



Mungret Community College Student Care Policy

“A school should be a place where every young person is known, valued and respected; where they feel safe enough to learn, supported enough to take risks, and encouraged to discover their own strengths. Education is concerned not only with what students know, but with the people they become and their capacity to participate confidently, compassionately and responsibly in the world around them.”

1. Vision

Mungret Community College aspires to be an inclusive, welcoming and vibrant learning community where every student feels safe, valued, supported and a strong sense of belonging.

We believe that education is a shared partnership between students, staff, parents/guardians and the wider community, built on positive relationships, mutual respect and shared responsibility.

With student wellbeing at the heart of school life, we seek to create an environment where every young person is empowered to learn, grow, flourish and fulfil their potential.

2. Mission Statement

Mungret Community College is committed to providing an inclusive, nurturing and dynamic learning environment where every student feels valued, respected and supported to thrive.

We are committed to excellence in learning, teaching and assessment, providing a broad and balanced educational experience that supports the academic, social, physical, emotional, cultural and personal development of every student. We seek to empower our students to recognise their strengths, fulfil their potential, develop a love of learning and become confident, resilient and responsible young people.

At the heart of our school is a strong sense of belonging and community. We value positive relationships and promote a culture of respect, inclusion, integrity, compassion and shared responsibility. Student voice and participation are valued, and students are encouraged to play an active role in their learning and in the life of the school.

We recognise that education is a partnership between students, staff, parents/guardians and the wider community. Together, we strive to create a safe, supportive and positive school environment where the dignity and individuality of every person is respected and where every student is given the opportunity to learn, grow and flourish.

3. Rationale

The philosophy of Mungret Community College is rooted in the education and development of the whole person. We recognise that students thrive when their academic learning is supported alongside their social, emotional, physical, personal, cultural and creative development and their overall wellbeing.

Student wellbeing and development are supported through a broad range of curricular, co-curricular and extracurricular experiences, providing opportunities for students to discover their strengths, develop their talents, build confidence and experience success. We are committed to creating an inclusive learning environment that recognises the individuality of every student and supports each young person to participate, progress and flourish.

Central to our approach is a strong sense of belonging, connection and positive relationships. We recognise that students are more likely to engage positively with school and learning when they feel known, valued, respected and supported.

Student Care is a shared whole-school responsibility. Students, staff, parents/guardians and the wider community all contribute to creating a caring and inclusive school culture. We value student voice and participation and seek meaningful opportunities for students to contribute to decisions and developments that affect their experience of school.

We also recognise the importance of strong partnerships between school, home and the wider community, and of working collaboratively with relevant external agencies and services where additional or specialist support is required.



STUDENT CARE POLICY

Caring for Every Student, Supporting Every Journey

At the heart of Mungret Community College is a commitment to the care, wellbeing and development of every student. We aim to support each young person in reaching their full potential – academically, socially, emotionally and personally.



OUR CORE VALUES



EXCELLENCE IN EDUCATION

We strive for the highest standards in teaching, learning and in all that we do.



CARE

We value kindness, empathy and respect, and we support the wellbeing of every student.



EQUALITY

We promote fairness, inclusion and respect for diversity so that every student is valued and has the same opportunities.



COMMUNITY

We work in partnership with students, families and the wider community.



RESPECT

We value every individual and treat everyone with dignity and respect.

OUR KEY PRINCIPLES



Student care is a whole-school responsibility shared by all staff, students and the wider community.



We focus on prevention, early support and positive relationships.



We promote open communication, listening and student voice.



We support students in developing resilience, confidence and life skills.



We work in partnership with home and the wider community.



We promote fairness, inclusion and equality for everyone.

EVERYONE HAS A ROLE



STAFF: Build relationships, notice, listen and support.



STUDENTS: Be kind, look out for one another and speak up.



PARENTS/GUARDIANS: Partner with the school and support your child's wellbeing.



COMMUNITY: We value our links and work together for the benefit of our students.



SUPPORTS AVAILABLE



Year Heads & Class Tutors
First point of contact and ongoing support



Guidance Counsellor
Emotional support and guidance



Student Support Team
Wellbeing and practical support



Policies & Procedures
Clear processes to keep everyone safe



External Services
Links to specialist support when needed



OUR COMMITMENT

We are committed to creating a caring, respectful and inclusive school community where every student is supported to flourish and achieve their best.

*Together, we care.
Together, we grow.*

In our school community, this means:

- Respecting the dignity, individuality and rights of every member of our school community.
- Creating an environment where every student experiences safety, inclusion and a sense of belonging.
- Recognising, celebrating and developing the individual strengths, abilities and talents of our students.
- Building positive, respectful and supportive relationships across the school community.
- Listening to and valuing student voice and providing meaningful opportunities for student participation.
- Recognising the important role of parents/guardians and home in the education, development and wellbeing of young people.
- Providing appropriate whole-school, targeted and individual supports in response to student need.
- Identifying concerns at an early stage and responding in a timely, supportive and appropriate manner.
- Working collaboratively with relevant external agencies and professional services where appropriate.
- Promoting effective communication, collaboration and partnership between students, staff, parents/guardians and the wider school community.
- Maintaining policies, practices and systems that promote wellbeing, dignity, inclusion, equality and positive development.

