guidance, particularly where students have been referred to the Junior or Senior Student Care Team. This supports students' personal, educational and vocational guidance.

NEPS and CAMHS Support

One of the Deputy Principals is the school's NEPS Link Person. Where usual supports are found to be inadequate or where there is a particular concern about a student's learning, the NEPS Link Person will liaise with the NEPS Psychologist, the Year Head and the student's parents. In some cases an Educational Assessment may be conducted. In other cases advice may be sought, with parental consent, about providing for the educational needs of a particular student. The NEPS Link Person also liaises with CAMHS personnel, Year Heads and staff where appropriate where there may be particular difficulties with a student experiencing severe anxiety or emotional difficulties.

Transition from Primary School to Secondary School

An Open Night is held in the autumn prior to students' entry to First Year. Parents are informed of our Mission Statement, our curriculum and range of co and extra-curricular activities as well as our approach to behaviour management and learning in the school. The concept of continuing education and lifelong learning is developed from the Open Night, where students can take a copy of the college prospectus from the previous year. Primary schools are visited by school management and teachers to inform students in Fifth and Sixth Classes about Presentation College. Assessment Tests, including the CAT 4 Cognitive Ability Test, are conducted in March prior to entry to glean an understanding of students' literacy, numeracy and comprehension abilities and needs. An evening for incoming First Year parents is organised to inform parents about the range of subjects on offer so that they can help their child make informed subject choices. The Guidance Counsellors meet with the Primary School Teachers of incoming students to glean relevant information about the students that we may need to know. Students' educational passports and reports are usually sent from the Primary schools also to us. Guidance Counsellors introduce themselves to each class group in First Year and show them where their offices are, should they need to make contact or ask for support. A questionnaire is also conducted with First Years in November/December to help identify any concerns or issues among First Years that may need to be followed up on.

A student Mentoring System is also in place to assist First Year students with this transition. This involves Meitheal Leaders (trained Sixth Year students) helping to integrate and support First Year students. In the first weeks of school these Senior students assist First Years with their locker and getting to know their timetable. Some lunchtime/afternoon activities are also organised in order to encourage the development of friendships amongst new students, all of which supports students' wellbeing and sense of belonging. The SPHE teachers deliver a range of presentations to assist First Year students with activities such as Anti-Bullying, Subject-Assistance and Getting Organised. Sometimes the SPHE teacher is well placed to refer a student to the Junior Student Care Team where a concern about his/her integration/happiness/wellbeing arises. Students may also self-refer to a Guidance Counsellor, if they so wish, and an appointment will be made to see them. A note in the postbox outside the Guidance offices may initiate this process if a student feels shy about approaching a Guidance Counsellor.

Online safety is of paramount importance to us so an informative seminar is organised for both students and parents each year from Children of the Digital Age. The topic covers online safety for teenagers.



Section I: Relationships

Our Mission Statement attests to the importance of positive, respectful relationships which are at the heart of our school community and of wellbeing. Wellbeing is promoted through the fostering of respectful relationships throughout the school. This includes students, teachers, non-teaching staff, management, parents and visitors to the school. We aim to achieve this in the following ways:

- Providing a safe, clean learning and working environment for the school community,
- Ensuring that student-teacher relationships are positive, caring and respectful,
- Ensuring 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,
- 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 they are consulted, insofar as is practicable, on matters that affect them (in keeping with the UN Convention of the Rights of the Child) so that their voices may be heard, and they are involved in making decisions about their life in school e.g. Student Council, opportunities for Student Voice in lessons, inviting Student, Parent and Staff Voice through School Self-Evaluation surveys,
- 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 and the support of an active Parents' Council,
- Sharing information with parents as to how they can support their child's wellbeing,
- Maintaining strong links with the local community.

