



St Paul's Secondary School

Care - Inclusion - Respect

Wellbeing Policy

Ratified: 8 December 2020

To be reviewed: December 2022

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Introduction

St. Paul's is a Catholic voluntary secondary school for girls which was established in 1965, by the Sisters of Charity of St. Paul the Apostle, is steeped in tradition, and continues under the trusteeship of the Le Chéile Schools Trust.

Our school community is a caring, inclusive and respectful learning community which nurtures the wellbeing and the academic, spiritual and creative growth of every student. We embrace diversity and welcome students of diverse cultures and backgrounds, embracing and nurturing each individual student's unique talents and skills.

Our core values – **Care, Inclusion, Respect** – guide our policies, our procedures and how we work with our staff, students and parents.

Care – We nurture a sense of belonging. We create a safe, friendly, supportive and vibrant school community where everyone can achieve their full potential.

Inclusion – We welcome diversity and value the individuality of each student. We recognise that every member of our school community has a positive contribution to make.

Respect – We build our school on the values of mutual respect, hope and personal responsibility, We do this by making the right choices and committing to teaching and learning.

Mission Statement

“Omnibus Omnia”- All things to All.

St. Paul's philosophy of education endeavors to provide a caring Christian community which nurtures the personal, spiritual, physical, and intellectual development of all members within our school. The unique attributes of all members of the school community is acknowledged and valued.

Context of the Policy

Wellbeing is influenced by the United Nations Convention on the “Rights of the Child” which states “Parties undertake to ensure the child such protection and care as is necessary for his or her well-being” (U.N.C.R.C, 1992)

According to “Guidelines for Wellbeing in Junior Cycle”: “Schools have a central role to play in supporting and promoting students’ learning about wellbeing and for wellbeing” (N.C.C.A, 2017)

E.S.R.I research has found that “children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently” (Smyth.E, 2015)

What is Wellbeing?

Under the new Junior Cycle Framework, 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.”(W.H.O, 2001)

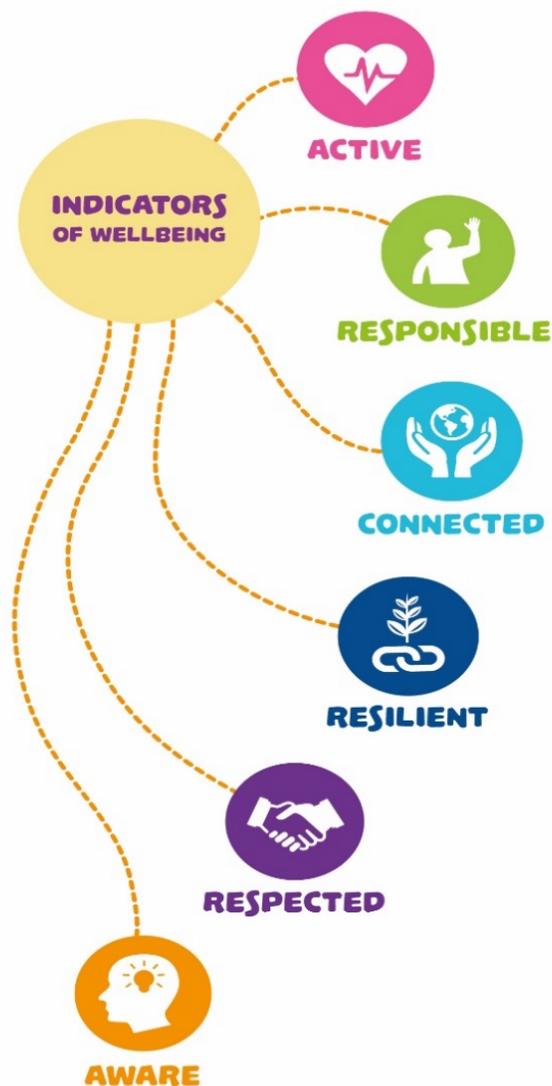
Student wellbeing is present when each individual realise their abilities, take care of their physical wellbeing, are resilient to the normal stresses of life, and feel a sense of purpose and belonging to the wider community. In St. Paul's we focus on the holistic perspective, encompassing attributes to enable each individual to succeed on their pathway through life.

