

Ashbourne Community School



Wellbeing Policy

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.

(NCCA Wellbeing Guidelines 2017)

Contents

- **Ashbourne Community School Mission Statement**
- **School Ethos**
- **Wellbeing Rationale**
- **Scope of Wellbeing policy**
- **Philosophy and context of this policy**
- **Class organisation and Timetabling**
- **Supporting and promoting Wellbeing**
- **Whole School Wellbeing**
- **Curricular Wellbeing**
- **Aims of Curricular Wellbeing Programme**
- **Outline of the Wellbeing programme**
- **Hours for Wellbeing**
- **LAOS & Wellbeing**
- **SSE & Wellbeing**
- **Four Aspects of Wellbeing**
- **Guidelines for the Use of External Agencies**
- **Sensitive Issues**
- **Planning for students with special educational needs**
- **Teaching Methodologies**
- **Confidentiality**
- **Cross-curricular links**
- **Staff development**
- **Role of the Wellbeing Co-ordinator**
- **Assessment, record keeping and reporting**
- **Evaluation & Review**
- **Appendix 1 Policy for Students with Intimate Care Needs**
- **Appendix 2 Wellbeing Hours 2018/2019**
- **Appendix 3 Provision of Curricular wellbeing hours in Ashbourne Community School 19/20**

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Ashbourne Community School Mission Statement

- Ashbourne Community School is a place where we foster such values as respect, inclusion and care as evident in our school policy and practice.
- Our school is a partnership of students, staff, parents and guardians, Board of Management and our local and global communities. We value the on-going input of all these partners in the life of the school.
- We pursue academic excellence while recognising the diversity of our student body. Through a relevant curriculum, designed to meet the needs of all, we endeavour to help all students realise their potential.
- Through positive staff and student relationships and a broad extracurricular programme, we aim to develop in each student a confident, healthy self-image and a sense of personal, local and global responsibility.
- We recognise that each student's personal and spiritual growth is important. We endeavour to co-operate with parents and guardians and religious leaders of all faiths to encourage the development of religious and spiritual values in each student.

School Ethos

The Board of Management of Ashbourne Community School has regard to the principles of a democratic society and respects and promotes respect for the diversity of values, beliefs, traditions, languages and ways of life in society while it also upholds and is responsible for upholding the characteristic spirit or ethos of the school. The ethos of the school is outlined in the mission statement of the school.

The Board of Management of Ashbourne Community School is supportive of the principle of inclusiveness in particular in regard to students with a disability or another Special Educational Need in so far as is reasonably practicable and subject to the resources provided by the Department of Education and Science. The range of classes taught includes support programmes for students with a disability or other special educational needs. Parents/Guardians are invited to look at our SEN model of provision as outlined in our SEN policy.

Ashbourne Community School has a policy of having a maximum of 30 students per class with a maximum of 24 students per practical class. The Board of Management reserves the right to maintain reduced numbers in some Junior Cycle classes for the benefit of special needs students in mixed ability classes. Likewise, the Board reserves the right to maintain reduced numbers in some senior cycle programmes.

Wellbeing Rationale

Early adolescence is a time of significant change for young people, physically, emotionally and socially. Through the use of experiential methodologies and group work, students have the dedicated space and time to develop their understanding and skills to learn about themselves, to care for themselves and others and to make informed decisions about their health and wellbeing in a rapidly changing world.

This policy has been developed in order to adequately respond to the changing and diverse needs of our school community. Ashbourne Community School is committed to the nurturing of the whole person so that they may be guided to respond to the demands of modern life with resilience, optimism and a feeling of ownership in response to the JCT wellbeing guidelines. In junior cycle, six indicators—Active, Responsible, Connected, Resilient, Respected and Aware— have been identified as central to students' wellbeing.

Scope of the Wellbeing policy

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The scope of the wellbeing policy is to enhance current and explore future avenues for fostering happy, confident, responsible and resilient students who feel connected to our School.

Philosophy and context of this policy

In light of our core values and mission statement, the school is clear that wellbeing focuses on holistic development, namely mental, physical, social, educational and spiritual dimensions. The emphasis of this policy is on the role of the whole school community in the wellbeing programme. This is a whole school policy and other school policies will be informed by it e.g.

