

Wellbeing & Student Support Policy



Coláiste
Bhaile Chláir

**ADOPTED BY THE BOARD OF
MANAGEMENT**

**THIS POLICY HAS BEEN PREPARED IN CONSULTATION WITH PARENTS, STUDENTS,
STAFF, THE BOARD OF MANAGEMENT AND GALWAY AND ROSCOMMON
EDUCATION AND TRAINING BOARD**

Section 1

Introduction

This area of learning will provide learning opportunities that enhance the physical, mental, emotional and social wellbeing of students, and will enable students to build life skills and develop a strong sense of connectedness to the school and to their community. This area of learning will make the school's commitment to wellbeing visible to students.

Childhood can be seen as a process of 'well-becoming', where young people are gaining knowledge, skills, values and attitudes that will sustain them throughout their lives. This is a life-long journey but one where schools play an important part. The goal for wellbeing is human flourishing this rests on five pillars:

- Positive emotion
- Engagement
- Relationships
- Meaning
- Accomplishment.

When children and young people are 'flourishing', they are not only curious and eager to learn, they are:

- 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

Schools have a central role to play in supporting and promoting students' learning *about* wellbeing and *for* wellbeing. They learn about wellbeing through specific areas of the curriculum and various wellbeing events and initiatives that are organised to develop awareness, knowledge and skills about wellbeing. They learn for wellbeing when their whole experience of school life and all day-to-day interactions both within and beyond the classroom are respectful and caring.

Thinking about learning for wellbeing requires that we consider not only what students learn but also how they learn it. Learning for wellbeing not only happens in specific subject areas but can be nurtured in all subjects and all teachers.

Professor Katherine Weare (2015) summarises some key factors that contribute to supporting learning about and for wellbeing in schools. These include:

- A whole school approach which encompasses and mobilises the totality of school experience to promote wellbeing and address mental health issues
- A positive and universal focus on wellbeing which emphasises strengths and capacities rather than a focus on mental ill health, problems and weaknesses
- Supportive school and classroom climate and ethos
- The promotion of staff wellbeing because wellbeing in schools starts with the staff
- Professional learning and staff development.

Weare, K. (2015) What works in promoting social and emotional well-being and responding to mental health problems in schools? Advice for Schools and Framework Document. Partnership for Well-being and Mental Health in Schools

1.1 Policy Context

The inclusion of wellbeing as an area of learning is in keeping with the Government's policy framework *Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-2020*. This sets out a vision and outcomes which all government departments and agencies, statutory services and the voluntary and community sectors will work towards, to enhance children's wellbeing. These guidelines contribute to this vision of schools as places where the rights of children and young people are respected, protected and fulfilled; *where their voices are heard and where they are supported to realise their potential now and in the future.*



Wellbeing has also been afforded increasing attention in education policy in recent times. The Department of Health and Children and the Department of Education and Youth have initiated and supported a range of initiatives aimed at promoting health and wellbeing in schools, such as the Framework for Developing a Health Promoting School, the Guidelines for Mental Health Promotion, guidelines for responding to critical incidents in school, and the Active School Flag, to name but a few. These and other initiatives have made a significant contribution to the growing awareness of how schools can promote health and wellbeing.

1.2 What is Wellbeing in Our School

The following definition, adapted from the WHO (2001) aims to take account of the multi-dimensional nature of wellbeing encompassing social, emotional, spiritual, intellectual, environmental and physical wellbeing

In Coláiste Bhaile Chláir we view that wellbeing is present when all community members realise their abilities, can cope with the stresses of life, have a positive and successful experience of learning and have a sense of purpose and belonging to a wider community.

As we come to a shared understanding and vision of wellbeing it is imperative that everyone sees themselves as having a role and responsibility in supporting students' wellbeing. This is in line with the Healthy Ireland Framework which sets out a vision of:

a healthy Ireland where everyone can enjoy physical and mental health and wellbeing to their full potential, where wellbeing is valued and supported at every level of society, and is everyone's responsibility.

While every teacher can support student wellbeing, it is further enhanced when important aspects of wellbeing are the subject of learning and teaching in specific curriculum areas and are allocated specific time. For this reason, the NCCA and DES Guidelines place a strong emphasis on the role that Physical Education (PE), Social, Personal and Healthy Education (SPHE), Civic, Social and Political Education (CSPE) and Guidance can play in supporting learning about wellbeing and learning for their wellbeing.

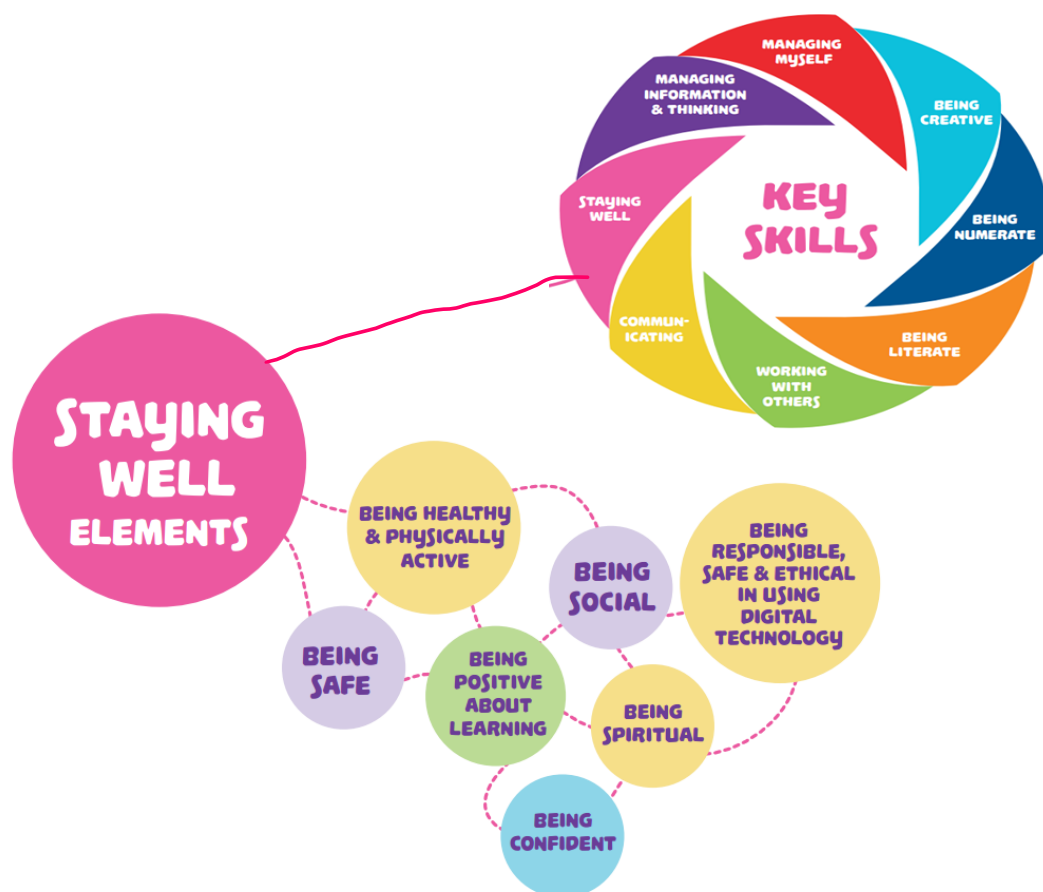
Other subjects can also make an important contribution to wellbeing. Links can be made with Art, Music, Home Economics, English, Geography and Personal Development in our first-year programme.