“Wellbeing will provide learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and to enable students to build life-skills and to develop a strong sense of connectedness to the school and to their community.”

(Framework for Junior Cycle)

The Structure of the Wellbeing Policy

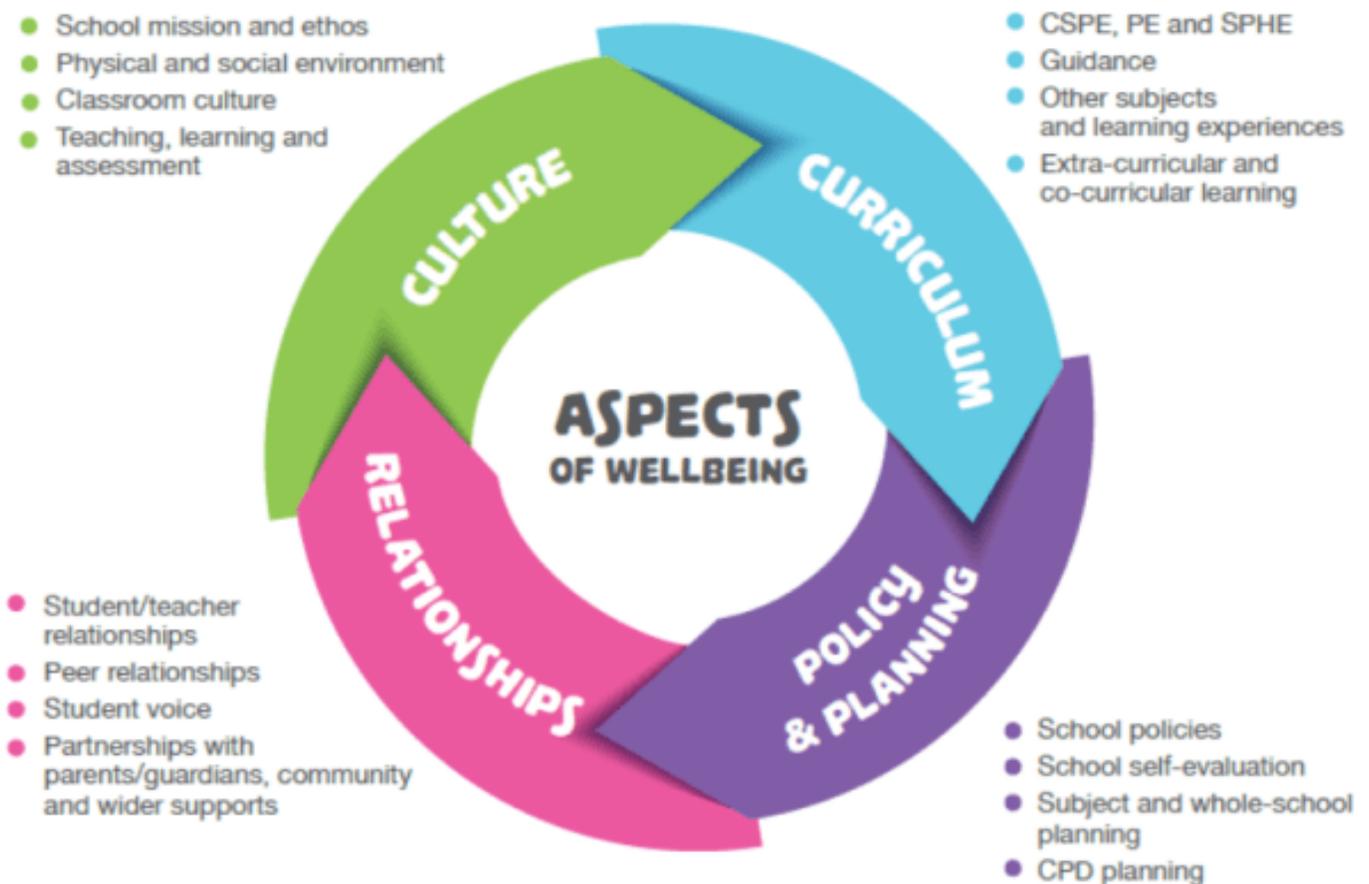
The foundation of this policy is based on the J.C.T Wellbeing Guidelines and Wellbeing Indicators, which is to support schools in planning and developing a consistent wellbeing programme. “It is envisioned that the school’s commitment to this area of learning will increasingly have a positive impact on the Wellbeing of students” (Circular 0055/2019).