- Code of Behaviour Policy
- Homework Policy
- SPHE Policy
- Internet Safety Policy
- Anti-bullying Policy
- Dignity in the Workplace Policy
- Child Protection policy
- Critical Incident Policy
- Acceptable usage policy

Class organisation and Timetabling

In organising the learning environment, the teacher will be careful to create an atmosphere which respects the privacy of each individual student and treats each student with sensitivity and care. Active learning methods are used to ensure that students actively participate in their own learning. Each student has a Wellbeing file in which all classwork and homework is kept. In Junior Cycle Wellbeing will be delivered across all subject areas but in particular through

- SPHE
- CSPE
- PE
- ICT
- RE

Supporting and Promoting Wellbeing

Ashbourne Community School endeavours to develop and support wellbeing in our school. It aims to:

- Provide for the wellbeing for all in the school community.
- Outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone at Ashbourne Community School.
- Recognise the interplay between the positive experience of school life, student achievement and long-term wellbeing.
- Offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and outside the classroom focused on the promotion of wellbeing.

Ashbourne Community school strives to support both students and staff to:

- Realise their abilities
- Develop resilience skills
- Take care of their physical wellbeing
- Cope with normal stresses of everyday life
- Have a sense of purpose
- Have a sense of belonging

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Whole-school Wellbeing

Wellbeing is central to our vision in Ashbourne Community School. A wellbeing co-ordinator oversees and co-ordinates the wellbeing programme in the school with other relevant stakeholders. A formalised SDP wellbeing committee was set up in April 2017. Its purpose is to:

- develop the wellbeing programme in our school
- make wellbeing visible to all students and all staff in the school
- improve communications with all stakeholders about Wellbeing
- Wellbeing is supported in Ashbourne Community School through the **Continuum of Support Model**

Table 1: Continuum of Support



Curricular Wellbeing

A curricular wellbeing committee was established in September 2018. Its purpose is to:

- Develop the curricular wellbeing programme in the school.
- Follow the 2017 wellbeing guidelines with an emphasis on the role of CSPE, SPHE PE, Guidance and other units of learning in curricular wellbeing. Wellbeing is a whole school approach in Ashbourne Community School.

Sub committees of our Wellbeing committee include:

1. Relationships (Staff & Students)
2. Culture and Environment
3. Curriculum
4. Policy and Planning

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Aims of Curricular Wellbeing Programme

- To make the school's culture and ethos and commitment to **wellbeing visible to students**.
- To enable students to **build life skills** and develop a strong **sense of connectedness** to their school and to their community.
- To recognise the central role, we play in supporting and promoting students' learning **about** wellbeing and **for** wellbeing, in the classroom and all school activities.
- To ensure the indicators of wellbeing are incorporated into subject plans.



Outline of the programme

Wellbeing is a new area of learning in Junior Cycle. It is building on the very good work that has taken place in primary schools to date to support students' wellbeing. Up to 400 hours will be available for learning in Wellbeing commencing with a minimum of 300 hours of timetabled engagement from September 2017. Schools can move to 400 hours earlier than 2020 if it is feasible for them to do so. Wellbeing will incorporate learning traditionally included in CSPE, SPHE and PE. Schools may also choose to include other areas in their provision. For example, in recognition of the unique contribution that guidance can make to the promotion of students' wellbeing, guidance provision may also be included in the hours available for Wellbeing. Wellbeing may also incorporate other aspects of learning related to individual subjects and short courses that, in the opinion of the school, will support student learning in this area. In answering this question it's important to stress the clear directives provided both in the Framework and in the Guidelines (including the minimum threshold for CSPE, PE and SPHE) but also to balance this with the message that schools have a good degree of flexibility to allow for planning in response to students' particular needs.

Hours for Wellbeing

The junior cycle Wellbeing Programme will begin with 300 hours of timetabled engagement in 2017 and build up to 400 hours by 2020 as the new junior cycle is implemented fully in schools. The framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called

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Wellbeing which will cross the three years of junior cycle and provide opportunities to enhance the physical, mental, emotional and social wellbeing of students.

LAOS & Wellbeing

Wellbeing is intrinsic to learning, both as an *outcome of learning and as an enabler of learning*. Teachers nurture student's well-being through their practices in the classroom

SSE & Wellbeing

The process of developing the wellbeing programme follows the six-step procedure in the School Self Evaluation guidelines. We are cognisant of the need to constantly plan, review and reflect, three premises also inherent in School Self Evaluation (SSE). The wellbeing Co – Ordinator and Wellbeing SDP group will monitor actions taken to date and will review the process each year.

