



# **Coláiste Mhuire Co-Ed**



## **Wellbeing Policy**

**March 2018**

# Wellbeing Policy

This document was prepared by the Student Support Team on behalf of, and in consultation with, the Coláiste Mhuire Co-Ed Staff, Students, Parents and Board of Management.

## Our Vision

The Wellbeing Committee aims to lead the school community in the creation of an environment where; Coláiste Mhuire Co-Ed students want to come to school because they feel safe, connected, supported, cared about and challenged. They will leave Coláiste Mhuire Co-Ed 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 hope to foster a school environment whereby each student and staff member knows that they feel valued.

## STRUCTURE OF THE POLICY

### JUNIOR CYCLE WELLBEING

The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines, the aim of which is to support schools in 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 will begin 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.

### ACHIEVING OUR VISION

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.

### WELLBEING-an overview

Wellbeing is described as the state of being comfortable, healthy, resilient and happy. In Coláiste Mhuire Co-Ed we also believe that wellbeing is a balancing process between skills/resources and challenges. Our priority is the contentment and wellbeing of our staff and students as outlined in our mission statement. 'Coláiste Mhuire aspires to provide an inclusive education for all its students in a caring and supportive environment. The school aims to maximise the potential of all students'. The wellbeing in a school starts with the frontline staff and there is a commitment in Coláiste Mhuire Co-

Ed to promote the emotional and social wellbeing of all. It is the goal of the College to create a mutually respectful atmosphere between all individuals involved within our school including management, teachers, staff members, students, parents, & visitors. We recognise the importance of students having one good adult role model in their lives and seek to provide this within our school community.

#### CURRICULAR PROVISION

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

#### WELLBEING INDICATORS

There are six indicators central to wellbeing;

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

From September 2017 a poster displaying these indicators will be displayed in all classrooms.

#### **Wellbeing Week**

- The aim of the annual wellbeing week (formerly known as Active and Friendship week) is to create awareness around mental health, promote health and wellbeing, as well as adding to the positive atmosphere of the school. Ultimately it seeks to highlight what keeps us well, content and whole.
  - A sample timetable is attached in Appendix 1

#### **Health Promoting School**

- The school is a key setting for health promotion. Coláiste Mhuire Co-Ed is working toward becoming a "Health Promoting School". A HPS supports a whole school approach to promoting health and well-being. It strives to create an environment where positive relationships are fostered among students, staff, parents, guardians and the wider school community. There is a strong evidence base for engaging in the HPS process Ongoing

evaluations of the European Network of Health Promoting Schools (ENHPS) report the following outcomes:

- o Improved staff well-being
- o Better learning outcomes for students
- o A more coordinated approach to social, physical and environmental needs
- o Increased student self-esteem
- o Lowered incidence of bullying
- o School environment is safer and more secure
- o Better understanding of a school's health aims
- o Improved relationships within the school
- o More involvement of parents
- o Better use of external agencies.

In Coláiste Mhuire Co-Ed the themes are Healthy Eating and Positive Mental Health and 2018/2019 is the target for achieving the Flag.

We have achieved the Active Flag.

#### Extra and Co-Curricular Activities

- Music and Drama play an important role in the college with musical instruments, the music room and the option to join the school choir available to all students. Our annual Musical/school service/graduation service also gives students the opportunity to display their talent on an annual basis.
- The ability to plan effectively is a skill which can be of great practical value to students during their time at school, in their future studies and in the world of work. By encouraging students to get involved in enterprise activities teachers can help them to make informed decisions based on careful research and analysis. Through involvement in the college's Christmas Market and other enterprise initiatives students are facilitated in planning, setting up and running their own enterprise projects as vehicles of learning. It helps students to grasp real life skills associated with running a real enterprise including, working as part of a team, managing production and finances, organising a sales and marketing campaign and liaising directly with customers and the media.
- Subject related weeks such as Seachtain na Gaeilge, Maths week, Languages week and Science week help to build positive relationships, improve self-esteem and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many different 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. These weeks promote positive supportive relationships within the school and wider community.