Aims:

Through our approach to Student Care, Mungret Community College aims to:

- Ensure that every student feels known, valued, respected and supported.
- Respond sensitively, appropriately and effectively to students who raise concerns or require additional support.
- Foster a culture in which students demonstrate respect, empathy and consideration for themselves and others.
- Support students in developing confidence, resilience, independence and a positive sense of self.
- Equip students with the skills to manage challenges, make informed decisions, seek support and navigate change.
- Provide opportunities for reflection, discussion, student voice and participation.
- Promote positive relationships and a strong sense of connection and belonging within the school community.
- Ensure that all students can access a broad, balanced and inclusive educational experience.
- Support students in developing the knowledge, skills, values and dispositions they need for learning, life and active participation in society.
- Work in partnership with parents/guardians and appropriate services to support the wellbeing, learning and development of every student.

4. A Whole-School Approach to Student Care

Student Care is an integral part of the ethos, culture and everyday life of Mungret Community College. All staff, teaching and non-teaching, contribute to student care through their interactions, relationships and engagement with students.

Central to our approach is the belief that every student should feel known, valued and connected within our school community. A key principle of Student Care in Mungret Community College is that every student should have access to “one good adult” — a trusted adult within the school whom they feel comfortable approaching and who can listen, check in, offer support and, where necessary, connect them with further support. This reflects the existing Check & Connect approach within the school.

Student wellbeing is supported both through the curriculum and the wider life of the school. This includes learning and experiences across SPHE, including RSE, CSPE, PE, Guidance, tutor time, assemblies and other relevant curricular, co-curricular and extracurricular opportunities.

Student Care also extends beyond formal structures and programmes. Positive relationships, everyday interactions, opportunities for students to be heard, early identification of concerns, appropriate intervention and regular check-ins all contribute to a school culture in which students experience a strong sense of belonging, connection and support.

Partnership with parents/guardians is central to this approach. Regular communication and collaboration between home and school support a shared understanding of each student's learning, progress, development and wellbeing. Where appropriate, the school also works collaboratively with external agencies and professional services to ensure students can access additional support.

Ongoing staff professional learning and development in areas relating to student care, inclusion, wellbeing and safeguarding is an important element of maintaining and strengthening our whole-school approach.

Related Policies, Procedures and Frameworks:

This Student Care Policy should be read in conjunction with relevant school policies, procedures and frameworks, including:

- Mission Statement and Vision
- Dignity Charter
- Child Safeguarding Statement and associated procedures
- Anti-Bullying Policy/Procedures
- Additional Education Needs Policy
- Code of Behaviour
- Critical Incident Management Policy

- Relationships and Sexuality Education (RSE) Policy
- Acceptable Usage Policy
- Wellbeing Policy/Programme
- Whole School Guidance Plan
- Relevant subject and programme plans, including SPHE, RSE, CSPE, PE and Guidance

5. Roles & Responsibilities

Student Care is a shared, whole-school responsibility in Mungret Community College. Every member of staff, teaching and non-teaching, contributes to creating a school environment in which students feel safe, known, valued, respected and supported.

While all members of the school community contribute to student wellbeing, a number of key roles and teams have particular responsibilities in supporting students and coordinating appropriate responses where concerns or additional needs arise.

Board of Management:

The Board of Management will:

- Ensure that an appropriate Student Care Policy is in place, implemented and regularly reviewed.
- Support the development of a whole-school approach to student care and wellbeing.
- Promote a school culture based on dignity, respect, inclusion, belonging and positive relationships.
- Support initiatives that enhance student wellbeing, care and participation.
- Ensure, within available resources, that appropriate structures and supports are in place to meet the needs of students.
- Ensure appropriate oversight of the implementation and review of this policy.

Principal:

The Principal has overall responsibility, on behalf of the Board of Management, for promoting and supporting a whole-school culture of student care and wellbeing.

The Principal will:

- Provide leadership in developing and maintaining a safe, inclusive and supportive school environment.
- Work collaboratively with the Deputy Principals, Year Heads, Guidance Counsellors, Student Support Team, Student Wellbeing Team and staff to support students.
- Ensure that appropriate systems are in place for the identification, referral and support of students who may require additional assistance.
- Promote effective communication and collaboration between students, staff, parents/guardians and relevant external agencies, where appropriate.

- Keep the Board of Management informed of relevant matters in accordance with appropriate procedures and confidentiality requirements.