(Junior Cycle Wellbeing Guidelines, NCCA, 2017)

Whole School Approach - 4 Key Areas of Wellbeing

The focus on four key aspects of wellbeing: Culture, Relationships, Policy and Planning, and Curriculum, aims to establish a wellbeing policy which encompasses all members of our school community. The promotion and enhancement of wellbeing practices to ensure inclusion within a progressive, pro-active environment is our priority.



(NCCA, 2017)

The Principles of Junior Cycle Education

Wellbeing is one of the 8 eight principles underpinning the Junior Cycle Profile of Achievement.

(J.C.P.A)

“Wellbeing matters not simply because it leads to better educational outcomes or can influence young people’s outcomes as adults. Wellbeing matters in the here and now.”

(Guidelines for Wellbeing in Junior Cycle 2017)



(Framework for Junior Cycle, 2015)

24 Statements of Learning

A core number of the 24 Statements of Learning focus on “Wellbeing”. These Statements of Learning (SOL) help to determine that each student will encompass:

- An awareness of their personal needs and address such requirements within a progressive, self- fulfilled environment.
- An ability to be aware of the importance of their participation and contribution to society.
- The need to make informed decisions regarding their personal wellbeing.

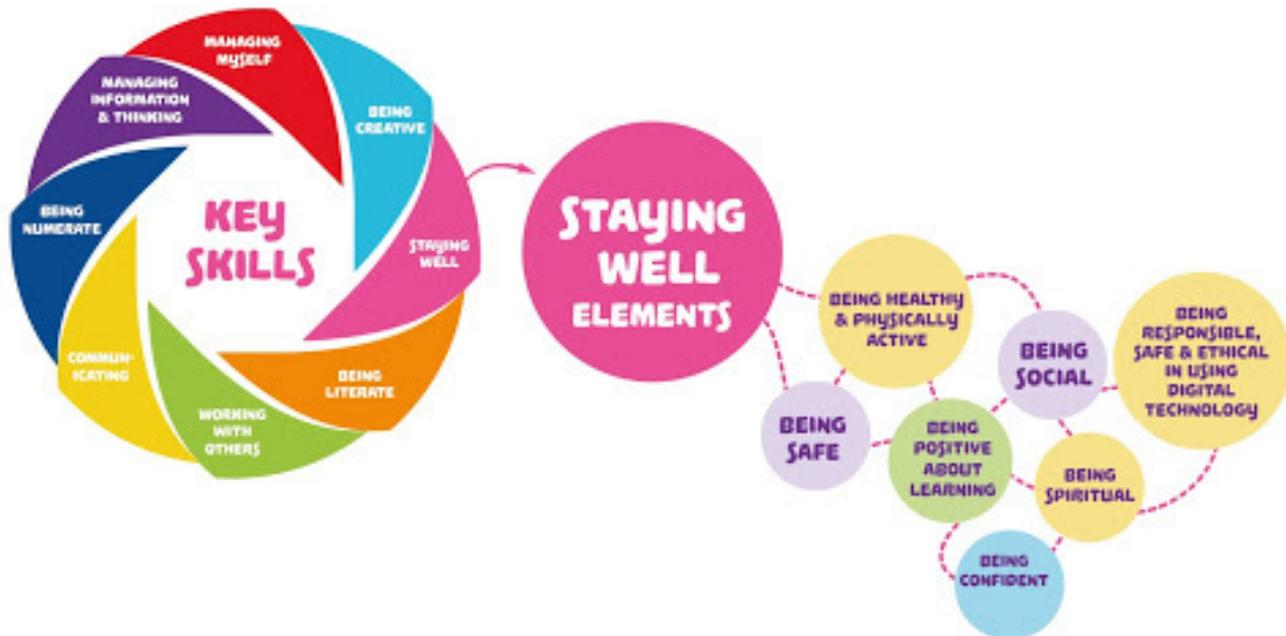
Statements of Learning – Wellbeing

SOL 5	Has an awareness of personal values and an understanding of the process of moral decision making.
SOL 7	Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
