



St. Paul's Community College



Wellbeing Policy

Review Dates: This policy was reviewed by:

Staff	Yes	January 2023
Parents' Council	Yes	January 2023
Student Council	Yes	January 2023
Board of Management	Yes	January 2023

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St. Paul's Community College is a state school run by the Education Training Board of Ireland (ETBI). Our school is run under the ethos of the ETB and the core values underpinning its characteristic spirit. St Paul's is a state, co-educational, multidenominational school underpinned by the core values of the Ethos of excellence in Education, Care, Equality, Community and Respect.

Mission Statement

- St. Paul's Community College is a multi-denominational, co-educational school providing an inclusive learning environment for all.
- We recognise and respect each student as an individual, embracing a variety of learning and teaching styles and aspiring to encourage each student's unique skills and talents.
- St. Paul's Community College encourages the involvement of parents through home school contacts and through the involvement in the development and growth of the Parents Council.

Rationale

The overarching rationale for this policy framework is to enable our students to leave our school with enhanced self-confidence and with life skills and attitudes, which will enable them to reach their full potential now and into the future. Wellbeing has been acknowledged by the Department of Education as both an 'outcome' and 'enabler' of learning and teaching and as such must be promoted to ensure positive learning outcomes. (LAOS, 2022)

St. Paul's Community College endeavors to develop/support Wellbeing in our school. It aims to:

- Provide for the Wellbeing needs in light of the school Mission Statement.
- Outline the policies, procedures, culture, ethos, and the activities which serve to assist the Wellbeing of everyone at St Paul's Community College.
- Recognise the interplay between the positive experience of school life, student achievement and long-term Wellbeing as both an enabler and outcome of learning and teaching.
- Offer a coordinated structure in supporting our students through the creation of a multiplicity of curricular, co-curricular and extra-curricular opportunities within and outside the classroom, focused on the promotion of Wellbeing.
- To provide an umbrella policy which outlines other policies that relate to Wellbeing.

Context: National Policy/Initiatives influencing the Wellbeing Policy

- Wellbeing Policy & Framework for Practice 2018-2023
- Action Plan for Education - Statement of Strategy 2021-2023
- Wellbeing Guidelines 2022, 2013
- Looking at our Schools 2022, 2016

- Framework for Junior Cycle 2015
- PDST – A Whole School Guidance Framework 2022
- NEPS – A continuum of Support for Post Primary schools 2010, 2007
- Digital Strategy for Schools to 2027, 2015-2020
- SSE Guidelines 2016-2020 –Evaluation of Holistic learning as central to student wellbeing

Defining Wellbeing

Wellbeing is both an 'enabler and an outcome of learning and teaching' (LAOS, 2022).

Junior Cycle Wellbeing Guidelines (NCCA, 2017, pg. 17) state that:

"Student wellbeing is present when students realize 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" (World Health Organisation)

Wellbeing does not necessarily mean the absence of stress, negative emotions, or mental health difficulties in life. It is important that all members of whole school community understand that everyone experiences vulnerability and a need for care at some point(s) in their life journey. Therefore, developing, nurturing and sustaining our wellbeing is a lifelong process.

The school is now understood as an education provider which promotes the holistic development of every student, who leaves the school with a balanced set of cognitive, social and emotional skills to face the challenges of the 21st century (OECD, 2014). Hargreaves, Shirley, Wangia, Bacon & D'Angelo (2018) identify the mutually supportive relationships between Wellbeing and achievement and emphasise the importance of the reciprocal relationship between wellbeing and the accomplishments of our students. The approach has also been found internationally to produce a wide range of educational and social benefits for students, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health. (Weare & Gray, 2003).

Indicators of Wellbeing

As per the Indicators of Wellbeing (**See Figure 1**), the whole school community at St. Paul's supports and create opportunities for our students to:

- Realise their abilities
- Take care of their physical wellbeing
- Cope with normal stresses.
- Have a sense of purpose
- Have a sense of belonging
- Develop resilience

The Wellbeing Guidelines place Wellbeing as one of the eight principles for Junior Cycle Education and a number of the statements of learning relate explicitly to wellbeing, including:

- The student has an awareness of personal values and an understanding of the process of moral decision-making (SOL 5).
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL 7).
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (SOL 10).
- The student takes action to safeguard/promote their 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 healthy lifestyle choices (SOL 13).

