

St Mary's Secondary School Wellbeing Programme Policy Document Draft

Mission statement

The aim of St. Mary's Secondary School is to provide holistic education, in the Catholic Tradition for all our students. We are committed to the academic, creative, emotional, spiritual and physical development of each student, in a caring and safe environment. The wellbeing of the whole school community is at the heart of our school's mission statement.

Rationale for the Policy

This policy is has been introduced in order to allow the school to adequately respond to the changing and diverse needs of our pupils. St Mary's is committed to the nurturing of the whole person so that they may be guided with care and respect to respond to the demands of modern life with resilience, optimism and a feeling of ownership.

Goals of the policy

'The goal of wellbeing is human flourishing, and flourishing rests on the following.....positive emotion, engagement, relationships, meaning, and accomplishment'. The goal of this policy document is to outline clearly the school's approach to the provision of wellbeing for all members of the St Mary's community, setting out the structure and supports that are in place both within the curriculum and the wider school community. This policy will outline our belief that everybody in the school community is valued and has an opportunity to flourish through the following common approach:

- All staff contribute to promoting a caring and inclusive environment within the school that is supportive of school wellbeing.
- There is a shared vision and understanding of what student wellbeing means, which emphasises strengths and capacities.
- Respectful and caring relationships are fostered between staff and students, students and students, and staff and parents.
- There are structures in place designed to support the wellbeing of pupils.

The Scope of the Policy

This policy will impact on the whole school community. Therefore it has been approved by the Board of Management in consultation with the Principal, Deputy Principal, school staff, parents and students.

What is Wellbeing?

Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of place and belonging to a wider community. Wellbeing indicators are thus as follows – Active, Responsible, Connected, Resilient, Respected, and Aware. These indicators are representative of the following key skills that St Mary's strives to develop in our pupils:

- Being a confident and skilled participant in physical activity
- Being physically active
- Being able to take action to protect and promote their wellbeing and that of others
- Making healthy eating choices
- Knowing when and where their safety is at risk and enabling them to make the right choices
- Feeling connected to their school, friends, community and the wider world
- Understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts
- Feeling confident in themselves and having the coping skills to deal with life's challenges
- Knowing where they can go for help
- Believing that, with effort, they can achieve
- Showing care and respect for others
- Having positive relationships with friends, peers, and staff members
- Feeling listened to and valued
- Being aware of their thoughts, feelings, and behaviours, and being able to make sense of them

- Being aware of their personal values, and able to think through their decisions
- Being aware of themselves as learners, and knowing how they can improve

Supporting & Promoting a Culture of Wellbeing in School

St Mary's promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion
- The school is a safe place for all students
- There are spaces for students to congregate socially and to have quiet time
- The school building is accessible for all students
- Students and staff take pride and care in maintaining the physical environment
- The school environment is conducive to promoting physical activity, and healthy eating choices
- Teachers have high expectations for all students
- There are open, positive, supportive relationships between teachers and students in class and outside
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices
- Students feel safe, secure and respected in their classrooms
- Students are encouraged to actively engage in their learning so that they may enjoy being at school
- Students receive regular formative feedback about their learning and how they can improve
- Students have regular opportunities to talk about their learning and what helps them to learn
- Teachers use active methodologies to develop the key skills in their subjects
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success

Recognising the Importance of Relationships for Wellbeing in School

St Mary's recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within our school community. We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful
- Making sure that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time
- Fully informing students as to where to get support and how to access the care structures in the school
- Resolving behaviour issues with care, respect and consistency
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues
- Providing forums for students so that their voices may be heard and they are involved in making decisions about their life in school
- Making sure that students know that their feedback is valued and, where appropriate, acted upon
- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children
- Sharing information with parents as to how they can support their child's wellbeing
- Maintaining strong links with the local community

Wellbeing & the Curriculum

Here at St Mary's we have chosen to strongly prioritise and highlight wellbeing within our school community. This is reflected strongly in our curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE and Guidance as part of the wellbeing programme in junior cycle
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported
- Curricular provision is informed by student and parental feedback

- Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle
- The guidance counsellor works collaboratively with staff in relation to the wellbeing programme and its implementation
- The guidance counsellor actively supports students in junior cycle, both through the teaching of Guidance, and counselling support on an individual basis

