



# Draft Wellbeing Policy

*This policy was ratified by the Board of Management*

*Date:*

**Signed by Chairperson of BOM:**

**Date:**

**Review Date:**

## **Context of this policy**

This policy is written in the context of the schools Mission Statement

## **MISSION STATEMENT**

Ours is a Presentation Secondary School, inspired by the vision of Nano Nagle, and in response to her we welcome and cherish girls irrespective of ability or background.

We aim to develop a vibrant community of Pupils, Staff, Parents, Management, based on Gospel values such as justice, truth and honesty, in accordance with the ethos of the school and our agreed Code of Discipline and conduct.

We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School community is recognised, affirmed and valued.

We aim to awaken our girls to their true dignity and role as women in present day society. Inspired by these values we dedicate ourselves to the continual development of our Presentation School.

## **Aim**

The aim of Presentation Secondary School Listowel is to provide holistic education for all our students. We are committed to the academic, creative, emotional, spiritual and physical development of each student, in a caring and safe environment. The wellbeing of the whole school community is at the heart of our school's mission statement.

## **Rationale for the Policy**

This policy is has been introduced in order to allow the school to adequately respond to the changing and diverse needs of our pupils. Presentation Secondary School Listowel is 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.

The Framework for Junior Cycle (2015) provides for a new era of learning at Junior Cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in our school in support of students' wellbeing. This area of

learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and their community.

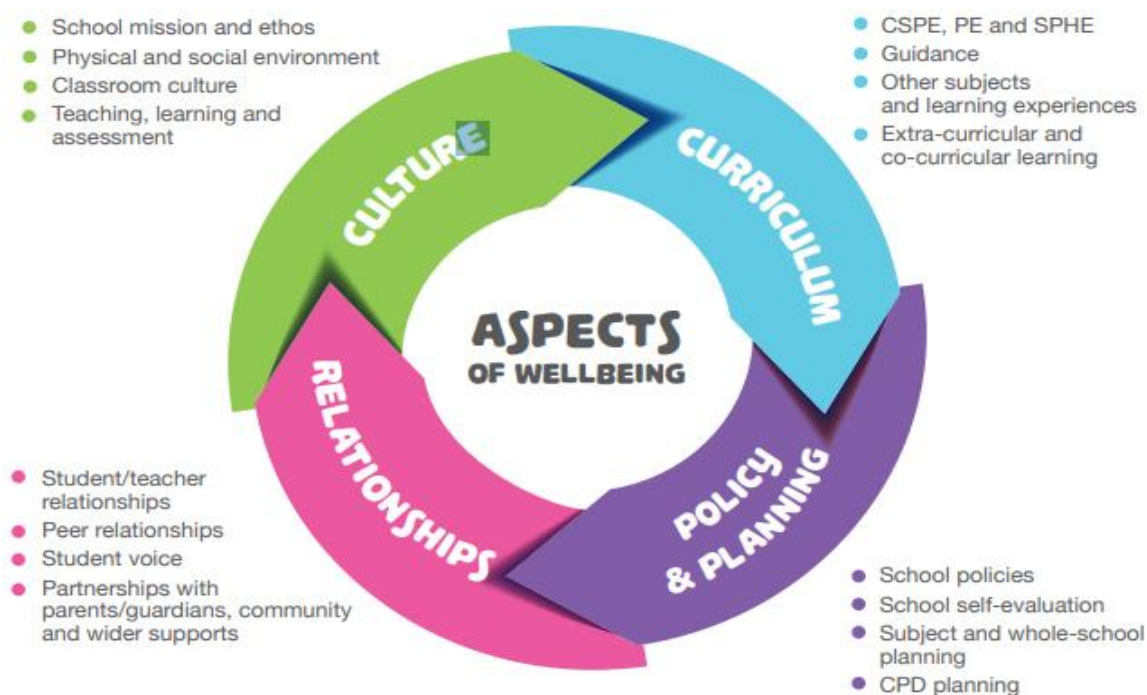
## The Scope of the Policy

This policy will impact on the whole school community. Therefore it has been approved by the Board of Management in consultation with the Principal, Deputy Principal, school staff, parents and students.