Aspects of Wellbeing – A Whole School Vision

When planning and promoting Wellbeing within the school context, four aspects of Wellbeing must be considered. These are culture, curriculum, policy/planning and relationships. **(See Figure 2)** In terms of the culture of the school, wellbeing must be reflected in the mission/ethos, environment, teaching learning and assessment practices. These practices must be reflected in the curriculum and the policies/plans that influence the curriculum. This also involves regular review in terms of school self-evaluation guided by LAOS 2022. In terms of relationships, it is widely acknowledged that relationships are central to the wellbeing of all.

Promoting an inclusive, diverse Culture of Wellbeing in our School

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

- The physical environment conveys a message of warmth, welcome and inclusion. The school is a safe place for all students. A copy of the school's child safeguarding policy is available in the school office and the names and photographs of the DLP and DDLP are on display outside the office door.
- As part of our Whole School Positive Behaviour Strategy Team (PBST) photographs, posters, student artwork and achievements are displayed on the walls around the school in each year area to promote a positive atmosphere of school life and inspire pride in our school. There is an individually coloured notice board for each year group in their designated areas to focus on our print rich environment.

- A Green-Schools committee has been formed. The aim is for any student to join on a voluntary basis with the focus on a litter and waste action plan to reduce, reuse and recycle within St. Paul's. The result is to help keep our school a green environmentally friendly setting.
- The school holds a variety of themed events and days to value the various cultures in our school and promote a welcoming environment for all students.
- As a multi-denominational school, the religious diversity of our students is respected and valued. The main festivals and feast days of the five major World Religions are explored in the classroom and marked by displays in common areas of the school. Multi-denominational prayer services are held to mark important moments in the life of the school e.g., Opening of the school year, Graduation.
- The school holds an annual Wellbeing week to value the different initiatives in our school and promote a Wellbeing environment for all students and staff.
- A canteen service which offers free breakfast and lunch is available to all students where hot meals are provided daily by Fresh Foods free of charge. The menu is displayed for students on a weekly basis.
- There are spaces for students to congregate socially at break times.
- All areas of the school building are 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.
- A wide range of curricular and extra-curricular activities are available to all students.
- The school provides Occupational First Aid training to staff to ensure that the safety of students and staff are catered for on site. There is a dedicated First Aid kit supplied to each department in the school and there are currently 11 teachers who are trained as First Aid Responders.
- There are two defibrillators (AEDs) on site, one outside the library and one outside the main office.
- The student journal contains useful information on school rules, expectations, Wellbeing, and study guides.
- Every class is supported by a tutor, whom they meet with daily in Wellbeing class and each year group has a year head assigned to them.
- Teachers support each student achieving their own potential in school.
- 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 and staff feel safe, secure, and respected on the school premises.
- A NCSE Check and Connect student teacher mentoring programme is in place currently with students and teachers. This is coordinated by the BFL teacher.
- An academic mentoring system is in place for senior students.
- A student mentoring system is in place for all first years through the Transition year programme and coordinated by our school Chaplain.
- An after-school study facility is available to all students Monday to Thursday each week to provide students with a quiet space, facilitated by our staff.
- A Homework club facility is available to first year students facilitated by our JCSP librarian.
- Students are encouraged to actively engage in learning so that they may enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Students have regular opportunities to talk about their learning and what helps them to learn.
- Teachers use active methodologies to develop the key skills in their subjects.
- Teaching and learning are differentiated and provides an appropriate challenge to enable all students to engage and experience success.
- Teachers are provided with referral forms to facilitate quick and easy referrals to the Guidance Counsellors, Bullying Reporting Form to the Chaplain, SEN Referral and Incident Report Forms.
- Care/Student Support Team meetings are held weekly attended by various personnel. (See Relationships section)
- The school has good connections and working relationships with outside agencies regarding student Wellbeing, such as the Garda diversion projects, SCP, NEPS, EWO, CAMHS/Pieta House, TUSLA and the DES.
- The Gender and Sexualities Alliance Club meet at lunch time once a week

Wellbeing and Diversity: St. Paul's as a 'School of Sanctuary'

St. Paul's Community College is a multi-denominational school that has a diverse student population. We strive to make all international students welcome in our school. Feeling safe, calm, a sense of belonging and ability to cope in a new environment, are the foundations of Wellbeing for these students.

Promoting a sense of safety reduces stress, provides a context for the development of connecting supportive relationships and coping skills, and thus facilitates learning and problem solving.

