



OUR
LADY'S
SCHOOL
TERENURE



Wellbeing Policy

Ratified by the Board of Management on: 14th June 2021

Signature:

(Chair of the Board of Management)

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Mission Statement

Our Lady's School is a community that embraces Christian values. The education it provides is rooted in a deep sense of faith.

We aim to create a positive inclusive environment which enables everyone to reach their full potential. We promote mutual respect within the school community and strive to provide a happy and secure atmosphere which fosters a love of learning.

We encourage the development of the whole person, by fostering the personal, spiritual and moral development of every student. The realisation of individual talents and academic excellence is paramount.

We aim to create a friendly, healthy, safe and caring environment which affirms our pride in the school.

We promote the development of the necessary skills so that students may become responsible members of society. It is our wish to see every student leave Our Lady's School with moral integrity and a heightened sense of social conscience.

Introduction

The intention of this Wellbeing Plan is to identify the school systems in place to promote, support and review the provision of Wellbeing in Our Lady's School. It reflects both the updated NCCA Junior Cycle Wellbeing Guidelines (2021), the Junior Cycle Framework (NCCA, 2015) and the Wellbeing Policy Statement and Framework for Practice (DES, 2018-2023). It is intended to guide the school community in planning for Wellbeing in Our Lady's School.

Our Lady's School is committed to providing a broad and balanced Wellbeing Programme for all students at Junior Cycle. The Wellbeing syllabus, in conjunction with the Wellbeing Indicators and the updated Junior Cycle Wellbeing Guidelines, embodies a holistic approach to the concept of the Wellbeing of young people. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community (NCCA, 2021). Wellbeing learning opportunities are supported through curriculum, policy, relationships and school culture.

At Senior Cycle, our students' Wellbeing remains vital to their overall growth and development in Our Lady's School. Students will engage with RE, RSE, PE, Guidance, TY Modules and extra-curricular activities in order to develop their own Wellbeing while in school. Senior Cycle students will also benefit from learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. They will

engage more and more with House and Wellbeing in Our Lady's which are two of the pillars of our school.

Learning in wellbeing involves the acquisition of knowledge, concepts, skills and attitudes, which are central to wellbeing education, together with the recognition of its potential for integration with other curriculum areas. Within Our Lady's School the student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on the collective wellbeing of school, community and society. Student voice is identified as being central to an environment that is supportive of student wellbeing and is promoted through classroom, co-curricular and extra-curricular activities in the school.

The *Junior Cycle Wellbeing Guidelines 2021 (NCCA)* establish four aspects of Wellbeing to focus on in schools and this policy is structured around these strands:

Four Aspects of Wellbeing



Strand 1: Policy and Planning

Aims

This plan will focus on meeting the needs of our students in the area of wellbeing.

It aims to:

- Help the school community to take responsibility to protect and promote their own wellbeing and that of others.
- Help the school community to develop respect for self and for others.
- Promote wellbeing awareness for the school community, that they are aware of their thoughts, feelings and behaviours.
- Help the school community to develop resilience, to be able to cope with any challenges that life may throw at them.
- Enhance connectivity, that school partners, particularly students, feel they are part of the school, their community and the wider world.
- Promote an active lifestyle to help students become confident in participating in physical activity.

Objectives

Through their study of wellbeing, students will develop the following:

- The ability to make decisions relating to their wellbeing and that of others while appreciating consequences in moral contexts.
- An appreciation of the value of the unique opportunity to express themselves openly and that they can have a forum where issues relevant to them can be raised and discussed.
- A greater independence in learning and in meeting the challenges of life beyond school, or further education and of working life in line with SIP.
- An understanding and awareness of the opportunity to develop personal and social skills, promote their self-esteem, self-confidence and wellbeing, contribute to their physical and emotional health and foster tolerance and respect for others.
- The desire and the capacity to acquire a positive and healthy lifestyle.

