

Coláiste Fionnchua

Mitchelstown



*Draft Wellbeing
Policy*

SCOPE OF THE CODE:

The policy is for students, parents/guardians, teachers and management of Coláiste Fionnchua, Mitchelstown, Co. Cork.

This policy should be read in conjunction with the School's Admission Policy, SEN Policy, Guidance Policy and The Code of Behaviour.

The purpose of this policy is to outline our approach to monitoring, encouraging and promoting student well-being through our set curriculum, co and extra-curricular activities along with our Pastoral Care structures.

RELATIONSHIP TO SCHOOL MISSION STATEMENT:

Mission Statement

'A caring learning community'

We provide an inclusive and respectful learning environment where students entrusted into our care can develop and reach their full academic and individual potential.

The Wellbeing Committee aims to lead the school community in the creation of an environment where;

"Coláiste Fionnchua students come to school because they feel safe, connected, supported, cared about and challenged. They will leave Coláiste Fionnchua proud, resilient, respected and respectful of others, able to be responsible for their actions and capable of building positive relationships with a range of people."

We aim to achieve our vision through;

- 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.*

CURRICULAR PROVISION

- From September 2020 Wellbeing will require a minimum of 400 hours timetabled engagement.*
- 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 four 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*

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.

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 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 INDICATORS

There are six indicators central to wellbeing;

- 1. Active*
- 2. Responsible*
- 3. Connected*
- 4. Resilient*
- 5. Respected*
- 6. Aware*

From September 2020 a poster displaying these indicators will be displayed in all classrooms.

GOALS OF THE 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 Fionnchua*
- *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 wellbeing

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

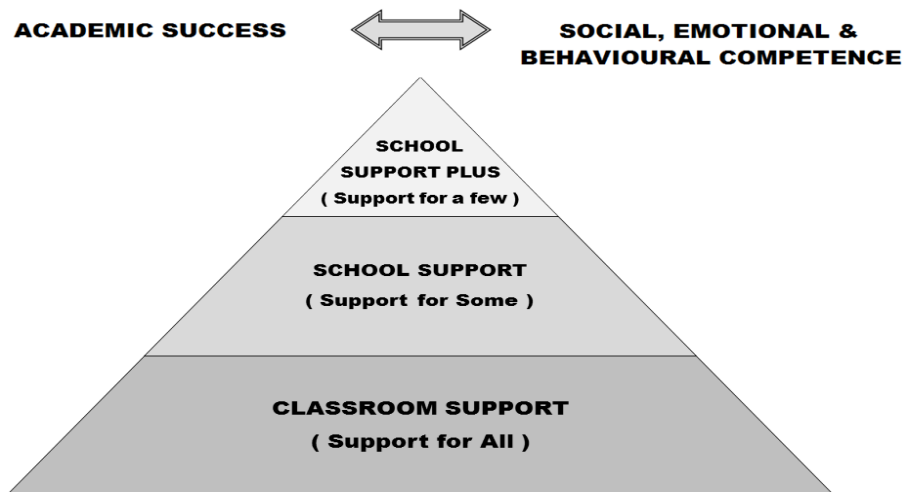
At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors 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 Behaviour for Learning programme, supported by the National Behaviour Support Service (NBSS). Furthermore, supports are available such as: proactive pastoral care team, SCP, 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 PPP (Personal Pupil Plan) and/or IBP (Individual Behaviour Plan).



Staff Wellbeing

Staff at Coláiste Fionnchua 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 upgraded to include more modern staff facilities and workrooms as well as subject relevant technology and software that is up to date. 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. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.

Coláiste Fionnchua 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 SharePoint, as well as participation in programmes such as Co Teaching, Magenta, Teaching & Learning for the 21st Century. The whole school email system and digital school calendar are used regularly to ensure 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.

Supporting & Promoting a Culture of Wellbeing in our School

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

- *The physical environment conveys a message of warmth, welcome and inclusion*
- *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.*
- *A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices*
- *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,*

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*

Wellbeing initiatives in Coláiste Fionnchua

- *Wellbeing Week: The aim of the annual health and wellbeing 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- 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 FAME Concert/TY Music & Drama/school service/graduation 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.*
- *School Library: Comfortable and welcoming environment. Open shelf policy*
- *Behaviour for Learning Programme*

- *Check and Connect Mentoring Programme.*
- *House system: rewards student achievements and builds a sense of community across the school.*
- *DEIS Wellbeing initiatives*
- *Homework Club & Study is available to all students.*
- *Free School Meals programme*
- *SNA student supports*
- *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 & Transfer programme from Primary to Secondary*
- *School Completion Programme – in school supports and initiatives*
- *Intercom: Used to acknowledge achievements and encourage students*
- *Media: Either digital or print formats highlight student and community achievement and progress*
- *Class/Year assembly & Tutor time: Held daily to support students*
- *Belonging Plus Programme: 40 minutes per week in 1st year*
- *Study seminars: Study skill seminars are organised annually to support and enhance student attainment/wellbeing*
- *Meditation & Mindful Mondays: Incorporated in Drop all and Teach activities/Ways to Wellbeing/Friends for Life/SPHE*
- *School Internal Supports: School Counselling Service/ Chaplain/Guidance Counsellor/Pastoral Care Team/Tutor/Yearhead*
- *School Tours: Allows students develop intercultural skills and enhance cultural awareness*

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

POLICY PROTOCOL

All elements of this policy are reviewed periodically, through informal student feedback on the speakers, programmes and activities, by questionnaires and small group discussions. The policy document will be formally reviewed every 24 months from the time of ratification. Ratified by the Board of Management: 00-00-00