The following activities also contribute to well being

- Library and Drop Everything and Read
- Mentoring Programmes such as Le Cheile

- Vocabulary Enrichment Programme
- Ninja Maths
- Transitioning programmes
- Belonging Plus
- Positive Week – back of diary
- Positive quotes on doors
- School Merit System for individual achievement
- Whole school Merit System
- Alert Programme
- FRIENDS
- Meditation and Yoga in PE and RE.
- Study Skills
- School Guidance Counsellor
- Foreign Trips-Annual trips develop student’s intercultural skills and cultural awareness. This allows students to develop their self-confidence and develop their coping skills, independence and self-awareness.
- Check & Connect and Focus In/Out
- All of these activities and more incorporate all of the six wellbeing indicators.
- Cycle against Suicide Ambassador School
- Reverse integration reach through the ASD programme and facility
- We are currently investigating Mindout .B and our guidance counsellor is getting training in same
- We have developed a whole school wellbeing programme including challenges called the ENERGY programme which will commence in September 2018

#### Links with other 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 staff.

#### ROLE OF THE YEAR HEAD

- Monitoring of academic progress.
- Implementation of code of behaviour which helps provide a safe space for all students
- Liaise with class tutors with regard to the progress of the students individually and class groups collectively. This is done in conjunction with a reporting sheet after each academic monitoring

period.

- Work within student support structures.
- 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, 'Coláiste Mhuire aspires to provide an inclusive education for all its students in a caring and supportive environment. The school aims to maximise the potential of all students'. 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.

To launch our wellbeing policy, we have focused on the area of respect and highlighted this with the introduction of our respect charter in all classrooms.

- R – Respond to others with kindness
- E – Establish friendships with classmates
- S - Share responsibilities
- P – Prepare for class
- E – Expect the best of yourself
- C – Co-operate with others
- T – Talk appropriately to peers and adults

### **Student Support Team**

Once concerns are identified, information is then gathered and a plan is created and reviewed in line with NEPs continuum of support. The support offered is broken into 3 categories as outlined below. (See Appendix 2 for more detail)

**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

**Support for Some** There is a more focused approach adopted with a number of 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) and FRIENDS through NEPS. Our student support team, SEN team and management team also contribute to supporting students in this area.

**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 an ISP (Individual Student Profile/Plan) and IBP (Individual Behaviour Plan). The details of the

development of these plans are outlined in the SEN policy of the school. In some cases, students under the care of the student support team will also have a student support file.

We have procedures to :

- Allow staff to refer students
- Notify staff, as appropriate, to the needs of students
- Ensure that students are aware of the work of the student support team

See the Student Support team policy for more on this area.

### **Staff Wellbeing**

Staff at Coláiste Mhuire Co-Ed work in a supported environment. Undoubtedly the nature of the role, in seeking to develop the whole person is hugely demanding.

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, through the agreed report and through contact from the Principal, Deputy Principal and Chair of the Board with individual members of staff. Management place great value on teachers contributions in our school.

Teacher based classrooms are in the majority and this has led to improved working conditions for staff. 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 and attend relevant CPD courses. Coláiste Mhuire Co-Ed 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 Google drive, as well as participation in programmes such as the Teaching & Learning for the 21st Century (TL21), ATS2020 and Erasmus +. Staff are encouraged to contribute to meeting agendas and during meetings. Staff are asked to give feedback and vote using google forms regularly. 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.

Teachers are supported in their role by fellow teachers, assistant principals (AP1 and AP2) and the Deputy Principal and Principal. Systems of reporting are in place to allow for reporting of issues. It is acknowledged that support is reciprocal; while school management support staff, staff also support management. As part of TETBs commitment to the wellbeing of our staff, a confidential Employee Assistance Service (EAS) is in place for staff. The EAS is available to support employees in resolving personal or work-related concerns, which are having an adverse effect on their physical and emotional wellbeing, their job, their relationships or their health and wellbeing .The Freephone Helpline Number is 1800 817 435 and the website is [www.employeefirst.ie](http://www.employeefirst.ie)

**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 48 months from the time of ratification.

Ratified by the Board of Management: 22 March 2018

## Appendix 1

	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.15-9.00	Tasty Brunch- Home Economics Room- Make your own smoothie bowls	Pancake Wednesday- Make your own pancakes for breakfast		FUN DAY
9.00-11.00	Anti- Bullying poster competition- 1st year students.	Sexual Health and Consent Talk- Sixth Years	Pilates- Helen Fahey- 2 <sup>nd</sup> years	FUN DAY
11.00-11.15	Meditation and Colouring / Arts and Crafts	Plant your own Fruit and Vegetables Decorate the Food Pyramid in the Home Economics Room	Try out some weird and wonderful fruit and vegetables.	FUN DAY
11.15-1.15	3 <sup>rd</sup> year- Meditation and Walk	Student Leaders- Place positive comments on all of the lockers.		FUN DAY
1.15-2.00	Make your own felt Easter Egg  Male Teachers/ Female Teachers against students match	Speaker In- Seamus Hennessy- Run for Josie Students encouraged to place their own positive comments on the wellbeing tree	Make your own Crème Egg Muffins- World Home Economics Day  Male Teachers/ Female Teachers against students match	FUN DAY
2.00-4.00/3.20	Limitations Talk- 2 <sup>nd</sup> years  Sexual Health and Consent Talk- TY and Fifth Yrs	Limitations Talk- 2 <sup>nd</sup> years	1 <sup>st</sup> year students- Easter Egg Hunt- Team Building	FUN DAY
After School			Cookery Club- Make your own healthy spice bag!	
Evening		Parents Information Evening		