This commitment to wellbeing is implicit in the school's admission policy in the commitment to promoting the spiritual and human development of each individual as outlined in the ERST charter.

In the light of these core values, the school is clear that wellbeing must include a mental, physical, social and spiritual dimension. We thrive as individuals within a community and very often it is community that sustains us through challenges. Hence the emphasis of this policy on the role of the whole school community in the programme of wellbeing. This is a whole school policy.

Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole-school approach. Planning for wellbeing involves consideration of four main aspects of our school: Culture, Relationships, Policy and Planning, and Curriculum. The whole-school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our policies and in the curriculum.



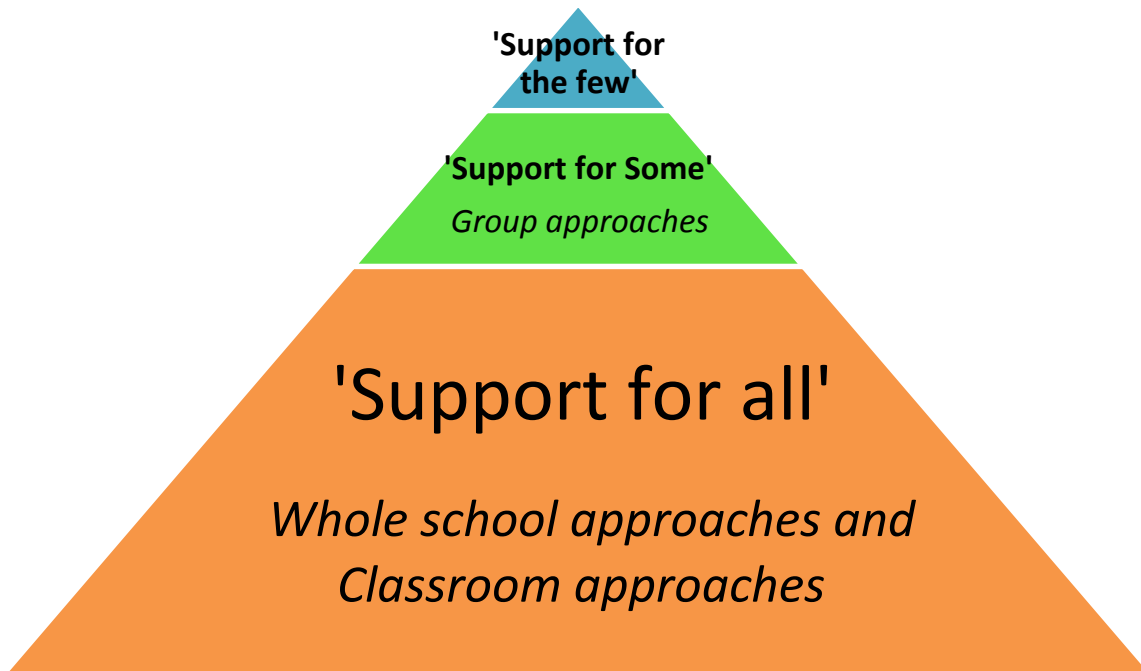
## Goals of the policy

- To provide for the wellbeing of all students in the school in the light of the school Mission Statement.
- To outline clearly the school's approach to the provision of wellbeing for all members of the setting out Presentation Secondary School Listowel the structure and supports that are in place both within the curriculum and the wider school community.
- To outline our belief that everybody in the school community is valued and has an opportunity to flourish.
- To outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of students at Presentation Secondary School Listowel
- To recognise the interplay between a positive experience of school life, student achievement and long term wellbeing.
- To offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs
- To provide an umbrella policy which links other school policies that relate to wellbeing
- To 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

### **Philosophy of the Policy**

The philosophy of the policy is based on the NEPS document “Wellbeing in Post-Primary schools”. Using the NEPS continuum of provision as a framework, this policy provides an overview of the provision in the school in relation to promoting and supporting the wellbeing of all the students in the school.

