

Coláiste Cholmáille

Table of Contents

Wellbeing Policy – Introduction	p4.
Wellbeing Policy- Scope.....	p4.
Curricular Provision.....	p5
Philosophy & Context to Wellbeing Policy	p5
Goals of the policy.....	p6
Benefits of promoting pupils wellbeing in CCBS.....	p7
Whole school aims.....	p8
Section 2. Definition of Wellbeing and Student Formation.....	p9.
Wellbeing- Overview	p9
Laos & Wellbeing: Domain 4, Strand 1	p9
SSE & Wellbeing.....	p12.
Section 3. Scope and structure of this policy.....	p13
Whole School Vision	p14
Student Support – NEPS & Wellbeing.....	p14
A. Support for All	p14
B. Support for Some.....	p15
C. Support for A Few.....	p15
Staff Wellbeing.....	p15
Promoting Wellbeing Skills In Our Students.....	p16

Supporting & Promoting A Culture Of Wellbeing In Our School.....	p18
Relationships & Wellbeing In Our School.....	p19
Wellbeing & Curriculum In Our School.....	p21
Wellbeing Initiatives In Coláiste Cholmcille	p22
Wellbeing Links With School Policies.....	p23
Guidance Related Learning	p24
Wellbeing In Our Teaching And Learning	p24
Role Of The Year Head.....	p25
Professional And Personal Commitment To The Wellbeing Of Our Students.....	p26
Policy Protocol	p26

1. Introduction

This policy is written in the context of the school

Coláiste Cholmcille, Ballyshannon. Our school is a community which respects the rights and self-worth of all, and aims to provide a happy and safe environment in which the individual may achieve her/his spiritual, academic and personal potential.

Our commitment in Colaiste Cholmcille to Wellbeing is implicit in the school's ethos in the intention to promoting the spiritual and human development of each individual. Developing the full potential of the individual is central to the educational enterprise of Colaiste Cholmcille, Ballyshannon. The intention to develop the full potential of all requires the 'Wellbeing' of each student and staff members since a sense of wellbeing is essential to allow an individual to grow and flourish and indeed the end of such development must include a sense of Wellbeing. As a result, this policy addresses the Wellbeing of all members of our school community.

Wellbeing Policy –

Scope

This document was prepared by the Wellbeing Committee on behalf of, and in consultation with, the Colaiste Cholmcille Staff, Students, Parents and Board of Management.

This policy will impact our whole school community.

Curricular provision

- From September 2020 wellbeing will require a minimum of 400 hours timetabled engagement.
- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing will be further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE, PE and guidance related learning.
- Wellbeing is inclusive of all and appropriate students are offered Level 2 priority learning units including wellbeing.

Philosophy & Context to Wellbeing Policy

The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines - planning and developing a coherent Wellbeing programme that builds on the understandings, practices and curricula for wellbeing already existing in schools. The framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students' wellbeing. It will also address Senior Cycle students needs throughout their engagement with similar subjects and systems within the school.

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.

2. Goals of the policy

‘The goal of wellbeing is human flourishing, and flourishing rests on the following: positive emotion, engagement, relationships, meaning, and accomplishment’ (DES, 2015)

The goal of this policy document is

- All staff contribute to promoting a caring and inclusive environment within the school that is supportive of school wellbeing.
- To provide for the wellbeing of all students in the school in the light of the school Mission Statement
- Outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of students at Coláiste Cholmcille
- There is a shared vision and understanding of what student wellbeing means, which emphasises strengths and capacities.
- Recognise the relationship between positive experiences of school life, student achievement and long-term wellbeing
- Respectful and caring relationships are fostered between staff and students, students and students, and staff and parents.
- Outline structures in place designed to support the wellbeing of pupils
- To offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs of students

- To provide an umbrella policy which outlines a structure that links a series of other policies that relate to well being

Benefits of promoting pupil well-being in CCBS

By implementing a whole school approach to well-being the benefits include;

- Better learning results for pupils
- More done to promote staff health
- A co-ordinated approach to social, physical and environmental needs
- Increased pupil self-esteem
- Lowered incidence of bullying
- School environment is safer and more secure
- Better understanding of schools' health aims
- Improved relationships within the school
- More involvement of parents/guardians
- Better use of outside agencies
- Pupils receive better quality education

Whole School aims

1. Developing and implementing policies and procedures to support student wellbeing
2. Ensuring student wellbeing is central to teaching practices and student learning
3. Raising awareness in the school community of issues related to student wellbeing
Student Support – NEPS & Wellbeing
Using the NEPS continuum of provision as a framework -
“Wellbeing in Post-Primary schools”, this policy provides an overview of the provision in the school in relation to promoting and supporting the wellbeing of all students
4. Develop a community and a continuum of support for all in our school community, staff and students

Section 2.

