

St John Bosco Community College



St John Bosco Community College

Wellbeing Statement & Provision Mapping

BOM Chairperson

BOM Secretary:

DATE: 16/12.25

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Rationale for this policy

The Wellbeing Policy Statement & Framework for Practice – Revised (2019) builds on the good work already happening in schools to equip children and young people with the knowledge, skills and competencies to enhance their wellbeing and deal with life's challenges. The policy recognises that wellbeing education occurs throughout life and in a variety of settings. While many factors which influence wellbeing are located in the home and the community, the school can be a powerful context for healthy development in enhancing protective factors and minimising risks. The policy provides schools with a whole school, multicomponent and preventative approach to wellbeing promotion, based on international research and best practice. A whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on wellbeing. Adopting this approach has been found internationally to produce a wide range of educational and social benefits for children and young people. A whole school approach supports the integration of systems within the school community and creates capacity to be reflective and responsive to the needs of the school and members of the school community. A whole school approach focuses on promoting wellbeing for all members of the school community and includes preventative approaches. Embedded in the whole school approach and in line with the Department's Continuum of Support (Table 6) is the recognition that members of the school community can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all members at the universal level.

This Wellbeing Statement summarises the current provision for wellbeing in our school under the following key areas of wellbeing promotion:

- Culture and Environment
- Curriculum – Teaching & Learning
- Policy & Planning
- Relationships and Partners

This statement also indicates our schools' approach to using a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion in our school.

The following subjects/short courses are compulsory for all junior cycle students and teachers follow the latest NCCA curriculum when delivering these lessons.

Wellbeing Subjects	
●	Civic Social Political Education
●	Social Personal Health Education
●	Physical Education
●	Health & Wellbeing

Health and Wellbeing is a newly designed module for all junior students and includes the following content over the 3 -year cycle.

1st Year

(Gratitude log at beginning of every class)

Aug - Oct Mid Term	Oct Midterm - Christmas	Jan - Easter (TBC)	Easter - Summer (TBC)
8 weeks - Transitioning to Secondary School & <i>Managing my Leisure Time</i> (JR, MW, NO'S)	3 weeks - Learning to Learn programme 3 Weeks - TY mentors involved - tea and biscuits, Kris Kindle, send Christmas cards to local nursing home	6 weeks - <i>Minding yourself, minding nature</i> (St Patrick's <i>Mental Health Services</i>) 5 weeks - Staying safe online	4 weeks - Presentation Skills (LLT team)

2nd Year

(Gratitude log at beginning of every class)

Aug - Oct Mid Term	Oct Midterm to Nov Assessments	End of Nov Assessments to February Mid-Term	End of Nov Assessments to February Mid-Term
<p>8 weeks- <i>Managing my Leisure Time</i> (NO'S) 2B</p> <p>8 weeks - <i>Minding yourself, minding nature</i> (<i>St Patrick's Mental Health Services</i>) (MW) 2A</p>	<p>3 weeks - Study Skills (NO'S & MW)</p>	<p>8 weeks- <i>Managing my Leisure Time</i> (NO'S) 2A</p> <p>8 weeks - <i>Minding yourself, minding nature</i> (<i>St Patrick's Mental Health Services</i>) (MW) 2B</p>	<p>5-6 weeks - <i>Pieta - Road to Resilience</i> (4 modules) - (MW)</p> <p>5-6 weeks - Olympic Federation of Ireland - <i>Dare to Believe</i> - (NO'S)</p> <p>Following completion of both courses teachers then swap classes to deliver the course again.</p>

3rd Year

(Gratitude log at beginning of every class)

Aug - Dec	Jan - Feb Mid Term	Feb Mid Term to Summer
<p>7 weeks - Career Guidance (JR)</p> <p>7 weeks - Olympic Federation of Ireland - <i>Dare to Believe</i> - (NO'S)</p> <p>Following completion of both courses teachers then swap classes to deliver the course again.</p>	<p>5 weeks - Study Skills (NO'S & JR)</p>	<p>13 weeks - Jigsaw programme - <i>Take Action</i> (TBC)</p>

Wellbeing in our School: Policy & Planning

The following school policies contain content to relevant to wellbeing promotion in our school:

- Admissions Policy
- Anti-Bullying Policy
- Child Safeguarding Statement
- Code of Behaviour Policy
- Health & Safety Policy
- Homework Policy
- Acceptable Usage Policy
- Relationships and Sexuality Education
- Substance Misuse policy