Positive Quote Delivered over the Intercom every day by one of the Student leaders

## Appendix 2

<b>Promoting Well-Being in Coláiste Mhuire Co-Ed</b> <b>School supports for all -</b>		
<b>In School Supports - to provide the very best learning opportunities for all</b>		
<u>Policies &amp; Procedures</u>	<u>Whole School Supports</u>	Coordinated implementation of Wellbeing
Characteristic Spirit & Mission Statement	Leadership Team & Pastoral System Year Heads & Class Tutors	
Core Values, displayed, taught	Resource/Learning Support	1. CSPE
Welcoming, affirming & respectful atmosphere	Guidance Counsellor Service Home School Community Liaison	2. PE 3. SPHE
CDETB Code of Practice	Student Support team	• Student welfare & child protection
Partnership with Parents	SST Notice Board, Postbox and Email	• Sexual Orientation
Critical Incident (C.I.) Plan & Team	Whole School Planning/ Self-Evaluation	• Mental Health
School DEIS Plan	JCSP, TY & LCAP Programmes	• Substance Use
Whole School Guidance Plan	Music & P.E. Depts.	• Internet Safety
Anti-Bullying Policy	Extra-Curricular Activities	• Physical Health
SEN Policy	Breakfast, lunch and afterschool canteen	• Personal Safety
Substance policy	Student Council & School Clubs	
Student Support team policy	Attendance & Punctuality System	
HSCL policy		
<b>Teachers &amp; SNAs Role in Promoting Well-being</b>		
Support for All: Relationship is Key		Energy Programme :
One good adult training		1. E—Exercise
Encourage and Model "Energy" programme and challenges		2. N—Nutrition
Listen - listen more than talk/ give students time		3. E— Exhale/Inhale BREATHE
Recognise & Refer when students are struggling/ suffering—use referral form		4. R— Random Act of Kindness
<b>Student Support Team</b>		
Support for All		Support for All
Co-Ordination of supports in school		Presentative programmes
Input on Policies & Plans		
Reps on Critical Incident Team		
<b>SEN Dept. / Assessment Service</b>		
Support for All		Support for All
Co-ordination of whole-school learning support/ resource timetables		Co-ordination of SNAs timetables
Input on Policies & Plans (DEIS/SEN)		Staff support for SNAs
Attainment Testing - Academic Tracking		Staff support for all re: planning
Member of the Care Team		

## Guidance Counselling Service

Support for All

Whole-School Guidance Plan

Member of Student Support Team & Critical Incident Team

Support for All

Consultative Support

Promoting Well Being / Mental Health and Classroom Strategies

## BFL - Level 1: Whole School Positive Behaviour Support

Support for All

Support to assist school in developing and monitoring proactive and preventative systems, Programmes, policies and initiatives with respect to behaviour.

Member of Student Support Team

Positive Behaviour Strategy Team

Positive Merit System

Reach for the STARS

Transition programme (with HSCL)

Link with JCSP

Check & Connect

## HSCL

Support for All

Link between School & Home

Link with JCSP

Member of Care Team

Member of Attendance Team

Member of Deis Team

Child Protection / Welfare

Partnership with Parents

Home Visits

The Parent's Room

Parent Courses and Classes incl Parents Plus

Numeracy & Literacy Programmes

Supporting parents returning to college

Supporting parents with individual concerns,

Liaise with ....

Primary Schools

Secondary Schools

Local Agencies (Tyr's, Barnados, NEWB/TUSLA; SCP...)

## Outside Agencies

Support Agencies

TRYS

NEPS

National Parents Council

Parents Associations

ISPCC

HSE - Little Things Campaign

Support / Helplines

ChildLine 1800 666 666

Teenline 1800 833 634

Samaritans 116 123

Shine 1890 621 621

Aware 1890 303 302

Grow 1890 474 474

BODYWHYS 1890 200 444

Headsup - text: headsup 50424

Console 1800 201 890

Parentline 1890 927 277

Mental Health & Well-Being Websites

[www.childline.ie](http://www.childline.ie)

[www.jigsaw.ie](http://www.jigsaw.ie)

[www.yourmentalhealth.ie](http://www.yourmentalhealth.ie)

[www.mentalhealthireland.ie](http://www.mentalhealthireland.ie)

[www.headsup.ie](http://www.headsup.ie)

[www.spunout.ie](http://www.spunout.ie)

