

## Wellbeing Policy

### Introduction

St. Luke's NS is currently developing a Wellbeing Promotion Process within the school, which is supported by the Department of Education and Skills (DES) and the Health Service Executive (HSE). It is strongly supported by the "Health Promoting Schools" Model.

**"Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life."** (WHO), 2001).

### Rationale

St. Lukes NS has a duty to provide the best quality and the most appropriate education in order to promote the wellbeing of our students. We also have a duty to protect students in our care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes. This policy has been developed to support this and to ensure best practices are in place to promote wellbeing within the school. As it was drawn up alongside the SSE process, it gave us great focus to review our practices.

### School Self Evaluation

As part of Ireland's Wellbeing in Schools strategy, each school and centre of education in Ireland is required to select wellbeing promotion as part of the School Self Evaluation (SSE) process by 2025. The DES publication "Wellbeing Policy Statement and Framework for Practice" served as an excellent resource to initiate this within the St. Luke's NS setting.

At the information gathering stage of SSE, St Luke's NS consulted with and collected information from key stakeholders including staff, parents/guardians and students relating to current practice in the main areas of wellbeing promotion in the school. This was carried out using Google forms and the hosting of a focus group (Student Council). The information obtained indicated areas of success within the school in terms of wellbeing. It also highlighted areas in which we could improve upon. The analysis informed actions which have now been included within the School Plan.

### Aims and Objectives

This policy aims to:

- Identify and clarify the school's approaches to wellbeing.
- Highlight the benefits of promoting wellbeing in school.
- Identify and highlight key areas within the curriculum wherein wellbeing can be addressed in the context of teaching and learning in St. Luke's.
- Explain the role of teachers in relation to wellbeing at St. Luke's.
- Highlight school based initiatives that promote wellbeing.

- Identify risk factors that affect wellbeing in children.
- Defining and explaining the Student Support Team (SST)
- Identify indicators of success for this policy and the wellbeing programme in our school.

### **Compliance with School Ethos**

This policy complements the school ethos of nurturing potential in a caring environment where the welfare of children is paramount.

### **Policy Content**

St Luke's NS provides a two-tiered support to pupil wellbeing:

1. Whole School Approach
2. Individual Support through Student Support Team

### **Whole School Approach to Wellbeing**

A multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, is the priority for St. Luke's NS. This whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on wellbeing.

By adopting a whole school approach St. Luke's NS aims to produce a wide range of educational and social benefits for our pupils, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health.

This whole school approach supports the integration of systems within the school community. This creates the capacity to be reflective and responsive to the needs of our school and the individuals who are part of the school community.

Central to this is the role of St. Luke's NS staff and the importance of building professional capacity to engage in a reflective process to implement and sustain wellbeing policy and strategies from within.

St. Luke's NS is well positioned to promote wellbeing, social and emotional learning, and ensures a whole school approach to wellbeing promotion and early intervention, especially when considering appropriate use of external supports and services.

Pupils flourish where there is a whole school approach to supporting their growth and where there is a shared belief in their potential for development, learning and wellbeing. St. Luke's NS is responsible for providing an environment that nurtures and supports students.

### **Benefits of promoting pupil wellbeing in St. Luke's NS**

By implementing a whole school approach to wellbeing, the benefits include:

- A supportive environment that fosters positive relationships
- Enhanced capacity of pupils and staff.
- Increased pupil self-esteem.
- Lowered incidence of bullying.

- A safer and more secure school environment.
- A coordinated approach to social, physical and environmental needs
- Increased involvement of parents/guardians and other stakeholders.
- Deeper understanding of and collaboration with outside agencies.

