



St. Mary's Secondary School, Mallow

Wellbeing Policy & Programme 2017-2020

Review dates

Staff	Feb. –May 2017	Reviewed
Parents	Jan & June 2017	Reviewed
Student Council	March & May 2017	Reviewed
Board of Management	19 th June 2017	Ratified

Due for next review _____

St. Mary's Wellbeing Programme 2017-2020

Designing the Wellbeing Programme for 2017-2020

The voices of all partners in education have informed the design and contents of our Wellbeing Programme. Teachers' voices have positively shaped the Wellbeing programme from the outset. The process of consultation and curriculum planning has included whole-staff consultations, School Development Planning, Pastoral Care and Wellbeing Planning Team meetings. Students' voices have informed the Wellbeing programme through meetings with the Student Council and by conducting Wellbeing student focus groups. Wellbeing presentations were made to the Parents Association and to parents of incoming 1st Years and to the Board of Management. It is envisaged that the Wellbeing programme 2017-2020 will achieve synergy and a cohesive approach to Wellbeing.

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to St. Mary's Secondary School. We have embraced a whole-school approach and aligned the design and planning for our Wellbeing programme with School Self-Evaluation, School Policies and Practice. Our Wellbeing programme is anchored in the following subject areas: SPHE, PE, CSPE, Guidance and other Units of Learning.

There are 6 key indicators of Wellbeing.



Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. Student wellbeing is present when students realise 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. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

Scope of the Wellbeing Policy

- Explore current and future avenues for fostering happy, confident, responsible and resilient students who feel connected to St. Mary's Secondary School.
- Reflect on how we are currently addressing the area of Wellbeing in our school through curricular and extra-curricular provision.

- Comply with DES Circular 0015/2017 which mandates 300 hours of Wellbeing to be included on the timetable over the 3 year cycle from September 2017 and building to 400 hours of Wellbeing by 2020.
- Consider the voices of key stakeholders, namely staff, parents, students, trustees and Board of Management. Engage in an extensive process of consultation to ensure that the voices and input of the whole school community are valued. This will foster positive buy-in, ownership and empowerment in the context of curricular reform and change management.
- Demonstrate an awareness of our unique school context, our characteristic spirit and the values underpinning our mission statement.
- Conduct an audit of the current timetable provision for 42 classes x 40 minutes per week. Consider alternative curriculum plans which incorporate Wellbeing e.g. 300 Hours= 5-4-4 over three years.
- Adopt an open, transparent and consultative approach to the implementation of a Wellbeing Programme. We are cognisant of the necessity to constantly plan, review and reflect, three premises also inherent in School Self Evaluation (SSE).
- Support the consultation process and use feedback to inform the curricular plan for Wellbeing. Explore the full spectrum of innovative curricular possibilities for Wellbeing, aligned to the identified subject areas, PE, SPHE, CSPE, Guidance and other units of work.
- Build staff capacity through the provision of CPD and planning time for Wellbeing during the consultation, implementation and review phases.

St. Mary's Wellbeing Programme 2017-2020 Wellbeing Curriculum Plan

First Years are timetabled for 5 Wellbeing classes per week - PE x 2, CSPE x 1, SPHE x 1, Wellbeing Learning Units x 1 (Option Band of 5 Rotating Learning Units x 6 weeks each). A core group of 5 teachers from the larger Wellbeing team of teachers, are also 1st Year Class Tutors.

Year	PE	SPHE	CSPE	OTHER UNITS of LEARNING
1 st year	2	1	1	1
2 nd year	2	1	1	
3 rd year	2	1	1	

Units of Learning for 2017-2018:

Wellbeing Learning Units x 1 class (Option Band of 5 Rotating Learning Units x 6 weeks each) will include a selection of the following units: *Guidance 1: Moving-Up, Healthy Eating, Choir, Drama, Guidance 2: Friends First and Digital Media Citizenship.* The number of units of learning run in any year, will be dependent upon the number of classes in the year group and the availability of specialist teachers on the timetable. Two guidance teachers will be timetabled every year and it would be beneficial for both to deliver Unit 1: Moving up from September to Christmas as this centres on the transition from primary to secondary school. This rotation is reflected in the 2017-2018 timetable below.

1A	1B	1C	1D	1E
Guidance 1 Moving Up	Guidance 1 Moving Up	Healthy Eating	Digital Media Citizenship	Drama
Drama	Healthy Eating	Guidance 1 Moving Up	Guidance 1 Moving Up	Digital Media Citizenship
Guidance 2 Friends First	Drama	Digital Media Citizenship	Healthy Eating	Guidance 1 Moving Up
Digital Media Citizenship	Guidance 2 Friends First	Drama	Guidance 2 Friends First	Healthy Eating
Healthy Eating	Digital Media Citizenship	Guidance 2 Friends First	Drama	Guidance 2 Friends First

Wellbeing in the Context of the Framework for Junior Cycle

The Junior Cycle Wellbeing Guidelines (2017, p.44) state that when planning a programme, the starting point must be the shared vision and values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle (2015).

