

CEIST

Catholic Education
An Irish Schools Trust



Wellbeing Policy of PSS, Wexford

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1.0: Link to Mission Statement

PSS, Wexford endeavours to foster a centre of care, cooperation and collegiality within the community, whereby the unique gifts and talents of each individual student are realised to their full potential. Our aim is to develop our students' intellectual, spiritual, physical, emotional and social needs in a positive climate enabling all to face the future with confidence.

We endeavour to fulfil our mission in partnership with parents/guardians, staff, students, trustees and the local community.

2.0: Introduction by the Board of Management

This policy was devised in consultation with all the teaching staff in our school. It was submitted to the Board of Management, and Parents Association and the student's council. It is being reviewed as part of the School Development Planning Process.

The establishment of a sound learning environment at school and classroom level is critical to effective learning and teaching. The Board of Management will ensure that there is a pastoral care policy in place and that it is implemented.

- Ensure that the policy is reviewed regularly.
- Support pastoral care initiatives in the school.

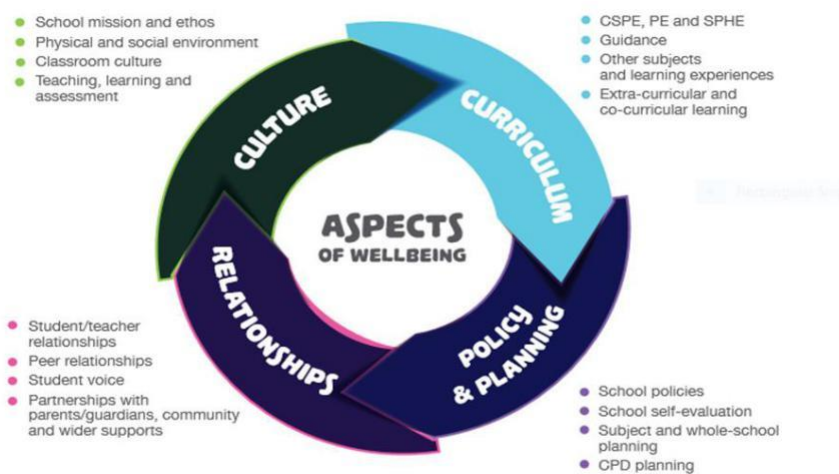
3.0: Wellbeing Rationale

The Framework for Junior Cycle (2015) provides for a new era of learning at junior cycle called Wellbeing. In line with this framework, The Wellbeing Guidelines 2017, and circular letter 0015/2017, the school has devised a programme which will work towards providing junior cycle students with over 400 hours wellbeing related learning. This will build on substantial work already taking place in our school in this area. This area of learning will make the school's culture, 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 their community.

Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole-school approach. The World Health Organisation (WHO) has defined how wellbeing is present:

- *When a person realises their potential*
- *Is resilient in dealing with the normal stresses of life*
- *Takes care of their physical wellbeing*
- *Has a sense of purpose, connection and belonging to a wider community.*

Planning for wellbeing involves consideration of four main aspects of our school. Culture, Relationships, Policy and Planning, and Curriculum. The whole-school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our policies and in the curriculum as outlined in Fig 1



4.0: Relationships:

In PSS, Wexford we pride ourselves on positive relationships. We consider this a powerful tool for influencing positive behaviour. The importance of positive relationships between students and staff within the school is recognised and this plays an important role in fostering a positive and supportive environment in the school. The school's formal structures provide important means of facilitating and supporting student wellbeing. Strong relationships amongst all members of the school community form the backbone of a positive working environment.

4.1: Subject Teachers

Class Teachers play a vital role in supporting and encouraging students. They are proactive in highlighting issues or areas of concern when they occur and, where appropriate, working with students, parents and other staff to address these. Each student is assigned to a tutor group which is supported by their Class Tutor. Year Heads play a vital role by gaining an overview of the students in their group and work closely with their Class Tutors and class teachers as appropriate.

4.2: Student Support Team (SST)

The SST meet weekly to discuss individual cases of concern, as well as general, school-wide initiatives. The team consists of our SLT, Guidance Counsellors, Additional Education Coordinators, EAL Coordinator, Year Heads, & School Chaplain. In the event of a critical incident, the SST will convene as soon as possible to consider the appropriate response, in line with established guidelines.