Deputy Principals:

The Deputy Principals play a key role in supporting the wellbeing, learning, inclusion and development of students.

Working collaboratively with the Principal, Year Heads, Guidance Counsellors, Student Support Team, teachers and other relevant staff, the Deputy Principals will:

- Support the implementation of the school's whole-school approach to Student Care.
- Assist in identifying and responding appropriately to emerging student needs.
- Support Year Heads and staff in responding to academic, social, emotional, behavioural and wellbeing concerns.
- Facilitate communication and collaboration between relevant members of the school community.
- Support appropriate interventions, referrals and access to additional support where required.
- Promote approaches that strengthen positive relationships, student voice, participation and belonging.

Year Head:

The Year Head has a central role in supporting the overall wellbeing, engagement, progress and development of students within their year group.

The Year Head will:

- Seek to know the students within their year group and promote a strong sense of connection and belonging.
- Monitor students' overall progress, engagement, attendance, behaviour and wellbeing.
- Provide a consistent and approachable point of support for students.
- Identify emerging concerns and respond in a timely, supportive and proportionate manner.
- Meet individually with students where additional support or guidance may be beneficial.
- Liaise with Class Tutors and subject teachers where a student may require additional understanding or support.
- Refer students to the Student Wellbeing Team, Student Support Team, Guidance Counsellor or other appropriate school supports where necessary.
- Work collaboratively with students, parents/guardians, tutors, teachers, senior management and relevant support personnel.
- Encourage students' personal, social and academic development as they progress through the school.

Class Tutors:

Class Tutors play an important role in developing connection, belonging and positive relationships within the school.

Regular tutor time provides students with an opportunity to connect with a consistent adult and with their tutor group. The Class Tutor will:

- Develop positive and respectful relationships with students in their tutor group.
- Provide an approachable and supportive point of contact for students.
- Promote connection between students and the wider school community.
- Support students with organisation, engagement and participation in school life.
- Monitor the student journal and other relevant aspects of student progress in accordance with school procedures.
- Be attentive to changes or emerging concerns relating to a student's engagement or wellbeing.
- Communicate relevant concerns to the Year Head or other appropriate member of the Student Care structures.

The Class Tutor has an important role in ensuring that students feel known and connected and contributes to the school's commitment to ensuring that every student has access to "one good adult" within the school community.



ROLES & RESPONSIBILITIES

STUDENT CARE IS EVERYONE'S RESPONSIBILITY



Student Care is a shared, whole-school responsibility in Mungret Community College. Every member of staff, teaching and non-teaching, contributes to creating a school environment in which students feel **safe, known, valued, respected** and **supported**.

While all members of the school community contribute to student wellbeing, a number of key roles and teams have particular responsibilities in supporting students and coordinating appropriate responses where concerns or additional needs arise.



BOARD OF MANAGEMENT

- Ensure that an appropriate Student Care Policy is in place, implemented and regularly reviewed.
- Support the development of a whole-school approach to student care and wellbeing.
- Promote a school culture based on dignity, respect, inclusion, belonging and positive relationships.
- Support initiatives that enhance student wellbeing, care and participation.
- Ensure, within available resources, that appropriate structures and supports are in place to meet the needs of students.
- Ensure appropriate oversight of the implementation and review of this policy.



PRINCIPAL

- Provide leadership in developing and maintaining a safe, inclusive and supportive environment.
- Work collaboratively with the Deputy Principals, Year Heads, Guidance Counsellors, Student Support Team, Student Wellbeing Team and staff to support students.
- Ensure that appropriate systems are in place for the identification, referral and support of students who may require additional assistance.
- Promote effective communication and collaboration between students, staff, parents/guardians and relevant external agencies, where appropriate.
- Keep the Board of Management informed of relevant matters in accordance with appropriate procedures and confidentiality requirements.



DEPUTY PRINCIPALS

- Support the implementation of the school's whole-school approach to Student Care.
- Assist in identifying and responding appropriately to emerging student needs.
- Support Year Heads and staff in responding to academic, social, emotional, behavioural and wellbeing concerns.
- Facilitate communication and collaboration between relevant members of the school community.
- Support appropriate interventions, referrals and access to additional supports where required.
- Promote approaches that strengthen positive relationships, student voice, participation and belonging.



YEAR HEAD

- Seek to know the students within their year group and promote a strong sense of connection and belonging.
- Monitor students' overall progress, engagement, attendance, behaviour and wellbeing.
- Provide a consistent and approachable point of support for students.
- Identify emerging concerns and respond in a timely, supportive and proportionate manner.
- Meet individually with students where additional support or guidance may be beneficial.
- Liaise with Class Tutors and subject teachers where a student may require additional understanding or support.
- Refer students to the Student Wellbeing Team, Student Support Team, Guidance Counsellor or other appropriate school supports where necessary.
- Work collaboratively with students, parents/guardians, tutors, teachers, senior management and relevant support personnel.
- Encourage students' personal, social and academic development as they progress through school.