Definition of Wellbeing and Student Formation.

Wellbeing is described as the state of being comfortable, healthy, resilient and happy. In Coláiste Cholmcille we also believe that wellbeing is a balancing process between skills/resources and challenges. Our priority is the wellbeing of our students as espoused in our mission statement. We seek to promote a caring and committed school community where everyone is valued as unique. Coláiste Cholmcille is committed to promoting the emotional and social wellbeing of all, creating a respectful atmosphere between all individuals: management, teachers, staff members, students, parents, & visitors. We recognise the importance of students having positive role models.

In Colaiste Cholmcille we view the support of wellbeing as a foundational element of ‘Student Formation’. We are grounded in our reality as spiritual beings and as such the provision for the wellbeing of Human wellbeing is rooted in human community. We thrive as individuals only in community and very often it is community that sustains us through challenges. Hence the emphasis of this policy on the role of the whole school community in the programme of wellbeing. This is a whole school policy. In further developing our definition of Wellbeing (curricular and extra-curricular), we have been mindful of the definitions used in the Junior Cycle programme.

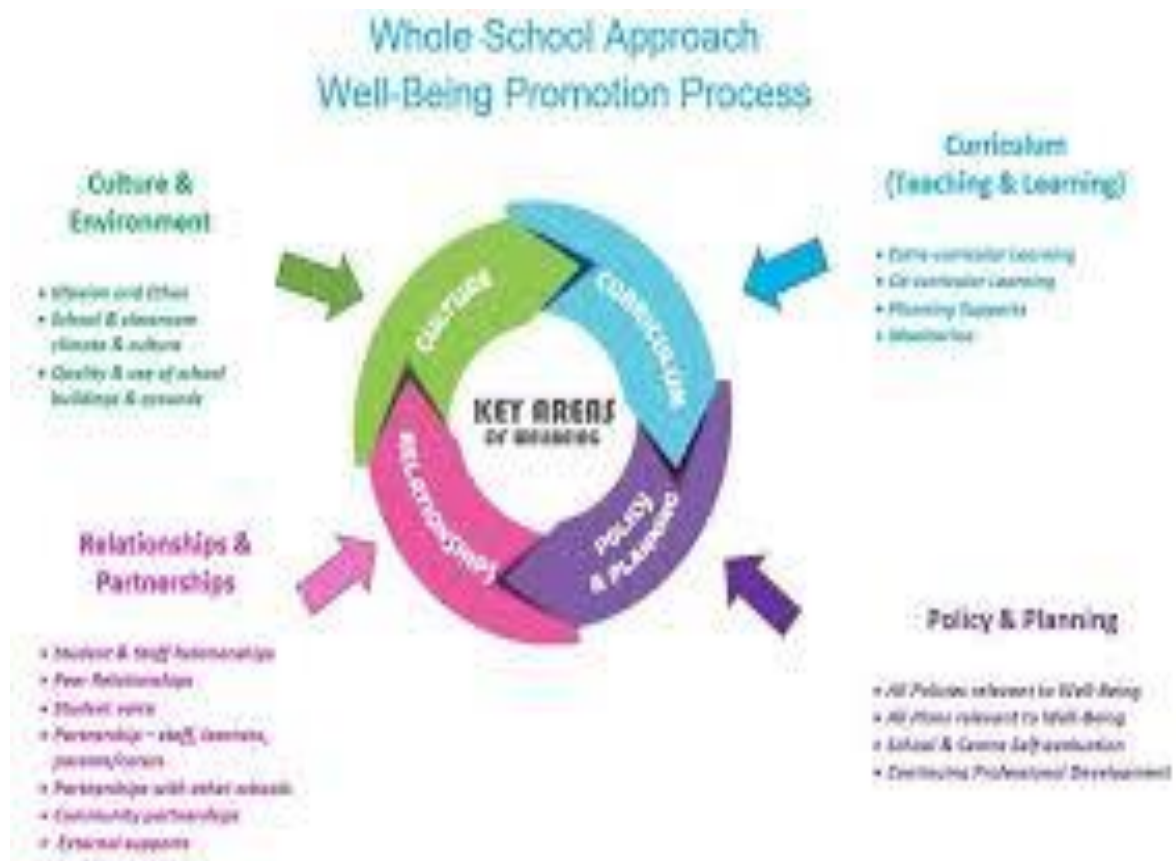


