

COLÁISTE ABBÁIN

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# Coláiste Abbáin

# Wellbeing Policy

The wellbeing of our students and staff at Coláiste Abbáin is of utmost importance to us. This policy will help to assist our goals at Coláiste Abbáin which are to create a respectful, safe and caring environment where the wellbeing of all members of the school community is promoted and in which the dignity of each individual is valued. This policy is based on our **school mission statement**:

“Coláiste Abbáin endeavours to provide quality education for all students in a caring, disciplined, and respectful environment. We aim to prepare students for life and responsible citizenship and motivate them towards the achievement of their full potential”.

Wellbeing is important because it is linked to better educational outcomes and can influence young people’s outcomes as adults. Wellbeing also matters in the immediate since all students have a right to feel cared for in school. ‘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 the wider community.’ (NCCA Guideline for Wellbeing 2018 p.9).

**Goals of the wellbeing policy**

To support the wellbeing of all members of the school in light of our school ethos.

- To outline the policies, procedures, culture, ethos and the activities which serve to support and develop the wellbeing of all members of Coláiste Abbáin, both within the curriculum and the wider school community,
- To help implement the Junior Cycle Wellbeing Guidelines from the Department of Education and Skills (DES), in particular Circular Letter 0015/2017 and the DES Guidelines on Wellbeing.
- To recognise the interplay between and positive experience of school life, student achievement and long-term wellbeing.
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs.

**Curricular provision:**

- From September 2020 wellbeing will require an engagement of 400 hours.

1 <sup>st</sup> Year	P.E. 2 Class Periods	C.S.P.E 1 Class Period	S.P.H.E 1 Class Period	Wellbeing 1 Class Period	I.C.T. 1 Class Period
2nd	P.E. 2 Class Periods	C.S.P.E 2 Class Periods	S.P.H.E 1 Class Period	Wellbeing 1 Class Period	
3 <sup>rd</sup> Year	P.E. 2 Class Periods	C.S.P.E 1 Class Period	S.P.H.E 2 Class Period	Wellbeing 1 Class Period	

- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students. The Framework for Junior Cycle (2015) provides for a new area of learning at Junior Cycle called Wellbeing. Wellbeing spans the three years of Junior Cycle and builds on substantial work already taking place in our school in support of students' wellbeing.
- Wellbeing will be embedded into the school curriculum through the four main pillars of the junior cycle Wellbeing programme CSPE, SPHE, P.E and Guidance Education. A wellbeing class is time tabled for 1 period a week for junior years and will cover extra modules that will take place in 10 week learning blocks over the three junior cycle years. All modules have been linked to appendices I.

1 <sup>st</sup> Year	Study Skills – transitioning and learning	Homework Matters	Friends for Life
2 <sup>nd</sup> Year	Study Skills –Goal setting and learning	Careers	NCSE – Social Skills
3 <sup>rd</sup> Year	Learning and assessment Preparations	Carrers	Alert Programme.

- Wellbeing is inclusive of all, and appropriate students are offered Level 2 priority learning units including wellbeing.
- On occasion due to emerging needs class topics change to meet the evolving needs of the students.