CLASS TUTORS

- Develop positive and respectful relationships with students in their tutor group.
- Provide an approachable and supportive point of contact for students.
- Promote connection between students and the wider school community.
- Support students with organisation, engagement and participation in school life.
- Monitor the student journal and other relevant aspects of student progress in accordance with school procedures.
- Be attentive to changes or emerging concerns relating to a student's engagement or wellbeing.
- Communicate relevant concerns to the Year Head or other appropriate member of the Student Care structures.



Every role plays a vital part in supporting our students.

Together, we create a **safe, caring** and **inclusive school community** where every student can **learn, grow** and **flourish**.



One Good Adult
EVERY STUDENT. EVERY DAY.

6. Positive Behaviour, Relationships and Student Care

The school's Code of Behaviour and its ethos of Restorative Practice work alongside the Student Care Policy to support a safe, respectful, inclusive and positive learning environment for all. Together, they promote positive relationships, personal responsibility, mutual respect and a shared commitment to the wellbeing and dignity of every member of the school community.

Mungret Community College recognises that student behaviour and student wellbeing are closely connected. Our approach seeks to promote positive relationships, personal responsibility, respect, fairness and appropriate behaviour, while recognising the importance of understanding and responding appropriately to the individual circumstances and needs of students.

Students are encouraged to develop self-awareness, responsibility, respect for themselves and others, and an understanding of how their choices and actions impact the wider school community.

Staff and parents/guardians share responsibility for supporting positive behaviour and for raising concerns where a student's behaviour, safety or wellbeing may require additional attention or support.

The school maintains high expectations for learning, behaviour and relationships, while seeking to respond to concerns in a manner that is fair, consistent, supportive and focused on helping students learn, develop and make positive choices.



7. Child Safeguarding

The safety, protection and wellbeing of students are fundamental to the work of Mungret Community College. The school is committed to maintaining a culture in which safeguarding is understood as a shared responsibility and is embedded in everyday school practice.

All staff are made aware of their responsibilities in relation to child safeguarding. Mungret Community College implements its child safeguarding responsibilities in accordance with the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, and the Department of Education's Child Protection Procedures for Schools 2025, together with any subsequent relevant legislation, guidance or procedures.

Staff have access to the school's Child Safeguarding Statement, Child Safeguarding Risk Assessment and relevant child protection procedures and guidance, together with details of the school's Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDLp).

The school's Child Safeguarding Statement and associated documentation are made available to the school community in accordance with relevant requirements.

Parents/guardians are informed of the school's safeguarding arrangements through appropriate school communications, including information provided to incoming students and their families.

Child safeguarding and protection form part of ongoing staff awareness and professional learning. Staff are provided with relevant information and updates at the beginning of each academic year and as required throughout the year.

The Board of Management exercises appropriate oversight of child safeguarding in accordance with the relevant statutory and Department of Education requirements.

8. The Student Care Community:

Student Wellbeing Team:

The Student Wellbeing Team meets regularly and provides an important structure for coordinating student care and responding to emerging needs.

The team includes relevant members of school leadership, Guidance Counsellors, Year Heads and other designated personnel as appropriate.

Students may come to the attention of the team through:

- Self-referral
- Peer referral
- Parent/guardian referral
- Staff referral

The team considers students' needs in a holistic manner, recognising that academic, social, emotional, behavioural, attendance and wellbeing factors can be interconnected.

Where concerns arise, the team will collaboratively consider the most appropriate response. This may include a check-in with a trusted adult, Year Head or Guidance support, engagement with parents/guardians, targeted school-based support or, where appropriate, referral to relevant external professionals or agencies.

Information relating to individual students will be shared appropriately and sensitively, on a need-to-know basis, to enable staff to support the student effectively and in accordance with relevant school procedures.

Where a member of staff requires further information in order to appropriately support a student, they should liaise with the relevant Year Head, Principal, Deputy Principal, Guidance Counsellor or designated member of the Student Support/Wellbeing structures, as appropriate.

Additional Education Needs Team:

Mungret Community College is committed to providing an inclusive educational environment in which students with additional educational needs are supported to participate fully in school life, access learning and achieve their potential.

The Additional Education Needs Team works collaboratively with school leadership, teachers, students, parents/guardians, relevant primary schools and external professionals

and agencies, as appropriate, to identify and respond to students' individual strengths and needs.

Transition planning is an important element of this work. Relevant members of the team liaise with feeder primary schools in advance of students' transition to Mungret Community College to gather appropriate information and identify supports that may assist students in making a positive and successful transition to post-primary school.

Opportunities are provided for incoming students and their parents/guardians to engage with the school prior to entry, supporting familiarisation, connection and a sense of belonging.