### **Wellbeing Policy Statement and Framework for Practice**

The Department publication, "Wellbeing Policy Statement and Framework for Practice" assists schools in ensuring that wellbeing promotion is embedded within the existing practice of schools. The school review and development process using the Wellbeing Policy Statement and Framework for Practice provides guidance and practical resources to assist in the further enhancement of whole school approaches to wellbeing promotion in the areas of:

- **Culture and Environment** – mission and ethos; school and classroom climate and culture; quality use of school buildings and grounds
- **Curriculum (teaching and learning)** – extra-curricular learning; co-curricular learning; planning supports; monitoring
- **Policy and Planning** – all policies relevant to wellbeing; all plans relevant to wellbeing; school self evaluation; continuing professional development.
- **Relationships and Partnerships** – student and staff relationships; peer relationships; student voice; partnership (staff, children, parents and carers); partnerships with other schools; community partnerships; external support.

### **Culture and Environment**

St. Luke's NS aims to foster an environment that enhances wellbeing; one that consciously fosters warm relationships, encourages participation, develops pupil and teacher autonomy and cultivates clarity about boundaries, rules and positive expectations.

St. Luke's NS provides a safe, secure and stimulating environment that encourages and supports pupils, staff and members of the whole school community, both in and out of school. We encourage and promote self-esteem and self-confidence by providing opportunities for all members of the school community to contribute to school life. The school community is encouraged to make healthy choices and to take responsibility for their own health.

St. Luke's NS continues to provide a climate in which good relationships, respect and consideration for others prosper, and where individuals are encouraged to make a vital contribution through their personal skills and qualities.

### **Curriculum and Learning**

The teaching and learning in St. Luke's NS aims to be inclusive, engaging, differentiated, fostering expectations of high achievement and providing opportunity for success. We place a deliberate focus on the development of emotional and social competencies, through our Amber Flag programme as well as in key curricular areas.

The SPHE curriculum in St. Luke's NS strongly supports the social and emotional wellbeing of our pupils, by placing an emphasis on children's social and emotional skills, attitudes, behaviour and therefore learning performance.

In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including wellbeing needs of our pupils.

St. Luke's NS adheres to statutory requirements and is accessible to all pupils. We provide challenges for pupils and staff through a wide range of physical, academic, social and community activities.

The staff at St Luke's NS are committed to upskilling and are currently enrolled in a pilot scheme rolled out by the NCSE in Universal Design for Learning. This is to eliminate barriers students may experience in relation to their education.

### **Policy and Planning**

Policies are written documents which support the everyday running of the school through active implementation on a day-to-day basis. They form the background script by which the school navigates its way. They are developed and implemented by the whole school community, not just by one or two people. St. Luke's NS regularly reviews our school policies for staff and pupils that are in accordance with the school aims, philosophy, vision and ethos.

### **Partnerships**

St. Luke's NS continues to develop strong partnerships with parents/guardians and the wider community, which is a central part of the wellbeing process. We efficiently engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing, teaching and learning.

### ***Roles and Responsibilities***

It is essential that all staff continue to develop their competence and confidence in the promotion of wellbeing. The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education.

This can be achieved through accessing continuing professional development (CPD) which includes the sharing of expertise and learning, and having opportunities to model and engage in collaborative working.

The curricular elements of wellbeing promotion will be delivered by staff who are trained for this purpose having completed relevant CPD.

To date staff have been trained in the following areas to support wellbeing within the school

### **Training**

Siobhán: Yoga for children, Nurture Room, Restorative Practice, Universal Design for Learning  
Máire: Zippy's Friends Programme- promotion of emotional resilience for children  
Oide in Technology- Digital Citizenship Education, RSE, Stay Safe, Walk Tall, Friends for Life, Universal Design for Learning  
Ciarán: Chess for social skills  
Eddie: Friends for Life, Universal Design for Learning, RSE, Stay Safe, Bí Cineálta, Chess for social skills

### ***School Based Initiatives that Promote Wellbeing***

St. Luke's NS implements a number of programmes and initiatives throughout daily school life that support the wellbeing of our pupils; this list is not exhaustive:

- Aistear: The Early Childhood Curriculum Framework (NCCA, 2009) which encompasses four themes, Wellbeing, Identity and Belonging, Communication, Exploring and Thinking. Run in junior and senior infant class.
- Project based learning from 3rd class to 6th class.
- SPHE Curriculum
- Stay Safe Programme taught annually
- RSE taught biannually
- Physical Education Curriculum
- Cineáltas: Action Plan on Bullying
- The Amber Flag Initiative
- School community fundraisers
- A Lust for Life (3<sup>rd</sup> and 4<sup>th</sup> class)
- Continuum of Support Model
- Student Committees: Student Council, Green School Committee, Amber Flag School Committee.
- Outdoor Learning
- Internet Safety Programmes
- Sensory room available to all students
- Sensory toys available in each classroom
- Chill out corners in each classroom
- Health Promoting Schools Initiative
- Free and suitable period products available to staff and students
- Weekly assemblies and whole-school assemblies
- Themed Weeks (e.g. Wellbeing Week, Internet Safety Week, Friendship Week, Maths Week, Science Week, Engineers Week etc)
- Promoting the Arts including working with Cada, Teacher Artist Partnerships etc
- Communicating with National Council for Special Education (NCSE)
- Barnardos – referral from school for support for pupils and families
- Education Welfare Officer – support for pupils with poor attendance
- Links with HSE personnel e.g. Primary Care Team, School Age Team, Early Intervention Team, Assessment of Need Team.
- **Wellbeing promotion should be supported in all lessons in areas such as teacher pupil interactions, pupil pupil interactions, achievement of learning targets and goals and where appropriate, in formative assessment.**

### ***St. Luke's NS Wellbeing protective factors***

In St. Luke's NS wellbeing protective factors include:

- positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents
- a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities

- opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision-making skills
- opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy.
- fostering expectations, recognising contributions, effort and achievement and providing opportunities for success
- wellbeing of school personnel
- protocols and support systems that proactively support children and their families should difficulties arise
- opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- opportunities to develop skills to manage stress that may be linked to school work

### ***Wellbeing risk factors***

In our school setting, wellbeing risk factors include:

- disengagement, absenteeism, isolation and alienation
- violence/aggression, bullying and relationship difficulties
- low achievement/learning difficulties/special educational needs including social, physical, emotional and behavioural needs
- cultural differences
- school transitions
- poor connection between family and school
- Inconsistent discipline
- lack of opportunity to develop social and emotional learning, including problem solving and coping skills.

### ***Supporting Individual Pupils: The Student Support Team (SST)***

The Student Support Team in St. Luke's NS looks after the overall general wellbeing of students. While it is limited to and by school time we realise that many external issues impinge on the development of students. The purpose of a SST is to provide for students who have a greater need for a higher level of intervention from the school community. The SST is a visible representation of the school's understanding and valuing of each student as an individual.

The SST ensures effective implementation of a whole school approach which has wellbeing promotion as part of its responsibility. The Student Support Team (SST) consists of the schools' leadership team.

The SST meets on a monthly basis, and discusses the needs of pupils in the school as a whole, under the continuum of support model. Children may be identified through this process, who would benefit from further support in school, at home and/or from external agencies/bodies.

### **Objectives and Rationale for SST**

Students who experience difficulties in life will find it difficult to have cognitive space for learning. Therefore the rationale of the SST is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning.

The SST has the responsibility:

1. To liaise with external professionals about the welfare of the child
2. To liaise with the parents/ guardians of the child
3. To share information in a confidential setting
4. To coordinate a single transparent response to the care needs of a student
5. To review and monitor the students with care needs

The SST is a school-based student services structure that uses resources and staff time efficiently. The SST increases student achievement by linking educational interventions with needed support services. The SST meets on a monthly basis at the leadership meeting and develops strength-based intervention plans for students if required. Professional services are combined with youth development activities and programs to form "packages of support" for students and families.

### **School Support Team and Code of Behaviour**

The School Support Team and the Code of Behaviour work together to provide the structure and the care that is necessary for the student to benefit from school. The student may be in the School Support Team and the Disciplinary system at the same time.

### **Members of the School Support Team**

The members of the leadership team work together to make up the School Support Team. They have responsibility for each child in the school and will work collectively to support the various issues that arise.

The following is a list of initial core members.