[www.reachout.ie](http://www.reachout.ie)

[www.theblackdog.net](http://www.theblackdog.net)

[www.grow.ie](http://www.grow.ie)

[www.teenbetween.ie](http://www.teenbetween.ie)

2

## Working Together to Support Well-Being in Coláiste Mhuire Co-Ed

### School Support for Some -

### Milder needs

#### In School Support

Support  
Guidance Counsellor  
Le Cheile Programme  
Links to youth, community and voluntary organisations  
Student and family involvement  
Alert & Move ment Matters programmes  
Headspace - Mind out health programme  
Talkabout self esteem programme  
Real U—SCP  
HSCL

#### HSCL

Support for Some  
Parent Courses-directing and facilitating participation  
Co-Ordinate and organise Presentations & Evenings on specialised topics/ issues for the school community  
Link with and attend YPAR-Interagency Network & Youth Mental Wellbeing Group meetings

#### Outside Agencies

Support  
AWARE Helpline, Teenline, Samaritans,  
HSE/TUSLA : Safe Talk and ASIST

#### Teacher & SNA's Role

Support for some  
Model and encourage ENERGY Programme (Self-Care)

- Listen - listen more than talk/ give students time/ don't jump to conclusions
- Recognise when students are struggling/ suffering
- Don't go beyond the boundaries of your role
- Refer to year head & Care Team
- Refer to management if urgent

#### SEN Dept. / Assessment Service

Support for some  
Application for RACE (JC & LC)  
Co-Ordinate & facilitate Resource periods: Groups/ 1 to 1  
Refer to NEPS

- Cognitive
- Emotional and Behavioural
- Combined (C,E&N)

Attainment Testing  
Links with and support Parents

#### Guidance Counselling Service

Support for some  
Guidance Classes  
Assessment/ Testing

#### BFL - Level 2

Targeted Intervention Behaviour Support  
Collaborates to develop behavioural programme  
Behaviour for learning programme  
Transitions Programme  
FRIENDS for life/ Why Try programme  
Check and Connect  
Catch up literacy/ ninja maths  
Rapid plus literacy programme  
Stopthink do- social skills programme  
Movement Matters & ALERT (OT) Programmes  
Mental Health—Talk about / Headspace

3

## School Support for Few -

## More Complex needs

### In School Supports

Support  
Referral Path ways to CAMHS (via GP) ~~Youthreach etc~~  
Learning/Behaviour/Emotional  
Special Needs Assistants Support  
Group/Individual support from Guidance Counsellor  
Focussed support for at risk students during CI response  
Le Cheile Programme  
HSCL, NBSS & Psych Service supports - See below

### Teacher & SNA's Roles

Support for Few  
Model and encourage ENERGY programme (Self care)

- Listen - listen more than talk/ give students time/ don't jump to conclusions
- Recognise when students are struggling/ suffering
- Don't go beyond the boundaries of your role
- Refer to year head & Care Team
- Refer to management if urgent

### SEN Dept. / Assessment Service

Support for few  
Individual care plans  
Referral to Outside Agencies  
1 to 1 support

- Social
- Emotional
- Numeracy
- Literacy

### Guidance Counselling Service

Support for Few  
1 to 1 work Career Guidance & Counselling Support  
CAO Application support (incl) DARE and HEAR  
Process referrals to outside agencies  
Liaise with outside agencies (e.g. ~~etc~~; CAMHS; )  
Parent work/support

### BFL - Level 3

Intensive, individual behaviour for learning programme  
FRIENDS for life, Why Try Programme/ Check and Connect  
Catch up literacy/  
Rapid plus literacy programme/ MM & ALERT programmes  
Speech and language support  
Anger Management—Seeing Red Programme  
Behaviour for learning skills (e.g. organisational ~~skills time~~)

### HSCL

Support for Few  
Home visits  
Supporting parents to return to education  
Supporting Parents to engage with outside agencies for family support  
School meetings

### Outside Agencies

Counselling/ Treatment  
Counselling Via GP/ Health Centre  
CAMHS  
Primary Care Services  
Substance Abuse Services:  
Pieta House  
Teen Counselling  
OASIS; D EORA Project as part of Oasis Counselling service  
~~Barndollar~~  
Irish Childhood Bereavement Network  
CARI; National Counselling Service  
ALATEEN  
~~Belong To~~; Shout Out

This is a map of our student support services here in Coláiste Mhuire Co-Ed. Some elements are part of our DEIS and Well-Being plans for 2017-2018. Every effort was made to ensure the information on this map is accurate. Many thanks and more power to all who contribute to promoting well-being in Coláiste Mhuire Co-Ed

This map will be updated yearly so do let us know if any information is missing or incorrect. Many thanks.