The Additional Education Needs Team meets regularly to:

- Review students' progress and emerging needs.
- Plan, coordinate and review appropriate supports.
- Support inclusive approaches to teaching and learning.
- Collaborate with teachers and other relevant school personnel.
- Engage with students and parents/guardians as appropriate.
- Liaise with relevant external professionals, services and agencies where additional expertise or support is required.

Relevant information is communicated to staff appropriately, sensitively and on a need-to-know basis to enable them to effectively support individual students.

Student Support Team:

The Student Support Team provides a key structure within the school's whole-school approach to student wellbeing and care. The team meets regularly to identify, coordinate and review support for students who may require additional social, emotional, personal or wellbeing support.

The team includes the Principal, Deputy Principals, Guidance Counsellors and other relevant members of staff, as appropriate. It works collaboratively with the Student Wellbeing Team, Year Heads, teachers, parents/guardians and relevant external professionals and agencies.

The team's approach is based on early identification, appropriate intervention and coordinated support, recognising that student needs may change over time.

The Tread Softly system enables relevant staff to be made aware, in an appropriate and sensitive manner, that a student may currently require additional understanding, flexibility or support.

Information is reviewed and updated regularly and is communicated to staff on a need-to-know basis, with due regard to the student's dignity, privacy and wellbeing.

Where a staff member requires further information to appropriately support a student, they should liaise with the relevant Year Head or member of the Student Support Team.

The school's Check & Connect approach recognises the importance of positive relationships and meaningful connection in supporting student wellbeing.

Where appropriate, students are connected with a trusted member of staff who can provide a regular check-in, listening ear and supportive point of contact.

This reflects Mungret Community College's commitment to the principle of "one good adult" and to ensuring that students know who they can turn to and how to access support when they need it.

Subject Teachers:

All teachers contribute to the care, wellbeing, inclusion and development of students through their everyday interactions and through curricular, co-curricular and extracurricular experiences.

Subject teachers will seek to:

- Create safe, inclusive and supportive learning environments.
- Build positive, respectful relationships with students.
- Promote students' confidence, engagement and sense of belonging.
- Recognise and respond appropriately to the individual strengths and needs of students.
- Encourage student voice, participation and responsibility for learning.
- Be attentive to changes in a student's engagement, behaviour or wellbeing that may indicate a need for additional support.
- Communicate relevant concerns through the school's established Student Care structures.

Students will sometimes choose to approach a teacher with a concern because of the trust and relationship that has developed between them. Staff should listen appropriately and respond in accordance with their professional responsibilities and relevant school procedures.

Where a teacher has a concern regarding a student's wellbeing, safety, engagement or development, the concern should be shared with the appropriate Year Head, Student Wellbeing Team, Student Support Team or school leadership, as appropriate.

SPHE & RSE Coordinators:

SPHE, including RSE, plays an important role within the school's whole-school approach to wellbeing.

Through age-appropriate learning experiences, reflection, discussion and active participation, SPHE and RSE support students in developing the knowledge, understanding, skills, attitudes and values required to support their wellbeing and relationships.

The SPHE and RSE Coordinators, together with relevant teachers, support students to:

- Develop self-awareness, confidence and a positive sense of self.
- Build and maintain healthy and respectful relationships.
- Develop skills for communication, decision-making and problem-solving.
- Reflect on choices and their impact on themselves and others.
- Develop strategies for managing challenges and seeking appropriate support.
- Promote their physical, social and emotional wellbeing.
- Develop respect for the dignity, rights and wellbeing of themselves and others.

Student Council & Student Voice:

Mungret Community College recognises students as active partners in the life and development of their school. Student voice and meaningful participation contribute to students' sense of belonging, agency, responsibility and connection to the school community.

The Student Council provides an important formal structure through which students can represent the views and experiences of their peers, contribute ideas and participate in school development.

Through the Student Council and wider student voice structures, students are encouraged to:

- Identify issues that are important to student life and wellbeing.
- Contribute ideas for improving the student experience.
- Participate meaningfully in relevant aspects of school planning and development.
- Represent and communicate the views of the wider student body.
- Promote inclusion, respect, empathy and belonging.
- Develop confidence, leadership, responsibility and active citizenship.

Student voice is not confined to the Student Council. Opportunities for students to express their views, contribute to decision-making and influence matters that affect their experience of school are encouraged throughout school life.

Parents/Guardians and the Parents' Association:

Parents/guardians are key partners in supporting the learning, development and wellbeing of young people. Mungret Community College values positive, respectful and collaborative relationships between home and school and recognises the important contribution that parents/guardians make to Student Care.

Parents/guardians are encouraged to:

- Maintain open and appropriate communication with the school.
- Share relevant information that may assist the school in supporting their child.
- Engage with parent/teacher meetings, information evenings and other opportunities for partnership with the school.
- Discuss their child's learning, progress and formative feedback with them.
- Encourage their child's attendance, engagement, independence and participation in school life.