- Principal (DLP)
- Deputy Principal
- AP2 postholder

School Support Team meetings may involve other personnel depending on the nature of the case.

### **Student referral to the School Support Team**

All staff in the school community have a responsibility to be observant of the care needs of the student. Individual staff members need to trust their intuition regarding a student who needs support, outside of what can be provided in the classroom setting. It is in the interest of the student to have a clear referral system. The process of referral into the school support team will be outlined clearly to staff below.

The system below regarding referral should be maintained:

- Staff will liaise with a member of the SST
- School support team will liaise regarding the referral.

### **Once a student is referred to the Support Team**

- Intervention plans are developed and a specific staff member is assigned to coordinate the interventions for each student under the supervision of the School Support Team.
- In class support plan is initiated for the child if appropriate

- Health, mental health, and culturally appropriate community resources that may be needed are identified during the meeting.
- The team addresses attendance concerns along with the National Educational Welfare Board.
- The team addresses specific learning needs along with professionals such as National Educational Psychology Service (NEPs), HSE personnel (Primary Care Team, Assessment of Need Team, Early Intervention Team, School Age Team).
- Cases are brought back to the School Support Team for review.

### **Documentation and communication of Support Plans**

- Agendas and minutes are shared, however individual children are not identifiable.
- Support plans are drafted, shared with parents for consultation, and then finalised before a programme of support commences.
- Support plans are securely kept in the child's file.
- Any confidential information or information which evokes the implementation of Child Safeguarding Policy are dealt directly by the Designated Liaison Person – DLP, (or Deputy DLP in their absence), and communicated with parents/guardians.
- Because multiple students are discussed at Student Support Team meetings, students and caregivers do not attend Student Support Team meetings or have access to confidential information. Individual support plans drafted for specific children will be shared with parents.

### **Confidentiality**

An essential element of the School Support Team is maintaining clarity around the boundaries of confidentiality. It is essential for all members of the team, as well as all staff and pupils, to understand the concept of confidentiality in regard to child protection guidelines.

### **Communication**

Clear communication is essential. A person who refers a pupil does not necessarily need to know the details of what has been discussed in relation to the student, but they need to be assured that the student is being cared for.

### **Essential Elements of the Student Support Team**

- Child centred/ advocate for the student
- Non-judgmental
- Solution focused as opposed to problem focused.
- Supported by staff, senior management and BOM
- Optimistic and hopeful
- Accountable through record keeping

### **School Support and School Support Plus**

These lists are intended to inform the staff about students who are identified as requiring additional support and to communicate the work of the student support team. When a student is on the list, staff will be aware that a key support team member is dealing with



that student. This list will also heighten the awareness of staff to any issues arising with the student in the classroom.

*It is essential to note that even if a student is on the list that normal Code of Behaviour applies at all times.*

### **Meetings**

The ethos of consistent and regular meetings is central to ensuring the success of the student support team. To formalise and emphasise care of the student, members of the student support team will meet on scheduled dates in the school calendar. Additionally, the student support team can conduct meetings at unscheduled dates as needs be e.g. when new children that need support enrol throughout the year.

### **Programmes and/or External Facilitators for Wellbeing**

Use of programmes and/or external facilitators can play a role in supplementing, complementing and supporting a planned comprehensive approach to wellbeing promotion. Programmes and/or external facilitators accessed in St. Luke's NS:

- are part of a whole school approach and address an identified need
- are delivered to class groups with the involvement of school staff and the appropriate involvement of parents/carers
- enhance protective factors which predispose students to positive outcomes in the face of adversity such as: facilitating supportive adult-pupil relationships, strengthening life skills, helping students believe in their capacity to overcome hardship and building a sense of mastery over life circumstances
- adopt a planned implementation process, for example, incorporate needs analysis, use evidence informed programmes, checklists and track and evaluate outcomes for students
- are implemented and used in a school in a sustained way over a number of years in order to bring about lasting effects and benefits.