1.3 Statements of Learning & Key Skills

The 24 Statements of Learning included in the Framework, along with the principles, are central to planning for the students' experience of the school's junior cycle programme. A few of the statements of learning relate explicitly to wellbeing, including:

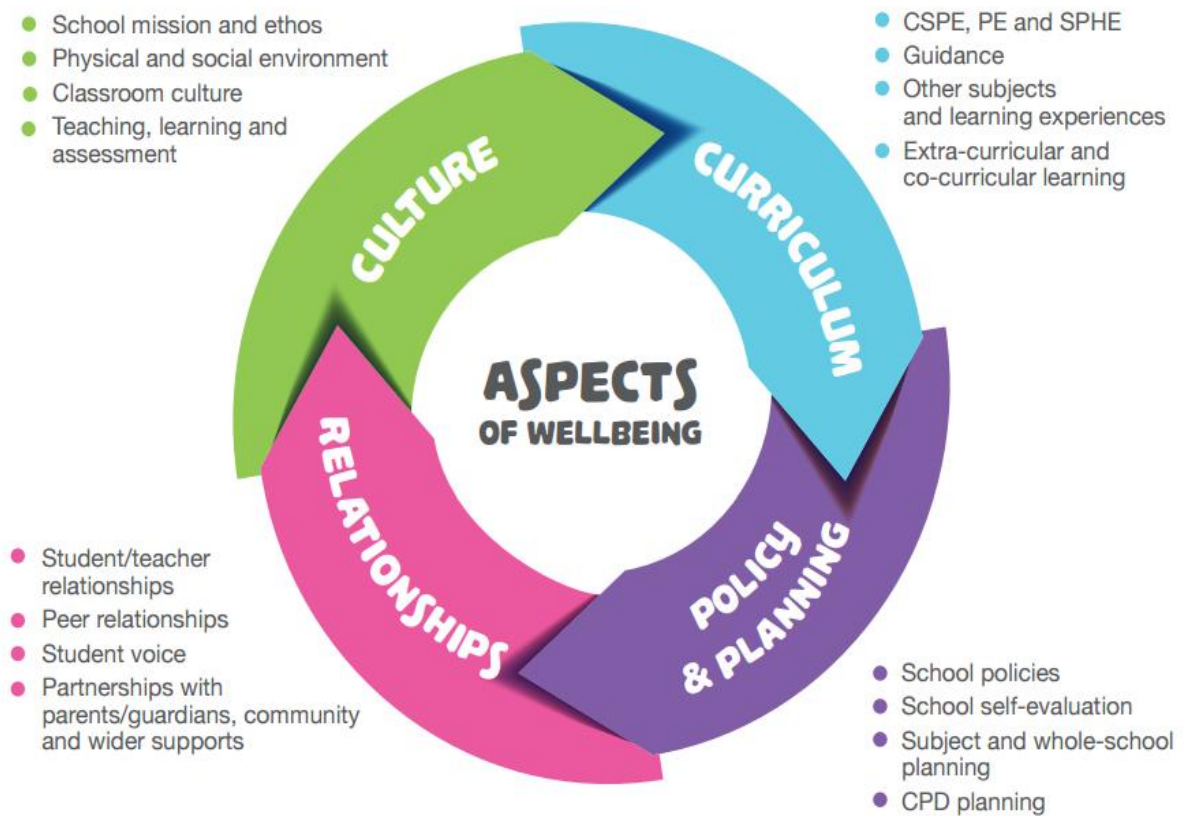
- The student has an awareness of personal values and an understanding of the process of moral decision making (SOL 5)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL 7)
- The student has the awareness, knowledge, skills, values 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)

The statements, and the principles, provide the basis for planning and evaluating all junior cycle school programmes. The promotion of key skills within teaching and learning also has an important part to play in supporting student wellbeing. When teachers plan skills rich lessons, students are more actively engaged in their learning, feel more positive about learning and take more responsibility for their learning. Many of the positive dispositions associated with student wellbeing are fostered through the conscious development of key skills in the classroom. While the key skill of Staying Well is most directly relevant to wellbeing, all the key skills can contribute to this area.



1.4 Four Aspects of Wellbeing

Planning for wellbeing involves consideration of these aspects – Culture, Relationships, Policy and Planning and the Curriculum.



Section 2

Culture

Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole school approach. This means looking at structures, experiences, resources and other elements that the whole school community can provide to enhance young people's sense of wellbeing.

2.1 Classroom Culture

'All of us need one good adult in our corner. This is someone in our lives who gets us, who listens to us and who believes in our potential.' Dr Tony Bates

Often a teacher can be 'that one good adult'. Therefore, the importance of small, everyday acts of kindness, interest, consideration and positivity cannot be underestimated. These dimensions of relationships and interactions communicate to students that they are recognised, cared for, valued and listened to and thereby contribute significantly to the student's feeling of wellbeing.

In CBC our vision is that "Together We Will Achieve" where students, parents, school staff and the community will empower students to achieve their personal excellence.

Our mission is "We care, develop, praise and believe by

- Committing to creating a caring environment, to fostering respect for self, for others and our community,
- We aim to help each member of the school community to develop fully, to praise student achievements, efforts and to provide students with the skills that they need to meet life's challenges with confidence and belief through empowerment and personal responsibility.

2.2 School Vision, Mission and Ethos

Everyone within each school shares the responsibility for creating a positive ethos and climate of respect and care – one in which everyone can make a positive contribution to the wellbeing of everyone within the school and to the wider community.

In CBC we: have developed our vision, mission and ethos through consultation with the whole school community over the years as we have grown as a school.