Four Aspects of Wellbeing



Each of the four aspects of wellbeing has been considered in the development of this policy and the feedback and information gained will be incorporated into our wellbeing programme

Guidelines for the Use of External Agencies

The Wellbeing teacher is the primary educator in Wellbeing. An outside speaker is a resource and does not replace the teacher. When engaging the services of an outside agency suitably qualified and experienced personnel will be sourced. The needs of the target group will be identified. The Wellbeing teacher/class teacher will normally be present, and boundaries of confidentiality will be agreed beforehand. Any concerns/issues arising will be followed up in Wellbeing classes, with referrals to appropriate authorities where necessary.

The school is informed in this regard by Circular 0023/2010, Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE), Best Practice Guidelines for Post-Primary

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Schools, Child Safeguarding statement 2019/2020. We recognise that visiting speakers/facilitators play a valuable role in supplementing, complementing and supporting our programme. Visitors/visiting groups are required to adhere to the following guidelines of good practice:

With reference to our child safe guarding assessment 2019/2020, the following guidelines for all external speakers to the school in incorporated in our Wellbeing policy:

1. All facilitators/speakers must report to the general office in the White Area where they must sign the visitor's book (by order of the Board of Management) when entering and exiting the school.
2. All facilitators/speakers are required to wear a visitor's badge while on school premises.
3. All facilitator's speakers invited to ACS must be accompanied while on the school premises by a mandate person, if they are not Garda Vetted by an organisation/official agency/ school
4. All materials which will be delivered to students must be in accordance with the curriculum.
5. All PowerPoints/resource material must be forward to the teacher before presentation occurs where relevant.
6. The school CCTV may record images of the public visiting the school premises.
7. All visitors are expected to cooperate with the school in carrying out the Health and Safety statement and ensuring they work and behave without risk to themselves and others.
8. All visitors should be informed of these guidelines prior to visit.
9. Feedback from students where possible on the workshop /event they attended in school, facilitated by an external speaker.

Sensitive Issues

While it is acknowledged that teachers have a professional responsibility to impart skills and wellbeing content, they will respond flexibly to the needs of the students as they arise. Where it is appropriate the school will refer students to other supportive links, internal and external to the school community in line with Child Protection Guidelines for secondary schools. Class discussion will be of a general nature in accordance with previously agreed ground rules and will not be personally directed. Questions not directly related to the lesson content will be addressed appropriately by the Wellbeing teacher. The Wellbeing teacher will act as a facilitator and not a counsellor.

Planning for students with special educational needs

Links are made with the SEN department in connection with the Wellbeing programme at the discretion of the teacher/SEN department. (See Appendix 3)

Teaching Methodologies

A variety of experiential teaching methods are used to teach the Wellbeing programme. These methods are student-centred and appropriate to the age and stage of development of the student and reflect the aims and ethos of the school. The class atmosphere must be one of respect for the privacy of each individual student and marked by sensitivity and care.

Some methodologies employed will include:

- Group Discussions, Debates
- Case Studies

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- Brainstorming
- Role Play
- Narrative Expression
- Games – Icebreakers, Simulation
- Project Work
- Assignments

Confidentiality

At the beginning of each academic year, students are informed that complete confidentiality cannot be guaranteed. Information may have to be passed on at the discretion of the Wellbeing teacher to the Designated Liaison Person (Principal), the Deputy Designated Liaison Person or to the Student Support Team (including Tutors, Year heads, Chaplains, Guidance Councillors, Care team and/or any member of teaching staff).

Cross-curricular links

For the teaching of Wellbeing to be effective, a whole school support is critical. It is important that the teaching of Wellbeing is not seen solely as the work of the Wellbeing teacher. All teachers are teachers of wellbeing either directly or indirectly. A supportive school environment ensures that the values of Wellbeing are lived out in the whole school community.

Staff development

All staff members engage in professional development on an ongoing basis. Teachers with an expressed interest in Wellbeing should be provided with the opportunity to teach an aspect or aspects of the programme whether in the prescribed areas of CSPE, SPHE, PE or school developed short courses/units. A record of courses attended is held by our Deputy Principal. All teachers will have access to in-service for the wellbeing programme. Provision will also be made for the Wellbeing teachers directly involved to meet during the school year during staff days.