Staying well is one of the Key skills in the Junior Cycle process and the following Statements of Learning from the Junior cycle which are particularly relevant to an understanding of Wellbeing:

- 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).

SSE & Wellbeing

Our SSE focus on effective questioning aims to increase student confidence in responding to questions asked by peers and teachers alike. Our SSE /School improvement plan aims to build student wellbeing and confidence in order that teaching and learning may be enhanced.



At Coláiste Cholmcille the Wellbeing of our school community is paramount.

Our environment of care and support is both formal and informal. This policy aims to make visible our ongoing efforts to enhance student Wellbeing. It aims to outline our curricular offerings which have at its core student Wellbeing. Moreover, this policy aims to outline our informal supports which allow a holistic approach to enhancing our school communities Wellbeing in accordance with our mission statement. We endeavour to protect and enhance student self-worth whilst offering students a change to understand themselves better. Our policy is in accordance with Department of Education guidelines/recommendations as well as School Policy documents (SPHE/RSE/Guest Speaker/Child Protection etc).

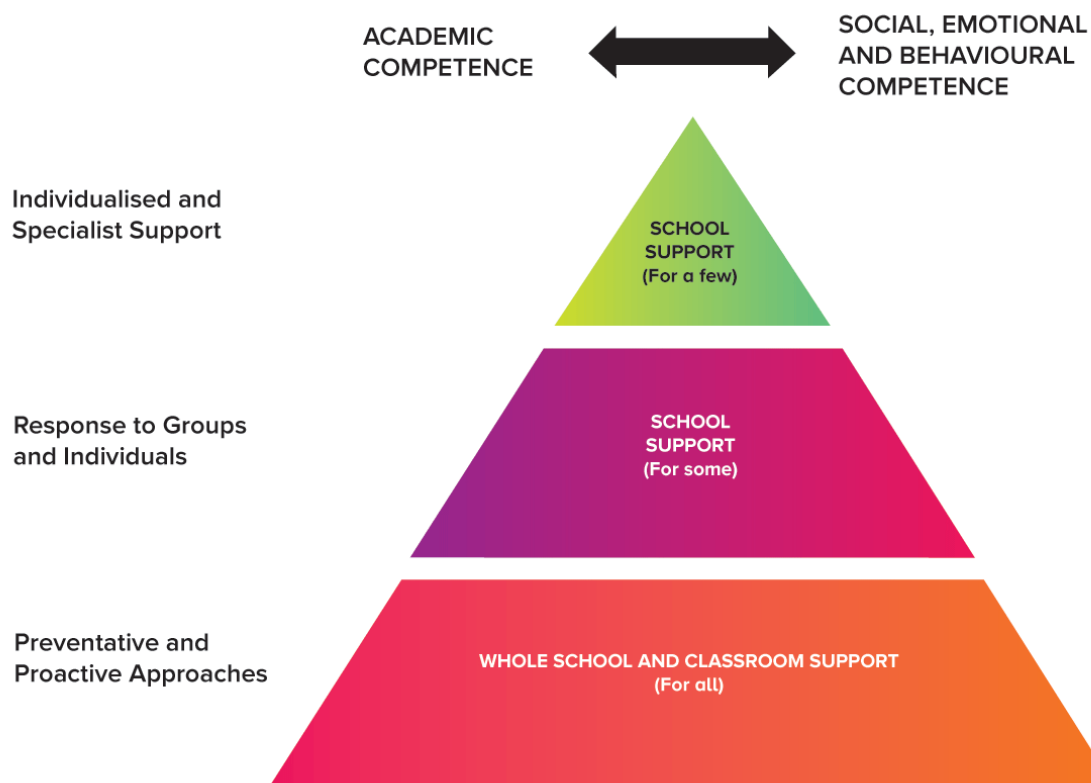
Section 3. Scope and structure of this policy

The philosophy of the policy draws on the NEPS document “Wellbeing in Post-Primary schools” and the Department of Education and Skills ‘Junior Cycle wellbeing Guidelines’.