4.3: Child Protection

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of PSS, Wexford has agreed the Child Safeguarding Statement as displayed in school hall.

The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement

In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015. Staff have completed training in Tusla and PDST child protection and are updated regularly on regulations in the area.

4.5: Guidance & Counselling

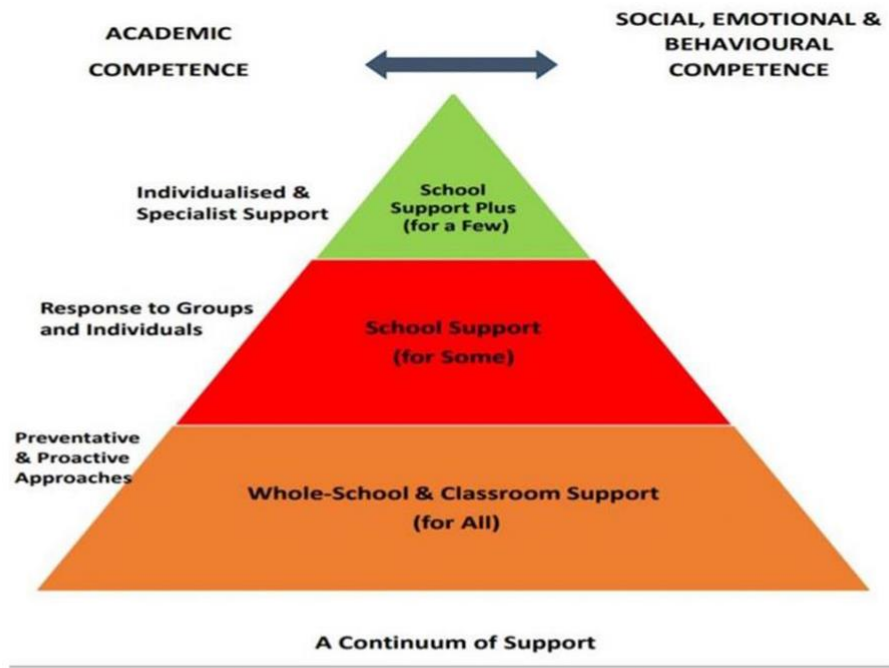
Our Whole School Guidance plan is developed within the context of the overall wellbeing policy of the school, in accordance with “A Continuum of Support for Post-Primary Schools” (DES, 2010) and the NCGE (2017) A Whole School Guidance Framework. The latter (NCGE 2017) document “reinforces the key understanding that guidance provision in schools is ‘whole school’. This involves collective and collaborative action to develop student learning, behaviour and wellbeing, and the conditions that support these”.

The Guidance Dept. offers personal/ educational and vocational counselling/ career Guidance to any student who wishes to avail of the service. The School Guidance Counsellors (SGC) meet all the leaving certs on a one to one for career guidance as often as is necessary depending on resources, and there are timetabled career guidance classes in fifth year and leaving cert. A career guidance module was introduced in TY in 2017. Staff may refer students to the SGC and in turn referral may be made to outside agencies in consultation with parents.