The NEPS document suggests a continuum of support from ‘support for all’ through ‘school support for some’ to ‘school support plus (for a few)’. This policy will be structured on this basis and will allow us to outline the links between services, procedures and processes in the school as they relate to each other in providing for the wellbeing of students in this school.



## **POLICY CONTENT**

### **Section A. Support for all**

At this level we have a series of policies and procedures that promote wellbeing for all members of the school community – a whole school approach.

Processes on this level aim at:

1. The establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing
2. Promotion of an understanding of and commitment to wellbeing
3. Early identification and intervention in the cases of challenge

### **Establishing a safe environment**

#### **Code of Behaviour**

Presentation Secondary School Listowel is a school community of students, teachers, ancillary staff and parents/guardians, which fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community.

All members of this community have a right to be safe and respected. This code of behaviour is our policy to support these key rights and an outline of the strategies and sanctions which serve to protect those rights. This code gives priority to the promotion of good behaviour, affirming that behaviour, and thereby creating and sustaining the environment for effective teaching and learning.

We hold the highest expectations of all members of this community. This code outlines these expectations. Central to this code is the knowledge that students' behaviour can change. The code seeks to outline strategies, goals, motivation and incentives to support a student in managing his/her behaviour.

This code also clearly outlines our response to behaviour which undermines the positive climate of our school. The code seeks to involve students, teachers and parents in the process of managing behaviour which hinders the promotion of positive teaching and learning.

### **Anti-Bullying Policy & Procedures**

In the promotion of wellbeing, we believe that each member of the community **has the ‘right to be whom and what they are’**.

The Board of Management recognises the negative impact that bullying can have on the lives of individuals within the school community and is therefore fully committed to the following key principles of best practice in attempting to prevent bullying behaviour and tacking it when it does occur:

- To promote a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment and promotes respectful relationships across the school community.
- To instil a school-wide approach of fostering a shared understanding of what bullying is and its impact.
- To continue with the implementation of education and prevention strategies including awareness raising measures that build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- To ensure the supervision and monitoring of pupils.
- To make available supports for staff to ensure consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and on-going evaluation of the effectiveness of the anti-bullying policy.

### **Substance Abuse Policy**

As the DES guidelines reiterate: ‘The world in which we live presents young people with many challenges that affect their health and wellbeing. Exposure to alcohol, tobacco, and drugs is part of this reality. Schools need to reflect upon how they might provide for the needs of their student cohort and respond appropriately to what are sometimes sensitive and emotive issues.’

We are committed to addressing the needs of the whole school in relation to substance misuse. The School recognises that substances, both legal and illegal, are available in the local community and that the School, as part of that community, has an important role in terms of education, prevention, support and the handling of drug related incidents

In the school term 2016/2017 the school piloted the ‘Think about Alcohol’ programme with a selection of students across the year groups. This HSE sponsored programme is being run in

cooperation with the 'Kerry children and young people Services committee' and will continue to be utilised as part of the whole school approach to Wellbeing.

### **Health & Safety Policy**

It is the policy of Presentation Secondary School Listowel to do all that is reasonable and practicable to prevent injury to people, damage to property and to protect everyone (including staff, students, public, contractors and visitors) from foreseeable hazards.

The Board of Management recognises its overall responsibility for Health and Safety at Presentation Secondary School Listowel and meets this through:

- The provision of a safe place of work, including safe access and exit.
- The provision of safe plant and equipment, articles and substances.
- The provision of safe systems of work.
- The provision of welfare facilities.
- The provision of appropriate information, instruction, training and supervision.
- Determining and implementing appropriate preventative and protective measures.
- Having regard to the general principles of prevention.
- The provision of emergency plans and procedures.
  - Reporting prescribed accidents and dangerous occurrences to the Health & Safety Authority.
  - Obtaining, where necessary, the services of a competent person to advise on health and safety; The detailed arrangements for achieving these objectives are set out in the main body of the Safety Statement.

### **Child Protection and Safeguarding Statement**

The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.