### **Whole School Approach: Indicators of Success**

<b>Key Areas</b>	<b>Indicators of Success</b>
Culture and Environment	Children, young people and staff experience a sense of belonging and feel safe, connected and supported.  Systems are in place so that the voice of the child, teacher and parent are heard and lead to improvements in school culture and ethos.
Curriculum	Children and young people experience positive, high quality teaching, learning and assessment, which provide opportunities for success for all.  Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy and Planning	The school uses a Self-Evaluation Wellbeing promotion process to develop, implement and review wellbeing promotion. The school incorporates wellbeing promotion into whole school policies and practices.

<p>Relationships and Partnerships</p>	<p>Children, their parents and other external partners are actively involved in wellbeing promotion within the school community.</p> <p>All adults in the school have an increased awareness of the importance of wellbeing promotion, including listening to children and signposting them to internal or external pathways for support when needed.</p>
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### **Evaluation**

The St Luke's NS team are reminded that self care is of great importance. The phone number for Employee Assistance Support is made available in various locations throughout the school. This is a confidential, free-of-charge counselling service for staff.

Evaluation of the pupil wellbeing programme will take place under the School Self-Evaluation model.

### **Link with other policies in the school**

The Student Support Team process will link in with the following policies already in existence in the school:

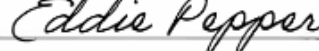
- Code of Behaviour links the discipline structure to the work of the care team
- Anti-Bullying Policy/Bí Cineáltas may link with the care team in supporting both the victim and the instigator
- Critical Incident Policy. This is an important policy for the care team as it outlines procedures that a school uses when faced with a trauma such as death of a student.
- Special Educational Needs Policy. This policy reflects the fact that students attending learning support or who have special needs may need the support of the care team.
- SPHE Policy. The social, personal and health education of students is an integral part of the curriculum and links in with the care team and guidance.
- Staff Induction. All new staff members are trained in the method of referral.

### **Ratification of Policy, Review and Monitoring**

This policy will be reviewed by the Board of Management periodically.

This policy was adopted by the Board of Management on 14/1/25

Signed:  \_\_\_\_\_  
Chairperson of Board of Management

Signed:  \_\_\_\_\_  
Principal

Date: 14/1/25

Date: 14/1/25

Next Review Date:

## Appendix 1: Wellbeing framework

### Key Area 1 – Culture and Environment

#### Statements of Effective Practice for All

- The wellbeing of the whole school community is central to the school's mission statement and management take responsibility to promote wellbeing.
- Parents/carers receive communication and information from schools in relation to initiatives which support the wellbeing of the child/young person.
- All class and subject teachers understand their shared role in supporting learning for and learning about wellbeing in their classroom/subject.
- The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- Children and young people and staff have a strong sense of belonging to the school.
- Systems are in place so that the voices of the child/young person, staff and parent/carer are heard.
- Child/young person's participation within the school community is valued by staff and children and young people are actively supported and encouraged to provide feedback for school improvement.
- The school building, grounds, classrooms and work spaces, are well maintained and appropriately furnished creating a welcoming, safe and warm environment.
- The school building is accessible for all children and young people and accommodation is modified to meet the needs of all.
- Indoor and outdoor space is provided to facilitate social interaction, physical activity and quiet time.
- The school environment is conducive to promoting healthy eating choices.
- The indoor space displays the work, talents and accomplishments of children and young people.

#### Statements of Effective Practice For Some & Few

The schools demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning. Staff, children and young people are inclusive of those from different cultural backgrounds and those with additional needs.

The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available if applicable: • Sensory room/sensory gardens

- 'Safe' room/space for distressed/anxious students
- Room(s) for meeting with parents, visiting professionals
- Room(s) for individuals and small groups requiring targeted intervention and support
- Lifting equipment
- Specialist technology
- Buddy bench

### Key Area 2 – Curriculum (Teaching and Learning)

#### Statements of Effective Practice for All

All curricular and subject plans have explicit reference to teaching, learning and assessment approaches that promote collaboration, self-assessment and a sense of achievement.