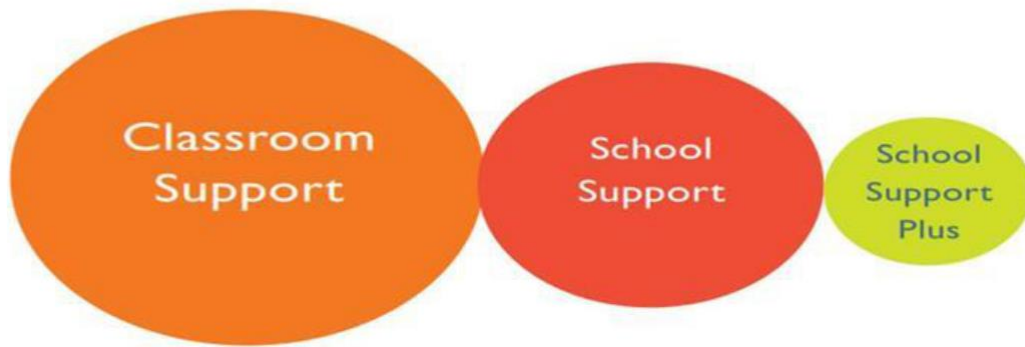
4.6: Tutors & Year-heads

Wellbeing Support is available to all students through our tutor and year-head system where support can be directly provided in class form or on a one to one. Referrals are made where appropriate to the Guidance & Counselling department and beyond. Students can also avail of confidential one to one appointment for wellbeing support and counselling.

The Wellbeing approach is based on the continuum support model which provides a framework for schools to enable them to identify and respond to students’ needs in a flexible way. This process is also supported through engagement with external professionals, as required. 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.



Schools will organise the use of resources depending on the level of needs



5.0: Stakeholder Engagement

5.1: Meitheal Programme

In this Mentoring system, first years are paired off with a group of 6th year students who have partaken in School Leadership training for the academic year. Mentoring promotes a healthy and positive relationship between peers and in turn builds community capacity.

5.2: Peer Mentors

The peer mentors are a group of fifth year students who act as mentors to junior students. They must undergo an interview for their position, followed by training. They are assigned to a second-year class, who they meet on a weekly basis during tutor time. Second year is a particularly challenging year where students can have trouble with friendships and academic work. The role of the peer mentors is to provide an extra support for the students. They are also involved in the promotion of Literacy and Numeracy within the school. In addition, they help to organise and run Literacy Week, Numeracy Week and Science Week events.

5.3: Senior Prefects

Each year, the Year Head of 5th Year seeks nominations from staff and students for the names of twelve Fifth Year students to act as School Prefects for the following academic year. The final selection of students from this list results from a consultation process involving Principal, Deputy Principal, Year Head and other relevant members of the school community.

These students are entrusted with important responsibilities and are given the full support of staff, parents and students in the exercise of the duties assigned to them.

5.4: Positivity Group

The Presentation Mental Health Awareness Team (Positivity Group) were founded in 2014, based on an idea forwarded by Senior Students while attending the Cycle Against Suicide Ambassador Award Ceremony. The aim of the group is the raise awareness of Positive Mental Health at Presentation Wexford, primarily creating a visible presence in the school community. Students achieve this through the Positivity Board, celebrating events such as World Mental Health Day and coordinating an annual whole school event 'Happy Week'. Students apply after Easter each year to join the group through an application form/ interview process arranged and conducted by existing team members with assistance from the coordinating teacher. Students in Transition Year are eligible to apply for the positivity group

5.5: School of Sanctuary/ Student around the globe

As a School of Sanctuary, schools find further motivation and structure in which to engage deeply with this role and ensure their school is a safe, welcoming and inclusive environment for all students. A group of our International & Irish students are involved the school of sanctuary programme.

5.6: Student Voice

Student Council representative from different year groups are voted in as members of the student council. This council is a group of students elected by their peers to address issues of concern. It is a representative structure through which students can work in partnership with school management, staff and parents.

5.7: Parents/Guardians/Community

Evenings for parents/guardians to visit the school are organised and gain an insight into the community of the school. Some of these include, Open night, Leaving Cert options and subject choice, Pathways after school, cyber safety and others as needs arise.