The Board of Management has ratified the appointment of a Designated Liaison Person (The Principal) and Deputy Designated Liaison Person (Deputy Principal). All concerns regarding the welfare of a child should be reported to them. There is an obligation on the school to provide students with the highest possible standard of care in order to promote their wellbeing and protect them from harm. In situations where school personnel suspect that a child may have been abused, or is being abused, or is at risk of abuse, or is being neglected, they should ensure that such concerns are reported to the Designated Liaison Person (The Principal) or the Deputy-Principal if he is unavailable.

The Designated Liaison person will deal with the Health Service Executive (HSE), An Garda Síochána and other parties, in connection with allegations of and/or concerns about child abuse or neglect.

### **Data Protection Policy**

Presentation Secondary School Listowel Data Protection Policy applies to the personal data held by the school which is protected by the Data Protection Acts 1988 and 2003.

The policy applies to all Presentation Secondary School Listowel staff, the board of management, parents/guardians, students and others (including prospective or potential students and their parents/guardians and applicants for staff positions within Presentation Secondary School Listowel insofar as the measures under the policy relate to them.

Data will be stored securely, so that confidential information is protected in compliance with relevant legislation. This policy sets out the manner in which personal data and sensitive personal data will be protected by Presentation Secondary School Listowel

Presentation Secondary School Listowel is a *data controller* of *personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. Presentation Secondary School Listowel is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 and 2003 which can be summarised as follows:

- Obtain and process *Personal Data* fairly.
- Keep it only for one or more specified and explicit lawful purposes:
- Process it only in ways compatible with the purposes for which it was given initially:
- Keep *Personal Data* safe and secure:
- Keep Personal Data accurate, complete and up-to-date:
- Ensure that it is adequate, relevant and not excessive
- Retain it no longer than is necessary for the specified purpose or purposes for which it was given:
- Provide a copy of their *personal data* to any individual, on request.

### **Internet Acceptable Use Policy**

This Policy ensures that students will benefit from learning opportunities offered by the school's internet resources in a safe and effective manner. Strategies are in place to maximise learning and reduce risks. Usage agreement from parent and student is required and every reasonable precaution is taken by the school to provide online safety.

### **Pastoral Care Policy**

Pastoral care is the measure of the care and attention given to student's wellbeing on being informed of needs and concerns not being met of those in our care. These needs and concerns range from students behind in their studies, emotional needs, bullying, etc. The Pastoral Care programme involves every member of staff with the Pastoral Care Team having overall responsibility for its implementation. The Students' Council is essential in notifying the Care Team of their needs or concerns. Our Mission Statement enshrines the promotion of a Christian ethos, so that our Pastoral Care Programme is predicated on being integrated into the very fabric of our schooling process, helping our students to bridge the gap between childhood and adulthood, secure in mind and body.

### **Critical Incident Policy**

The Critical Incident Policy and Plan outlines how the staff will respond to a critical incident. This is an incident or sequence of events which overwhelms the normal coping mechanism of the school.

The Critical Incident Management Plan helps school staff react quickly and efficiently in the event of an incident. It maintains a sense of order with support offered to students, staff and families. It minimises the effects on students and facilitates a return to normality as soon as possible.

### **Dignity at Workplace Policy**

This Policy sets out the criteria upon which a positive working environment in Presentation Secondary School Listowel is created and maintained where one's dignity at work is recognised and protected. It ensures that all complaints are taken seriously and dealt with promptly. Its purpose is to eliminate the potential for bullying, sexual harassment,



victimisation or discrimination in the workplace. The Complaints procedures as agreed by the A.S.T.I., the D.E.S. and the J.M.B. are operated in this school.

## **Promoting wellbeing**

### **Our Commitment to quality Teaching and Learning**

The management and staff of Presentation Secondary School Listowel are committed to the creation of positive, engaging learning experiences for our students.

### **Use of a variety of learning & teaching methodologies and strategies**

Mindful of the mixed ability settings in the majority of classes staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. In recent years staff has attended in-services in Assessment for Learning (AFL) methodology, team teaching, differentiation, sharing success criteria and the organising of group work and active learning methodologies. Emphasis has also been placed in recent years on the integration of ICT into teaching and learning in the school. These skills are of benefit in creating an engaged learning and teaching environment.