Wellbeing Strand – School Self Evaluation

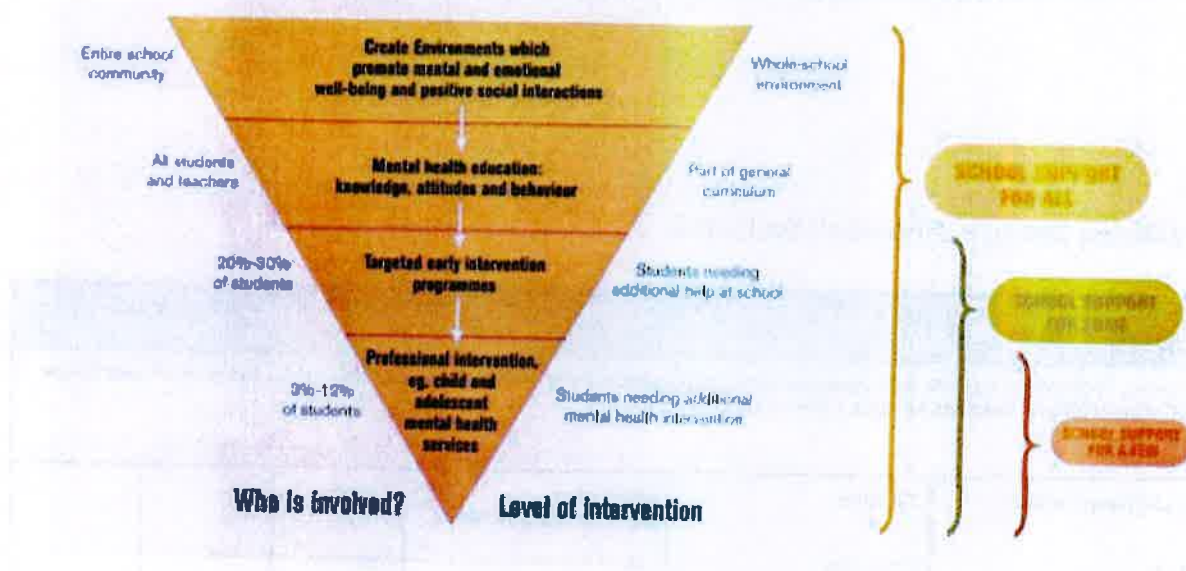
Wellbeing						
Target: To provide students with the opportunity to present in front of their peers and to improve the level of confidence of at least 20% of students towards presenting.						
Lead Responsibility	Timeline	Monitoring (By who and how often)	Target Group			
LLT	2022-2025	LLT	First Year			
Action 1	Success Criteria given to students					
Action 2	Presentation guidelines given by teacher					
Action 3						
Resources	Classroom projectors	Groupwork				
Monitoring.	Annually					
Evaluation						

Wellbeing in our School: Relationships and Partners

Continuum of Support model for the promotion of mental health in schools

The Well-Being Guidelines in Post-Primary Schools recommend that schools should adopt the NEPS three-tiered continuum of support model for the promotion of mental health. This continuum is based on the WHO model for school mental health promotion as illustrated in Figure 4 below (Wynn et al., 2000).

Figure 4: The World Health Organisation (WHO) Model for School Mental Health Promotion (WHO, 1994, Adapted from Wynn et al., 2000)

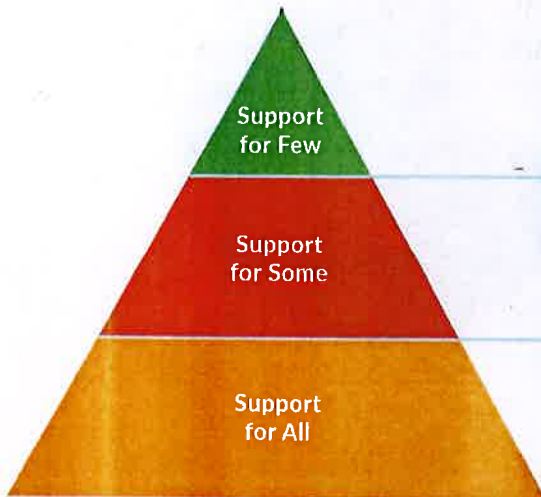


The three levels of the continuum of support provide a framework for post-primary schools to review their processes and procedures in supporting the social, emotional, behavioural and learning needs of all students, as follows:

- (i) School Support for ALL
- (ii) School Support for Some

(iii) School Support for a Few

All students' needs exist along a continuum. Students' needs can be expressed as ranging from general to mild and/or transient, to complex and/or enduring. Each of the three levels of the NEPS continuum of support as provided for in St John Bosco Community College is further described below. Our students are supported in a variety of ways and their emotional, social and personal development is fostered in many ways.