5.8: Parent Teacher meetings/Parent Student Teacher Conferences

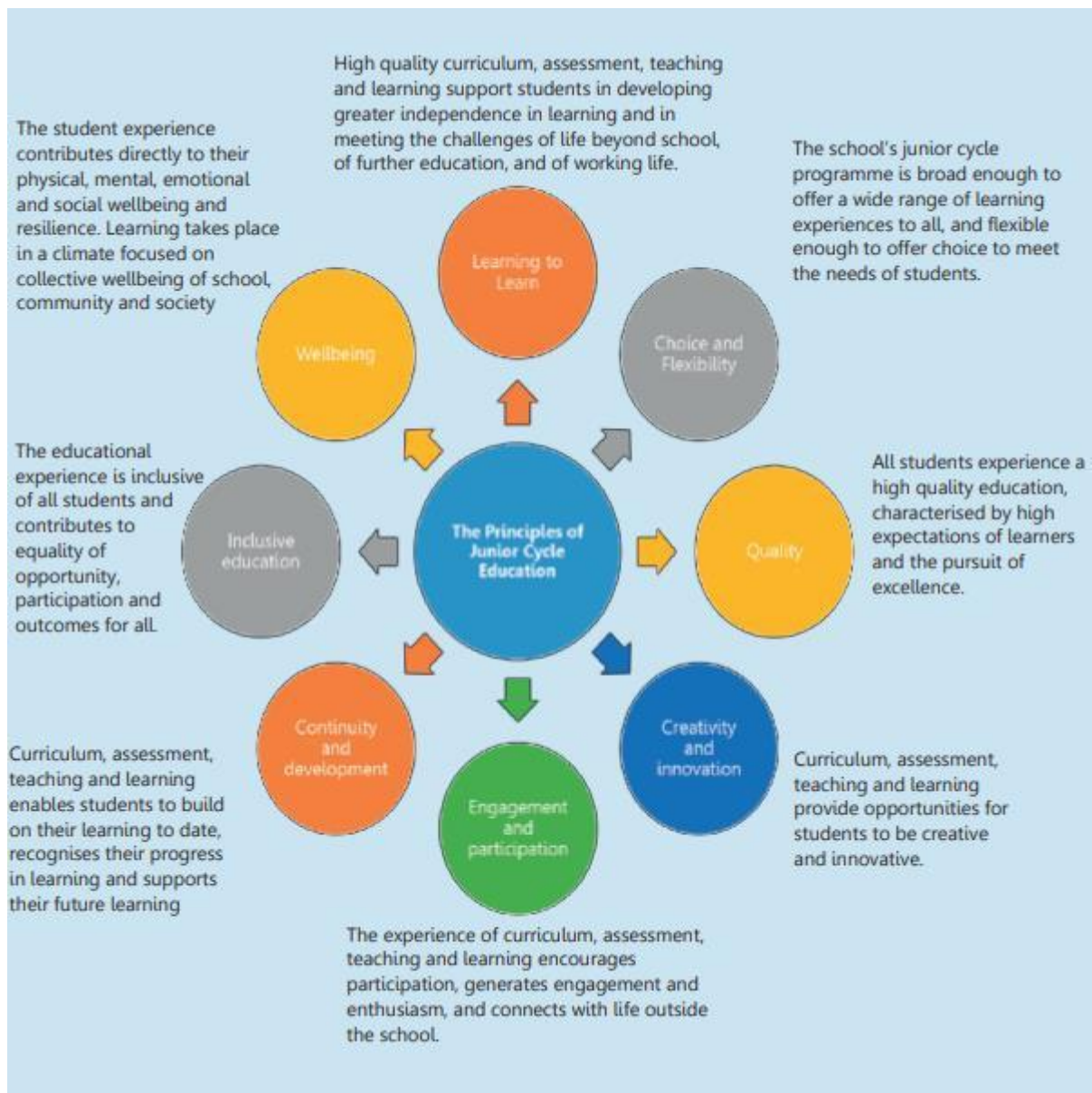
Parent-teacher meetings or Conferences for each year group take place throughout the year.

5.9: Annual Awards ceremony

An award ceremony takes place annually where students are acknowledged for their hard work and achievements in extra-curricular activities. Artwork is displayed around the school annually promoting positive mental health and anti-bullying and friendship themes.

6.0: Principles of Junior Cycle Education

Wellbeing and the Framework for Junior Cycle Student wellbeing is at the heart of the vision of a new junior cycle. The Framework for Junior Cycle is underpinned by Eight Principles



All of these principles are important in supporting the 24 statements of learning that underpin the New Junior Cycle.

A number of the statements of learning relate explicitly to wellbeing, including:

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

- SOL 10: The students have the awareness, knowledge, skills, values and motivation to live sustainably.
- SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others.
- SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.
- SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices.