### **Mixed ability class grouping**

Presentation Secondary School Listowel operates a mixed ability class grouping policy apart from the banding of core subject; English, Irish and Maths to allow for uptake at differentiated levels. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice staff sees this structure as central to the promotion of student self-esteem.

### **The promotion of a culture of high expectations in all elements of school life**

Explicit in our Behaviour Code and in our Mission Statement is the strong encouragement to create a culture of high expectation in our students. Whether in relation to academic achievement, social engagement or behaviour management, students are consistently reminded of the value the school places on their wholehearted engagement in school work and its hope and expectation for them as individuals and members of a community. There is an active policy in the core subjects of English and Maths (*literacy and numeracy*) to promote uptake of higher level papers and this is a strategy of our literacy and numeracy initiatives which have been part of School Self Evaluation and School Improvement Plans.

### **Positive relationships**

Our promotion of positive relationships is based on the recognition of the dignity of each individual and the importance of respectful relationships between teachers, students & parents. Building an emphasis on positivity and on rewarding positive behaviour underpins all the relationships in Presentation Secondary School Listowel

### **Broad provision of programmes and a comprehensive curriculum**

Central to the ethos of the school is a belief in the importance of providing a broad spectrum of curricular programmes and subjects. Subject choice in First and Fifth Year is based on student preference. Option bands are built based on students' preference (once timetabling flexibility allows). This helps to meet the educational needs of a broad spectrum of our

student cohort whilst also offering staff the opportunity for a diverse teaching experience. This supports a positive student experience of their learning choices.

### **Junior cycle**

In First Year students get the opportunity to experience a full range of subjects available at Junior Cycle level in September and October. (This is under review at present Spring 2019) This process allows students to make an informed choice at Midterm in choosing their subjects going forward for the Junior Cycle. Students may adapt their choices - with guidance and parental involvement after Midterm. With an informed experience of each subject, delivered in a mixed ability environment, we believe that our First Years are less likely to find themselves struggling in a subject area in which they are not engaged.

### **Transition Year**

Transition year is an optional extra year following Junior Cycle. It involves engagement in a wide and varied programme of curricular, co-curricular and extracurricular experiences. Student growth, maturity and self-awareness are central to the programme. Student work placement, Social Justice placements, third level and college tasters and career explorations all develop opportunities for student learning.

Academically, students receive opportunities in all the subjects available at senior cycle in Presentation Secondary School Listowel. This programme allows the staff the opportunity to teach in a creative manner, explore the vocational aspects of each subject and offer subject extension and enrichment opportunities.

### **Leaving Certificate Vocational Programme**

L.C.V.P. offers a practical application of the linked subjects and is popular with students. It facilitates those students with a particular vocational interest and is supported by the careers work experienced in transition year.

### **Leaving Certificate**

Presentation Secondary School Listowel offers an extensive range of subjects at Leaving Cert. level. This comprehensive approach to subject provision increases the opportunity for student subject contentment, which in turn maximises student engagement in the context of the content-laden curricula to be studied.

### **Study Skills, homework and assessment policies**

In the pursuit of academic excellence it is our belief that appropriate study and revision practices must be in place for all students. It is essential that students, through self-discipline, develop a habit of study. The appropriate amount of time spent on homework, study and revision is outlined in the Homework Policy.

The school promotes an engagement in evening study for students who desire a supportive structure for study.

Presentation Secondary School Listowel undertakes, in conjunction with the Guidance Department in the school, a comprehensive study skills programme with all students. Talks are provided on a yearly basis to students on the structuring of study and on learning

strategies. Study skills are delivered in SPHE classes to First, Second and Third Years students.

## **Support Structures**

### **Pastoral Structures**

Presentation Secondary School Listowel has a full suite of pastoral support structures which provide support all students as part of their general education in the school.

### **Recognition systems**

Hand in hand with the culture of high expectation is our culture of recognition. Staff members are strongly encouraged to use practical reward mechanisms to celebrate this positivity. This policy has had a very positive impact on student behaviour in the school. Staff use Merit Cards, Improvement Cards, positivity stampers and notes in student journals.