SOL 10	Has the awareness, knowledge, skills, values and motivation to live sustainably.
SOL 11	Takes action to safeguard and promote her wellbeing and that of others.
SOL 12	Is a confident and competent participant in physical activity and is motivated to be physically active.
SOL 13	Understands the importance of food and diet in making healthy lifestyle choices.

Key Skills of Junior Cycle

“The promotion of wellbeing is central to the Department’s mission to enable children and young people to achieve their full potential and contribute to Ireland’s social, cultural and economic development”. (Wellbeing Policy Statement and Framework for Practice, 2018-2023)

The importance of wellbeing is multi-faceted and is an integral part of the 8 key skills of the J.C.P.A. Such skills will enable each learner to address situations both on a personal and interpersonal level in a competent, self-assured manner. “Staying Well Elements” involves a whole school approach in the promotion and attainment of such for the individual.

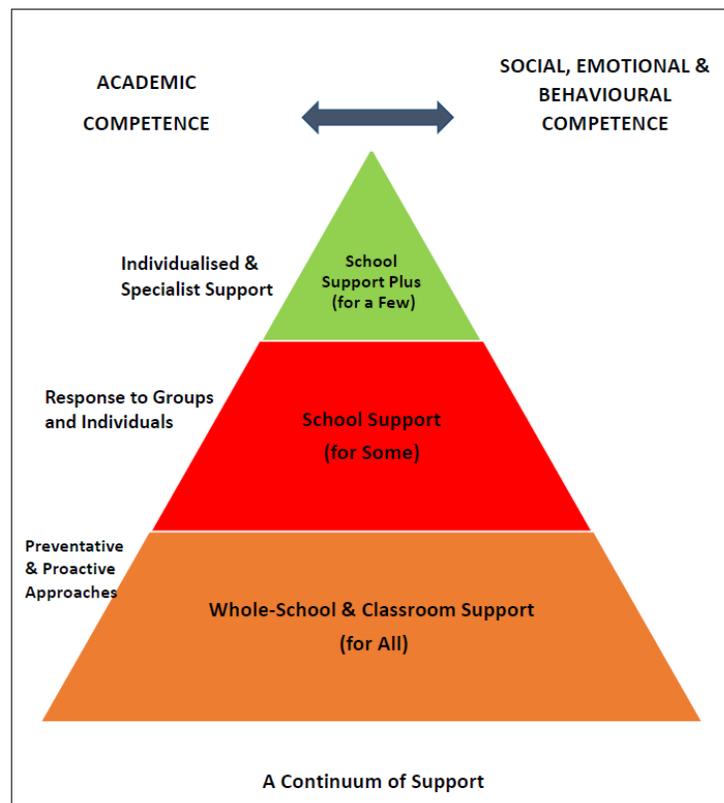


(NCCA Guidelines for Wellbeing in Junior Cycle 2017)

Framework to promote and develop Wellbeing within our school

“Opportunities to promote the health and well-being of young people should permeate all aspects of school life... schools should adopt the NEPS three- tiered continuum for the promotion of mental health.”(Well-Being in Post-Primary Schools, H.S.E, 2013)

- National Educational Psychological (NEPS) Continuum of Support: enables different levels of support according to the needs of the students at different times.