I – 1 Commitment of Staff to Students

The staff is essential in educating the student as a whole person – intellectually, morally, socially, emotionally, physically, culturally and spiritually. Core to our Mission Statement is respect for every individual in the school community. Respect underpins all relationships in our school community. Our WSE-MLL Inspection (2017) notes the high quality of care experienced by students in the school and the positive student-teacher relationships that exist in the school. This care and respect are extended also to our non-teaching staff, parents, staff and visitors to the school. The Student Care system and the SEN system in the school provide positive structures in which students are supported in the school.



I – 2 Staff Teams

Three core teams of staff members meet each week and team members are actively involved in supporting the wellbeing of students in the school. The teams include the:

- Junior Student Care Team,
- Senior Student Care Team,
- Special Educational Needs Team.

The Student Care Teams consist of the relevant Year Heads, Deans of Discipline, Guidance Counsellors and Senior Management. As part of the whole-school approach outlined in the introduction of this policy, and in accordance with the Continuum of support (NEPS), there is a more focused approach adopted here with a number of individual students and with identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour, or who show signs of mental health challenges or who are in specified at-risk categories. The team reviews current caseload and students referred to them by members of staff, by parents or occasionally by student peers. The team monitors ongoing concerns, agrees plans of action, forwards students to external agencies and indicates where staff may need training or skill set. Outside referrals are made when deemed necessary and the approach in relation to any form of supportive pastoral care interventions.

These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified students. A staff referral system is in place so that the relevant team can be notified by a teacher of any emerging concerns about any student in the school, and these referrals are followed up on by the relevant team. The referral record is kept on file in compliance with our Data Protection Policy.

The Board of Management is clear on the link between the support offered through the SEN Team and the support of students with additional needs with regard to wellbeing. One of the central goals of the SEN Team is to ensure full entitlement and access for students with special educational needs to a high-quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem. There are two fully qualified SEN teachers on the team. Students with additional needs, and thereafter all other students, may apply for additional academic or organisational support with the consent of their parents. Within the resources available to the school, every effort is made to provide the support needed using one of the following three models:

- In-class support / team-teaching,
- Small group withdrawal for additional teaching,
- Individual withdrawal for additional teaching.

At all times the dignity of the individual student is paramount. Traditionally students were withdrawn from non-exam classes (e.g. RE/SPHE/PE/CSPE). Since many of these subjects now form part of our Wellbeing Programme, we are working towards increased in-class support to maximise learning for students, in keeping with the NEPS model of support for all, some and few students. A Support Plan is put in place by the teacher supporting the student, and involves the input of the student and his/her parents.

A **Learning Support** class operates for students who are exempt from the study of Irish. This class helps develop students' literacy and numeracy skills in particular, since these are applicable across the curriculum.

Screening Tests (WIAT III) are carried out, with parental consent, on students who may be struggling with reading, writing or comprehension. The test results data is used when making application for



Reasonable Accommodations in the State Examinations, and is also communicated to staff so that due cognisance can be taken in teaching, learning and assessment.

The Friends for Life Programme is another form of support provided by a member of staff to students who may be in need of emotional or behavioural support. Teachers may nominate students who may be considered for this eight-week programme, and the organising teacher will make contact with parents and the students involved.

The Year Head is a member of the relevant Student Care Team and plays an important role in supporting students and liaising with their parents and staff with regard to any personal or wellbeing need.

Guidance Counsellors play a pivotal role on the two Student Care Teams. In many cases they will follow up with students who have pastoral/emotional needs. The Guidance Counsellors also enjoy a positive relationship with parents of students and with local support networks such as Carlow Regional Youth Service.

A Critical Incident Management Team (CIMT) is in place, in accordance with our Critical Incident Management Policy. The team meets annually to ensure that each member is aware of their particular role and to review the operation of the team post-critical incident, where this arises. At all times the welfare of the students is the key focus of the CIMT and its work is designed to provide the maximum level of support and care for students experiencing distress or trauma in the event of a critical incident.