### **Leadership role of Year heads**

Our Year Heads work in a committed manner to manage the wellbeing of each year group. Year Heads lead the whole group, offer mentoring guidance to the students who need extra support and work one on one with the few. Year Heads also work closely with the Deputy Principal, Guidance counsellor, Class Tutors and the pastoral care team in the provision of student support. The Attendance strategy in the school is implemented and monitored by the Deputy and Year Heads in each year.

### **Use of intercom, school website & local media to celebrate student & staff achievement**

In order to promote an awareness of the many accomplishments and positive events undertaken by our students (with the support of our staff) we use the local print and electronic media to celebrate the whole life of the school and offer reward and recognition for the diverse achievements at the school. Students are congratulated over the intercom on achievements and students are acknowledged to the Staff and the student body.

### **Use of Assemblies and the Tutor system**

Each term begins with a formal year group assembly which reinforces the core aspects of the school Mission statement and the key elements of the Code of Behaviour couched in the terminology of the positive reinforcement. Each class group has a Class Tutor and Year Head who knows the students in the group and connects with them regarding work and attendance.

### **Student Council Engagement and activities**

The Student Council is task and activity centred. The Student Council has the opportunity to present student plans and concerns to management in a coordinated fashion. This structure promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers. The junior members and senior members of the Student Council meet separately on occasions to discuss their respective issues.

### **Parents' Association engagement & activities**

The Parents' Association in the school meets once or twice a term. Working with parents to plan for student wellbeing is central to its function. Parents are also engaged in developing policy and procedure.

## **Transition programme from primary to secondary**

The school has worked to develop a systematic approach for the transition of students from primary. This involves a close working relationship with the primary principals, teachers, and SNA's and the SEN department. Student profiling forms developed by the DES are received from the students Primary schools and are used in conjunction with our own school developed form to create a profile of incoming students. School management and the SEN Team co-ordinate the use of these forms in supporting the transition of students into the school. The transition programme also involves a series of events (the Open Day and the Orientation Day) which allows each student become familiar with the geography of the school, the key personnel, their hopes and anxieties, the expectations the school will have of them and the additional supports and activities they may avail of. First Year SPHE/Reflection classes begin with a unit on transition from primary to post primary and a series of workshops in conjunction with Kerry Life Education and South West Counselling Centre take place to support the First Year students.

## **Our partnership with Kerry Life Skills**

Our S.P.H.E. programme is supported with two workshops per year with Kerry Life Skills for each junior Cycle class. Each workshop is planned with the student group and the class SPHE teacher attends each workshop. Kerry Life Skills also work with the staff both as a whole group and in small teams on specific issues as the need arises. South West Counselling Centre also deliver workshops.

## **Staff with both a professional and personal commitment to the wellbeing of our students**

Our staff sees its role as supporting and leading forth the whole person. In keeping with the Mission Statement, staff at the school aspires to develop the whole person, spiritual, emotional, intellectual, social, cultural and physical. All relationships at our school are built on the central tenet of respect. The learning and teaching environment is a place of great endeavour at the school while the number and diversity of curricular activities and the extracurricular provision is a testament to staff commitment to our students. The extra activities, talks, tours, trips and events organised in parallel to the curriculum is central to the positive relationships at the heart of school life. All of our initiatives are led by staff. This commitment greatly enhances the relationships at the school.

## **Pastoral Programmes and curricula**

We have a full suite of pastoral support programmes which provide support to all students as part of their general education in the school.

- Our SPHE programme
- Our RE programme
- Our CSPE programme
- Our Guidance programme
- Our RSE programme

Retreats: It is the belief of school management and a core element of the ethos of the school that a grounding in spirituality and faith is an essential basis for wellbeing and happiness in this world. As such, the school provided opportunities, as part of the faith formation programme of the school, for students to engage meaningfully in the development of their faith and in exploring their spirituality.