A Junior Cycle programme that builds the foundations for Wellbeing:

- is broad and balanced
- provides choice
- has meaning and relevance
- is enjoyable and engaging
- provides opportunities to experience challenge and success
- equips students with the knowledge, skills and dispositions to develop as learners and build positive relationships.

The vision for Junior Cycle places students at the centre of all endeavours

*"Junior cycle places **students** at the **centre** of the educational experience, enabling them to **actively participate** in their communities and in society and to be **resourceful** and **confident** learners in all aspects and stages of their lives"*, (Framework for Junior Cycle, 2015, p.6).

Wellbeing is one of the eight principles underpinning the Junior Cycle Profile of Achievement (JCPA)



24 Statements of Learning

"The learning at the core of junior cycle is described in twenty-four statements of learning. They are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme" (Framework for Junior Cycle, 2015, p.).

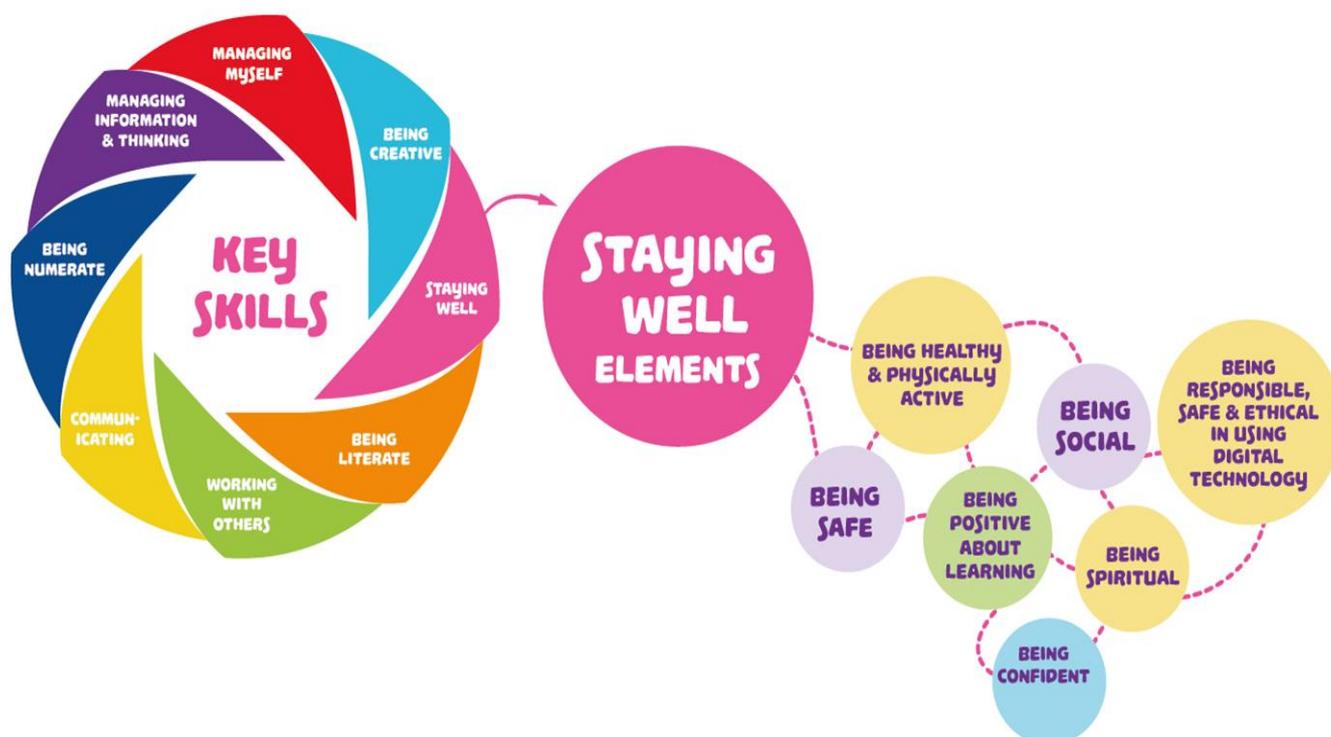
The purpose of learning statements

- To ensure a rich educational experience for students.
- Learning that has both breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge

The following Statements of Learning are particularly applicable to Wellbeing:

- 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 and promote her/his 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 in making healthy lifestyle choices (SoL 13).

Staying Well is one of the 8 key skills for the JCPA.