I – 3 Assemblies and Intercom

Each Year Group will attend an assembly once per half-term at least with the Year Head, Dean of Discipline and Senior Management. Students are affirmed for achievements, successes and positive behaviours and reminded about aspects of the Code of Behaviour and other policy issues e.g. attendance, exam information, responsible use of digital technology etc. This is done to help create a positive environment in which their wellbeing may flourish. Assemblies are usually hosted by the Principal, Deputy Principal, Year Head and Dean of Discipline of each year group. The school intercom is used twice daily for announcements, many of which affirm students' efforts, achievements and successes, thus enhancing an atmosphere of wellbeing for all.

I – 4 Year Heads and Deans of Discipline

Each Year Group has a Year Head and a Dean of Discipline. Both attend the relevant Student Care Team meetings and inform the team of relevant updates and referrals of note.

The Year Heads have overall responsibility for the welfare of students in their Year Group and therefore play a key role in student wellbeing. Year Heads provide mentoring and guidance and additional support to those who may need a listening ear or an extra level of support in terms of monitoring. Year Heads liaise closely with the Deans of Discipline, Deputy Principals, Principal and Guidance Counsellors in the provision of student support.

Deans of Discipline offer support to students with behaviour management issues. Where a report system might assist, this is monitored by the Deans of Discipline who also use praise and acknowledgement to support improvements. The Dean of Discipline monitors student behaviour by the use of the "Six Slips" system and the Behaviour Slip system. The Dean issues the detention sanction as appropriate and speaks with the student about expectations and improvements needed in their behaviour. Deans also prepare Behaviour Plans for a small number of students where this is required, to support positive behaviour and ensure parental involvement and support for improvement.



The Attendance strategy in the school is implemented and monitored by the Year Head. Communication with the student and his/her parents is essential where there is a difficulty with a student's attendance, and supports are put in place, within resources available, to help the student attend regularly and participate in school life. We believe that this helps to protect the student's long-term health and wellbeing and provides them with positive opportunities for success in life.

I – 5 Awards

We believe in the value of recognising students' efforts and successes whether at individual or team level, in academic life and in extra-curricular life. Teachers often recognise positive behaviours and acknowledge same verbally, and possibly with a note in the student's journal for his/her parent.

We have a number of student awards which recognise excellence in student performance within school life. An Awards Ceremony at the end of the school year recognises the many non-academic achievements of students in sport, attendance and other extra-curricular areas. Certificates are awarded to students also at assembly. The students who achieve the highest marks in Junior Cycle and Leaving Certificate and their parents are invited to a formal dinner and awards ceremony in recognition of their achievements also.

I – 6 Use of Website, Social Media and Local Media to Share Achievements

In order to promote an awareness of the many accomplishments and positive events undertaken by our students (with the support of staff) we use the school website, local print and social media to celebrate the whole life of the school and offer recognition for the diverse achievements in the school. A dedicated Post of Responsibility (APII) oversees communication in this important area. An LED screen in the reception area and our school Twitter account congratulates students for numerous achievements. Images are displayed here and on our website in line with our Data Protection Policy. Students are acknowledged to the staff and student body with a display of awards and press coverage on a designated noticeboard in the school. We believe that this recognition enhances a sense of belonging, self-confidence and wellbeing in students and in staff.

I – 7 Safety, Health and Plant Management

A dedicated Post of Responsibility (AP I) oversees safety, health and plant management in the school. This important role ensures that the building is kept clean and well-maintained, repairs carried out, new equipment installed where required, regular fire drills and evacuation procedures are conducted and reviewed, important health issues are managed (e.g. infection control, blood spillage, First Aid) and that details of students' medical conditions which staff need to know about are communicated to them. Students with a chronic or life-threatening illness (including asthma, diabetes, epilepsy, specific allergies which require emergency medication) are listed alongside a contact list and key actions for staff to take, in case of emergency. This information is available beside the First Aid box in the Staff Room. A defibrillator is located outside the Principal's office. The First Aid area has a dedicated and well-stocked cupboard which includes particular students' spare emergency medications, which are labelled. A number of staff are trained in CPR and in the use of the defibrillator and a First Aid Team of dedicated staff of qualified First Aiders is listed. Day-to-day supplies of plasters and sanitary products are made available to students in the First Aid area, should they be needed. An Accident Report Form is available to staff for completion in the event of a student accident, and records stored in line with GDPR. First Aid procedures are clear, comprehensive and well-managed and at all times students' wellbeing and welfare are paramount on every level.