## **Wellbeing & the Curriculum**

In our school we have chosen to strongly prioritise and highlight wellbeing within our school community. This is reflected strongly in our curricular provision. There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE and Guidance as part of the wellbeing programme in Junior Cycle. Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported. Curricular provision is informed by student and parental feedback. Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle. The guidance counsellor works collaboratively with staff in relation to the wellbeing programme and its implementation. The guidance counsellor actively supports students in Junior Cycle, both through the teaching of Guidance and counselling support on an individual basis

We endeavour to provide a Junior Cycle Programme that builds the foundations for wellbeing. We do this through the provision of a programme that 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

### **Our co-curricular programme**

Through the goodwill and hard work of our staff our students are offered a wide and varied programme of co-curricular activities which serve to involve the students in extension activities and stimulates a positive staff-student relationship- these include involvement in art projects and competitions, poetry, choir, essay and creative writing opportunities, debating, subject and general quizzes, science club (BT, Scifest), drama and musicals, etc. School teachers also organise co-curricular trips and visits for theatre and drama, history, science related as well as tours

### **Our Extracurricular programme**

Through the hard work and commitment, the staff also provides a broad programme of extra activities. These include Gaelic football, Basketball, Camogie, Soccer, Athletics, Rugby, Badminton, Table Tennis, as well as other outdoor and indoor activities. Again these events serve to broaden the educational engagement and sense of belonging central to a sense of wellbeing at school. This programme is complimented by our lunchtime programme which offers students a broad array of activities.

### **Health Promotion, Wellbeing, Dignity, Respect themed Weeks**

Two weeks each year are given over to a focused examination of an aspect of wellbeing. Speakers and workshops on anti-bullying, drug and alcohol awareness, mindfulness, nutrition, mental health, sexual health, spirituality. Wellbeing in a Christian sense is developed around the concept of being aware of the dignity of every human and the entitlement to respect in that context and the right of all to pursue happiness though the achievement of such happiness can never be guaranteed. This week is drawn from staff, local and national expertise and involve student engagement in the planning and evaluation

process. Throughout the year students are invited to hear the insights of an array of motivational speakers on a broad range of topics.

### **Our involvement in the Health Promoting Schools programme**

In order to structure wellbeing activities the staff have this year engaged with the Health Promoting Schools Programmes as a means of structuring school involvement with a number of social, wellbeing and community initiatives such as the Green Flag.

### **Social justice engagement**

Through the PE/TY/RE/SPHE/LCVP Departments students are engaged in a number of social justice and fund raising events throughout the year. These include raising student awareness on elderly care through fund raising and visiting nursing homes in the area, through the organisation of a Christmas jumper day to raise funds St Vincent de Paul, fundraising, Pieta House and encouraging advocacy for homeless charities

Engaging students in community development and support for the more vulnerable in society assist the development of awareness in our boys. There is a very strong commitment to Social Justice especially in TY

## **Section B Support for some**

As part of the whole school approach outlined in the introduction of this policy there is a more focused approach adopted with a number of identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour, or who show signs of mental health challenges or who are in specified at risk categories. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups.

### **In relation to the discipline code and anti-bullying policy**

Each policy has a set of procedures in relation to engaging with some students who have not lived up to the expectations in the codes.

### **Use of restorative reflection processes**

Year heads and teachers utilise the restorative reflective practice process to support the engagement with behaviour issues in a calm and structured fashion. Restorative practices facilitate an increase in understanding of consequence and aids the rebuilding of relationships following a serious incident or situation. It also offers a framework in which staff can work with sensitivity and with progression with students who require support and structure in moderating their behaviour and in learning good interpersonal skills.

### **Proactive pastoral care team and engaging interventions**

Our pastoral care team includes a representatives from the SEN department, the guidance counsellor and is coordinated by both principal and deputy principal. The team reviews its current caseload and students indicated to them by members of staff, by parents or by student peers. It monitors ongoing concerns, agrees plans of action, forwards students to external agencies and indicates where staff may need training or skill set.

## **SEN team work**

The the SEN coordinator overseeses student progress in Learning Support, ensure that student support files are being created, to plan for testing and target achievement, to examine resource allocation in the context of newly identified needs and requests for support from teachers and parents for students. Planning for SEN delivery takes into account high and low incident needs students through withdrawal, team teaching, small class groups and EBD and 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 individual students.

