

SALESIAN SECONDARY COLLEGE PALLASKENRY, CO. LIMERICK

WELLBEING POLICY

ETHOS STATEMENT

In Salesian Secondary College, our priority is the welfare and wellbeing of our students as outlined in our mission statement in which we aim to:

- Promote the holistic development - body, emotions, mind and spirit - of the young people with whom we work
- Create happy, spontaneous and welcoming environments in the places in which we work. This will help the young people to feel they belong, are appreciated and valued unconditionally. In such an environment the young people are supported and challenged to develop their full potential
- Provide leadership which is offered joyfully and willingly. The young people in turn are invited to become leaders and so help others in their growth
- Support the young people in the building up of positive and caring relationships with all those involved in their lives; family, peers, educators and all those charged with their welfare
- Give due importance to learning, especially to learning for life. In the spirit of Don Bosco's Preventive System of Education we enable young people to understand the reason behind boundaries, rules and requests. The Preventive System of Education promotes the active involvement both within and outside the classroom. This presence aspires to being always educative, person-centred, interested and engaged with the young people in our care. This helps them to develop emotionally and to become courageous self-motivated people, capable of making free and responsible choices
- Give a central role to celebration in the lives of the young, whether it be in the form of leisure and enjoyment of the meaningful marking of special occasions or of religious celebrations. In all of these we celebrate the fact that we are each loved by the Lord
- Encourage young people to reach out to the vulnerable and less fortunate in society, to develop an awareness of global issues and to have respect for the environment.
- Call for a critique of economic, political and social systems that oppress young people and to advocate on their behalf

We have drawn up these aims, mindful of the need to update and evaluate in the face of ever changing times.

The spirituality underpinning this ethos recognises the importance of the role of Church, of the Sacraments and of Mary. Our works are carried out within a Christian environment where, in an atmosphere of listening, the young people are encouraged to search for meaning and to discover and develop a relationship with God through dialogue, ritual and prayer forms suited to their age and culture. This is most aptly expressed within a community context in which parents/guardians, educators and young people work together to ensure that the total environment is conducive to the good of the young person.

RATIONALE

The wellbeing of the whole school community is at the heart of our school's ethos statement and this policy has been drawn up to allow the school to adequately respond to the changing and diverse needs of our students. We are committed to the nurturing of the whole person so that they may be guided with care and respect to respond to the demands of modern life with resilience, optimism and a feeling of ownership. This ties in with the NCCA's definition of wellbeing which states that wellbeing is the:

"realisation of abilities, taking care of physical wellbeing, coping with the normal stresses of life and having a sense of purpose and belonging to a wider community."

Furthermore, this is echoed by the Education Act, 1998 (Government of Ireland, 1998) which states that the school's role is:

"to promote the moral, spiritual, social and personal development of students and to provide health education for them in consultation with their parents having regard to the characteristic spirit of the schools".

We strive to achieve this in the following ways:

- All teachers have a role to play in their individual subject departments
- Teachers are continuously conscious of developing positive relationships to ensure wellbeing of staff and students
- A variety of extra-curricular activities ensure that the wellbeing of students is provided for
- We endeavour to create links with external agencies and parents
- Workshops and guest speakers on positive mental health and managing myself and others as part of SPHE, Religion, Guidance, Physical Education and C.S.P.E
- Guest speakers on internet and road safety are offered to both Junior and Senior Cycle students

- Senior students are offered Relationship and Sexuality modules and The Ways to Wellbeing programme
- Retreat and reflective opportunities are provided throughout the school year such as First and Sixth Year Retreats and reflective outings for other years
- The school has a dedicated Pastoral Care team
- A student council represents the student voice
- Mentoring programmes promote positive relationships
- Don Bosco Merit Awards promote positive behaviour
- Justice and Peace Committee encourages charitable acts and links in the community
- Our school has an active young S.V.P committee
- Our Green Schools Committee promotes responsibility and awareness
- TY participation in programmes such as ANOIS, SOAR, VIP, GAISCE and Mindout encourage personal development, promote wellness and develop leadership skills

CURRICULAR PROVISION

- All subject planning will include wellbeing through a whole school approach by means of the following wellbeing indicators - Active, Responsible, Connected, Resilient, Respected and Aware
- Topics/modules on Wellbeing are addressed in a variety of subjects e.g. S.P.H.E., C.S.P.E., P.E., Home Economics, Religious Education and Health Safety & Hygiene