I – 8 Special Needs Assistants

Our team of SNAs work to support those students with access to expert skills required to assist students navigate the school day. Members of the SNA team also help to support students with organisational or behavioural difficulties to support the wellbeing of these students. The SNA team



at Presentation College successfully supports students with a number of extremely complex conditions and disabilities - facilitating their capacity to integrate into the school community with great sensitivity.

1 – 9 The Positive Contribution to Wellbeing of Other Non-Teaching Staff

In addition to the teachers and SNAs our non-teaching staff are essential in the provision of a positive climate in the school. The non-teaching staff includes our secretaries, caretakers, cleaning staff and lab technician. The office staff provide essential administrative support to Senior Management and ensure that a wide range of administrative tasks are conducted which provide for the efficient running of the school. Our care taking and cleaning staff provide a safe, well-maintained and clean working and learning environment for all, and also play a key role at evening events with the management of parking, provision of teas/coffees etc. and the opening and closing of the building. Our lab technician provides essential support to teachers of Science in particular, and maintains lab supplies and supports with the setting up of key experiments etc. The supports of these key personnel are never to be underestimated not just for the work for which they are responsible, but also for the positive interactions which they have with students and staff on a daily basis, thus contributing greatly to a positive working and learning environment in the school.

I – 10 Staff Wellbeing

Dignity in the Workplace Policy

This policy sets out the criteria upon which a positive working environment in Presentation College is created and maintained where one's dignity at work is recognised and protected. It ensures that all complaints are taken seriously and dealt with promptly. Its purpose is to eliminate the potential for bullying, sexual harassment, victimisation or discrimination in the workplace. The Complaints Procedures relating to teachers as agreed by the ASTI, TUI the DES and the JMB are operated in this school.

Promoting Staff Wellbeing

Staff at Presentation College work in a supported environment. It is well-recognised that teaching and supporting students in their holistic development is often difficult and tiring work.

- a) The Board of Management sees one of its roles as supporting and affirming the work of the staff. At each Board of Management meeting the Principal's Report informs the Board of Management of many aspects of the work of staff. The work of staff is formally affirmed through the agreed report and at Staff Meetings and other staff gatherings.
- b) Senior Management endeavour to be supportive of staff and their efforts and achievement. School Management work collaboratively with the whole staff. Particular requirements are listened and responded to. Management respect the professional commitment of each staff member and regard them as professional colleagues. 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. The Principal and Board of Management afford generous support to staff in the form of leave to attend CPD courses, resources through subject department budgets, Personal Leave and other supports. Senior Management always provide a listening ear to staff and an open-door policy applies to all staff who are encouraged to discuss any aspect of their role or seek support as necessary.
- c) At Board of Management meetings and at Staff Meetings teacher/staff achievement is recognised, particularly for achievements and involvement in extra-curricular activities.



d) While the Principal and Deputy Principals meet regularly with staff members in working groups and on an informal individual basis, it is the policy of the Principal to open written consultation with staff members individually each year to timetable and professional issues.

e) In keeping with best practice for School Planning, Policy Development and School Self-Evaluation, staff are always consulted on such matters via consultation meetings, working groups and online surveys and communication. The voice of staff is always considered and valued in these important areas.

f) Over recent years staff CPD has been organised in Teacher Wellbeing, First Aid training, and in Yoga. Each year the staff Social Committee organise a number of social gatherings to mark the end of each term or special events, thus contributing to staff wellbeing.

g) Staff members are regularly reminded of the support available through the Employee Assistance Scheme.