Our **Vision** of

Together We Will Achieve

Together with students, parents, the community and all school staff we will be the very best we can be by **achieving personal excellence**

Emphasises the important role that the entire school community plays in the development of the young people who are placed in our care and pass through our door each day.

We will achieve our vision through living out our **Mission statement**:

We care, develop, praise and believe

- We are committed to creating a **caring** environment, to fostering **respect** for self, for others and our community,
- We aim to help each member of the school community to **develop** fully, to praise students' achievements and to provide students with the skills that they need to meet life's challenges with **confidence** and **belief** through **empowerment and personal responsibility**

All of this is lived out through the development of our core values in everything that we do

Values

As a school community we have high expectations that are expressed through how we live out our shared core values, which are

- **Excellence in Education**
- **Care**
- **Equality**
- **Community and**
- **Respect**



2.3 Staff Wellbeing

Wellbeing in our school starts with the whole school staff. They are in the front line of work and an integral role model to students in how they self-care and care for others in the school community. The teachers at CBC are hugely committed to their students. This is evident through our Pastoral student support system, day-to-day interactions in classrooms, guidance counsellors, teachers who take extra curricular activities such as sports teams, music groups, lunch time and a whole variety of extra and co-curricular activities.

All are working to try to ensure that our students receive the support, encouragement, praise and guidance to success and thrive in school.

The Teaching Council recognizes *'the importance of care of self so as to be able to care for others and, in that context, teachers' well-being is vital if they are to effectively lead learning, and support and facilitate students in this endeavor'* Cosán p.18

Teacher wellbeing is shaped by individual, relational and contextual factors. At an individual level, teacher wellbeing is concerned with a need for autonomy, having a sense of competence, a capacity for emotional intelligence, a positive attitude and a healthy work-life balance.

In **CBC we:**

- Encourage continuous personal reflection on what is working well in each class
- Provide and encourage teachers to attend CPD in their subject areas and different curricular initiatives

At a relational level, the quality of staff student interactions and positive professional working relationships have been identified as essential for teacher wellbeing.

In **CBC we:**

- Encourage and facilitate regular subject and program meetings to share best practice and to work together in a collegial way
- Encourage all staff and students to become involved in co and extracurricular activities
- Praise and acknowledge the work of both staff and students at every opportunity
- Ensure the staffroom is open to all staff members not just teaching staff
- Encourage all staff members to attend regular staff development outings
- Create a staff social committee for events to foster greater connections and relationships within staff
- Week overview on noticeboard in staffroom of daily events
- Survey staff termly, individually and/or collectively, formally and/or informally, and our actions for staff wellbeing are created from this.
- T&L coordinator informs staff regularly of relevant workshops to upskill in relation to wellbeing and subject CPD.
- Guest Speakers yearly to promote staff wellbeing
- Provide staff with access to supports through Spectrum Life and through the EAS - Employee Assistance Programme.

Teachers are offered professional development to ensure that they have a deep conceptual understanding of wellbeing and are confident in using the pedagogical approaches that are known to support and build students' wellbeing. This is important because their personal

understanding and values influence how they care for their own wellbeing and that of their students. In this context it is true that 'we teach who we are.

2.4 Teaching, Learning & Assessment

Teachers play a particularly important role in raising children's self-esteem, motivation and confidence by the way they organise teaching, learning and assessment in the classroom.

Given that students spend most of their day in class, the day-to-day experience of teaching and learning within the classroom probably provides the greatest opportunity to contribute to student wellbeing. Wellbeing is supported through learning, teaching and assessment that helps students feel confident, connected and actively engaged in their learning.

Junior cycle key skills provide an important basis for developing students' skills in areas that are critically important for wellbeing: Managing myself, Staying well, Being creative, Managing information and thinking, Communicating and Working with others.

Research with teachers has found that learning and teaching methodologies associated with developing key skills can help students feel more confident, connected and actively engaged in their learning.

In CBC we

- Use a variety of teaching and learning strategies developed through our Staff CPD Plan and through dissemination of exemplary practice at staff and subject department meetings
- The fostering of greater student autonomy as they are central part of the feedback of results through the whole school feedback lesson and attending student parent teacher meetings
- Engage students in conversations about their learning through focus groups, in class, through the student council and through class and whole school surveys
- Focus on collaborative learning strategies and peer teaching
- Use a variety of assessment approaches such as projects, presentations, self and peer and assessment
- Provide regular feedback and give opportunities to reflect on learning, set goals and review progress
- Whole school prep initiative which fosters greater responsibility for the student and encourages positive classroom environment

Because it is the responsibility of every teacher to contribute to learning and development in this area, all staff **in CBC are expected to be proactive in:**

- Promoting a learning climate in which children and young people feel safe and secure and which respects and develops children's rights and wellbeing.
- Establishing open, positive, supportive relationships across the school community, where young people feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives.
- Modelling behaviour which promotes wellbeing for all.

2.5 Expectations and Beliefs and Wellbeing

Learning involves the construction of one's identity as well as the acquisition of knowledge and skills. In this context, students' identities and beliefs about themselves are significantly impacted by the values, assumptions and beliefs about learning that both they and their teachers bring to the classroom.

Carol Dweck's research has demonstrated the powerful effect of a growth mindset and a fixed mindset view of intelligence. A fixed mindset assumes that our intelligence and creative abilities are static givens which we cannot change to any significant degree, and success is the affirmation of inherent intelligence. A growth mindset is based on the belief that although people may differ in their initial talents and aptitudes, interests, or temperaments, everyone can change and grow through effort and experience. Accordingly, everyone has the potential to grow in intelligence and in ability.

A growth mindset thrives on challenge and sees mistakes and failure, not as evidence of lack of intelligence, but as a source of learning.

To ensure that all students continue to improve and engage with their learning,

In CBC we:

- Encourage a growth mindset through positive reinforcement both inside and outside the classroom
- Each student is encouraged to identify their strengths and areas for improvement after each whole school assessment. Teachers are also encouraged to take this approach for all class-based assessments.
- A restorative practice approach is taken to incidents of misbehavior with a focus on how students can improve their behaviour in school to succeed and thrive.
- We have high expectations for all students
- Students are encouraged to talk about their learning experiences with subject teachers and their analysis of cover sheets and target setting for their next exams.
- Students are recognized for their academic, sporting and all extra-curricular and co-curricular activities through end of year awards, recognition at assemblies and through the schools' social media and news channels
- Students are also recognised for displaying school values such as friendship, respect, courage, and determination with the school focusing on effort not result. These are done via the Ceannaireacht programme, Positive merits online and Cárta Phoist sent home by teachers.

2.6 The Physical and Social Environment

The physical environment of the school matters to students' experience of wellbeing.