EXTRA & CO-CURRICULAR ACTIVITIES

- Health Promotion Week - A week dedicated to Health Promotion is run by the Health Promoting committee in conjunction with the PE Department and Transition Year students. This week highlights what keeps us well, content and whole. Activities include: Nutrition talks, School 5K Run & other sporting activities, Healthy Eating/Lifestyle information sheets
- Mental Health Day - TY students prepare and deliver a presentation on Mental Health to all class groups. They then participate in the 'Walk in my Shoes' campaign by doing a 5K walk in order to raise awareness of wellbeing among students
- Trips - Outdoor Pursuit trips, cultural trips abroad, subject related trips (History, Science, Religion, CSPE, Geography, Art)
- Students are encouraged and provided with opportunities to display their talent and creativity through participation in the annual school musical
- Music plays an important role in school life with opportunities for students to join the school choir and/ the School Traditional Music group who perform throughout the year
- Events such as Science Day, European Day of Languages, Literacy Day, Seachtain na Gaeilge promote positivity around learning
- Art and Home Economics projects, workshops and competitions
- Life skills workshops are offered to TY students by the ISOE

- Body Confidence workshops are offered to Junior Cycle girls in order to aid in increasing self-esteem and positive self-image
- Poetry workshops, essay and creative writing opportunities
- A broad range of extra-curricular sporting activities are provided for encouraging participation in physical activity - Hurling, Gaelic Football, Athletics, Cross-Country Running, Soccer, Rugby and Rowing
- Subject, general quizzes and competitions eg. AILO, BT Young Scientist Competition
- Catholic Schools Week
- Religious Liturgical Services (in line with the school ethos)
- Fundraising events for charity eg. Concern Fasts, bake sales, non-uniform day etc. and school fundraisers create positive links with the community.
- Graduation Ceremony
- Meditation and Class Liturgies in RE
- Friends for Life Programme
- Mentoring programmes

STAFF WELLBEING

- Staff Training on wellbeing- 10/10/17
- INSPIRE WELLBEING details, 'Thought of the Week' and other information placed on Health & Wellbeing noticeboard in staffroom
- Tutor News encourages communication within the school community
- Well Being Team Information Meeting 21/12/17
- The Board of Management supports the work of its staff and are kept up to date of this work at board meetings
- School management work collaboratively with the whole staff.
- Social Committee - responsible for end of term/year social events
- Book Club
- Goodwill gestures by management to staff eg. dinner provided to staff on PT meeting days, treats to celebrate occasions etc.
- Teacher unions support their members

LINKS WITH OTHER SCHOOL POLICIES

- Code of Behaviour
- Child Protection (Dec 17/Jan 18)
- S.P.H.E.
- R.S.E
- Circular 0023/2010
- C.S.P.E
- P.E
- Anti-Bullying
- Acceptable Use Policy (I.C.T.)
- Substance Use

- Critical Incident
- Dignity in the Workplace
- Policy governing one to one encounters with students

GUIDANCE: GUIDANCE COUNSELLING

The term “guidance” is synonymous with the terms “guidance counselling” and “guidance & counselling”. Guidance in a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make changes consequent on these choices. These choices may be categorised into four separate but interlinked areas:

Moral and Spiritual

Personal and Social

Educational

Career

Provision of sensitive care and support to students learning to cope with many facets of their personal development

PASTORAL CARE

As part of student wellbeing in the school, the Pastoral Care team meet each week in school to discuss ‘at risk students’. This team is represented by the Guidance Counsellor, Chaplain, RE Department, SEN Department and Management. Dedicated Pastoral Care teachers provide one to one care for students on an appointment basis or as the need arises.

The Pastoral Care team are responsible for:

- Teacher Mentoring Programme
- Personal Counselling
- The Guidance Counsellor liaises with outside agencies
- The Pastoral Care Team and Year Heads work closely together

SPECIAL EDUCATIONAL NEEDS

The resource teachers meet with the Deputy Principal's each week to oversee student progress in Learning Support and Resource. During this time resource teachers

- ensure that student support files are being created
- plan for testing and target achievement
- examine resource allocation in the context of newly identified needs and requests for support from teachers and parents for students

The Resource team manages the creation of the learning groups at the beginning of the year. Planning for SEN delivery takes into account High and low incident needs students through withdrawal, team teaching, small class groups, EBD & ASD support. In keeping with the ethos of the school we also support those students whose need has been more locally identified by mainstream teaching staff in consultation with parents. Adjusting the level of academic stress and reorganising support is a key element to managing student wellbeing. This work is governed by the SEN policy which details the practice in the school in relation to the creation of IEPs for individual students.

PERSONNEL: PRINCIPAL & DEPUTY PRINCIPAL

- ü Has overall responsibility for managing the School Pastoral and Disciplinary System.
- ü Takes under serious review any cases referred.
- ü Consults with Year Heads at weekly meetings and offers support, advice where needed.
- ü Emphasises the on-going development of a positive affirming atmosphere in line with the school ethos and vision.
- ü Establishes a culture of continuous improvement.