- Support their child in developing confidence, resilience, responsibility and positive relationships.
- Encourage their child to seek support when needed and reinforce the importance of trusted adults in school.
- Work collaboratively with relevant school personnel where concerns or additional needs arise.

The Parents' Association provides an important additional partnership between parents/guardians and the school and contributes to initiatives that support students, families and the wider school community.

Guidance Counsellors:

Guidance is an integral part of the school's whole-school approach to student support, wellbeing and development.

The Guidance Counsellors support students across the interconnected areas of educational, career and personal/social guidance, helping young people to develop the knowledge, skills and self-awareness necessary to make informed decisions and navigate transitions throughout their time in school.

Guidance provision supports students to develop:

- Self-awareness and self-understanding.
- Decision-making and problem-solving skills.
- Personal and social skills.
- Educational and career planning skills.
- Skills for managing transitions and change.
- Awareness of appropriate supports and how to access them.
- Confidence and increasing independence in making informed choices.

The Guidance Counsellor(s) work collaboratively with school leadership, Year Heads, Student Support and Wellbeing structures, teachers, students, parents/guardians and relevant external services, as appropriate.

Particular attention is given to key transition points. In First Year, Guidance supports students in settling into post-primary school, developing a sense of belonging, engaging positively with learning and making appropriate educational choices.

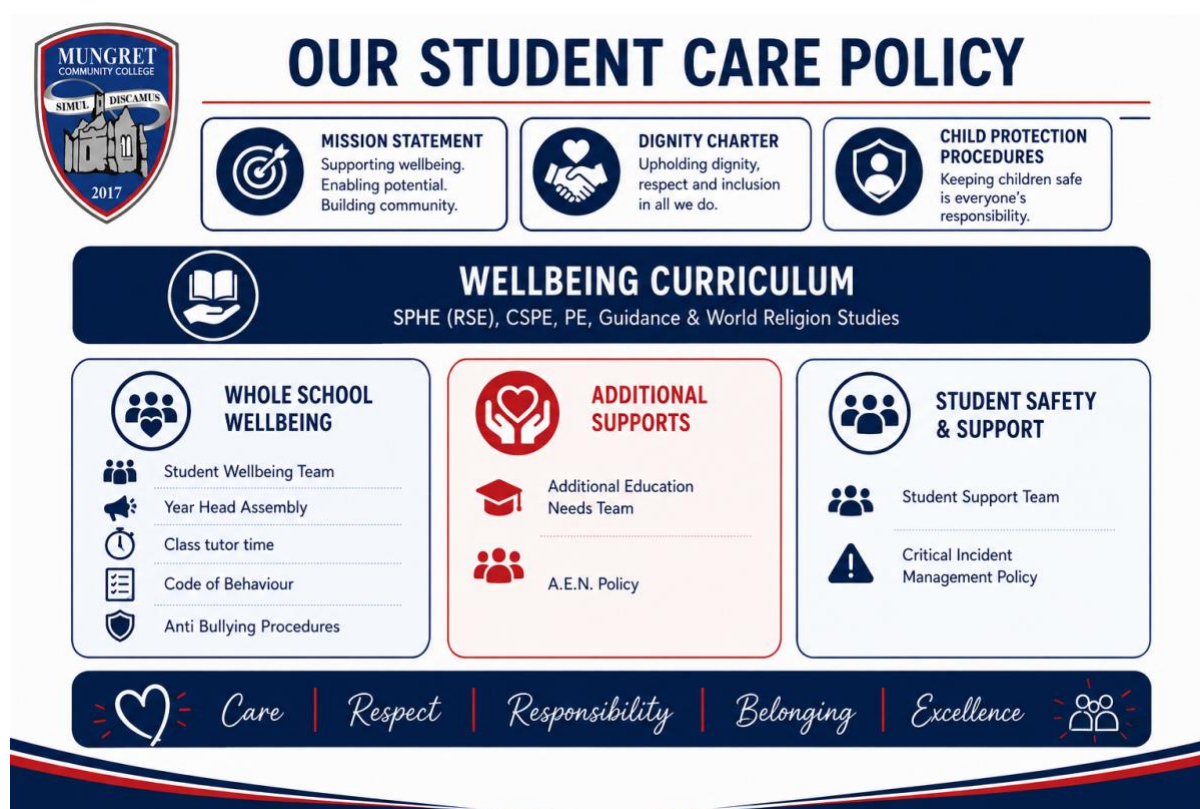
As students progress through the school, Guidance supports their ongoing personal, educational and career development, including subject and programme choices, senior-cycle pathways, further and higher education, training and other future opportunities.

Student Care Structures and Supports:

Overall, Student Care in Mungret Community College is supported through a range of whole-school structures, meetings, programmes and interventions. These provide opportunities to identify student needs, strengthen relationships, coordinate appropriate supports and promote student wellbeing.