"Each school has a distinctive atmosphere which usually reflects the extent to which the school takes care of the social, emotional and physical needs of those who learn, work and visit."

Research shows that the cleanliness and orderliness and general 'feel' of school buildings has been shown to influence student behaviour and engagement with their learning. It is important that schools ensure that the physical environment is clean and well maintained with good ventilation and light. Where possible, schools should provide facilities such as social/meeting spaces, a quiet room, pleasant outside areas and access to sports facilities.

In CBC we:

- Have developed a quiet space for meditation, Yoga and a place for students to escape the busyness of school life, we also have a Cubbie for quiet reflection and time out.
- We encourage our Healthy Eating Policy in the school to promote physical wellbeing.
- Healthy Meals are available in the school canteen.
- Litter pickup is encouraged in all year groups.
- All students and staff play a role in classroom clean-up each day.
- Student Mural design is encouraged and facilitated throughout the school with a plan for inspirational professional murals on corridors.
- The school has playing courts and access to local pitches and gyms.
- All students are encouraged to participate in sports activities and other extra-curricular activities to facilitate a healthy lifestyle and social and personal development.
- Students Artwork displayed around the school to promote pride in their work and environment.
- Additional collaboration spaces developed in areas for student to relax in.

Section 3

Relationships

Much of the research concludes that positive relationships between teachers and students, and students and their peers, along with a sense of connectedness, are the key influences on a student's sense of wellbeing while in school.

A sense of belonging to the school environment is an established protective factor for child and adolescent health, education, and social wellbeing

(NSW Dept. of Ed & Communities 2015)

3.1 Positive Relationships

Connectedness is realised and promoted through the quality of relationships experienced within the school environment and through the values and school culture experienced on a day-to-day basis. In this context, wellbeing can not only be taught through explicit curriculum components but can be modelled by those working in the school as they show care, respect and consideration in their interactions with students.

Everyone within each school, regardless of the level and frequency of contact they have with young people, shares the responsibility for creating a positive ethos and climate of respect and care – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and to the wider community.

'All of us need one good adult in our corner. This is someone in our lives who gets us, who listens to us and who believes in our potential.' Dr Tony Bates

Often a teacher can be 'that one good adult'. Therefore, the importance of small, everyday acts of kindness, interest, consideration and positivity cannot be underestimated. These dimensions of relationships and interactions communicate to students that they are recognised, cared for, valued and listened to and thereby contribute significantly to the student's feeling of wellbeing.

In CBC we promote the development of positive relationships by:

- Induction Program with First Years
- Head Boys and Head Girls are nominated by teachers and peers every year in Leaving Cert, they are supported and encouraged to develop their leadership skills across the school community
- Cairdeas Leadership Program which fosters connection with first years and senior students developing sense of connectedness and belonging to the school community.
- Social & Games Club during morning & lunchtimes: This space allows students who are feeling less confident and a little lost to go to quieter space to get to know other students
- Friendship & Wellbeing Days: These days foster relationship building, looking after their mental health of themselves and others.
- Student Council: Students having a voice in the school is important in building and fostering a supportive school community.
- PT Meetings; Students attend this with their parents

- Assessment for Learning which promotes student taking responsibility for their learning
- Students & Staff surveyed to assess their needs and progress in this area

3.2 Student Voice

The wellbeing of young people is enhanced by appropriate experiences of freedom, choice, participation and decision-making. Structures, relationships, and democratic participation across the school can encourage students' sense of their own agency and allow them to find and develop their voices. **Authentic listening** by the school is central to these experiences; this happens when the views and suggestions of young people are sought and acknowledged, and there is a meaningful response to them.

In CBC we listen and engage with students:

- Through our student council meetings who met with the school Leadership Team and Board of Management.
- Students have developed and assisted in the delivery of our Anti-Bullying Program, Internet Safety Workshop for parents and students, Peer-to-Peer Study Tips for students, Cairdeas Leaders supporting our incoming 1st Year Students and are also participating in other wellbeing initiatives, example One Good School
- Teachers are encouraged to consult students to improve teaching and learning in each subject, what is working well? and how can classes be improved?
- There is regular dialogue between students and teachers and between students and school management about what is working and not working in the school
- Management have an open-door policy where it is a norm that students can drop in for informal conversations
- The Head Boys and Head Girls meet with school leadership to feedback on issues and school improvements on behalf of their year group and the student body.

CBC Student Council

The students of CBC make a valuable contribution to the effectiveness of our school and their involvement in the operation of our school is itself a valuable part of the education process for these students. Our Student Council provides an opportunity for our students to engage in a structured partnership with teachers, parents and school managers in the operation of CBC.

Our Student Council can create a sense of ownership of CBC and its activities among the student population. It also gives students an opportunity to acquire communication, planning and organizational skills which will be of benefit to them in their future lives. It enables students to take responsibility for projects, and to demonstrate that they can manage and bring such projects to successful conclusion. Moreover, the contribution made by our Student Council to the development of our school policies can have significant benefits for students and the school. School policies are far more likely to be successful where they are clearly understood and accepted by all partners within the school community.

The role of the Student Council

At the beginning of each year our Student Council will set its own objectives, which will vary from year to year. Some current objectives include: To promote an environment conducive to educational and personal development through student wellbeing, to support the management and staff in the development of Teaching & Learning in CBC and to represent the views of the students on matters of general concern.

3.3 Partnerships with Parents and Guardians

For most students, the home is the first place where children learn about and experience wellbeing. As students develop their understanding of wellbeing and their capacity to take greater responsibility for it, parents may need support in dealing with the issues and challenges that may arise for their child.

We know that proactive partnerships with parents and guardians are key to providing a meaningful Wellbeing program in the school.

In CBC:

- We consult with parents/guardians regularly. Parents are invited to participate in online surveys, and we have an open-door policy where parents can contact management if any concerns or feedback.
- The parents' association has also been asked to participate in focus groups about student wellbeing and to be part of a variety of planning teams in the school
- Year Heads send a weekly mail on Friday to the parents of their year group to update on the week ahead, key dates and to celebrate achievements etc.
- We are developing reporting templates in line with national guidelines to capture students' engagement with wellbeing and extra-curricular activities and parents receive an accurate overview of their achievements.

In order that parents are engaged with the school the following features of culture and practice **are aimed for in CBC:**

- ***Good relationships*** – parents feel welcome and part of the school, staff are accessible, approachable, and responsive and offer non-judgmental support.
- ***Communication*** – a range of methods are used to offer parents clear information about wellbeing and the progress their child is making.
- ***Shared understanding and values*** – the school involves parents in discussions and surveys to agree priorities and actions for wellbeing and to evaluate progress.
- ***Skills Recognition*** – the school recognises the experience, and skills parents can offer to support improvement in wellbeing outcomes

This work is led by our Family School Partnerships Team which is led by an Assistant Principal

3.4 Student Support Team

"Big School With a Small School Feeling"

Student Support Team Weekly Meetings

The School Student Support team weekly meetings are the core element of the Student Support System in our school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students.