We make these students feel safe at St. Paul's Community College by:

- Extending a friendly and warm welcome through school events and meaningful resources.
- Building relationships with families and guardians to gather and communicate valuable information.
- Having a designated adult as the school's link with the family.
- Using a differentiated approach to introduce students to the school and enable them to access learning.
- Offering a buddy system where the student is paired with a peer during the school day.
- Managing the learning demands as the students adjust.
- Reassuring them that the school is a safe, positive, caring community.
- Upholding the values of the 'Yellow Flag' and 'Schools of Sanctuary'.

Wellbeing and the Curriculum

At St Paul's Community College, we have a duty of care to highlight Wellbeing within our school community as both an enabler and outcome of learning and teaching. This is reflected strongly in our curricular provision:

1. The Junior Cycle Wellbeing programme initiated in September 2021 consists of 400 hours of time-tabled learning. There are three pillars to all Junior Cycle Wellbeing programmes: PE (135 hours), SPHE (100 hours) and CSPE (100 hours). SPHE incorporates Relationships and Sexuality Education. All Junior Cycle students have an hour of Wellbeing related Short Courses/Modules of study weekly, which operates on a rotation system, based on the needs of students. There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE and Guidance Related Learning as part of the Wellbeing programme in Junior Cycle.
2. Junior Cycle, TY and Senior Cycle students receive fifteen minutes of Wellbeing-Tutor time from Monday to Thursday with their tutor and is an important learning and teaching experience. It also facilitates development of positive relationships between tutors and students.
3. The Wellbeing-SPHE framework is built on four interconnected strands of learning encompassing 'Who I am, Myself and Others, My Mental Health'.
4. The teachers of each Wellbeing unit work collaboratively with each other and co-curricular links are utilised.
5. Transition Year and Senior Cycle Wellbeing aims to support learners in making informed choices for health and Wellbeing now and in the future. The framework builds on students' prior learning with a focus in SPHE and guidance related learning.
6. At TY and Senior Cycle there is a focus on Drugs and Alcohol Education, Nutrition, Dieting/ Eating, and Wellbeing. RSE may be delivered through Career Guidance.
7. A Wellbeing week for all year groups may be held in May each year.

8. A Multicultural day may be held annually to support the many nationalities that study in St. Paul's with flags displayed in our library.
9. Wellbeing will be assessed using formative assessment methods.
10. Staff, parents, and students are afforded opportunities to work collaboratively in planning for these subjects. This will be done with surveys and focus group meetings of relevant teachers to inform the issues that are relevant to year groups and enable a programme that is relevant to students' needs.
11. CPD is actively supported for all staff who work in Wellbeing.

Wellbeing and Social Media: Curricular/Co-curricular

St Paul's Community College recognises that social media and cyber bullying are concerns for both students and parents/guardians. The school is committed to providing education and guidance to students and parents on the risks and dangers posed by social media and cyber bullying. We aim to empower students to use the internet responsibly so that students are aware of their own Wellbeing and that of others while using social media. The school aims to do this through:

- Implementation of the school's mobile phone policy and regularly informing students of the rules regarding mobile phones in Wellbeing class.
- Providing ongoing initiatives by inviting members of the Gardaí in to give talks on cyber safety.
- Making students, parents, and teachers aware of the resources and information that are available through NEPS and/or the DES.
- Provision of programmes on bullying, exploring the issue of online privacy in the context of online rights and responsibilities and addressing the issue of Online Sexual Coercion and Extortion are taught in SPHE classes.

Wellbeing Planning: Delivering Equality of Opportunity in Schools (DEIS)

The DEIS Action Plan for Educational Inclusion, launched in 2005, remains the Department of Education and Skills policy instrument to address educational disadvantage. As a DEIS school, St. Paul's Community College addresses the educational needs of children from disadvantaged communities, in the belief that every student deserves an equal chance to access, participate in and benefit from education. Our DEIS plan aims to deliver equality by putting a number of targets in place for our students on an annual basis. The targets have been designed with student wellbeing at their core and are reviewed by staff and management on an annual basis. All teachers have a copy of the current DEIS plan and targets are displayed on our school website. Our DEIS plan 2022-2025 (see Figure 3) focuses on the seven strands namely, Numeracy, Literacy, Educational Attainment, Retention, Transition and Progression, Attendance, Partnership with Parents and Partnership with Others.