I – 11 Students' Voice and Peer Relations

Student Council Engagement and Activities

The Student Council at Presentation College is task and activity centred. The Student Council has the opportunity to present student plans and concerns to management in a co-ordinated fashion. The committee have an identified goal/project each year which they focus on implementing along with the lead teachers. This structure promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers.

Student Council activities and concerns are often brought to the attention of staff at staff meetings. The Council is met by the Chairperson of the Board of Management on an annual basis and affirmed for its work in representing Student Voice in the school. The Student Council are also centrally involved in the student consultations and review of all relevant school policies.

Our School Improvement Plan for 2020-2024 will focus on promoting Student Voice in the classroom, as recommended in our Follow-Up WSE-MLL Inspection (Nov. 2019), thus further enhancing student wellbeing.

Anti-Bullying Policy and Code of Behaviour

Each policy has a set of procedures in relation to engaging with some students who have not lived up to the expectations in the codes. Our practices and procedures are designed to be positive and encouraging in the first instance, and sanctions are used where students do not respond to positive efforts. Sanctions are seen by staff in a positive light, as a support for corrective action and a learning opportunity for students who may need to learn clear boundaries and ways of behaving. We are exploring a Restorative Practice model in dealing with discipline issues, and some teachers have already participated in CPD in this area. A calm and structured engagement is used by Year Heads, Deans of Discipline and other teachers to foster positive and acceptable behaviours.

Restorative practices facilitate an increase in understanding of consequence and aids the rebuilding of relationships following a serious incident or situation. It also offers a framework in which staff can work with sensitivity and with progression with students who require support and structure in moderating their behaviour and in learning good interpersonal skills.

I – 12 Partnerships with Parents and the Wider Community

The Parents' Council in the school meets at least once a term and consists of elected parents to represent parents' voice in the school. The Parents' Council is consulted regularly on all relevant



policies that are under review. Our School Self-Evaluation process involves consultation with parents via online surveys, focusing on key themes such as their child's learning experiences, suggestions for school improvement etc. The data generated from parents' feedback helps inform decision-making for ongoing improvements in our planning process and in the implementation of change. Working in partnership with parents to plan for student wellbeing is central to its function. Each year parents assist with the organisation of events for students e.g. delivering workshops or helping with fundraising activities.

Partnership with the Local Community and National Support Organisations

The school has worked to establish close and supportive relationships with a broad spectrum of services in order to have the capacity to call on the expert assistance available, e.g. National Education Psychological Services (NEPS), National Council for Special Education (NCSE), Special Education Needs Organiser (SENO), Education Welfare Officer (EWO), TUSLA – Child and Family Agency, HSE Social Services, Carlow Regional Youth Services (CRYS), Child Adolescent Mental Health Services (CAMHS), Juvenile Liaison Officer (JLO) service, Garda Youth Diversion Programme workers, Transgender Equality Network (TENI), Kildare and Leighlin Diocesan Youth Service, HSE Children's Services Committee and a range of local and national businesses, (e.g. Microsoft DreamSpace, Wriggle, Merck Sharp and Dohme, local retailers and charities). The expertise and support of these organisations provide rich and valuable learning for our students and helps them to see a bigger picture, career paths and to experience professional supports which may be outside the capacity of the school itself.

Faith and Social Justice Engagement

Through the RE Department students are engaged in a number of social justice and fund-raising events throughout the year. These include raising student awareness on men's health through involvement in fund-raising for St Vincent de Paul through carol singing, engagement in the Young SVP, Christmas Food Appeal and the Shoebox Appeal. Engaging students in community development and support for the more vulnerable in society assists the development of awareness in our students. The local chaplain visits by invitation and is happy to meet with students and support their faith and spiritual formation. Students in Transition Year are afforded the opportunity to participate in both the John Paul II Programme and the Gaisce Programme and their achievements are recognised by formal awards upon completion. Work Experience in Transition Year exposes students to various working environments, some of which are of a charitable nature. We believe that outreach and community involvement enriches students' wellbeing and helps them to appreciate the goodness in their own lives and the importance of reaching out to others who may be in need of support.