Wellbeing Co-ordination

Wellbeing Co-ordinator: Jessica Reilly

Duties of the Wellbeing Co-ordinator:

1. Co-ordinate a staff and student Wellbeing Committee.
2. Engage the student voice through events throughout the year such as Wellbeing Week, #Comeln and Charity Events.
3. Liaise with teachers in the promotion of Wellbeing and the development of a whole school Wellbeing Curriculum Plan through aiding the new SPHE model and working towards an updated and renewed Anti-Bullying Policy.
4. Oversee the different strands of Wellbeing Planning to create a clear plan for each year group and review annually. This was carried out through meetings/liasing with staff and year heads.
5. Promote Anti-Bullying campaigns and promote resilience and positive friendships throughout the school as can be seen through #Comeln and #BEKIND and #BeAnAlly
6. Promote Wellbeing through the school website, app and in-school channels.
7. Promote Wellbeing Culture, in the form of Wellbeing initiatives for staff, students and the community including an annual Wellbeing Week.
8. Promote a whole-school approach to Wellbeing that contributes to developing the culture, relationships and policies that support student wellbeing.

Time Allocation and Timetabling Provision

Wellbeing is provided for on the timetable for all Junior Cycle students in the school. There is provision for 400 hours of Wellbeing curriculum contact over the course of the Junior Cycle in line with recommendations (DES). The subjects that are covered by all students are: PE, Pastoral Care, SPHE and CSPE. 1st Years also complete modules in Wellbeing: Friends for Life, Learning to Learn and Digital Media Literacy.

Junior Cycle Wellbeing provision is as follows:

	1st Year (hours)	2nd Year (hours)	3rd Year (hours)
PE	2	1	1
CSPE	1	1	1
SPHE & Pastoral Care	1	1	1
Wellbeing	1	1	

Duties of the Wellbeing teacher:

- To teach their allocated classes to a high standard and to ensure that a safe, challenging and enjoyable learning environment is created.
- To assess and monitor each individual student and to record this both informally (through teacher journal) and formally (through November, February and Summer reports).
- To follow each subject specification assigned to each individual year.
- To cater and differentiate for individual students' learning needs.
- To act as a mentor to teaching practice students.
- To inform the co-ordinator of any difficulties which may arise during the academic year.

Subject Planning

Planning for Students with Special Educational Needs:

Our Lady's School is an inclusive school. Some of our students have been assessed as having additional needs (including SLD, ASD, Dyspraxia, physical/medical conditions, EBD, Speech and Language deficits, MGLD, students deemed as gifted etc.) which may impact on their ability to access the curriculum and engage fully with all aspects of the various syllabi being delivered. For any student with an assessed difficulty or a physical/medical condition, recommendations are uploaded by the SEN Department onto their profile on the Super Framework which can be accessed by all teachers throughout the academic year. These students may also have a Student Support File or Personal Pupil Plan. Teachers operate the whole-school

systems of referral and can liaise with the SEN department for investigation and support if necessary. In keeping with best practice, colleagues collaborate, sharing resources and examples of methodologies which best support learning and achievement. See attached OLS Integrated Whole School Approaches to Inclusive & Special Education.

Subject planning for a culturally diverse society:

Wellbeing is an inclusive subject. As such there is no distinction made between different cultures. As each module is approached from a basic level each student is given the chance to experience and develop their knowledge and skills.

The 8 Junior Cycle Principles

The following principles will inform the planning for as well as the development and the implementation of Junior Cycle Wellbeing:

- Quality
- Creativity and innovation
- Engagement and participation
- Continuity and development
- Wellbeing
- Choice and Flexibility
- Inclusive education
- Learning to learn

Statements of learning

The 24 statements of learning, underpinned by the 8 principles, are central to planning for all students' experience of, and the evaluation of, the school's Junior Cycle Programme.

Links between Junior Cycle Wellbeing and the statements of learning:

- 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).

The 8 Key Skills

There are 8 key skills required for successful learning by students across the curriculum and for learning beyond school. The following elements within each of these key skills relates to wellbeing education.

Throughout the Junior Cycle students will enhance their proficiency in these 8 key skills. The key skill of Staying Well focuses specifically on wellbeing throughout our plan. The school aims to promote Being healthy & physically active, Being safe, Being spiritual, Being social, Being confident and Being positive about learning through our wellbeing programme.