These targets are aimed at different cohorts of our student body based on the continuum of support model. Each target is accompanied by a range of actions focusing on class teaching and

learning methodologies, whole school initiatives and extra-curricular activities. The promotion of wellbeing is deeply embedded in each strand. Targets have been developed with student wellbeing at the forefront and the various actions used to assist in achieving these targets focus on the academic, social and emotional development of all students in our school.

Wellbeing and the School Completion Programme (SCP)

As part of DEIS, St. Paul's Community College has the support of the SCP, which is funded by Tusla Education Support Services. SCP is a targeted programme of support for primary and post primary students who have been identified as potentially at risk of early school leaving or who are out of school and have not successfully transferred to an alternative learning site (i.e., Youthreach, Community Training Centre etc.) or employment. SCP aims to retain a student to completion of the Leaving Certificate, equivalent qualification or suitable level of educational attainment which enables them to transition into further education, training, or employment. Targeted evidence-based interventions are provided to those identified as requiring support, on the continuum of support.

School Policies Informed by Wellbeing

Policy informs practice and St Paul's Community College ensures that policies informed by Wellbeing provision are considered and put into practice. The list below also includes plans and procedures related to Wellbeing that change according to school/student needs.

- Admissions Policy 2022/23
- Anti-Bullying-Behaviour-Policy
- Attendance Strategy
- Code of Behaviour Policy
- Critical Incident Policy
- Discipline Structure and Staff Roles
- Functional Rules
- Gifted and Talented Student Policy
- Healthy Eating Policy
- Homework Policy
- ICT Mobile Policy
- Intimate Care Policy
- Litter and Waste Policy SPCC
- NQT Induction Policy
- One to One Student Activity Policy
- Policy Governing Illness in Students and the Administration of Medication
- RSE Policy
- School Attendance Policy
- School Tour Policy
- Student Support Procedures
- Substance Abuse

- Suspension and Expulsion Policy
- Use of Technology Policy
- Whole School Inclusion Policy 2021
- Whole School Guidance Plan

Recognising the Importance of Relationships for Wellbeing

St. Paul's Community College 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.
- Ensuring that students are aware of the school's child safeguarding procedures through SPHE/RSE.
- Making sure that staff are fully aware that they may be the one good adult that a student turns to for support and help during a difficult time.
- Ensuring that students are familiar with the 'school rules and expectations' in the student journal.
- Fully informing students as to where to get support and how to access the care structures in the school such as their Tutor, Guidance Counsellors, Chaplain, Year Head, BFL teacher, HSLO and members of Senior Management.
- Fully informing students and parents of the school's Anti-bullying Policy and ensuring that students are aware of how to report incidents of bullying. The school's Anti-bullying policy has a no blame approach, which enables bullying to be dealt with at student level in the first instance.
- Utilising the resources made available by the Junior Wellbeing Guidelines 2021 in SPHE and CSPE to teach students about respecting each other and online safety.
- Resolving behaviour issues with care, respect and consistency and ensuring that student voice is heard through the use of incident report sheets.
- The school uses the restorative practice approach when dealing with incidents between students.
- Ensuring that there is a shared vision and understanding of what student Wellbeing means which emphasizes strengths and capacities.
- Encouraging students to show respect, care, and concern for each other so that they feel safe and supported amongst their peers.
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues. Ongoing support is provided by the DP and Principal with any staff queries or worries. Our

ETB Wellbeing services through Spectrum Life gives immediate access to counselling support to help, cope and deal more effectively with any personal or work-related problems

- We provide forums for students so that their voices may be heard, and they are involved in making decisions about their life in school such as the Student Council.
- Making sure that students know that their feedback is valued and, where appropriate, acted upon.
- Our EAL students are supported through SEN. We provide various student initiatives to students at risk, Traveller support, UCC student plus, Social Integration, Student of the Month for all years, school merit trips, Bonding trips, Autism Awareness week, JCSP library initiatives, Resilience workshops, yoga, music generation, talent shows, sporting achievements, Basketball, Cross country, GAA Hurling and football, soccer, boxing, and various local and national art competitions.
- Our JCSP Library has a collection of eBooks and eAudiobooks that our students and staff can access anytime, anywhere and it's free to all JCSP/DEIS schools with great support from our librarian.
- Ensuring that parents/guardians feel welcome, respected, and listened to as partners in the education of their children.
- Sharing information with parents/guardians as to how they can support their child's wellbeing.
- Maintaining strong links with the local community and sports clubs.
- Maintaining strong links with the local primary schools and local garda youth diversion programmes such as the BALL and BRILL projects.