Elements of the Key Skill Staying Well are:

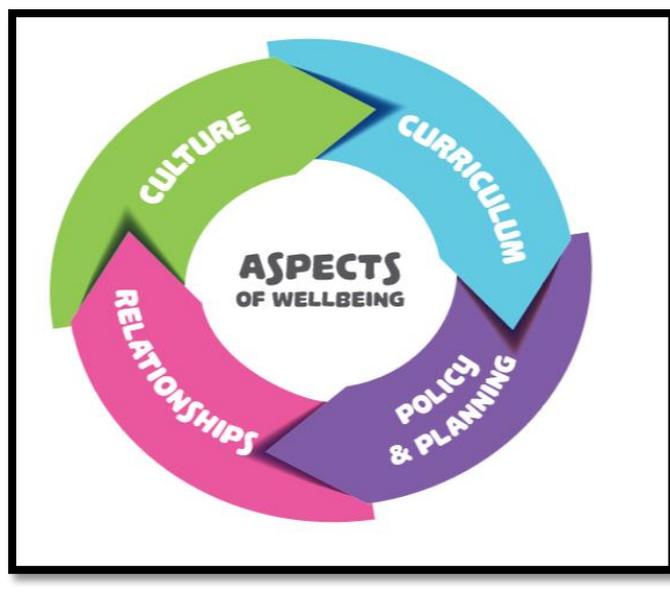
- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

Elements of other Key Skills also relate to Wellbeing

- Developing good relationships and dealing with conflict
- Respecting difference
- Contributing to making the world a better place
- Knowing myself
- Making considered decisions
- Setting and achieving personal goals.

“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course” (Framework for Junior Cycle, 2015, p.15). Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and take responsibility for their own learning.

Our School Context and the Four Aspects of Wellbeing



St. Mary's Secondary School is an all-girls Catholic Voluntary Secondary School, founded by the Mercy Order and under the trusteeship of CEIST. We fully subscribe to the strong religious ethos which permeates the very fabric of our school. Caring and compassionate inter-personal relationships are fostered with students, staff, parents and the wider school community. We value the importance of a holistic education and nurturing our students to reach their full potential, celebrating moments of success and encouraging all students to grow and develop as individuals with unique talents and a strong sense of self-worth. Respectful and caring relationships between staff and students are evident in daily interactions and in the classroom.

The characteristic spirit of our school is tangible through our warm, caring and Christian ethos. We constantly strive to instil a sense of school connectedness and promote a positive school culture which is holistic, respectful, spiritual, academic and affirming.

There are structures in place designed to support the wellbeing of our students. We have a very strong pastoral care system, with clear channels of support for students' wellbeing, including class tutors, Year Heads, two Guidance Counsellors and the Principal and Deputy Principal. Students know where to get support and how to access the 'care' structures in the school. Students feel safe, secure and respected in St. Mary's. There is a positive discipline policy where discipline issues are resolved with care, respect and consistency. Weekly meetings are timetabled for the Pastoral Care team, the School Development Planning team and a Year Head Meeting.

St. Mary's has a reputation for academic excellence and fostering the unique talents of all students. Student learning and wellbeing are inextricably linked, students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success in learning. We have a highly dedicated teaching staff with huge expertise, all of whom are committed to maintaining excellence in teaching and learning. All staff contribute to promoting a caring and inclusive environment within the school that is supportive of student wellbeing.

We provide a broad and balanced curriculum to afford students' opportunities to achieve success in accordance with their talents, aptitudes and interests. We are an inclusive school and have a special needs class, Rang Réiltin. We offer Junior Certificate, an optional TY programme, the established Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied (LCA) Programme.

The wellbeing of the whole school community is at the heart of St. Mary's

Mission Statement:

- To develop a community of learning which is geared towards the holistic development of each student.
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student.
- To promote the School community, the values of a Christian, caring society.
- To cater for students with special needs.
- To value, within the total school community, self-respect, respect for others and for the environment.
- To recognise and affirm the unique value and contribution of each individual.

Explicitly planning for wellbeing in the curriculum and assigning it space on the timetable communicates to students, parents and teachers that this area of learning is important - it makes the school's concern with wellbeing visible and confirms for students in a very recognisable way that their wellbeing matters. For this reason, the 2017 Wellbeing Guidelines place a strong emphasis on the role that Civic, Social and Political Education (CSPE), physical education (PE), Social, Personal and Health Education (SPHE), guidance and other units of learning can play in supporting learning about wellbeing and learning for wellbeing.

Review and Ratification

This policy was ratified by the Board of Management of St. Mary's Secondary School, Mallow on **June 19th 2017**.

Chairperson's signature: _____

Principal's signature: _____

Review Date: _____