## **Guidance counselling and mentoring**

Targeted guidance is delivered by our guidance counsellor. This supports students with study, anxiety, passivity, relationship, peer, social or addiction issues in an in-school support environment.

## **Year head -tracking-report & reward systems**

Year Heads offer targeted support to students with behaviour management, organisation issues, time management, study skills difficulties, school/life balance issues in a supportive, mentoring fashion. Where a report system might assist this is monitored by the year heads who also use reward systems to support improvements.

## **Health Alert information**

Under the procedures outlined in the medical policy of the school a list of students with health related issues is maintained by management and circulated as needed to all members of staff. Students with a chronic or life threatening serious illness are placed here with key actions and contacts listed.

## **Staff Wellbeing**

Staff work in a supported environment. Undoubtedly, the nature of the role – in seeking to develop the whole person – is hugely demanding.

The Board of Management sees its role as supporting and affirming the work of its staff. At each board meeting the Principal's report keeps the Board informed of the work of staff. This is formally affirmed at staff gatherings, through the agreed report and through contact from the Board Chair and the principal with individual members of staff.

As a small gesture of gratitude, the Board invites members of staff to a dinner at Summer of each school year. The school has teacher based classrooms which has, it is hoped, improved working conditions for staff in recent years.

School Management work collaboratively with the whole staff. Particular requirements are listened for and responded to. Management respect the professional commitment of each staff member and regard them as colleagues and friends. Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion. At morning meetings and at staff meetings teacher/staff achievement is recognised, staff is kept informed through ease of access to management at all

times. As a consequence of staff commitment, student behaviour and engagement with school is of a high level at this time. While the Principal and Deputy Principal meet regularly with staff members in working groups and on an informal individual basis, it is the policy of the principal to meet with staff members individually each year to allow time to discuss professional issues.

Each year the staff Social Committee organise a number of events to mark the end of each term or special events. Staff members are regularly reminded of the support available through the Employee Assistance Scheme.

## **Section C. Support for the few**

This support focuses on putting in place interventions for young people with more complex and enduring needs.

### **Close relationship with external agencies and services**

The Pastoral Care, guidance teacher and management avail of all the supports or agencies appropriate to the identified needs of “the few” students. The school has worked to establish close supportive relationship with a broad spectrum of services in order to have the capacity to call on the expert assistance available National Education Psychological Services, Special Education Needs Organiser, Education Welfare Officer and TUSLA, HSE Social services, Kerry Intervention Disability Services, Child Adolescent Mental Health Services, Juvenile Liaison Officer service, Garda Youth Diversion Programme workers, Pieta house and South West Counselling Centre, Kerry Diocesan Youth Service & HSE Children’s Services Committee. While many of these agencies engage in a reactive role, the work of NEPS & KDYS in particular supports the proactive.

### **SNA Team work**

Our team of SNA’s work to support those students with access to the expert skills required to assist students navigate the school day. Members of the SNA team also help to support students with organisational or behavioural difficulties to support the wellbeing of these students. The SNA team successfully supports a number of extremely complex cases facilitating their capacity to integrate into the school community with great hard work and sensitivity.

### **Year Head mentoring**

Year Heads work closely to monitor, support and guide the few students who struggle in the school context

### **Pastoral Support and Counselling**

Our Guidance counsellor works closely to support and guide the few students who struggle with mental wellbeing issues. These students are identified through the Pastoral Care support system in the school and support for them is monitored by the team. Outside referrals are



made when deemed necessary and the approach in relation to any form of supportive pastoral care interventions. Where the guidance counsellor or pastoral care team, in agreement with the student and his parents, believe that counselling may be of benefit, the student may avail of support during the school day and this support is always of a non-therapeutic nature. Such interventions are governed by the Pastoral Care Policy in the school.

## **Policy protocol**

All elements of this policy are reviewed periodically, through informal student feedback on the speakers, programmes and activities and small group discussions.

The policy document will be formally reviewed every 24 months from the time of ratification

Ratified by the Board of Management:

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Chairperson

Principal:

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Date Ratified:

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Date of Review:

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