



Coláiste Mhuire Co-Ed



2020 WELLBEING POLICY



etb

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

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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 is being delivered at 400 hours to 1st and 2nd years (20/21) and will be delivered at 400 hours in all Junior Cycle years going forward.

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 at least one good adult role model in their lives and seek to provide this within our school community.

Curricular Provision

- From September 2020 wellbeing will require a minimum of 400 hours.
- 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

A poster displaying these indicators is displayed throughout the school.

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.

Health Promoting School

The school is a key setting for health promotion. Coláiste Mhuire Co-Ed is 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:

- Improved staff well-being
- Better learning outcomes for students
- A more coordinated approach to social, physical and environmental needs
- Increased student self-esteem

- Lowered incidence of bullying
- School environment is safer and more secure
- Better understanding of a school's health aims
- Improved relationships within the school
- More involvement of parents
- Better use of external agencies.

In Coláiste Mhuire Co-Ed the themes we achieved our HPS status for are Healthy Eating and Positive Mental Health

We have also 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 and competitions such as Young Scientist, Global Passport help to build positive relationships, improve self-esteem and develop transferable skills. The school also promotes Mental Health Week and College Awareness Week. All of this contributes 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 wellbeing:

- Library and Drop Everything and Read
- Mentoring Programmes such as Le Chéile
- Vocabulary Enrichment Programme
- Build up Maths
- Transitioning programmes
- Belonging Plus
- ENERGY Programme – a school devised evidence-based programme
- 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 Counsellors
- 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
- Cycle against Suicide Ambassador School
- Reverse integration reach through the ASD programme and facility
- Mindout Wellbeing for Senior Cycle
- B Mindfulness Programme for Junior Cycle

Links with other policies

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

Parental Role in Wellbeing

Coláiste Mhuire recognises that parents have a central role to play in supporting their child's wellbeing. Parents are asked to support their child's wellbeing proactively by:

- Talking about feelings with your child.
- Actively listening to your child.
- Encouraging your child to mix with other children.
- Encourage and engage with the physical activity requirements of your child.
- Encourage and facilitate your child to learn, as well as try new things.
- Encourage an optimistic outlook by pinpointing the abilities of your child and being positive about the environment around them.
- Encourage your child to participate in target setting which is realistic and working with your child/their year head to ensure they are realising their academic potential in line with the school mission statement
- Provide a safe and secure physical environment for your child.
- Encourage your child take part in school-based activities such as sport, music, ENERGY challenges etc.
- Letting the year head know if the child needs additional supports
- Parents are invited to a Wellbeing evening in the school once a year where they undertake tasks associated with the whole-school ENERGY Programme. On this evening, parents may learn new activities such as physical exercises and meditation which they are encouraged to continue to do at home with their children. Parents are also asked to support their children when they undertake the ENERGY programme throughout the school year at home after school.
 - Parent to encourage a neat and up to date school diary so that students gain a sense of fulfilment and self-worth.

- Parents to encourage a neat and tidy uniform and appearance as this will also add to self esteem

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.

A Respect Charter is displayed throughout the school

- 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 1 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, (ii) promotion of an understanding of and commitment to wellbeing (iii) 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.

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), Subject Associations 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. **Spectrum.Life** has been awarded the new **Employee Assistance Service (EAS)** contract, replacing Inspire Wellbeing.

The EAS is a **24/7 free and confidential support service** designed to assist individuals in dealing more effectively with any personal or work-related problems they might be facing and is **available to all TETB staff**.

Free Phone: 1800 411 057 SMS & WhatsApp: Text 'Hi' to 087 369 0010 Email: eap@spectrum.life Register for your wellbeing app Register Link: <https://wellbeingtogether.spectrum.life/login>

If you have any further queries please contact the Human Resources Department on 052 612 1067 or by email: hr@tipperaryetb.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.

Appendix 1

Promoting Well-Being in Coláiste Mhuire Co-Ed		
School supports for all -		
In School Supports - to provide the very best learning opportunities for all		
<u>Policies & 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
CDET 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/ SelfEvaluation	• Mental Health
School DEIS Plan	JCSP, TY & LCA 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		
Teachers & SNAs Role in Promoting Well-being		
<p>Support for All: Relationship is Key</p> <p>One good adult training</p> <p>Encourage and Model "Energy" programme and challenges</p> <p>Listen - listen more than talk/ give students time</p> <p>Recognise & Refer when students are struggling/ suffering—use referral form</p>	<p>Energy Programme :</p> <ol style="list-style-type: none"> 1. E—Exercise 2. N—Nutrition 3. E— Exhale/Inhale BREATHE 4. R— Random Act of Kindness 	
Student Support Team		
<p>Support for All</p> <p>Co-Ordination of supports in school</p> <p>Input on Policies & Plans</p> <p>Reps on Critical Incident Team</p>	<p>Support for All</p> <p>Presentative programmes</p>	
SEN Dept. / Assessment Service		
<p>Support for All</p> <p>Co-ordination of whole-school learning support/ resource timetables</p> <p>Input on Policies & Plans (DEIS/SEN)</p> <p>Attainment Testing - Academic Tracking</p> <p>Member of the Care Team</p>	<p>Support for All</p> <p>Co-ordination of SNAs timetables</p> <p>Staff support for SNAs</p> <p>Staff support for all re: planning</p>	1

School Support for Few -

More Complex needs

In School Supports

Support
Referral Pathways 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. Aisling; 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
Barron Ryan
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.