Examples of Guidance-Related Activities for Wellbeing (Non-Timetabled)

Workshop / Event	Year Group	Date of Delivery	Hours
Study Skills	Third Year (Split into five groups)	September	2
Children of the Digital Age – Internet Safety	First Year	November	80 minutes
Children of the Digital Age – Internet Safety	Second Year	November	80 minutes
Children of the Digital Age – Internet Safety	Third Year	November	80 minutes
Study Skills	First Year	January	2.5
Study Skills	Second Year	January	2.5
DATs	Third Year	December	5
Subject Choice	Third Year (class delivery)	December and January	4
Subject Choice – Teacher Talks	Third Year and TY Library - lecture delivery	January	2
Incoming First Year Assessments	First Years	March	3.5
Guidance Meetings for Options after Junior Cycle and results of DATs and Probe Interest Assessment Discussion	Third Year 15mins – per student	March-April	15mins
Humourfit Drama Workshop (Anti-bullying)	First Year	April	1.5
Humourfit Drama Workshop (Anti-Drugs)	Second Year	April	1.5
Humourfit Drama Workshop (Mental Health)	Third Year	April	1.5
Total time of Junior Cycle Guidance-Related Activities:			30 hours, 15 minutes



Section J: Policy and Planning

In developing the policy and planning aspect of Wellbeing in the school, we have been mindful of the following principles:

- School policies are developed and reviewed in consultation with students, parents and staff,
- Policy documents are accessible on our school website and shared with students and parents,
- Policies are implemented with fairness and compassion,
- Appropriate planning time is allocated to Wellbeing, which is an important feature of whole-school and subject planning,
- Staff are supported if they wish to pursue Wellbeing CPD and encouraged to share their learning collaboratively as well as their resources with colleagues. Collaborative planning and review are also strongly promoted.

A comprehensive School Plan (2017-2021) has been prepared and is under implementation and review. The School Plan consists of a Permanent Section and a Developmental Section to reflect the ongoing structures and evolving nature of the school as a centre of learning. Ten priority areas for development are included in the School Plan, including the important area of Wellbeing.

The following wellbeing-related policies are implemented and under regular review:

- Acceptable Use Policy
- Admission Policy
- Anti-Bullying Policy
- Assessment and Reporting Policy
- Child Safeguarding Notification
- Child Safeguarding Statement and Risk Assessment
- Critical Incident Management Policy
- Data Protection Policy
- Digital Learning Plan
- Dignity at Work Policy and Code of Procedures
- Educational Tours Policy
- Newly Qualified Teacher Induction Policy
- Pastoral and Disciplinary Systems Policy (Code of Behaviour)
- Relationships and Sexuality Education Policy
- Safety and Health Policy
- Social Media Contract
- Social, Personal and Health Education Policy
- Special Educational Needs Inclusion Policy
- Substance Use Policy
- Whole-School Guidance Plan.

This Wellbeing Policy operates as an overarching policy which links a range of other policies within the school in the support and development of Student Wellbeing as has been outlined above. The school will continue to review individual policies on a rotating basis in accordance with our Policy Review Plan.



J – 1 School Self-Evaluation

The Developmental Section of our School Plan includes our School Improvement Plan and overview of our School Self-Evaluation process. It encompasses the work of the Board of Management and outlines the process and goals for supporting wellbeing in Presentation College.

The staff is currently following an implementation strategy based on the SIP/SSE model in relation to supporting ‘Wellbeing’ in the school in three broad stages:

- 2017/18 – review, consultation, survey and data-gathering,
- 2018/19 - policy development, programme planning and initial implementation
- 2019-21 – implementation, review and evaluation.