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All curricular plans outline how teaching/learning approaches and assessment of learning outcomes will be differentiated for children and young people, providing adequate challenge and opportunities for success.

Teachers use varied teaching and assessment methods and differentiate their expectations to promote full participation and achievement for all.

Teacher continuing professional development (CPD), sharing of learning and reflective practice is encouraged and facilitated through communities of practice.

Throughout primary schools, and in post primary school up to Junior Cycle, the SPHE curriculum is implemented on a mandatory basis.

There is a whole school and coordinated approach to the provision of CSPE, PE and SPHE as part of the Wellbeing Programme at Junior Cycle Level (post primary only).

Children's and young people's physical, social and emotional health education are effectively implemented and are a visible part of the Curriculum for SPHE, PE, RSE, CSPE (CSPE - post primary level only).

Appropriate use is made of programmes/resources to support SPHE, RSE, and CSPE.

Universal, evidence-based programmes are appropriately chosen to teach core social and emotional competence and coping skills.

The school links with community-based clubs and organisations to ensure that a broad, accessible and inclusive extra-curricular programme is provided.

Specific national or local initiatives are included in the school's wellbeing promotion initiatives.

Children and young people, and parents/carers are involved in planning the school's extra-curricular programme.

Children and young people are actively engaged in learning and enjoy coming to school.

### **Statements of Effective Practice For Some & Few**

All curricular plans outline how teaching methods and assessment of learning outcomes will be differentiated for children and young people at risk or with additional and/or complex needs so they experience a sense of achievement.

Teachers attend CPD and deliver specialised and targeted programmes to individuals and/or small groups that are grounded in research and evidence and selected in line with best practice guidelines.

Individualised teaching approaches are linked to specific learning outcomes. The school deploys resources based on individual learning, behavioural, social and emotional needs under the Teacher Resource Allocation Model.

The Special Education Team and/or Student Support Team support all class and subject teachers and Special Needs Assistants (SNAs) to implement appropriate strategies for children and young people with additional and/ or complex needs and those recommended in professional reports.

Delivery of one to one support teaching is supported by continuing professional development and reflective practice facilitated through communities of practice.

There are opportunities for CPD and ongoing practice support and guidance for SNAs.

Extra-curricular activities are planned to include those with additional and /or complex needs. Children and young people with additional and/or complex needs and their parents/carers are actively involved in planning and evaluating the school's extracurricular programme.

### **Key Area 3 - Policy and Planning**

#### **Statements of Effective Practice for All**

The wellbeing of the whole school community is at the heart of school policies and plans.

Consultation with staff, children and young people, and parents/carers is undertaken when developing and reviewing and updating school policies.

Policies are made available to staff, children and young people, parents/carers and relevant partners.

Schools have the following policies, plans and guidelines in place: e.g. Anti-bullying policy and procedures; COS policy; Child protection policy & procedures; Critical Incident Management Plan; Acceptable Use Policy for ICT etc.

All teaching and non-teaching staff are familiar with these policies and procedures.

Policies and plans set out how inclusive practice will be implemented.

The school has an established system for gathering information which is conducted in partnership with parents/ carers, children and young people and teachers in order to support the child/young person's needs.

The school has an established system for gathering information on children and young people at points of transition and uses the Education Passport (NCCA) for children and young people transitioning to post primary school.

Family and child/young person confidentiality is respected at all times and staff follow school guidelines for the appropriate sharing of confidential information.

Records about individual children and young people are stored securely.

The school has a system in place for gathering information on levels of school risk factors such as bullying; absenteeism; truancy; disruptive behaviour.

There is a comprehensive CPD plan to ensure all teachers have the necessary training to promote wellbeing on a whole class basis and through SPHE.

Staff are encouraged to share expertise and learning garnered from CPD by having opportunities to model and engage in collaborative working.

The school adheres to DES circular on the use of programmes and/or external speakers.

At post primary level, the whole school Guidance Plan sets out how Student Support Teams will operate.

The school identifies and participates in specific national or local initiatives for wellbeing promotion.