St Mary's Curricular & Extra-Curricular Wellbeing Provision in Junior Cycle

		1 st Year	2 nd Year	3 rd Year	Total Hours	Min Requirement
Wellbeing TT (Classes per week)	CSPE (short course opt)	2	1	1	89	Nil (89)
	SPHE (short course opt)/Guidance	1	1	1	67	Nil (89)
	PE (short course opt)	3 + hiking day (6 hrs)	2	1	138	135 (89)
	Choir/Guidance	1	0	0	22	Nil
Wellbeing other (Total for year)	Assembly (10 mins)	6 hrs	6 hrs	6hrs	18	
	Retreat	6 hrs	6 hrs		12	
	Positive Mental Health Prog eg Amber Flag	6 hrs			6	
	School Masses	3 hrs	3hrs	3 hrs	9	
	TY Buddy System	6 hrs			6	
	TY Peer Mentoring Programme 'Butterflies'	2 hrs	2hrs	2hrs	6	
	Internet & Social Media Safety Courses	2 hrs	2 hrs	2 hrs	6	
	Green Schools	6 hrs			6	
	New 1 st Year Induction Days	6 hrs			6	
	New 1 st Year Taster Lesson Day	6 hrs			6	
	1 st Year Bonding & Friendship Trip	6 hrs			6	
	Home-School Liaison	1			22	
	Homework Club	66hrs	66hrs	66hrs	198	
	Supervised Study	264 hrs	264 hrs	264 hrs	792	
Total Wellbeing					2021	400

St Mary's Curricular & Extra-Curricular Wellbeing Provision in Senior Cycle

		Transition Year	5 th Year	6 th Year	Total
Wellbeing TT (Classes per week)	Social & Health	2	2	2	6
	PE	2	2	2	6
	Yoga	1	1	1	3
	Study		1	1	2
	Guidance	2	2	2	6
Wellbeing Other (Total for year)	Assembly (10 mins)	6 hrs	6 hrs	6hrs	18
	Retreat	6 hrs	6 hrs	6 hrs	18
	School Masses	3 hrs	3hrs	3 hrs	9
	TY Buddy System	6 hrs			6
	TY Peer Mentoring Programme & Training 'Butterflies'	6 hrs			6
	Internet & Social Media Safety Courses	6 hrs			6
	Supervised Study		264 hrs	264 hrs	528
Total Wellbeing					614

Policy & Planning for Wellbeing

- School policies are developed and reviewed in partnership with students, parents and staff
- Policy documents are accessible and shared with students and parents
- Policies are enacted with fairness and compassion
- Appropriate planning time is allocated to wellbeing, which is an important feature of whole-school and subject planning
- Staff are supported if they wish to pursue wellbeing CPD and encouraged to share their resources with colleagues
- Wellbeing has been identified as a topic for SSE

The following wellbeing-related policies are in place and are regularly reviewed:

Policy	Relevant legislation/Circular/Guideline	Board Approval
Admissions	Section 15(2)(d) Education Act Equal Status Acts 2000-2011 Circular M51/93	13-04-15
Behaviour Anti-Bullying Dignity in the Workplace	Circular M33/91 NEWB Guidelines 'Developing a Code of Behaviour: Guidelines for Schools' Section 23 Education Welfare Act 2000 Equal Status Acts 2000-2011 Anti-Bullying Procedures for Primary & Post-Primary Schools 2013 Circular 45/13 Section 8(2)(b) Safety, Health & Welfare at Work Act 2005	09-09-14 13-04-15 23-05-16
Attendance & Participation	Circular M51/93 Section 22 Education Welfare Act 2000 Section 21 Education Welfare Act 2000 (Annual Attendance Report to NEWB & Parents)	01-05-14
Health & Safety	Health & Safety Act 2005 Section 20	23-05-16
Data Protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Pending
Special Educational Needs	Education Act 1998 Equal Status Act 2000-2011 Education Welfare Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) 2004 Disability Act 2005 Circular 0070/2014	01-09-12
Social, Personal & Health Education (SPHE) Relationships & Sexuality Education (RSE)	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	Pending Pending
Substance Abuse	DES Directive Schools Guidelines 2002	09-09-14
Internet Acceptable Usage	NCTE Guidelines 2012	01-03-16
Child Protection	Circular 0065/2011	09-09-14

Ratification & Review

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items. This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested. This policy will be reviewed regularly by the Board of Management.

This policy was adopted by the Board of Management on _____ [date]

Signed: _____ (Principal) _____ (Chair)