DEPUTY PRINCIPAL

- ü Has responsibility to the Principal for managing the School Pastoral and Disciplinary System.
- ü Contributes generally to the educational and personal development of students.
- ü Encourages and fosters learning in students.
- ü Forms a direct line of communication between all groups in the school and the Principal.
- ü Supports teachers in the execution of their Pastoral responsibilities.

YEAR HEAD

- Pays careful attention to every aspect of the Year Group, which contributes to the learning environment of the school
- Ensures the implementation of the Code of Behaviour in order to provide a safe space for all students in which to develop.

- Monitors and reviews progress of Year Group
- Supports class teachers in the execution of their pastoral responsibilities
- Liaises and/consults with students, teachers, parents and management
- Helps to build a positive spirit
- Acknowledges and rewards achievements
- Ensures that all school Procedures and Systems operate effectively in the Year Group

TUTOR

- Has responsibility for the Pastoral Care of each member of the class
- Ensures that each student feels cared for
- Develops an awareness of the needs of the individual students
- Motivates students and builds a sense of class pride
- Praises excellence and effort
- Consults with the Year Head
- Meets with tutor class on a weekly basis
- Checks and signs journals
- Provides behavioural guidance

SUBJECT TEACHER

In order to encourage co-operation and effort from the students, praise and commendation, both written and verbal, are vital in raising each student's self-esteem and confidence. The Subject Teacher should aim to build a positive and vibrant work ethic in the classroom. His/her approach to classroom management should be firm, fair, inclusive, consistent and reasonable.

Achievements and positive contributions of students can be recognised in a variety of ways:

- ü Words of praise and encouragement.
- ü Note to parents – placed in the student's journal.
- ü Certificate of Achievement.
- ü Extra responsibility given.
- ü A display of their work.
- ü Inform Class Teacher/Year Head who will reinforce achievement in a number of ways.
- ü Nomination for awards.
- ü Note to Tutor News.

STUDENT VOICE

- The student's voice is represented through the Student Council.
- The Student Council representative body for the students and work in partnership with students, teacher's, management and parents.

- A sample of the work of the Student Council is to liaise with senior management and parent's council on issues of concern for all students.
- Communication and cooperation with staff.
- Talking and making suggestions from students in meetings to improve school facilities and services.
- Getting involved in extracurricular activities .i.e. School magazine and yearbook.
- Fundraising for charity and school.
- Helping teachers to supervise lunchtimes at the shop and canteen.
- **Meetings**
- The Student Council meet every Monday at 1.30p.m. in Fr. Dans Room.
- **Members:**
- The members of the Student Council are elected each year in early October by secret ballot. Representatives are chosen from each year group. There are 3-4 representatives from each year. Student Council training is provided for elected members at the beginning of each year.
- **Co-operating Teachers:**
- The current co- operating teachers are Marie Keane and Therese Hogan and work with the Student Council on a voluntary basis.

RECOGNITION OF STUDENT ACHIEVEMENT

All teachers have a role to play in relation to acknowledging and rewarding student achievement. This can be done through the following:

- Student Journal - on a day to day basis
- Tutor News - emailed weekly to all teachers, parents and students
- Merit System
- Certificate of Achievement
- Display of Work
- Newsletters- end of term and year-acknowledging student achievement
- Academic awards of excellence - based on Junior and Leaving Certificate results
- Awards Night - 6th Year Students - non-academic

Merit System

- Part of the schools overall well being policy
- It Generates positivity and leads to improved behaviour
- Each month teachers record positive behaviours on VS ware under pre prescribed headings.
- One male and one female recipient from each year will receive a Don Bosco Award for the most positive notes
- With our merit system the reward factor and formal recognition has proved to create a positive atmosphere and has improved behavioural problems

MENTORING

Teacher Student Mentoring

We have a teacher student mentoring programme in our school where teachers volunteer and are assigned a particular student to mentor throughout the year. This is a way of checking in with students who may find school/their personal life difficult and who may need extra support. This system offers each individual student the opportunity to express any concerns that they may have. Teacher student mentoring is available to both Junior and Senior Cycle students.

Peer Mentoring

Senior students are trained to work with First Year students to ensure a smooth transition from Primary to Secondary School. The students are trained through the Ceangail Mentoring programme prior to First Years starting in the school. Mentors are responsible for the organisation and supervision of lunchtime activities for First Years. They are also there to support the younger students as they integrate into our school.

CONCLUSION

We constantly review how our school provides and promotes positive wellbeing

EVALUATION

- Student surveys provide regular feedback from both staff and students. This provides evidence based intervention to inform future planning.
- This policy will be reviewed on an annual basis.

REVIEW AND RATIFICATION

This policy was ratified by the Board of Management of Salesian Secondary College on:

Date: _____

Chairperson's signature: _____

Principal's signature: _____

Review Date: _____