### **Statements of Effective Practice For Some & Few**

The school's Continuum of Support (COS) policy specifically lays out how the screening, gathering of information and planning of interventions for children and young people with additional and/or complex needs is undertaken.

School-based information is used in conjunction with reports from external professionals which, set guidelines and recommendations for individualised supports.

The school engages with collaborative problem-solving to support a child/young person's needs, identified through the NEPS Continuum of Support. A student support file is used to plan, record and review progress.

The COS policy identifies a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties.

The school's assessment policy outlines how additional school-based screening and intervention tools are used to assess social, emotional and behavioural difficulties.

The school's COS policy and plan sets guidelines for individualised supports to help those with complex needs understand and engage with school policies e.g. bullying, code of behaviour.

The school has mechanisms in place for identifying vulnerable students in the event of a critical incident

### **Key Area 4 - Relationships & Partnerships**

#### **Statements of Effective Practice for All**

Relationships between teachers, children and young people and parents/carers are characterised by openness, respect and listening.

Relationships and partnerships are supported through a range of agreed formal and informal structures, for example, student councils, prefect systems, buddy systems, mentoring systems, assemblies and newsletters.

The views of all staff and children and young people are sought, listened to and respected.

The views of parents/carers are accessed through questionnaires, focus groups, parent councils and feedback from parent-teacher meetings.

Parent-teacher meetings are convened on a mandatory basis, to discuss children and young people's progress.

The board of management promotes the establishment of a parents' council in the school, and co-operates with the council as needed.

Staff receives recognition and support from management.

All staff members are aware of the Employee Assistance Service.

The school establishes links with feeder schools.

The school establishes strong working relationships with other schools and engages in sharing of best practice.

The school promotes professional networks for principals and subject teachers.

The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.

There are clear referral pathways and the roles and responsibilities of agencies are agreed and understood by all.

The school supports extra-curricular activities by linking with sports clubs, dance clubs and bands, scouts, work experience placements, charity organisations etc.

**Statements of Effective Practice For Some & Few**

Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members.

Staff receive individualised support from management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.

Mentoring systems are in place whereby more senior young people mentor younger children offering practical, social and/or emotional support.

Befriending and buddy systems are in place for children and young people who require support to interact with peers.

Efforts are made to build positive relationships with children and young people who are experiencing challenges, and with their parents. They may have a 'named staff member' allocated to them to act as the 'one good adult'.

Children and young people and their parents/carers are included in collaborative problem solving and decision making with regard to individualised support and interventions.

Children and young people have access to one to one meetings with qualified members of staff to support their personal and social, educational and career development, and at moments of personal crisis.

The primary school links with the feeder post primary schools and holds sixth class transfer review meetings, for those children and young people with additional and/or complex needs.

Primary schools link with the local Early Childhood Care and Education Scheme (ECCE) to support the transition of children with additional and/or complex needs into the primary setting.

Centres of education link with other training centres and employees to ensure successful transfers from the centre.

The school attaches a high value to support networks for guidance counsellors and SEN teachers.

The school has established working relationships with DES support services and other agencies and services involved in supporting the mental health of children and younger people.

**Appendix 2: Checklist for Use of Programmes and/or External Facilitators**

<b>Engaging External Facilitators in the School:</b>	<b>/</b>	<b>X</b>
The facilitators have the necessary training/qualifications and expertise to deliver the agreed programme or training		
At least one member of the school team is available to facilitate planning, joint delivery and evaluation of the programme or external		

input		
Facilitators are suitably qualified to work with the profile of students in the school		
Facilitators delivering the programme or input have a written child protection policy and a safeguarding statement		
The school is satisfied that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for the external facilitators		
<b>When Considering a Programme:</b>	/	X
A need has been identified through the school's Wellbeing Promotion Process that could be addressed by using a specific programme		
The programme is consistent with the school's whole school approach to wellbeing promotion		
The Board of Management has approved the delivery of the programme		
The chosen programme is informed by research and/or evidence		
The programme uses evidence based/informed methodologies and promotes active learning		
All relevant staff members have been informed about the proposed programme		
The programme is suitable to meet the needs of the targeted cohort of students.		
In the selection of programmes, the opinions of parents/carers and students have been ascertained		
An evaluation form will be completed by students and staff		
The impact of the programme will be monitored		
The programme delivery is sustainable over time within the school		
Consideration has been given to the possible vulnerabilities of students and the minimising of any potential negative impact of the programme		
Supports are available for the students during and after the programme delivery		