- School Self-Evaluation(SSE): by 2023, every school is required to use the SSE process to initiate a wellbeing promotion, review and development cycle(Wellbeing Policy Statement and Framework for Practice, 2019). This approach will focus on evaluating the needs of the school community, with regards to wellbeing and implementing structure and procedure, to ensure that the wellbeing of all members of the school community is addressed in a supportive, nurturing environment.
- Looking At Our Schools Quality Framework: “The quality framework sees students’ well-being as intrinsic to this holistic view of learning... It recognises the crucial role of schools in promoting and nurturing students’ well-being through their practice in the key areas of school environment, curriculum, policies and partnerships”(LAOS, 2016). We in St. Paul’s Secondary School recognise the importance of wellbeing practices, permeating to all members of the school community and hence being made accessible for all and nurtured by all, to promote a holistic approach.

Wellbeing Practice in St. Paul's Secondary School

1. Policy and Planning

In conjunction with the stakeholders; teachers, parents, pupils and the Board of Management, school policies related to wellbeing are evolving according to the needs of the school:

- Acceptable Usage Policy
- Admissions Policy
- Anti-Bullying Policy
- Code of Behaviour and Learning Code
- Attendance Policy
- Child Protection Policy
- Data Protection Policy
- Health and Safety Policy
- Mobile Phone and Digital Device Policy
- Relationships and Sexuality Education Policy
- Special Educational Needs Policy
- SPHE Policy

2. Culture

In St. Paul's we exude a collaborative, collegial culture among all members of the school community to ensure access by all to achieve our optimum, both within and outside the classroom setting.

- Teachers Helping Each Other (THEO): introduced by the Digital Learning Team to share and enhance classroom and online teaching strategies to enhance the learning experience.
- Teaching, Learning and Assessment Strategies (TL21).
- Inter class competitions.
- Student of the Month.

- Class of the Month.
- Liturgy /Christian Celebrations.
- Get Active Week.
- Mini Sports Day.
- Mental Health Awareness Week
- Wellbeing Week
- Student Council led Activity Days eg. Halloween, Christmas Jumper Day

3. Relationships

- Year Heads/Tutors: work in conjunction with one another to the development of each student to reach their potential in every aspect of their lives.
- S.E.N: in close collaboration with pupils and parents/guardians, strive to ensure inclusion for all, to reach their potential.
- Student Support Team: strive to support pupils who may be vulnerable to ensure connectedness with school, addressing such concerns.
- Student Council: representatives of the school community, put forward the “Student Voice” to ensure open communication, to address issues in a unified, progressive manner.
- Buddy System: a link between Transition years and First years, promoting team building activities to ensure a positive transition from primary to secondary level.
- Class Captains, Vice-Captains, PE Representatives: provides student leadership opportunities for students in every class group and promote student voice.
- Head Girl/Deputy Head Girl/Prefects: voted by the senior cohort of student and teaching staff, they are the student body who represent St. Paul’s and lead the way in guiding each pupil as role models, to achieve wellbeing both within the class, and the wider community and to carry this forward through life. They link with 1st Year classes to ease the transition into secondary school.

- Inter-Class challenges: “Steptember”, “Think Pink”, “You’re a Star”, “I’m a Writer, Get me out of here!”, “Every School Day Counts”.
- Home school liaison establishes links with the parents/guardians and community representatives, to encourage a sense of belonging to the school community and vice-versa, through talks, demonstrations and activities (yoga, cookery demonstrations, parenting teenager course).
- Parents Association: links the school community to the local community, through establishment of fundraisers creating a strong community bond, (clothes collection, sponsored walk, “Celebration of Music”).

4. Curriculum

Wellbeing Timetable

1st Year:

Subject	Teacher	Hours	Total Hours
Form Time incl. 11 hours Induction, 11 hours Resilience	R McKenna K Mooney R Wallace A King, M Fleming	22	22
Wellbeing: Digital Safety IT Chinese Language & Culture Dramatic Arts	D Skelly C Creggy T O’Reilly M Masterson	33	55
PE	R Wallace	66	121
CSPE	J Byrne R Wallace	33	154
SPHE	J Byrne G Farrell N Talbot	33	187

2nd Year:

Subject	Teacher	Hours	Total Hours
Wellbeing: Philosophy & Mindfulness IT Chinese Language & Culture Dramatic Arts	S Collis J Byrne T O'Reilly M Masterson	33	33
PE	R Wallace E McLoughlin	33	66
CSPE	J Byrne M Colleton	33	99
SPHE	J Byrne G Farrell N Talbot	33	132

3rd Year:

Subject	Teacher	Hours	Total Hours
Wellbeing: Philosophy & Mindfulness IT Chinese Language & Culture Study Skills	S Collis D Patton T O'Reilly M Fleming	33	33
PE	R Wallace E McLoughlin	33	66
CSPE	J Allen S Collis N Talbot	33	99
SPHE	G Farrell E Lalor L Leslie	33	132

Extra-Curricular Activity

- Activity Weeks: creates an awareness of knowledge and skill set, attainable outside the classroom setting.
 - Get Active Week: promotion of physical activity and healthy habits, culminating with “Mini Sports Day” for first years.
 - Maths Week: theory is linked with reality through quizzes, competitions and real-life challenges.
 - E.U. Code Week: links the students with our wider community on a national and international level through a variety of activities.
 - Science Week: exploring how science can improve our lives now and into the future, through active engagement by the pupils.
 - College Awareness Week: displays by representatives of different formats of further education, with a large participation on behalf of past pupils, providing expertise and advice to senior students.
 - Wellbeing Week: the aim is to enable the students experience mindful activities to reduce anxiety and create an awareness of resilience and coping strategies.
 - Junior Cycle Study Fair: introduction to a variety of techniques suited to the seven different types of learners and how to enable each to engage effectively within the classroom.
 - Engineer’s Week: celebrates the importance of creativity through encouraging students to engage in workshops to create a positive awareness.
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- Seachtain na Gaeilge: promotes the richness of our native language through fun activities, encompassing Irish dancing to quizzes, to create an awareness of the importance of culture.
 - Teaching and Learning Week: an opportunity to learn from one another, through sharing of ideas and resources for the progression of teaching and learning.

- Literacy Week: to celebrate the importance of reading and writing and to promote our skill set, through recitals, competitions, and other fun activities.
- Mental Health Awareness Week: educates and creates an awareness of mental health, reducing misunderstanding and stigma surrounding this, through a positive, pro-active approach, with guest speakers and activities. This provides an opportunity for the school community to raise awareness of such sensitive issues.
- Guidance Counsellors: provide support, advice and information on enabling each student to achieve their personal and academic goals. One- to- one meetings are initiated at Senior cycle to ensure each student is aware of their choices and opportunities. At junior cycle and transition year, a careers module initiates the importance of subject choice and career choice and pathways to achieve each goal.

Cross-Curricular Links

- Steptember Challenge (P.E)
- I'm a Writer Get Me Out of Here! (English)
- Dramatic December (Drama/Art)
- Music Appreciation (Music)
- My Carbon Footprint (Geography)
- Digging Deep (History)
- Think Pink! (SPHE/CSPE)

Curriculum Experience

- Exchange Programme with French schools
- Aerobics Marathon
- School Musical
- European Trips
- Choir
- Art Competitions
- History/Geography/Science Tours
- Crystal Growing Competition
- Theatre Visits

Staff Wellbeing

St. Paul's promotes a culture of collaborative collegiality to ensure all staff members feel valued and respected for the unique attributes each contribute to create the special atmosphere that exists within our school community.

- This is achieved through regular subject department meetings whole staff meetings, staff planning committees and an online network of resources on Office 365. Our school email system informs staff of important events and opportunities.
- The school has a staff social committee which organises events periodically throughout the year to enhance personal relationships between staff members.
- Activities to Promote Wellbeing:
 - Basket of kindness
 - 5kms in 50 mins
 - A mugful of goodies
 - Yoga
 - Mindfulness Moments
 - Arts and Crafts

Policy Protocol

The policy document will be reviewed during the final term of the academic year 2020/2021, based on data from a cohort of students, teachers and parents/guardians to provide guidance and direction for the provision of a Wellbeing Policy which is accessible and benefits all members of our school community.

The policy will be reviewed in a formal capacity every 24 months from the date of ratification.