The process of developing the Wellbeing Programme follows the six-step procedure outlined in the School Self-Evaluation guidelines:



We are cognisant of the necessity to continually follow this cycle in all aspects of SSE, with particular reference to Wellbeing,

The voices of all partners in education have informed the design and contents of our Wellbeing Programme. Teachers’ voices have positively shaped the Wellbeing Programme from the outset through working group consultations, online surveys and discussion at Staff Meetings. The process of consultation and curriculum planning has included whole-staff consultations, School Self-Evaluation, Guidance and SPHE Planning as well as Wellbeing Planning Team meetings. A dedicated Post of Responsibility (AP II) was created in 2018-2019 to oversee the co-ordination of the Wellbeing Programme in the school. Students’ voices have informed the Wellbeing Programme through meetings with the Student Council and student online surveys and focus group discussions. Parents are consulted through online surveys and consultation through the Parents’ Council. We use data gathered and feedback to inform the curricular plan for Wellbeing.



J – 2 Subject and Whole-School Planning

All elements of this policy are reviewed periodically, through informal student feedback on input from guest speakers, programmes and activities, by online surveys and focus group discussions.

The Board of Management is committed to building staff capacity in the delivery of a Wellbeing Programme and in supporting Wellbeing through the facilitation of teachers' attendance at suitable CPD and planning time.

Since September 2019 the following CPD actions have been implemented to help develop our school Wellbeing Policy and future endeavours:

- Whole-Staff Wellbeing Professional Development was provided on various occasions as follows:
 - Suzanne Graham, PDST (addressing Staff Wellbeing),
 - Junior Cycle Wellbeing Team (addressing Introduction to Wellbeing at Junior Cycle),
 - Super-Generation CPD (addressing teaching Wellbeing at Senior Cycle),
 - John Doran, Independent Wellbeing Facilitator – whole-staff CPD (addressing the importance of Staff and Student Wellbeing),
 - John Doran – Optional Wellbeing Workshop for Staff (Croke Park Hours).
- Staff identified Wellbeing as a planning priority area for School Self-Evaluation and further planning in the 2017-18 school year,
- A Staff Consultation/Review on Students' Wellbeing and Guidance Needs was conducted,
- A Wellbeing Team has been established to act as a Working Group and help in the planning process towards Whole-School Wellbeing,
- An AP II Post of Responsibility has been established to coordinate Wellbeing and Ethos in the school (December 2018),
- A subject-planning template and template scheme of work have been supplied to all teachers to help them integrate planning for Wellbeing in their subject areas. Subject departments are asked to identify and discuss how they envisage the Wellbeing indicators are being addressed within the subject area and take due cognisance of this in teaching, learning, assessment and reporting,
- A Student Council has been re-established to consider Student Voice in the area of Wellbeing and other areas.
- A Mental Health group (Headstrong) has been established by the Guidance Department, in part to further include Student Voice in the planning and activities of Wellbeing.
- Staff Surveys have been conducted online with Staff, as per Appendices D and H in the Junior Cycle Wellbeing Guidelines. Data has been generated and a working group involving the Guidance Department, Wellbeing Coordinator, SPHE Coordinator and Senior Management has given consideration to the data in planning the Wellbeing Programme (meeting held in February 2019).
- Our Whole-School Guidance Plan has been reviewed and updated with a view to include further planning for Wellbeing in the years ahead.
- At two Staff Meetings in March 2019 and May 2019 the Junior Cycle curriculum was given consideration by Management and Staff, and teachers will have an opportunity to input into the suggested timetabling arrangements for Junior Cycle subjects, including the area of Wellbeing.
- The Wellbeing Team met with School Management to discuss and plan for the structured programme of Wellbeing from 2019-2020 onwards.