The policy is structured on the four aspects of Wellbeing as identified in fig 1 (from Guidelines, p.26).

Using this overall structure, this policy gathers together into a coherent whole a significant number of policies, interventions and processes in the school through which we support and promote the Wellbeing of the school community. The scope of this policy cover the four aspects of wellbeing in Colaiste Cholmcille, Ballyshannon as detailed in the DES guidelines below: (a) school culture, (b) Curriculum (c) relationships and (d) planning and CPD.

In the structuring of many of the individual processes in the school we are mindful of the NEPS continuum of provision as a framework as it provides a clear guide to understanding the different levels of support and/or intervention in any given process and as such provided a useful guide to provision in the school. The model suggests a continuum of support from ‘support for all’ through ‘school support for some’ to ‘school support plus (for a few) as in fig 2 below.



A.Support for ALL

At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. The appointment of a Home School Community Liaison Officer in June 2022 is an important link between the home, the school and the wider community. Processes on this level aim at

- (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing.
- (2) promotion of an understanding of and commitment to wellbeing
- (3) early identification and intervention in the cases of challenge.

These steps are reflected in various school policies such as Code of Behaviour, Anti-Bullying Policy etc. Additionally, supported by our commitment to quality teaching and learning,

broad provision of programmes and a comprehensive curriculum, study skills, homework and assessment policies. Other initiatives include catch-up weekend, Jigsaw Programmes, staff appreciation board and day.

B.Support for Some

There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. The HSCLO will play a role should the student's well-being result in poor school attendance. For several years Colaiste Cholmcille has been supported by the National Behaviour Support Service (NBSS); initiatives continue within the school. Furthermore, supports are available such as: Proactive pastoral care team and engaging interventions, SEN team work, Guidance counselling and Year Head -report & reward systems.

C. Support for a few

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of a Student Support Team and/or IBP (Individual Behaviour Plan). In some cases, students under the care of the student support team will also have a student support file. Students are supported by the Student Support Team, the HSCLO and our team of counsellors (Chaplain and Guidance Counsellors).

Staff Wellbeing

In Colaiste Cholmcille, we pride ourselves on our wonderful staff and our staff cohesion. Staff work in a supported environment. At Board of Management meetings, the principal's report keeps the board informed of the work of management and staff. This is formally

affirmed at staff gatherings. Our staff room is well equipped and provides a communal space 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 or attend relevant CPD courses.

Coláiste Cholmcille 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 TEAMs. The whole school email system ensures 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. Inspire is available to all teachers, provided by the ACCS, as well as individual union related supports that staff can avail of.

Promoting Wellbeing skills in our students

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.

The main skills Coláiste Cholmcille instils in its students are:

- Being a confident and skilled participant in physical activity
- Being physically active

- Being able to act to protect and promote their wellbeing and that of others
- Making healthy eating choices in accordance with our Healthy Eating Policy
- 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 – Student Support team/staff/Tutor/Year Head/Guidance Counsellors/Chaplain
- 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 our School

Coláiste Cholmcille 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 (in line with HSE guidelines) 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 subject•

Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success

Relationships & Wellbeing in our School

Coláiste Cholmcille 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 through restorative practice.
- 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 expect to feel supported and cared for amongst their colleagues
- Providing forums for students through the Student Council so that their voices may be heard as and when appropriate 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
- Maintaining positive links with outside agencies that provide additional support to students e.g NYP, TUSLA, NBSS, Jigsaw, Northwest Stop and NEPS.

Wellbeing & Curriculum in our school

Wellbeing is reflected strongly in our curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE & Guidance as part of the wellbeing programme in junior cycle
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively encouraged and supported
- Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle
- Guidance counsellors and chaplain work collaboratively with staff in relation to the wellbeing programme and its implementation
- Guidance counsellors and chaplain actively support students in junior cycle, both through the teaching of Guidance, and counselling support on an individual basis.
- The Home School Community Liaison Officer works to improve school attendance and to ensure a smooth return to school and reintegration for students in individual circumstances.