**Appendix 3: Student Support Team Record Form –**

**CONFIDENTIAL**

Child's Name:	DOB:	Age:	Gender:
Teacher:	Class:	Primary Language:	
Parent Name:	Phone:	Address:	

Current Level of Support (tick relevant)			
<input type="checkbox"/> In Class	<input type="checkbox"/> School Support	<input type="checkbox"/> School Support Plus	<input type="checkbox"/> Multi-disciplinary
<input type="checkbox"/> Psychological	<input type="checkbox"/> Speech + Language	<input type="checkbox"/> OT Support	<input type="checkbox"/> Other

Academic Concerns (tick relevant)			
<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Speech/Articulation
<input type="checkbox"/> Phonics	<input type="checkbox"/> Comprehension	<input type="checkbox"/> Math Problem Solving	<input type="checkbox"/> Fine Motor Skills
<input type="checkbox"/> Fluency	<input type="checkbox"/> Written Language	<input type="checkbox"/> Oral Language	<input type="checkbox"/> Gross Motor Skills

Behaviour/Social/Medical Concerns (tick relevant)			
<input type="checkbox"/> Aggressive	<input type="checkbox"/> Disorganised	<input type="checkbox"/> Anxious	<input type="checkbox"/> Angry
<input type="checkbox"/> Passive	<input type="checkbox"/> Distractive	<input type="checkbox"/> Fearful	<input type="checkbox"/> Argues
<input type="checkbox"/> Social Skills	<input type="checkbox"/> Immature	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Defies/Refuses
<input type="checkbox"/> Tardy/Truant	<input type="checkbox"/> Impulsive	<input type="checkbox"/> Physical Complaints	<input type="checkbox"/> Blames others
<input type="checkbox"/> Disrupts Class	<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Seems Depressed	<input type="checkbox"/> Lies
<input type="checkbox"/> Attention	<input type="checkbox"/> Does not listen	<input type="checkbox"/> Lethargic/Fatigued	<input type="checkbox"/> Steals
<input type="checkbox"/> Doesn't Retain	<input type="checkbox"/> Fidgets	<input type="checkbox"/> Sleeps in Class	<input type="checkbox"/> Cheats
<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Interrupts	<input type="checkbox"/> Hygiene	<input type="checkbox"/> Destroys property
<input type="checkbox"/> Confused	<input type="checkbox"/> Vision	<input type="checkbox"/> Hearing	<input type="checkbox"/> Other

Please photocopy observations/monitoring details of child in areas of concern and attach.

List interventions provided to date:

What do you hope to achieve by this referral:

Requested By:	Form Completed By:
Date Parents notified:	Date form completed:

**Appendix 4: Sample Recording Format for SST Meetings:**

Class	Student (initials)	Risk*	Concerns**	Follow up***
Junior Infants	JD	1	Emotional	COS teacher to meet with parents
2 <sup>nd</sup> Class	BOD	4	Behavioural	NEPS advice, possible referral t CAHMS
4 <sup>th</sup> Class	MW	2	Social	COS Support – Classroom level

\*Risk is rated from 1 (low) to 5 (high) where 5 requires immediate action.

\*\*Concerns are phrased in 3 categories:

- Behavioural
- Emotional
- Social

\*\*\*Follow up refers to the individuals who will be reporting back on that student following an action taken.

**Appendix 5: Student Care Team Review Record**

<b>Student Care Team Review Record</b>			<b>Date:</b>	
<b>Name</b>	<b>Positive Changes</b>	<b>Ongoing Concerns</b>	<b>Current Needs</b>	<b>Action</b>