Links with Wellbeing Indicators

In OLS we recognise that the Wellbeing Indicators play a central role in promoting student mental health and wellbeing.

Active: - be confident and able to participate in physical activity
 - be physically active every day

Responsible: - take action to protect and promote their wellbeing and that of others
 - make healthy eating choices

- take responsibility for their learning
- Connected:* - feel connected to their school, their community and the wider world
- appreciate that their actions and interactions impact on their own wellbeing and that of others, in local and global contexts.
- Resilient:* - Believe that they have the coping skills to deal with life's challenges
- know where they can go for help
- believe that with effort they can achieve
- Respected:* - feel that they are listened to and valued
- have positive relationships with their friends, their peers and their teachers.
- show care and respect for others
- Aware:* - be aware of their thoughts, feeling and behaviours and can make sense of them.
- be aware of what their personal values are and can think through their decisions.
- to understand what helps them to learn and how they can improve.

Cross Curricular Planning:

English: Oral language, comprehension, poetry and creative writing.

Irish: language, comprehension, poetry, creative writing.

Art: visual interpretation, illustration through drawing, sketching, painting, collage, etc. and photography in media.

SPHE: diet, hygiene, exercise, cooperative and competitive activities, individual strengths, needs and social behaviour and RSE.

Home Economics: diet, nutrition. Hygiene, effects of smoking, alcohol and drugs on the body.

Music: music and emotion, mood analysis in music, performance.

Strand 2: Curriculum

Links with School Self Evaluation (SSE)

- Literacy Initiative (e.g. pre-teaching keywords)
- Numeracy (e.g. sequencing activities)
- Assessment for Learning (e.g. student reflection, peer assessment, success criteria)
- Formative Assessment (e.g. signposting steps for future learning)
- Collaborative Resources (e.g. staff sharing of resources and best practice)
- Differentiation (e.g. accessible activities for all learners)
- Assessment of gaps in learning after remote periods
- Digital Literacy

Teachers Collective/Collaborative Practices

Teachers in Our Lady's School engage in professional development and professional collaboration:

Teachers contribute to building whole staff capacity by sharing their expertise.

- Ongoing Teacher Mentoring eg. TeachMeets
- Subject Departments sharing resources e.g. padlet / Google Drive
- Ongoing collaboration within Subject Depts.
- Teacher Observation - All Staff
- Teacher Mentoring - All Staff
- SPHE coordinator will liaise with Year Heads at Junior Cycle to make sure SPHE is on course.

Strands 3 & 4: Relationships & Culture

Whole School Supports for Wellbeing

The school facilitates a range of whole-school Wellbeing supports and opportunities, such as:

- Ethos & Mission Statement
- A whole-school Wellbeing Plan
- Friends for Life
- Transition Year Programmes
- Extra-curricular/Co-curricular clubs/activities
- SPHE, PE, CSPE, Wellbeing classes
- Wellbeing Committee & Wellbeing Week
- Guidance Counselling & Whole-school Guidance Plan
- Visiting speakers/workshops/field trips
- House Pastoral System
- Year Pastoral System - YH & FTs
- Policies (eg SEN, COB, Anti-bullying, Dignity in the Workplace)
- Programmes - TY, LCA
- Oratory, library, mindful activities
- Student Affirmation (merits, newsletter, display of student work, journal notes, etc.)
- Restorative Practice, Positive Behaviour Plans
- Staff monitoring, SNAs
- In-class support, seating plans, differentiation strategies
- SEN support
- Supported study
- Referral systems
- Staff Social Committee

- Mentoring
- Green Schools Committee
- Active School Flag
- Amber Flag
- Lighthouse Mentoring Programme
- Student Council
- Class Captain system
- 6th Year Council
- Interfaith & Le Cheile Council
- Parents Council
- Parents Focus groups
- Friendship Week
- FUSE anti-bullying programme
- Stand Up Awareness
- Cyber safety Week
- Extra curricular taster week
- Active Consent Senior Cycle
- Junior House Council
- LIFT leadership programme
- SVP club, charity initiatives

Extra-Curricular

Our Lady's School has enjoyed much success on the sporting fields at County, Irish and International level in sports such as GAA, Badminton, Athletics, Soccer and Swimming among others.