Wellbeing and the NEPs 'Continuum of Support' – Whole School Support

Research indicates that a multi-component, preventative, whole school approach to the promotion of wellbeing and student welfare, with interventions at both universal (whole school) and targeted levels, is the most beneficial and evidence informed approach for schools and centres of education (DES, 2018)

Using the NEP's 'Continuum of Support' as a framework for Wellbeing provision, this policy provides an overview of the provision in the school in relation to promoting and supporting the Wellbeing of students. **(See Figure 2)**

Support for 'All' - The learning and teaching relationship

As wellbeing is a whole school responsibility, every teacher has responsibility for the wellbeing of '**all**' their students. This is displayed through a positive classroom environment, ensuring students are aware of teacher expectations in the classroom, differentiated teaching where required and monitoring student behaviour. This is the first level of support to ensure that all

students are supported throughout their school lives. Schools and school personnel have a pivotal role to play in connecting students' character development to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit students as they grow and develop. Schools focus on giving students a voice by being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Teachers will be the first line in screening students to ensure their wellbeing needs are being met. If there are any concerns identified the teacher can refer on to Class Teacher, Year Head, Learning Support, Guidance Counsellor, Senior Management, Care/Student Support Team. Once a student is identified and a need for extra help established, the teacher has a continued role. This involves differentiated teaching methods, continued supervision of the student's progress, gathering information, interventions and monitoring the situation. Once a student has been identified as needing extra support they move into the next category:

Support for 'Some'

Support for '**some**' involves individual support, educationally through Individual Education Plans (IEP's), gathering information from parents, teachers and the students themselves, behavioural support and implementing agreed strategies on a one-to-one level, in small groups and in class. Progress of the student is monitored and reviewed so that strategies can be adapted to suit the student's needs. Some students may need further support, this is offered in the final stage.

Support for 'Few'

In this situation a '**few**' students may be supported by internal and/or external personnel in terms of meeting their wellbeing needs. Internally students may be supported by teachers and/or on a one-to-one basis by the Guidance Counsellor, or the SEN teacher. External help may be in the form of school-based agencies like the NEPS psychologist, engagement with CAMHS, other mental health agencies or a private counsellor/therapist.

Wellbeing and the Care/Student Support Team

The core Care/Student Support Team is a mechanism through which many of the existing student supports are coordinated and planned. It comprises of a member of the Senior Leadership Team, Guidance Counsellors, Chaplain, Home School Community Liaison (HSCL) Coordinator, Behaviour for Learning (BFL) Coordinator, Special Education Needs (SEN). These school personnel collaborate on a 'Continuum of Support' where they cater for the welfare and wellbeing needs of '**All**', '**Some**' and '**few**' students on the continuum.

The extended teams consists of other members of the Senior Leadership Team, Year Heads and the SCP Coordinator, all of who work collaboratively on the Continuum to ensure that students Wellbeing needs are met.

Wellbeing and Senior Leadership

The Principal or Deputy Principal(s) is the leadership representative on the Care/Student Support Team and provide essential support in the development of criteria for monitoring the operation of the student support system. They ensure that recommendations are implemented and communications issued to the whole school community pertaining to the welfare and wellbeing of the whole school community as required.

Wellbeing and Guidance

There is a clear link between Wellbeing and the provision of Guidance in our school given that Wellbeing is an integral part of the work of the Guidance Department. (Please refer to the Whole School Guidance Plan). Guidance Counsellors work with the whole school community in catering for the wellbeing needs of students on the continuum, be it in class or at one-to-one counselling sessions. Aspects of the Whole School Guidance classroom curriculum is delivered by various personnel with the Guidance Counsellor delivering specific aspects of the programme pertaining to their qualifications and expertise.

Wellbeing and the School Chaplain

Within a faith context, the Chaplain is present to students, staff and parents/guardians when they need to share their worries, concerns and troubles with someone in confidence. The Chaplain is a safe person for students to connect with at school, providing a listening ear, caring presence, and message of hope. Where necessary the Chaplain will liaise with parents and recognise when a student needs to be referred to another professional. The Chaplain animates the spiritual life of the school community and offers opportunities to develop a meaningful relationship with God. The chaplain is in the privileged position to guide students and to explore various prayer methods which bring peace and fulfilment. Working alongside the Religion Department with the school, the Chaplain ensures the school community has time to celebrate its identity in multidenominational worship.