Student wellbeing is present when the students, realise their abilities, take care of their physical health, can cope with the normal stresses of life, have a sense of purpose and belonging to a wider community (WHO). As set out in The Well-Being Junior Cert Guideline (2017), 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. While the key skill of Staying Well focusses specifically on wellbeing, many of the positive dispositions associated with student wellbeing are fostered through the conscious development of all the key skills in the classroom.

7.0: Aims of Wellbeing

Student well-being is at the heart of the vision of the new Junior Cycle programme. Eight principals underpin this new programme and one of them is well-being. Central to wellbeing are the six basic indicators: Active, Responsible, Connected, Resilient, Respected and Aware. Therefore, the aims of the well-being programme are centred around the six basic indicators. In keeping with our mission statement, it is hoped through guided self-reflection and group work that students will develop a positive sense of themselves and their physical, social emotional, and spiritual health and well-being.

The following indicators are used to assess wellbeing in the classroom and form the basis on which our curriculum is built.



Active	Responsible	Connected
<ol style="list-style-type: none"> 1. Sports Day 2. Lunch time Soccer 3. Basketball 4. Rugby 5. Tag rugby 6. Camogie 7. Table tennis 8. Hurling 9. Football 10. Athletics 11. Volleyball 12. Handball 13. Sponsored Walk 14. Games Club 15. Choir 16. Cello programme 17. Ukulele club 18. Drama Club 	<ol style="list-style-type: none"> 1. Positive Mental Health week 2. Health Promoting Schools Committee - student council 3. Road Safety Talk 4. Internet Safety – Web wise 5. GAISCE 6. Substance abuse awareness 7. Guest speakers from Universities and Institutes of technology 8. Aware, , Mental health Ireland, Safe-talk 9. Spirit of enterprise award 10. Relationships and sexuality programme 	<ol style="list-style-type: none"> 1. Shoe Box Appeal 2. Class trips 3. Mentor& Meitheal Programmes 4. Tutor class daily and assemblies 5. Carol Service 6. Support for winning teams- announcements over intercom 7. Musical 8. Christmas concert 9. TY bonding day out 10. Christmas Quiz 11. Guest speakers re St. Vincent de Paul and Volunteering Ireland 12. Christmas Jumper Day 13. St Vincent de Paul Christmas Hampers 14.
Resilient	Respected	Aware
<ol style="list-style-type: none"> 1. FRIENDS for Youth 2. School Leadership Programme 3. Induction Programme 4. Behaviour policy 5. Mindfulness programmes both in Junior Cycle and TY 6. Counselling 	<ol style="list-style-type: none"> 1. Anti-Bullying Week 2. Student Council 3. Awards Ceremony 4. Peer mentoring system 5. Meitheal 6. Active week 7. Graduation Mass 8. LGBT notice board 	<ol style="list-style-type: none"> 1. Positive Mental Health Week 2. Study Skills 3. Yoga 4. Stand Up Week 5. College Awareness week 6. Seachtain na Gaeilge 7. Maths week 8. Aware programmes 9. Anti-bullying week

8.0: Curriculum

Curriculum

The well-being whole school curriculum is built on the following subject areas

- CSPE,
- PE
- SPHE.
- Guidance related activities
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning.

8.1: School Initiatives

- ‘Friends for Life’ is a school-based anxiety prevention and resilience building programmes developed by Dr Paula Barrett. Several teachers have been trained in the delivery of the Friends programme. This programme helps students to develop resilience by teaching them effective strategies to cope with, problem solve and manage all forms of emotional distress, including worry, stress, change and anxiety. Skills learned throughout the programme help students both now and in later life. Students are targeted annually to we feel would benefit from the discussions in this programme.
- Anti-Bullying / Friendship Week
- To raise awareness and empathy in our students the school organises an annual anti-bullying / friendship week. During this week, many students take part in class discussions and activities regarding bullying, friendship, empathy and appropriate social behaviour.
- Active Week & Get Healthy Week During Active Week, many activities are planned which address positive mental, physical, emotional and social wellbeing.
- Wellbeing week.
- Positivity Week

8.2: Extra-Curricular & Co-Curricular

8.2.1: The Annual School Musical

Our annual musical plays a vital role in our school, where students get the chance to sing, dance, act, develop their art skills, build sets, show production, engage in PR, costume design, front of house and hair and makeup. Many departments within the school come together to put on our school shows.