While these successes are celebrated here in OLS, we put more emphasis on student participation. Participating in an extra-curricular activity can be hugely beneficial to a student throughout their school career. Friendships can be formed and skills can be

learned. We encourage the whole school community to become involved in extra-curricular activities in some way. Student participation in sports and activities has many physical, social and mental benefits for their health. It also helps build personal capacity, improve attendance and for some it is an incentive to engage more in school life. A lot of credit must go to the various teachers/coaches who give their time to the promotion of sport at Our Lady's School. Training for these activities takes place both at lunchtime and after school. See attached list of extra- and co-curricular activities.

Non- Competitive Activities:

Our main aim is to encourage **all** students to participate in a wide range of extra-curricular school activities.

- Lunchtime Activities: The Active Schools Flag class have introduced a number of activities to provide for a broader range of students' interests. The fact that these activities are organised on a recreational basis supports students who may not be interested in competitive sport but who value and enjoy participating in exercise and physical activity and other activities.
- The ASF committee encourages our students and teachers to be active through the organisation pop up events and teacher vs student competitions.
- The ASF has also introduced a school walkway which encourages staff and students to walk during air breaks and lunch times.
- Our Wellbeing Committee introduced the Bushy Park run for all classes on the last day of Wellbeing Week a few years ago. This has been a great success and one of the highlights of Wellbeing Week.
- Another whole school activity that students really enjoy is the Céilí Mór organised by the Coiste Gaeilge during Seachtain na Gaeilge.
- #ComeIn is an LGBTI+ friendly week that celebrates all students in the school. Students organise activities to celebrate everyone throughout the week and also deliver a word a day.

Wellbeing Week

Wellbeing Week in OLS provides the opportunity for all students to promote an overall awareness for the various aspects of wellbeing including social, mental, physical, spiritual and environmental wellbeing. Each year we look forward to a positive, healthy and fun week that highlights to students the importance of

addressing our wellbeing and the different ways in which we can do so. A broad range of events and activities are organised for both students and staff. Some of the activities that have been organised for Wellbeing Week in the past include:

- Humourfit
- Digital Detox Day
- Just Dance Sessions and Silent Disco
- 10@10
- Boxercise
- Bake-along
- Meditation classes
- Origami
- Stuart Wilson (Guest Speaker)
- Games and activities at lunch time
- Talks for parents
- Whole School 5k
- Zumba

Active School flag

We are in the initial stages of becoming a recognised Active School. The Active School flag process is a whole school approach to creating a physically active culture. Therefore, it is really important that the health, wellbeing and academic benefits of being physically active are reinforced at all levels and by many voices throughout the year. All members of the school including the students, members of staff (management, teaching, administration and ancillary staff) are encouraged to participate in physical activity events scheduled during the year by the Active School Flag Committee. Parents will be invited to an information evening about the Active School Flag. It is important that they understand the Active School flag process, the benefits of physical activity for their child's wellbeing and school life and their responsibility in this area. This is an exciting new initiative for OLS to further promote student wellbeing.

Amber Flag

In May 2021, Our Lady's School was awarded the Amber Flag. This flag recognises the efforts of schools to create healthy, inclusive environments that support mental wellbeing. The process was completed over one year and was led by a team of staff and a student committee that spanned across all 6 year groups. The 6th year team were the committee leaders which is a legacy that will continue in Our Lady's School. A 6th year committee will lead the younger years in developing wellbeing initiatives across the school. This will be hugely beneficial to both our staff and students.