These include:

- Student Care / Wellbeing Team meetings
- Student Support Team meetings
- Additional Education Needs (AEN) Team meetings
- Year Group Assemblies
- Tutor Time
- Check & Connect / “One Good Adult” supports
- Guidance and individual counselling supports
- Critical Incident Management procedures
- Student transition and induction supports
- Whole-school wellbeing initiatives and special events
- Referral to appropriate internal or external supports, where required



9. Wellbeing Curriculum:

Student wellbeing is central to the educational experience at Mungret Community College and is embedded across learning, teaching and the wider life of the school. Our Wellbeing programme supports students in developing the knowledge, skills, attitudes and values that enable them to feel connected, build positive relationships, make informed decisions, develop resilience and participate confidently in school and wider society.

At Junior Cycle, Wellbeing is supported through SPHE, including RSE, CSPE and Physical Education, together with the wider experiences and relationships that contribute to students' sense of belonging, safety, connection and participation.

The six indicators of wellbeing — Active, Responsible, Connected, Resilient, Respected and Aware — provide an important framework for supporting and reflecting on student wellbeing across the school.

Social, Personal and Health Education (SPHE)

SPHE provides students with opportunities to develop the knowledge, understanding, skills, attitudes and values needed to support their personal, social and emotional wellbeing.

Through active and experiential learning, students are supported to:

- Develop self-awareness and a positive sense of self.
- Build and maintain healthy and respectful relationships.
- Develop communication, decision-making and problem-solving skills.
- Recognise and manage emotions and respond constructively to challenges.
- Make informed choices that support their health and wellbeing.
- Recognise when support may be needed and develop confidence in seeking help and accessing appropriate support.

Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education (RSE) forms an integral part of SPHE and supports students in developing the knowledge, understanding, skills and values required to build healthy, respectful and positive relationships.

RSE provides age-appropriate opportunities for students to explore areas relating to relationships, communication, consent, boundaries, identity, sexuality, sexual health, respect and responsible decision-making, within the context of the school's ethos and relevant curriculum guidance.

Central to RSE is the promotion of dignity, respect, equality, personal safety and the wellbeing of oneself and others.

Civic, Social and Political Education (CSPE)

CSPE supports students in understanding the connection between individual wellbeing, the wellbeing of others and the wellbeing of communities and society.

Through learning about human rights, responsibilities, democracy, equality, justice and sustainability, students are encouraged to develop their sense of agency and recognise their capacity to make a positive contribution.

Active participation provides opportunities for students to develop confidence, collaboration, critical thinking, responsibility and student voice, supporting them to become informed and engaged members of their communities.

Physical Education (PE)

Physical Education supports students' physical, social and emotional wellbeing through participation in a broad and balanced range of physical activities.

Students are encouraged to develop positive attitudes towards movement, physical activity and lifelong participation, while also developing confidence, teamwork, resilience and social connection.

PE supports students in recognising the relationship between physical activity and overall wellbeing and encourages the development of healthy, sustainable habits that can continue beyond school.

Wellbeing in Transition Year:

Mungret Community College recognises the importance of continuing to support students' personal development, wellbeing and life skills as they progress into Transition Year.

Two dedicated TY modules further strengthen this provision:

Life Skills

The Life Skills module provides students with opportunities to develop practical skills and competencies that support independence, confidence, decision-making and preparation for life beyond school.

It complements the wider TY experience by encouraging students to take increasing responsibility for themselves, their choices and their participation in the wider community.

Mind & Body

The Mind & Body module provides dedicated opportunities for students to explore the relationship between physical, social and emotional wellbeing.

Students are encouraged to develop greater self-awareness and practical strategies that support positive wellbeing, healthy routines, balance, resilience and self-care.



WELLBEING CURRICULUM



Student wellbeing is central to the educational experience at Mungret Community College and is embedded across **learning, teaching and the wider life of the school.**

Our Wellbeing programme supports students in developing the knowledge, skills, attitudes and values that enable them to feel connected, build positive relationships, make informed decisions, develop resilience and participate confidently in school and wider society.

At Junior Cycle, Wellbeing is supported through SPHE, including RSE, CSPE and Physical Education, together with the wider experiences and relationships that contribute to students' sense of **belonging, safety, connection and participation.**

The six indicators of wellbeing — **Active, Responsible, Connected, Resilient, Respected and Aware** — provide an important framework for supporting and reflecting on student wellbeing across the school.



SPHE SOCIAL, PERSONAL & HEALTH EDUCATION

SPHE provides opportunities to develop the knowledge, understanding, skills, attitudes and values needed to support personal, social and emotional wellbeing.