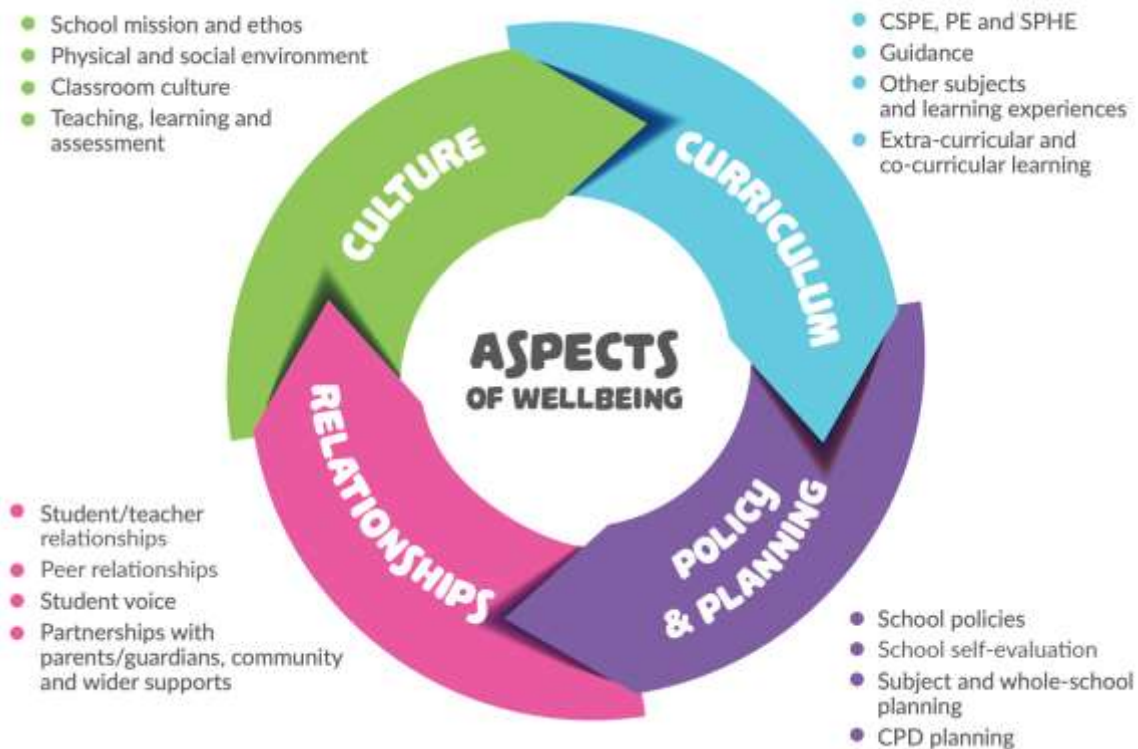
### **Wellbeing indicators:**

There are six indicators central to wellbeing which are illustrated below: There are posters around the school highlighting these six indicators.



### **Four Aspects of Wellbeing:**

1. Culture: School mission and ethos/Physical and social environment/Classroom culture and Teaching, learning and assessment.
2. Curriculum: CSPE, PE and SPHE/Guidance/Other subjects and learning experiences and Extra-curricular and co-curricular learning.
3. Relationships: Management/Staff, Student/Teacher relationships, Peer relationships, Student voice, Partnership with Parents/Guardians, community and wider supports.
4. Policy and Planning: School policies, School self-evaluation, Subject and whole-school planning, CPD planning



### Wellbeing initiatives in Coláiste Abbáin:

- **Wellbeing/Active Week:** The aim of the annual health and wellbeing week is to create awareness around mental health, promote health and wellbeing, resilience, as well as adding to the positive atmosphere of the school. Activities include- Poster competitions, information area with posters on health and wellbeing, meditation, mindfulness colouring competition's, sporting activities.
- **Music:** Dedicated music rooms and the option to join the school choir available to all students. Our annual Christmas Concert/ graduation service/Open night gives students the opportunity to display their talent
- **Enterprise:** Enterprise activities teachers help students make informed decisions based on careful research and analysis, setting up and running their own enterprise projects. It helps students to grasp real life skills: working as part of a team, managing production/ finances, organising a sales and marketing campaign and liaising directly with customers and media.
- **Subject weeks:** help to build positive relationships (e.g. Science week), improve self-esteem and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many ways. By interacting with their

classmates and teachers, and by taking part in activities inside and outside the classroom.

- Amber Flag: The Pieta Amber Flag Initiative recognises the individual efforts of primary and secondary schools, youthreach, third level institutions, community groups and clubs to create healthy, inclusive environments that support mental well-being.
- Mentoring Programmes: Meitheal leaders and Prefects; It is a programme based on respect within the school community, and one that enables students to take responsibility for the happiness of others and for the safety and well-being of all who share a school environment.
- Student Support System: There is an excellent student support system in place which involves the following key personnel: Principal, Deputy Principal(s), Year Heads, Class Tutors, Guidance Counsellors, Learning Support Department, Home School Liaison and the Behaviour for Learning Teacher.
- School Library: Comfortable and welcoming environment.
- Student Council: Enhances student voice and promotes a sense of involvement in the development of the school.
- Parents Council: Fundraises, organises events, assists policy development to sustain and enhance wellbeing in the school community.
- Resilience Academy: six-week programme for second year students aimed at equipping students with emotional resilience tools.
- Wide variety of extra-curricular activities.
- Get Set Go programme from Primary to Secondary.
- Intercom: Used to acknowledge achievements.
- Media: Either digital or print formats highlight student and community achievement and progress
- Class/Year assembly: Held intermittently to support students
- Tutor Time: 40 minutes per week (approx.) contact time with tutor
- Study seminars: Study skill seminars are organised annually to support and enhance student attainment/wellbeing
- Meditation: Incorporated in Special Tuition /SPHE
- School Tours: Such as Ski trip to Italy, where students develop intercultural skills and enhance cultural awareness.