Essentially, the school student support team Weekly Meetings is a student-focused mechanism put in place by a school to:

- co-ordinate the support available for students in the school
- facilitate links to the community and other non-school support services
- enable students with support needs to continue to access a full education
- assist staff to manage those students effectively

Each week the Principal, Deputy Principals, Year Head, AENCO and Guidance Counsellor for each year group meet. This is one of our Student Support teams who identify those students whom we have a support concern about.

Students are identified using many points of data from teacher/parent/community observations or referrals, behaviour records, self-referral, attendance trends, learner progress reports, assessments to engagement with our guidance support service.

Each Meeting we take a solution focussed approach. Possible actions and Interventions Pathway are identified and by Whom.

Our Interventions Pathways are detailed below:

1. Additional Educational Needs Support (**AEN**)
2. Family School Partnership (**FSP: BfL**) - Support focus Behaviours for Learning Support
3. Additional Teaching and Learning Support (**T&L**)
4. Pastoral support through Guidance Counsellors (**PC Guidance**)
5. Pastoral Support through Year Team (Year Head or Assistant Year Head) (**PC -check and Connect**)
6. Family School Partnership (**FSP: AP**) Home school Connection Attendance support

Depending on the route taken, each support person will add to the Student Intervention Plan for the student as appropriate.



Figure 3: Student Support Team

CBC Student Support Team Termly Meetings

Our Student Support Team meet termly throughout the Year.

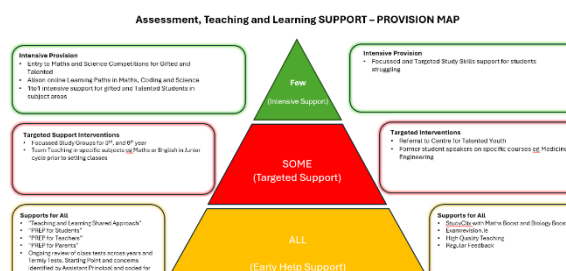
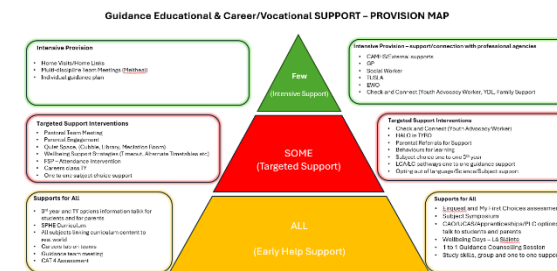
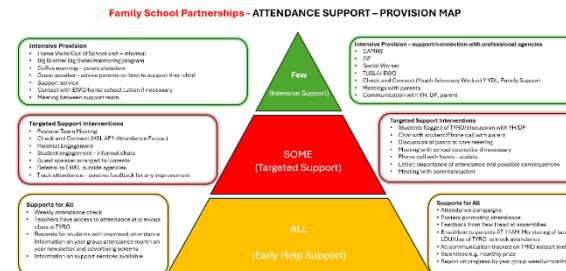
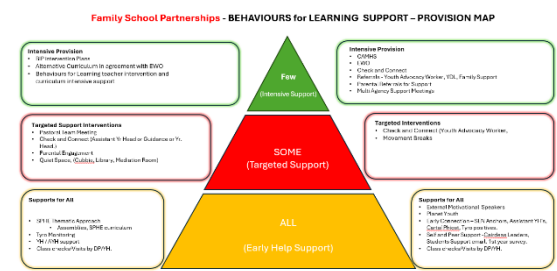
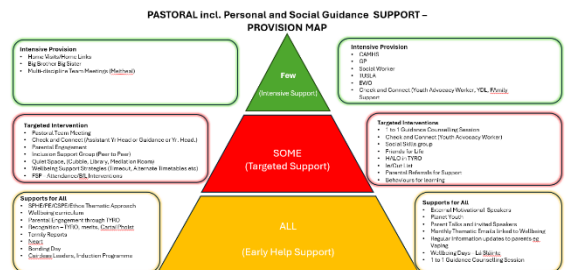
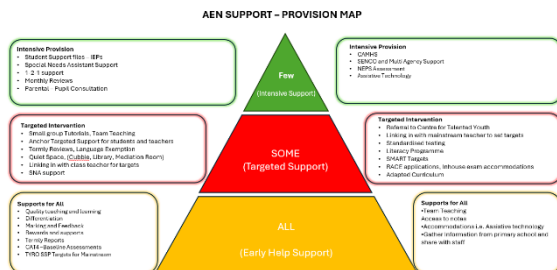
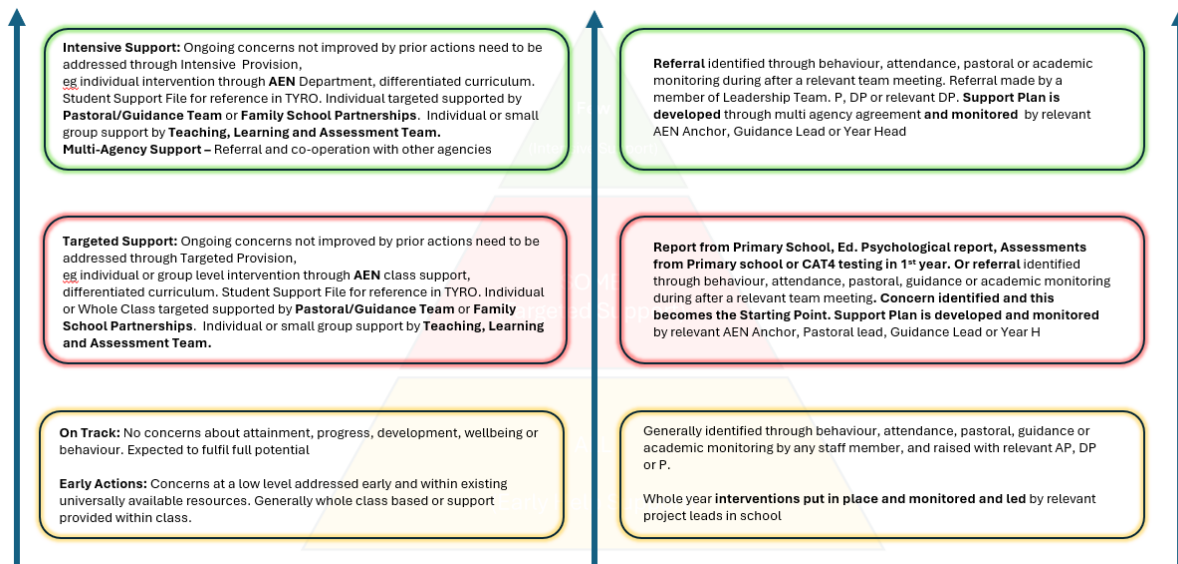
The Team is made up of:

- Wellbeing Coordinator
- Senior Leadership Team
- Year Head Representative
- Guidance Counsellor Representative
- Critical Incident Team Representative
- AEN coordinator
- Teaching Representative
- SNA Representative
- Admin team Representative
- Teaching, Learning and Assessment Team Representative
- Family School Partnerships Representative

Overall systems of support are discussed, reviewed and actions for development identified.