Wellbeing and the Special Education Needs (SEN) Team

St. Paul's have a core team of teachers whose roles include developing, implementing, and monitoring a whole-school approach to the education of students. The Special Educational Needs Coordinator (SENCO) is the person(s) who has overall responsibility for the coordination of supports for those with special education needs. Members of the SEN team have the necessary

experience and ongoing access to professional development to support the diverse needs of student and work collaboratively to ensure those needs are met.

Wellbeing and the ASD Department (as part of SEN)

The Hub can accommodate eighteen students in its three classrooms named Base Class 1,2 and 3. There are four Hub teachers and a number of mainstream teachers (depending on the need) allocated in The Hub and SNA's that are dedicated to the Hub students. Each student is valued for their individual worth, a clear focus on student's social and emotional Wellbeing is paramount. We believe our ASD Program in The Hub is an added gateway through which students can achieve their maximum potential leading to a successful and happy school life and future.

Wellbeing and Behaviour for Learning Classroom (BFL)

The BFL teacher works with identified students, individually or in small groups, on BFL programmes that are designed to meet their social, emotional, behavioural, and academic needs, so that all our students can achieve and succeed in school. They also work on a whole school basis- promoting positive behaviour among the entire school and supporting staff to deal with challenging behaviour.

Wellbeing and HSCL

The HSCL Coordinator aims to improve educational outcomes for children through supporting parents/guardians. The HSCL Coordinator provides support through Home Visits, Parent classes/courses (recreational and educational), transfer programmes and offers information on other family supports available locally. In addition, HSCL Coordinator can encourage and support parents in attaining their own educational goals.

Wellbeing and Year Heads/Tutors

Year Heads and Tutors have responsibility for monitoring the Wellbeing of year groups assigned and play a key role in collating information from teachers in relation to particular students or issues. They also make referrals to members of the Care/Student Support Team, give feedback to relevant personnel and make contact with parents/guardians relating to Wellbeing issues.

Policy Protocol

This policy document will be formally reviewed every 12 months from the time of ratification or whereby the Board of Management deem necessary.

It will be reviewed by the staff, Parents Council and Student Council before final review and ratification by the Board of Management.