## **Student Support**

Once concerns are identified, information is then gathered, and a plan is created and reviewed in line with NEPs continuum of support. The support offered is broken down into 3 categories as outlined below. (See Diagram)

### **Support for All**

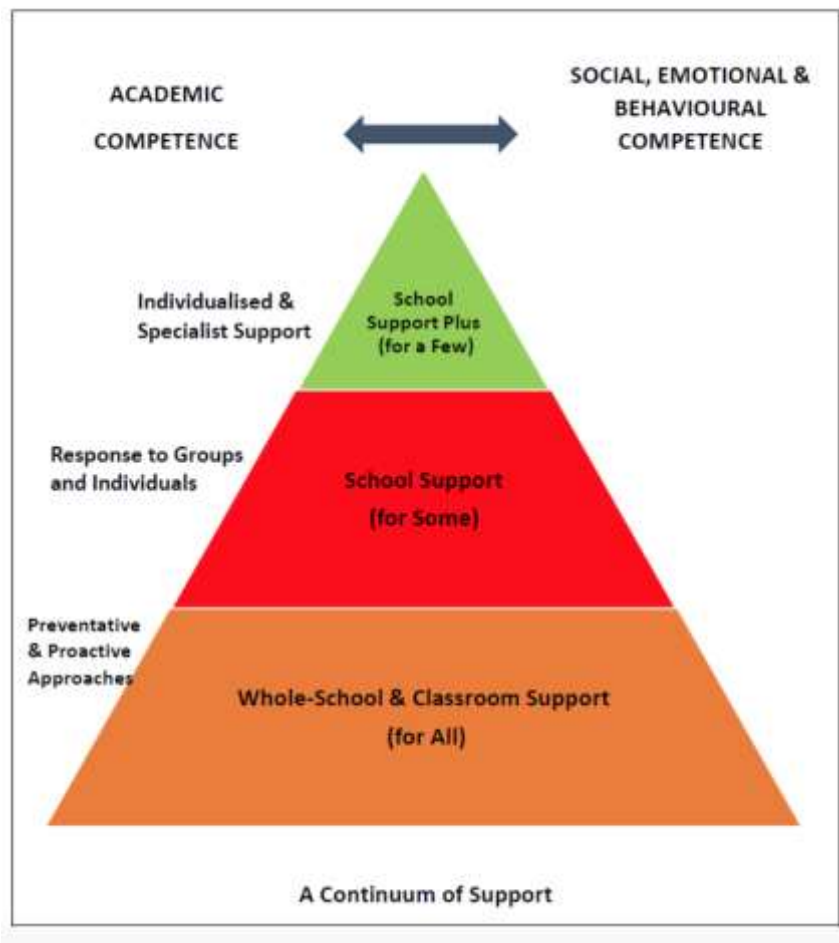
At this level we adopt a whole school approach. We have a series of procedures that promote wellbeing for all members of the school community. Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing (3) early identification and intervention in the cases of challenge.

### **Support for Some**

There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. A recent addition in this area is the Alert and other individualised programmes, supported by the National Behaviour Support Service (NBSS). Our student support team, SEN team and management team also contribute in supporting students in this area.

### **Support for Few**

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of an ISP (Individual Student Plan) and IBP (Individual Behaviour Plan).



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

The management and staff of Coláiste Abbáin 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**

Coláiste Abbáin 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.

### **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 Coláiste Abbáin.

### **Staff Wellbeing**

Staff at Coláiste Abbáin work in a supported environment. Management is understanding of pressures which may occur in the school year on all staff members from time to time and respond with compassion. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.

A staff induction committee was established in August 2020 to welcome and assist new staff members in settling into the school. The Droichead process consists of school-based support for newly qualified teachers. The Professional Support Team consists of experienced colleagues who have completed a programme of professional learning with the NIPT, including mentor skill development.

The school has a staff social committee which organise events periodically throughout the year to enhance personal relationships between staff members.

## **Wellbeing Calendar of Events 2021/22 school year**

4 <sup>th</sup> October 2021	Student Enrichment (Study Skills)
5 <sup>th</sup> October 2021	World Teachers Days
16 <sup>th</sup> -21 <sup>st</sup> October 2021	Maths Weeks
22 <sup>nd</sup> October 2021	First Year Wellbeing Day
7 <sup>th</sup> – 14 <sup>th</sup> November 2021	Science Week
22 <sup>nd</sup> December 2021	JCSP Celebration
19 <sup>th</sup> – 21 <sup>st</sup> January 2022	School Pantomime
31 <sup>st</sup> January – 4 <sup>th</sup> February 2022	Wellbeing week
1 <sup>st</sup> -17 <sup>th</sup> March 2022	Seachtain na Gaeilge
26 <sup>th</sup> May 2022	Awards Day
27 <sup>th</sup> May 2022	6 <sup>th</sup> Year Graduation

**This policy was ratified by the BOM on the 22<sup>nd</sup> September 2021.**