In Coláiste Bhaile Chláir we follow a problem solving process for the identification of additional supports that **ANY** student needs to facilitate their learning to achieve their full potential and to ensure that we uphold the rights of every individual to receive an education appropriate to their needs. We do this through careful and considered planning, prevention and intervention and review of response to intervention.

Graduated Approach and Referral Pathway



Section 4

Policy and Planning

4.1 School Policies, SSE and Subject Planning

School policies provide a compass by which the school navigates its way. A review of the range of school policies reveals that many of them relate directly to student wellbeing:

- The Code of Behaviour policy
- Teaching & Learning Policy
- Provision Mapping
- AEN Policy
- SPHE policy (including relationship and sexuality education),
- Internet AUP policy
- Bí-Cineálta Anti-bullying policy
- Dignity in the workplace policy
- Child protection policy
- Critical incident policy

being those which have greatest relevance.

The policy that school leaders tend to identify as being most important for student wellbeing is the behaviour policy. Research has found that in schools where student wellbeing is optimised, supportive rather than punitive approaches to behaviour are adopted. There is a wide range of positive behaviour strategies that we have adopted in our school.

In CBC:

- When each new policy is developed or existing policy amended or reviewed the Head of Wellbeing and the Principal review it through the lens of student wellbeing. All policies are also developed in conjunction with the student council, staff and the Parents association and placed on the school website for wider community consultation
- All policies when developed are placed on the school website
- All policies are reviewed to ensure they reflect the school's core values, mission and vision

SSE and Whole School Planning

At Coláiste Bhaile Chláir we collaboratively and critically engage in the process of School Self-Evaluation (SSE) and as part of this, we are also involved in the Provision Planning initiative. These planning processes are mutually supportive and provide guidance on our approach as to how we approach planning for Wellbeing in the school.

Both recommend that planning should be a collaborative, reflective and inclusive process. The SSE process has enabled us:

- To take the initiative in improving the quality of education that we provide to all students.
- To affirm and build on what is working well.

- To value stakeholder involvement in the SSE process through focus groups and surveys
- To identify areas in need of development and to decide on actions that should be taken to bring about improvements in those areas.
- To report to the school community about the strengths in the work of the school and its priorities for improvement and development.

In CBC we:

- **Subject Review:** Departmental survey collaboratively fed back to Subject Leader and Senior Management regularly during staff planning days.
- **Subject Planning:** Staff planning days are facilitated internally by members of middle and senior management team throughout the year. Often wellbeing seminars take place, and teachers are given the opportunity to share their expertise and learning for active teaching methodologies to engage students and ensure an inclusive classroom

SSE and SIPs

We have created a School Strategic Plan and an annual School Improvement Plan which includes how we further enhance wellbeing in the school. These Plans can be found on the school website.

4.2 Planning Principles

The Following Principles have guided our planning for Wellbeing in the school

A collaborative approach to planning for Wellbeing: The whole school community is involved, including school management, teachers, students, parents and the wider school community.

A consultative approach to planning for Wellbeing: Guided by an ethic of care, the school has and will continue to undertake a consultation process with all the stakeholders to find out what is working well and what needs attention in relation to wellbeing in junior cycle. This may also involve acknowledging practices that contribute to students' experience of ill-being.

Flexibility to respond to students' needs and context: The local context and the needs of the students in the school is a central consideration in developing a meaningful, relevant and flexible programme. Engaging students in conversations about their wellbeing will help in the development and implementation of our Wellbeing programme to respond to their expressed needs rather than their assumed needs. This is done via student council who inform us of their needs and topics that are relevant to their year and group.

Mapping of local community resources: It is essential that we identify the range of services available locally and generate a map of relevant contacts and networks within the community that can contribute towards the promotion of students' wellbeing.

Adapting to change and to new and emerging circumstances: Regular review and evaluation take place in the school and once the programme has been developed.

4.3 CPD Planning

In every school, there are groups of students who require consideration to ensure that planning for Wellbeing is fully inclusive.

For example, research shows that children with additional needs, especially those with emotional-behavioural or learning difficulties, are significantly more negative about themselves than their peers.

Children with AEN see themselves as more anxious, less happy, less confident as learners, more critical of their physical appearance, less popular with their peers and more poorly behaved. These differences are sizable, ranging from one sixth to almost half of a standard deviation. Differences are particularly large in relation to academic self-image.

Opportunities for staff to consider how best they can care for the wellbeing of all students in their classes and in the school environment are vital. Increasingly, there are students who are experiencing mental ill-health who may also be accessing support beyond school; it is important that teachers feel confident that they can support these students when they are present in their class.

In CBC we have developed a comprehensive CPD programme:

Whole Staff

- On an annual basis CPD is delivered by the Head of Wellbeing or experts from a specific area such as anxiety, bereavement and mental health etc at staff meetings
- The Management team survey teachers around wellbeing on an annual basis to see what CPD they would find most beneficial.
- The focus of external CPD around wellbeing is actioned from staff surveys
- T&L post holder co-ordinates and promotes internal and external CPD in a range of areas which fosters connection and belonging to the school

Section 5

Curriculum and Wellbeing

A dedicated Wellbeing curriculum in junior cycle aims to ensure that all students engage in important learning about wellbeing through key curriculum areas.

We cater for up to 400 hours of learning in Wellbeing in Junior Cycle through SPHE, PE, CSPE, Personal Development, Guidance and Induction Activities, Wellbeing Activities and Other Areas of Learning.

The starting point for our curriculum is the shared Vision, Mission and Values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle and the Indicators of Wellbeing as outlined in the Wellbeing Guidelines.