Role of the Wellbeing Coordinator

The role of the Wellbeing co-ordinator is seen as vital to a meaningful Wellbeing Programme. The Wellbeing Coordinator is tasked with overseeing the implementation of Wellbeing as a whole school approach and to record this process throughout the academic year –

- Ensuring all subject departments have included Wellbeing in their subject plans
- Collate a diary of Wellbeing events in school
- Establish a wellbeing calendar for the full academic year
- Implement staff wellbeing weeks from a curriculum and personal wellbeing perspective
- Liaise with School Development Plan sub groups on wellbeing and follow through on the implementation of some of their research
- Oversee, collate and collaborate with a team of colleagues in building the wellbeing curriculum for the following academic year

The Wellbeing co-ordinator will keep a record of any meetings that take place and discussion and consultation will take place with school management when appropriate.

Assessment, record keeping and reporting

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All student work is kept in individual student files/copies. Written work and general class participation are used by the teacher to assess student engagement within the programme.

The focus of assessment in Wellbeing is on gathering evidence of what the student has learned about Wellbeing: i.e. the knowledge, skills and dispositions students have gained. It is expected that most of the assessment activities in the area of Wellbeing will be classroom based and formative in nature. While not everything needs to be assessed, it is important that students are encouraged to reflect regularly on their learning throughout the Wellbeing programme. All the curriculum components of Wellbeing provide opportunities for ongoing assessment and formative feedback. As teachers plan for learning in Wellbeing, a variety of ongoing assessment activities can be included. For example, students can be asked to complete assignments, presentations, project work, performances, engage in self/peer assessment, reflect on their learning and set goals for the next steps in learning.

The six Wellbeing Indicators provide an overview of the knowledge, skills, and attitudes that students are moving towards achieving in support of their Wellbeing. The six Indicators are:

1. Active
2. Responsible
3. Connected
4. Resilient
5. Respected
6. Aware

These can be used to support ongoing reflection by students about their learning in Wellbeing. For example, at the end of a class, a unit, or a school term, students can use the indicators to reflect on:

- Their important learning about Wellbeing
- The indicators that they feel they are making most progress on
- The indicators they would like to make progress on and how this might be done

Ultimately, learning in Wellbeing aims to encourage young people to take responsibility for their Wellbeing and the wellbeing of others. It is therefore appropriate that ongoing assessment provides students with opportunities to take greater ownership and make choices about how assessment in Wellbeing happens. Summative assessment captures evidence of students' overall learning in short courses and/or units in the Wellbeing curriculum.

Evaluation & Review

The Wellbeing policy will be reviewed as required. The evaluation of the Wellbeing programme will take place annually and will include teachers, students and senior management.

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Appendix 1
Policy for Students with Intimate Care Needs
(Part of the SEN Policy)

This is a general policy which underpins the specific details relevant to the intimate care needs of an individual student who requires support in the bathroom. Be matter-of-fact about bathroom use; place the student at his/her ease and always ensure dignity and respect.

Bathroom Protocol:

- The student will alert the SNA with him/her should he/she need to use the bathroom.
- The SNA with the student will alert, via silent text, a second SNA (as per the rota) that she requires support in the bathroom with a student.
- Exit the classroom, there is no need to inform teachers; s/he will just assume that you are going to the bathroom.
- Once in the bathroom please wear latex gloves provided.
- Where needed hoist student onto the changing bed, prepare their clothing as directed by parents/guardians/OTs and then hoist student onto the toilet or onto the toilet chair.
- Where the use of a urinal is requested please follow the instructions as given by parents/guardians/OTs and use a towel to ensure dignity and respect.
- At all times maintain the dignity of the student.
- Be mindful of appropriate eye-contact and maintain an appropriate and relaxing discourse with the student to place him/her at ease.
- Where instructed students may require support with wiping and if necessary with showering. Please ensure that all guidelines re hoisting students into shower chairs are adhered to.
- Once showering a student please use the disposable aprons and shoe covers provided.
- Hoist students from shower chair to changing bed. Redress student, fix clothes allowing students to maintain as much independence as he/she can.
- Where students do not require the use of the shower, hoist him/her back to the changing bed and follow the steps outlined above.
- Hoist student back into wheelchair and adjust the sink to allow the student to wash his/hands. Provide the required support here depending on the student's level of need.
- Where students require the use of the changing table for changing disposable sanitary wear, please dispose of sanitary wear in the appropriate bins.
- SNAs to dispose of gloves and wash hands.
- Record time and duration of bathroom visits, these may be required by health professionals and the NCSE to monitor continued access to SNA support.