Students are supported to:

- ✓ Develop self-awareness and a positive sense of self.
- ✓ Build and maintain healthy and respectful relationships.
- ✓ Develop communication, decision-making and problem-solving skills.
- ✓ Recognise and manage emotions and respond constructively to challenges.
- ✓ Make informed choices that support their health and wellbeing.
- ✓ Recognise when support may be needed and develop confidence in seeking help and accessing appropriate support.



RSE RELATIONSHIPS & SEXUALITY EDUCATION

RSE is an integral part of SPHE and supports students in developing the knowledge, understanding, skills and values to build healthy, respectful and positive relationships.

Students explore areas relating to relationships, communication, consent, boundaries, identity, sexuality, sexual health, respect and responsible decision-making, within the context of the school's ethos and curriculum guidance.

Central to RSE is the promotion of dignity, respect, equality, personal safety and the wellbeing of oneself and others.



CSPE CIVIC, SOCIAL & POLITICAL EDUCATION

CSPE supports students in understanding the connection between individual wellbeing, the wellbeing of others and the wellbeing of communities and society.

Through learning about human rights, responsibilities, democracy, equality, justice and sustainability, students are encouraged to develop their sense of agency and recognise their capacity to make a positive contribution.

Active participation provides opportunities for students to develop confidence, collaboration, critical thinking, responsibility and student voice, supporting them to become informed and engaged members of their communities.



PE PHYSICAL EDUCATION

PE supports students' physical, social and emotional wellbeing through participation in a broad and balanced range of physical activities.

Students are encouraged to:

- ✓ Develop positive attitudes towards movement, physical activity and lifelong participation.
- ✓ Develop confidence, teamwork, resilience and social connection.
- ✓ Recognise the relationship between physical activity and overall wellbeing.
- ✓ Develop healthy, sustainable habits that can continue beyond school.



WELLBEING IN TRANSITION YEAR



Mungret Community College recognises the importance of continuing to support students' personal development, wellbeing and life skills as they progress into Transition Year.

Two dedicated TY modules further strengthen this provision:



LIFE SKILLS

The Life Skills module provides students with opportunities to develop practical skills and competencies that support independence, confidence, decision-making and preparation for life beyond school.

It complements the wider TY experience by encouraging students to take increasing responsibility for themselves, their choices and their participation in the wider community.



MIND & BODY

The Mind & Body module provides dedicated opportunities for students to explore the relationship between physical, social and emotional wellbeing.

Students are encouraged to develop greater self-awareness and practical strategies that support positive wellbeing, healthy routines, balance, resilience and self-care.



Belonging

We feel connected and included.



Safety

We feel safe and secure.



Respect

We treat everyone with dignity.



Voice

We are heard and involved.



Support

We have support when we need it.



Flourish

We are supported to grow and thrive.

Care

Respect

Responsibility

Belonging

Excellence



10. A Whole-School Approach

While the formal Wellbeing Curriculum provides important opportunities for learning, wellbeing in Mungret Community College extends far beyond individual subjects or timetabled lessons.

Positive relationships, Tutor Time, Year Group structures, Guidance, Student Voice, co-curricular and extracurricular activities, Check & Connect, "One Good Adult", Restorative

Practice and partnership with parents/guardians all contribute to creating a school culture in which students can feel safe, connected, respected, supported and able to flourish.

11. Monitoring and Review of the Policy

The implementation of the Student Care Policy will be ongoing and embedded across all areas of school life, reflecting the understanding that Student Care is a shared, whole-school responsibility.

The effectiveness of the policy and the school's Student Care structures will be monitored through:

- Regular engagement with students through Tutor Time, Year Group Assemblies, Student Council, student voice activities and other appropriate opportunities for feedback.
- Ongoing monitoring by Year Heads, Class Tutors, Guidance Counsellors and relevant support teams to identify emerging needs, patterns and areas requiring additional support.
- Regular collaboration between the Principal, Deputy Principals, Year Heads, Student Wellbeing Team and Student Support Team to review student wellbeing and the effectiveness of existing supports.
- Communication and partnership with parents/guardians, including Parent/Teacher Meetings and other appropriate opportunities to discuss students' learning, progress, engagement and wellbeing.
- Staff feedback and professional reflection on the effectiveness of Student Care structures, practices and interventions.
- Review of relevant information and emerging trends relating to attendance, engagement, behaviour, wellbeing and student support, where appropriate.
- Ongoing consideration of whether students experience safety, belonging, connection, positive relationships and access to appropriate support within the school.
- A formal review of the Student Care Policy at agreed intervals, or earlier where changes in legislation, Department guidance, school context or identified student needs require it.

The review process will seek to include the perspectives of students, staff and parents/guardians, ensuring that the policy remains responsive to the needs of the school community and continues to support the wellbeing, development and flourishing of every student.



Daniel Butler

Chairperson, Board of Management



Liam O' Mahoney

Principal, Mungret Community College

Date - 29th September 2026