5.1 Provision of Wellbeing

It is important that all schools work towards a shared vision and set of indicators which describe what is important for young people and their wellbeing. On this basis, six indicators – **Active, Responsible, Connected, Resilient, Respected and Aware** have been identified as central to wellbeing. These indicators make what is important explicit for students, teachers, parents and the wider school community. Each indicator has a small number of descriptors as outlined on the previous page.

While all teachers in all subjects can support student learning about and for wellbeing, wellbeing is enhanced when it is embedded in the curriculum and visible to students within specific allocated time. Explicitly planning for wellbeing in the curriculum and assigning it space on the timetable communicates to students, parents and teachers that this area of learning is important – it makes the school's concern with wellbeing visible and confirms for students in a very recognisable way that their wellbeing matters.

For this reason, a strong emphasis is placed on the role that Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE), the Personal Development class in first Year and guidance play in supporting learning about wellbeing and learning for wellbeing.

In the Junior Cycle students record their learning in Wellbeing Activities and Other Areas of Learning which will be reflected on their Junior Cycle Profile of Achievement.

5.1.1 CBC Wellbeing Programme

Time Allocation

Based on 1hour timetable over 33.4wks

	1st Year	2nd Year	3rd Year	Total	TY	5th Year	6th Year
PE	2*1hr*33.4	1*1hr*33.4	1*1hr*33.4	133.6	2 hr*33.4	1hr*33.4	1hr*33.4
SPHE	1*1hr*33.4	1*1hr*33.4	1*1hr*33.4	100	1hr*33.4	1hr*33.4	1hr*33.4
CSPE	1*1hr*33.4	1*1hr*33.4	1*1hr*33.4	100			
Ethics Framework	Mapped to	PE,SPHE &	CSPE				
Other Area of Learning				15	1*hr*33.4		
Guidance & Induction Program	10		2	12hrs	1*hr*33.4	2hr rotations	6 rotations
Wellbeing Activities ex Wellfest	6	6	6	18	1*hr*33.4		
			Total JC	378hrs	167 hrs	Total SC	

Junior Cycle Programme

This programme is configured as follows:

- Double period for **PE** in first Year and a single 1hr period in each of second and third year in junior cycle. We will follow the NCCA PE short course for second and third year.
- One period for **SPHE**, focusing on selected learning outcomes from **each** strand of the NCCA SPHE short course.
- One period for **CSPE**, focusing on selected learning outcomes from **each** strand of the NCCA CSPE short course.
- Ethos - Patrons Framework
- **Other Areas of Learning** can include any activity
- **Guidance & Induction Program:** Induction Programme for First Years, Bonding Days, Wellbeing Days and School Tours.
- Wellbeing Activities

5.1.2 SPHE including RSE

Social Physical Health Education provides opportunities for teaching and learning directly related to health and wellbeing.

With experiential methodologies, including group work, SPHE aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing.

It also aims to build the student's capacity to develop and maintain healthy relationships. Through studying aspects of SPHE, students have time to focus on developing personal and social skills including self-management, communication, coping and problem-solving.

Relationships and Sexuality Education (RSE) is an integral part of junior cycle SPHE and the Wellbeing curriculum. Its aim is to help young people to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

At this age, students are exposed to a lot of information about sex, sexuality and relationships from a variety of sources. RSE provides the context within which students can learn about the physical, social and emotional and moral issues related to relationships, sexual health, sexuality and gender identity including where to source reliable information.

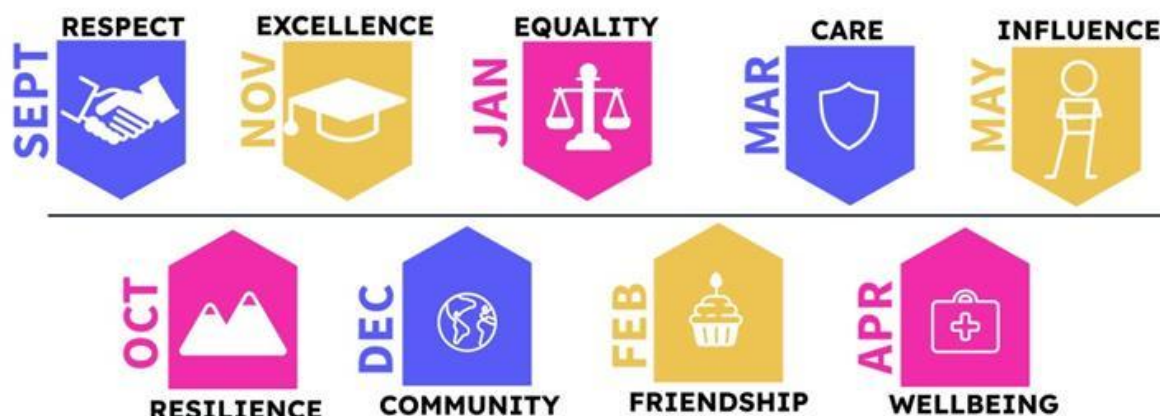
Junior Cycle SPHE

<https://colaistebhailechlair.com/page/SPHE-RSE-Programme/44876/Index.html>

Senior Cycle SPHE SOW

<https://colaistebhailechlair.com/page/SPHE-RSE-Programme/44876/Index.html>

MY WELLBEING JOURNEY @CBC



5.1.3 CSPE

CSPE helps students understand how their wellbeing and the wellbeing of others is connected. Being well in oneself is important and is always related to being well with others and within society. It is important for students to understand that wellbeing is not singularly about one's personal, emotional and physical health.

With a human rights and development framework, CSPE can help students develop a more holistic and ecological understanding of wellbeing as they become aware of the relationship between individual wellness, wellness in relation to others and the wellbeing of the environment.

Without CSPE, there is the risk that discussion of wellbeing can feed into individualism and miss the opportunity to make links between individual wellbeing and collective wellbeing, between the personal and the political, and ultimately between our wellbeing and that of the planet.

CSPE also prompts students to consider the many social, political, cultural and economic factors that affect individual and collective wellbeing. Furthermore, the focus on active citizenship in CSPE provides opportunities for students to grow in confidence, resilience and a sense of agency as they participate in actions and connect with a wider community working to help build a more equal, just and sustainable future.

Link to CSPE scheme of work

<https://www.colaiastebhailechlaire.com/sphe-rse/>

5.1.4 Physical Education

Physical Education (PE) provides all students with enjoyable and worthwhile learning opportunities where they develop their confidence and competence to participate and perform in a range of physical activities.

Students in Junior Cycle are at an important stage of their lives where they are making their own decisions about if and how they will include physical activity as part of their lifestyle. Learning in physical education is designed to ensure that students appreciate the importance of participation in

regular moderate physical activity not only for their physical wellbeing, but also for their psychological and social wellbeing.