Signed: _____
Chairperson of Board of Management

Signed: _____
Principal

Date: _____

Date of Next Review: December 2023

Appendix A



Figure 1 – Indicators of Wellbeing

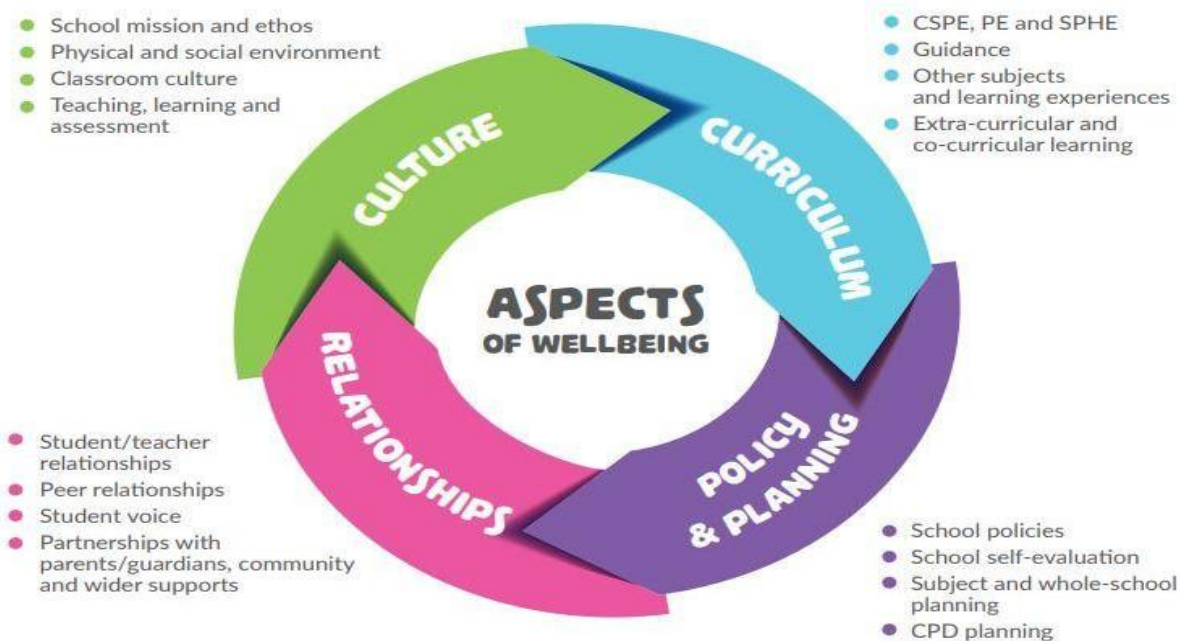


Figure 2 – Aspects of Wellbeing

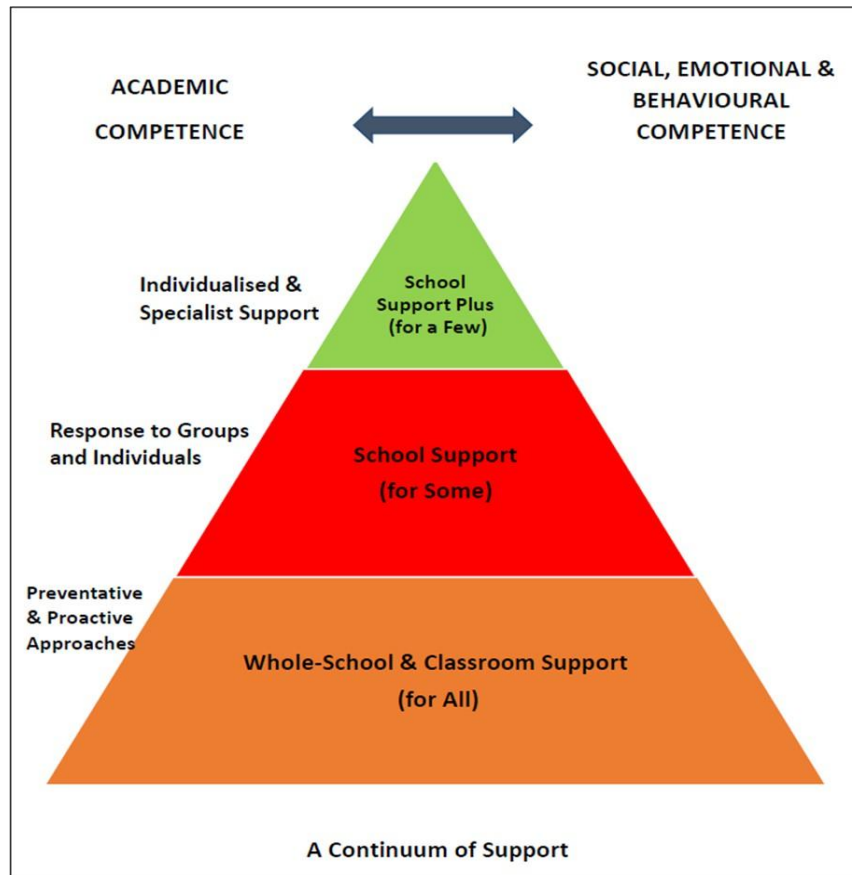


Figure 3 – NEPS Continuum of Support

<i>Strand</i>	<i>Explanation</i>
Literacy	This involves the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media and digital media.
Numeracy	This encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings.
Attainment	This focuses on attainment in the certificate exams, and also includes target-setting, strategies and monitoring of progress with regard to students' outcomes in school-based assessments and examinations.
Attendance	Fundamental to student' progress and attainment in school. When dealing with this theme, schools need to look at patterns of full-day absences, part-day absences, late arrival at school and the rate of suspensions.
Retention	This focuses on the importance of keeping children in school, identifying those at risk of early leaving, and taking action to reduce or eliminate factors that cause students to drop out.
Transition	This puts a spotlight on the key moves from one stage of education to the next: from Primary to Post-Primary, Junior Cycle to Senior Cycle and from Post-Primary to continuing education and the world of work.
Partnership with parents and others	Partnership with parents and others focuses on developing partnerships with parents and with the community. Schools are also expected to develop links with other schools and colleges.

Figure 3 – Overview of DEIS Themes