Student Voice

Student voice is of paramount importance here in OLS and is heard in the following ways:

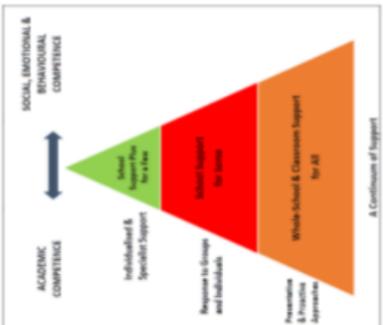
- Wellbeing Research- negotiated curriculum between staff and students followed by consultation
- The Student Council
- The House System
- The Wellbeing Committee
- Head Girl, Deputy Head Girl, Sports Captain
- The Amber Flag Committee
- The Active Schools Flag Committee

Useful Links

1. Extra-Curricular Timetable - published each term
2. OLS Integrated Whole School Approaches to Inclusive & Special Education (Appendix 1)
3. Subject plan links
 - a. SPHE
 - b. CSPE
 - c. PE
 - d. RSE
 - e. Wellbeing modules 1st & 2nd Year

Appendix 1: OLS Integrated Whole School Approaches to Inclusive & Special Education

OLS Integrated Whole School Approaches to Inclusive & Special Education

 <p>Key Tasks SEN Team (e.g.)</p> <ul style="list-style-type: none"> Standardised assessments Student Support Files, Personal Pupil Plans Parent meetings and reviews Schoolwide screening assessments RACE - process applications, assessments CPD Support teaching staff in SEN teaching VShare - review & update information Plan using allocation model Care Team meetings 	<p>Academic Interventions (eg)</p> <ul style="list-style-type: none"> Early intervention screening & Assessment for Intervention Catch Up Literacy Literacy & Numeracy Support Accelerated Reader Vocabulary Enrichment programme Stride Ahead LCA Curriculum (5th/6th Yr) Keyword strategy One school one book, DEAR Paired Reading Differentiation, in-class support Supported Study Study Skills/Learning to Learn Academic tracking/mentoring RACE accommodations 	<p>Social/Emotional/Behavioural Interventions (eg)</p> <ul style="list-style-type: none"> Friends for Life, Working Things Out Transition Programmes (1st Yr, TY induction, TY in to 5th Yr) Extra-curricular/Co-curricular clubs/activities SPHE, PE, CSPE, Wellbeing Wellbeing Committee & Wellbeing Week Guidance Counselling Visiting speakers/workshops/field trips House Pastoral System - HH, Councillors Year Pastoral System - YH & FTs Policies (eg SEN, COB, Anti-bullying) Oratory, library, mindfulness activities Student Affirmation (merits, newsletter, display of student work, journal notes, etc.) Restorative Practice, Positive Behaviour Plans Staff monitoring, SNAs NEPS/outside agencies In-class support, seating plans 	
<p>Step One- IDENTIFY</p> <ul style="list-style-type: none"> Education Passport Psychological reports 1st Yr Intake screening- CAT 4/PPADE 3rd Yr State Exams TY: Eirquest & Cambridge Profile Care team - SEN, GC, YH Year Team - YH, FTs Teacher Observations Internal data/Records Attendance Self-referral VShare - flag - info/where to source 	<p>Step Two- MEET NEED</p> <ul style="list-style-type: none"> In-class support Small group- subject support Small group- individual targeted skills Co-teaching Targeted withdrawal- Literacy & Numeracy Behavioural interventions External support and/or referral Parental consultation Student consultation Reassess 	<p>Step Three- MONITOR & RECORD</p> <p>Bi-annual Reports Review (including SSFs/ BSPs/ PPPs)</p> <p>Attendance</p> <p>Continuous assessment data</p> <p>Engagement in school life</p> <p>Wellbeing- Time out token - Care team</p> <p>Parents meetings</p> <p>Assessment for intervention- retesting and informed planning</p> <p>Retesting- further referral</p> <p>Observations- SNA support</p> <p>VShare integration with documents</p>	<p>CPD 2018-2021 (e.g.)</p> <ul style="list-style-type: none"> Inclusive teaching/differentiation NCSE Allocation model ILSA conference NCSE Support training CPD Priorities 2021-22 Evidence based intervention programmes Social and emotional literacy/intervention training Build on the expertise of core SEN Team Team teaching Differentiation