By providing a broad and balanced range of activities, physical education aims to build students' motivation and commitment to participate in regular, enjoyable and health-enhancing physical activity.

Education for physical and mental health should not be seen as separate but rather as an opportunity to make connections between lifestyle choices such as regular exercise, healthy eating, stress management and relaxation and positive mental health.

Physical Education for Senior Cycle has been introduced since 2020 and its aims are to

5.1.5 Guidance

Guidance in schools refers to:

A range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

The Framework for Junior Cycle states that guidance provision may be included in the hours available for wellbeing 'in recognition of the unique contribution that guidance can make to the promotion of students' wellbeing'. To this end all hours related to Guidance are detailed in the Wellbeing Curriculum log.

The schools Guidance programme is detailed in the schools Guidance Plan, Appendix C, a summary of support to students is given below for Junior Cycle.

First Year Students

The ESRI study *Moving Up* (2004), on the experiences of first-year students embarking on post-primary education, highlights some of the challenges faced by young people:

Moving into second-level education evokes contradictory emotions among students; they are excited about going to a new school but nervous about what lies ahead of them. The primary and second-level sectors are distinctive in their organisation and structure, requiring students to adapt to a very different setting on making the transition. Students in first year have several teachers rather than one, and, in many cases, are moving to a larger school with a longer school day. Their relations with their teachers and peers are also different; having more teachers often means a more formal relationship with school staff and many students are required to build new friendship networks.

The **first year programme in CBC places** a focus on the personal and social needs of students making the transition into the school. The aim of our first year programme is to ensure students have the knowledge, understanding and skills to engage in their learning and to flourish in their new school. This is done through our:

- Induction Program
- SPHE, Personal Development and CSPE classes
- First year assemblies led by Year Heads
- Through Guidance teachers taking some classes with each class group in first year
- Individual and small group support is also provided by SPHE teachers

- Information nights for Parents
- Support in choosing subjects at the end of second year
- Visiting speakers on variety of topics such as antibullying, coping skills, study habits.
- We also provide a taster programme of subjects to ensure students experience new subjects and make more robust subject choice.

Second Year Students

While the Framework for Junior Cycle is designed to improve the quality of students' learning experiences across junior cycle, it is noteworthy that the ESRI research Pathways Through Junior Cycle (2006) found that a significant group of students in second year were drifting or disengaging from their learning.

The second-year Guidance programme in CBC

- helps students stay connected to school by providing a space for structured conversations and reflection on their learning during SPHE and end of term assessment reflection
- Provides learning opportunities designed to develop self- management and personal organisation skills, including goal setting, study skills, coping skills and reflection skills as part of SPHE.
- Students are also made aware of the relevance of their learning in different subjects to everyday life and the world of work.
- There is a focus on building students' confidence in their ability to achieve, and on encouraging them to take greater responsibility for their learning which is done via the reflection sheet at end of each house exam.

Third Year students

The ESRI research into the experiences of students in the third year of junior cycle (2007) points to the importance of students receiving accurate and up-to-date information about educational and career pathways at this stage in their education. The transition into senior cycle can be challenging for many students as they are making important decisions about participating in a Transition Year programme, progressing to Leaving Certificate (Established or Leaving Certificate Applied), as well as decisions about subject choices for senior cycle and possible future careers.

The third-year Guidance programme in CBC

- assemblies led by Year Heads
- through Guidance teachers taking some classes with each class group
- Individual and small group support is also provided by SPHE teachers and Year Heads
- Information nights for Parents
- Support in choosing subjects and programmes at the end of third year with the Guidance Department
- Visiting speakers

5.1.6 Other Areas of Learning

While CSPE, PE, SPHE and guidance-related learning provide the main pillars for building the school's Wellbeing programme, other subjects and short courses can also make an important contribution.

The Level 2 Priority Learning Units (Communicating and Literacy, Numeracy, Personal Care, Living in a Community, Preparing for Work) being completed by students in our Cúnamh classes incorporate significant learning about and for wellbeing.

There are also elements of learning and activities taking place in other subjects including Art, Music, Home Economics, Science to name but a few potential subjects.

For example, in Home Economics, aspects of food and health studies which all students complete in first year are included in our wellbeing programme. Similarly, a unit on sustainable living provided within Geography in first year is counted as part of the school's wellbeing programme.

Once-off events, such as bonding days, are also included.

When identifying elements of learning (beyond CSPE, PE, SPHE and guidance-related learning) that we have incorporated into our school's Wellbeing programme, the rationale for their inclusion is clear, and are linked to some or all of her six wellbeing indicators and that the learning about wellbeing they address is clearly outlined and these are maintained in the Curriculum wellbeing log.

5.2 Assessment & Reporting

Assessment in Wellbeing is not about teachers assessing where the student is situated on the continuum of wellbeing or the student's subjective state of wellbeing.

The focus of assessment in Wellbeing is on gathering evidence of what the student has learned about wellbeing, i.e. the knowledge, skills and dispositions students have gained. While not everything needs to be assessed, it is important that students are encouraged to reflect regularly on their learning throughout the Wellbeing programme.

Ongoing Assessment

Most of the assessment activities around Wellbeing will be classroom based and formative in nature. At the end of each module or termly, a student completes a journal which allows them to reflect on their learning about themselves and others.

5.3 Wellbeing & JC Profile of Achievement (JCPA)

Reporting in Wellbeing is important throughout the three years of Junior Cycle and this takes place in a range of ways. Reporting on students' learning in Wellbeing aims to provide a picture of what students have learned about Wellbeing and the skills they have developed to support their Wellbeing. Assessment and reporting in Wellbeing is not about teachers assessing or reporting on the student's subjective state of wellbeing. The focus is on gathering evidence and reporting on what the student has learned about Wellbeing.

This is reflected in Circular 0011/2022

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/243449/8e8282f8-4992-4af5-956e-619048b7afae.pdf#page=null>

Reporting on Wellbeing through the JCPA Reporting on students' learning in Wellbeing aims to provide a picture of what students have learned about Wellbeing and the skills they have developed to support their Wellbeing. Schools will report on student learning about Wellbeing as part of ongoing assessment and reporting throughout Junior Cycle.

Wellbeing will show in a separate area of the JCPA. It is in this area that schools will report on student achievement in CSPE, SPHE and PE. This will be facilitated by the use of the descriptors

which have already been developed and reflect the appropriate language of learning. The Wellbeing area of the JCPA will also include a free text space where schools can report on achievement in Wellbeing in other areas. Further information on this may be found in the JCPA Handbook.