8.2.2: External speakers

External visitors complement the school curriculum in the areas of mental health, environmental issues, volunteer groups, cyber safety, and career guidance and are organised to encourage students to engage in an active and connected lifestyle.

8.2.3: Sporting activities

A wide range of extra-curricular activities are offered both sporting and non-sporting. Students are encouraged to become involved such activities as we believe that these benefit their overall sense of wellbeing.

8.2.4: Study Skills programme

We seek to enhance student wellbeing across all year groups both through the formal curriculum but also through extra-curricular activities, co-curricular activities and by way of the culture, environment and ethos of the school.

8.3: SPHE

Social, Personal & Health Education is taught to all year groups in Junior Cycle and the RSE programme for JCT is integrated in this programme.

8.4: Relationships and Sexuality Education in Senior Cycle

RSE is delivered in Senior cycle in 4th Year & 5th Year. There is an additional module in 6th Year

8.5: Reflection Days :

Reflection days are organised for senior cycle students 5th & 6th year by our school chaplain

8.6: Additional Educational Needs (AEN)

There is a clear connection between the support offered through the AEN Department in the school and the support of AEN students with regard to Wellbeing. One of the central goals of the AEN department is: 'To recognise each pupil as a unique individual with different talents and needs and to meet their physical, intellectual and emotional needs through our student focused programmes (SEN policy 2015). Circular No 008/2019 sets out details of the criteria and data which have been use the various components of schools 'profiles at this time. Section 6 and 7).

8.7: Partnership with Support Organisations:

The SST team has worked to establish close supportive relationship with a broad spectrum of services in order to have the capacity to call on the expert assistance available National Education Psychological Services, Special Education Needs Organiser, Education Welfare Officer and TUSLA, HSE Social services, Child Adolescent Mental Health Services, Juvenile Liaison Officer service, workers, Pieta house

9.0: Policy Context

Student 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 purpose and belonging to a wider community (WHO). This policy seeks to provide a context as to how that occurs in our school. Several other school policies are intrinsically linked to our wellbeing policy.

These include but are not limited to:

- Code of Behaviour Policy
- Homework Policy
- SPHE Policy
- RSE Policy
- Internet Safety Policy
- Anti-bullying Policy
- Child Protection Policy
- Critical Incident Policy
- Substance abuse
- Child Protection

- iPad Policy
- Inclusion Policy

10.0: Planning

- School policies
- School Self-evaluation
- Subject and whole-school planning
- CPD planning

10:1 Staff Development

Staff that are involved in wellbeing programme are encouraged to undertake CPD for well-being. Courses are available and funding for these is available from the school body. Each teacher can apply through the principal. Some of these courses are held over the holiday period or at weekends.

10.2: Wellness & Belonging School Focus Group

Group of staff as part of school focus

10.3: Wellbeing Programme

	1ST YEAR	2ND YEAR	3RD YEAR	Total	HOURS
PE	1 hour	1 hour	2 hours	4 hours	134
SPHE	1 hour	1 hour	1 hour	3 hours	100
CSPE		1 hour	1 hour	2 hours	67
Other	2 hours	2 hours	2 hours	6 hours	100
Total					401

11.0: School Self Evaluation

- All stakeholders have been surveyed under the LAOS framework. Initiatives and targets are set for wellbeing under our school focus 2022-2027
- Priorities for each year group are outlined in the Whole School Guidance plan.
- A professional culture between staff requires teachers to share, support and explore together.
- In our school we aim to foster a collaborative approach to teaching and planning, thus improving students learning, informal department meetings and teaching and learning initiatives explored during our croke park hour.

12.0: Review

This policy will be reviewed annually. It will take into account any legislative changes, new policy and strategy documents either in the school or from the Department of Education and

13.0: Ratification

This policy was ratified by the Board of Management on 5th October 2023 following consultation with all stakeholders.

Chairperson: Mary Culleton

Date 5th October 2023

Principal: Billy Ryan

Date: 5th October 2023