Wellbeing initiatives in Coláiste Cholmcille

- Year Head System
- Senior Prefects
- First Year Induction
- Jigsaw
- DEIS
- HSCLO as part of the DEIS programme
- Outside the Box Learning Resources
- Super Generation Programme
- Music: Dedicated music room and the option to join the school choir available to all students. Our annual Christmas Carol service/TY night/school service/graduation service/Open year service gives students the opportunity to display their talent
- Enterprise: in enterprise activities teachers help students make informed decisions based on careful research and analysis, setting up and running their own enterprise projects. It helps students to grasp real life skills: working as part of a team, managing production/ finances, organising a sales and marketing campaign and liaising directly with customers and media.
- Subject weeks: help to build positive relationships, improve self- esteem and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many ways. By interacting with their classmates and teachers, and by taking part in activities inside and outside the classroom, each student is challenged to problem solve outside of their comfort zone promoting positive supportive relationships within the school.
- Mentoring Programmes: LC Prefects to first years and Teachers (Retired and in house) to Leaving Certs through the Academic Monitoring system.

- Study: Evening study is available to all students (in line with HSE guidelines)
- Student Council: Enhances student voice and promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers
- Parents Association: Fundraises, organises events, assists policy development in order to sustain and enhance wellbeing in the school community
- Wellbeing week, a yearly event in which one specific wellbeing theme is incorporated into the school day, each day.
- Anti-bullying week, a week held each year which raises awareness of bullying of young people in schools and elsewhere, highlighting ways of preventing and responding to it
- Wide variety of extra-curricular activities
- Transition programme from Primary to Secondary
- Intercom and the school app are used to acknowledge achievements and encourage students
- Media: Digital or print formats highlight student and community achievement and progress
- Class/Year assembly: Held intermittently to support students
- Tutor Time: 40 minutes per week (approx.) contact time with tutor/year head
- Study seminars: Study skill seminars are organised annually to support and enhance student attainment/wellbeing
- Meditation: Incorporated in Special Tuition/Ways to Wellbeing/Friends for Life/SPHE
- School Internal Supports: School Counselling Service/ Chaplain/Guidance Counsellor/Pastoral Care Team/Tutor/Year head
- School Tours: where students develop intercultural skills and enhance cultural awareness.

- Exchange Programmes: Germany/France: allows students to develop their self-confidence and develop their coping skills, independence and self-awareness.

Wellbeing links with school policies

All school policies should relate directly to wellbeing.

Guidance related learning

Guidance in schools refers to a range of learning experiences that helps students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas; personal and social development, educational guidance and career guidance. Whole school guidance related learning can be delivered by all teaching staff, as outlined in the Whole School Guidance Plan.

Wellbeing in our Teaching and Learning

Use of a variety of learning & teaching methodologies and strategies:

Mindful of the mixed ability settings in most classes staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. Emphasis has also been placed in recent years on the integration of ICT into teaching and learning in the school.

Mixed ability class grouping: apart from the banding of core subject; English, Irish and Maths to allow for uptake at differentiated levels. This serves to promote a sense of democracy and inclusion in all classes. In keeping with best practice staff sees this structure as central to the promotion of student self-esteem.

Positive relationships: Our promotion of positive relationships is based on the recognition of the dignity of each individual and the importance of respectful relationships between teachers, students & parents. Building an emphasis on positivity and on rewarding positive behaviour enhances our school community

Role of the year head

- Monitoring of academic progress
- Implementation of code of behaviour which helps provide a safe space for all students in which to develop linking directly to our ethos
- Liaise with class tutors/mentors about the progress of the students individually and class groups collectively
- Develop relationships with students, teachers and parents
- Work within student support structures
- Advocating on behalf of students/parents/management/colleagues
- Support a positive work ethic in the year
- Acknowledgment of achievement through positive feedback
- Hold assemblies thus providing a forum for students to voice their issues/opinions

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, we seek to promote a caring and committed school community where everyone is valued as unique. 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.

Policy protocol

The policy document will be formally reviewed every 24 months from the time of ratification or whereby Board of Management/ Senior Management deem necessary.

Ratified by the Board of Management:

Signed:

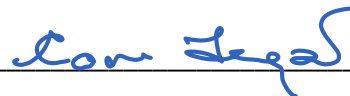


Chairperson

Date 27/9/2023

Review Date 2025

Signed:



Principal

Date 27/9/2023