Rest Breaks Protocol:

- Students in wheelchairs may require rest breaks to relieve pain and/or discomfort on pressure points.
- The student will alert the SNA with him/her should he/she need to take a rest break.
- The SNA with the student will alert, via silent text, a second SNA (as per the rota) that she requires support in the bathroom with the student.
- Exit the classroom, there is no need to inform teachers; s/he will just assume that you are going to the bathroom.
- Follow instructions as given by parents/guardians/OTs. Students may simply require an adjustment to the chair which allows him/her to stretch or change position.

Please note the required procedures will change over time depending on the need of the individual student. The above protocols are the basis for the individual intimate care needs of individual students and are referenced in their Pupil Profile

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Appendix 2 Wellbeing Hours 2018/2019

	1st Year (Hours)	2nd Year (Hours)	3rd Year (Hours)	Total 3 Years
Tutor	22	22	22	
Year Group Trips	16	8	8	
Assemblies	6	6	6	
Award Ceremonies	1 hr 20 mins	1 hr 20 mins	1 hr 20 mins	
Carol Service	2	2	2	
Study Skills	3 hrs 20 mins		3 hrs 20 mins	
Intercultural Day	2	2	2	
1 st Year Night	4			
1 st Year Retreat	3 hrs 20 min			
1 st Year Induction	10 hrs			
Tutor time (Sept)	40 mins			
Anti-Bullying Workshop	1 hr 20 min	80 mins		
ICT (during Nov exams)	1 hr 20 min			
CPR (during Nov exams)	1 hr 20 mins			
LGBT Awareness workshop	1 hr 20 mins	1 hr 20 mins		
Bia Bites Workshop	1 hr 20 min			
It's time to start talking (jigsaw Peer Ed)	40 mins	40 mins	40 mins	
My Friends Youth	22			
Garda Talk	40 mins			
Whole School assemblies	1 hr 20 min	1 hr 20 min	1 hr 20 min	
Drug Awareness Workshop		1 hr 20 mins		
Resilience Academy		4 hrs 20 mins		
Zumba Classes			1 hr 20 mins	
Sports Day	6 hrs			
Fun Run 5K	1 hr 40 mins	1 hr 40 mins	1 hr 40 mins	
Assessment: - CAT - GRT - PASS	4 hrs 40 mins 1 hr 20 mins			
Transition from 3 rd year - Eirquest - Feedback - Subject choice workshops			3 hrs 20 mins 1 hr 20 mins 3 hrs	
PE	44	44	44	
SPHE	22	22	22	
CSPE	22	22	22	
Total	203 hours	141 hrs 20 mins	145 hrs 20 mins	489 hrs 40 mins

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Appendix 3

Provision of Curricular Wellbeing in Ashbourne Community School 2019 – 2020

Appendix 3 will be adjusted as the year progresses and reviewed at the end of the academic year.

	1st Year (Hours)	2nd Year (Hours)	3rd Year (Hours)	Total 3 Years
PE	44	44	44	
SPHE	22	22	22	
CSPE	22	22	22	
Tutor Time	22	22	22	
First Year Induction	7 hrs 20 mins			
Learning for Life (ICT/CPR)	3 hrs			
Study Skills	1 hr 20 mins			
Assemblies	6	6	6	
It's time to start talking (jigsaw Peer Ed)	40 mins			
Award Ceremonies	1 hr 20 mins	1 hr 20 mins	1 hr 20 mins	
Carol Service	2	2	2	
Study Skills	3 hrs 20 mins		3 hrs 20 mins	
Intercultural Day	2	2	2	
1 st Year Night	4			
1 st Year Retreat	3 hrs 20 min			
Tutor time (Sept)	40 mins			
Anti-Bullying Workshop	1 hr 20 min	80 mins		
LGBT Awareness workshop	1 hr 20 mins	1 hr 20 mins		
Bia Bites Workshop	1 hr 20 min			
My Friends Youth	22			
Resilience Academy		4 hrs 20 mins		
Fun Run 5K	1 hr 40 mins	1 hr 40 mins	1 hr 40 mins	
Total				

This policy has been ratified by the Board of Management of Ashbourne Community School at its meeting on Tuesday, 28th May, 2019 (Ref. Meeting Nr. 241).

Date: _____

 Chairperson
 Board of Management, Ashbourne Community School.

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