- The Wellbeing Coordinator met with the Subject Coordinators of SPHE, CSPE, PE, Computer Studies and Guidance for consultation purposes on Wellbeing planning, and to oversee the application of Appendix I of the Wellbeing Guidelines (see Appendix I below) for each of the Subject Areas (Template to Support Schools in Planning Shorter Units of Learning in Wellbeing),
- Parents were consulted on the planning for the Wellbeing Programme via the Parents' Council and via an online survey (March 2020),
- The Wellbeing Programme will be drawn up with input from Staff, Students and Parents and overseen by the Wellbeing Coordinator who will liaise throughout with School Management, the Guidance Counsellors and other relevant stakeholders.

K - Ratification, Implementation and Review

The Wellbeing Policy, as ratified by the Board of Management, will be implemented by the staff in a spirit of collegiality and collaboration, within the context and spirit of School Self-Evaluation and School Improvement. The policy, practices and implementation of the policy will be kept under review and informed by relevant updated data elicited from students, staff and parents. Improvements will be implemented, monitored and evaluated, as per the School Self-Evaluation cycle.

This policy has been ratified by the Board of Management on 30th April 2020.

Signature of Chairperson: _____

For and on behalf of the Board of Management

Date of next review: April 2021



Appendix I

Wellbeing Guidelines, Appendix I

Appendix I: Template to support schools in planning shorter units of learning in Wellbeing

<p>Title of unit: First Year Induction</p>	<p>Duration: 20 hours aprox and 5 hour bonding day=25 hours Week 1- 8 hours Week 2- Week 21 (18 wks X 40 mins =12 hours)</p>
<p>Aim of the unit To provide students with tools and skills to successfully transition to Post Primary</p>	
<p>Links The following tables show how First Year Induction may be linked to the central features of learning and teaching in junior cycle.</p>	
<p>Statement of learning</p>	<p>Example of related learning in the unit</p>
<p>SOL 7 7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts</p>	<p>Myself: traits, skills, hobbies, interests, challenges Communication: team building, listening , speaking Friendship formation, school anti – bullying charter, RAK acts,</p>
<p>SOL 11 11. takes action to safeguard and promote her/his wellbeing and that of others</p>	<p>New Surroundings and Change Coping with the challenges of a new school environment and structure of day.</p>
<p>SOL 5 5. has an awareness of personal values and an understanding of the process of moral decision making</p>	<p>Goal Setting Behaviour and skills for success, rules, routines, respect.</p>



Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident	Making new friends- Activity- Who is It, Taking Ownership. Bonding Day booklet and activities
Working with others	Develop good relationships Dealing with conflict	Coping with Change, Stress Management, Anxiety Activity- The Card Tower, Taking Ownership
Managing Myself	Knowing Myself Setting and Achieving Personal Goals	Activity: Finding my way Activity: multiple intelligences Goal setting and tracking Skills for Learning
Communicating	Listening and expressing	Behaviour skills for success including rules and routines. Communications exercise 4,5,6,7.

The wellbeing indicators make explicit what is important learning in Wellbeing.

Suggested Learning outcomes

- At the end of this unit, students will be able to...
- Recognise their own ways of learning and their learning habits, interests, strengths and weaknesses- **Aware**
- Recognise their own wellbeing journey and that of others- **Connected**
- Be able to goal set and track their progress- **Resilient**
- Recognise skills, attitudes and values of friendship- **Respected**
- Appreciate individuality my own and others- **Responsible**
- Understand what effective communication is including listening and speaking- **Respected, Connected**



Assessment

Students will show evidence of their learning when they...

Reflect on what they have learned about wellbeing and for wellbeing using reflection journal
Recognise the wellbeing indicators that students are making the most progress in
Recognise the indicators that need more attention
Use appendix E and self-assessment

Useful resources, web links and community links

www.Toastmasters.org - Youth leadership

www.nbss.ie -Friends for Life Programme

www.juniorcycle.ie

www.jct.ie

www.youngsocialinnovators.ie

www.curriculumonline.ie

www.pdst.ie

www.sess.ie