School Support Plus for Few:

Individualised, targeted intervention for children and young people with more complex and enduring needs.

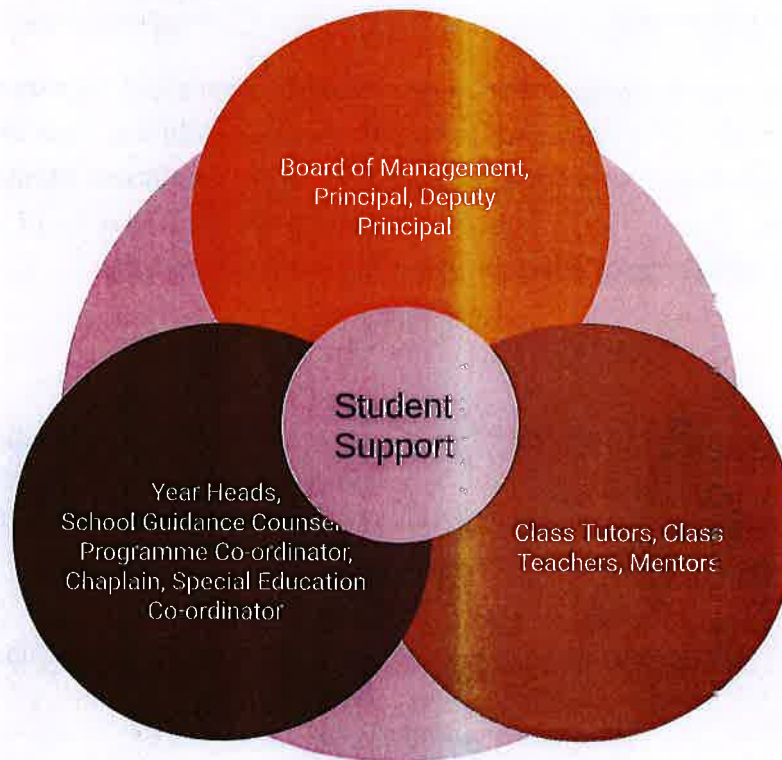
School Support for Some:

Identification, targeted prevention and early intervention for those at risk.

Whole School and Classroom Support for All:

Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

Student Support in St John Bosco Community College



(i) School Support for All

School Support for ALL is a whole-school approach that focuses on promoting positive mental health for all members of the school community. School Support for ALL is a process of prevention, effective mainstream teaching, and early identification and intervention for young people who are showing mild or transient signs of difficulty. At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim to

- establish a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing,
- promote an understanding of and commitment to wellbeing
- identify and intervene in the cases of challenge at an early stage

These steps are reflected in various school policies such as Code of

Behaviour, Anti-Bullying Policy (Aspect 2) etc. Additionally, supported by our commitment to quality teaching and learning, broad provision of programmes and a comprehensive curriculum (Aspect 4), study skills, homework and assessment Policies.

Class Tutors

The class tutor takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class tutor serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

Year Head

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class

tutor, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above. Year Heads meet weekly to discuss any issues that may have arisen during the week in their year group or with a particular student. Referrals are made from this meeting to the Student Support Team.

Guidance Counsellor

Guidance counsellors, because of their specialist training, have a professional role in each of the main areas of guidance: personal and social, educational, and career.

Within the personal and social area their role for example may involve informing the students and parents of the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available).

Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation.

Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition, the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance

Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the Student Support and critical incident teams.

Chaplain

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance counsellor, Principal and Deputy Principal. The Chaplain actively engages with yearheads, all members of the Student Support Team and outside supportive agencies. The Chaplain is a member of the Student Support and Critical Incident Team. The chaplain manages the referrals to an external counsellor and liaises with the individual students and their parents. The Chaplain coordinates the Mentoring programme and supports and liaises with the RE department. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

Student Support Team

The Student Support Team in St. John Bosco C.C. is made up of Management, Chaplain, Guidance Counsellor, SEN Coordinator and another representative from the staff body. The Team meets weekly to review the needs of students. The Team strives to provide a response to students' needs by liaising with the SPHE and RE teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Student Support Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team. Minutes are kept of each meeting. Referrals to this meeting can be made by the Year Head, Class tutor, management, parents/ Guardian. A student may also request a meeting with the school chaplain or Guidance Counsellor. The SST encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students. The SST is responsible for

- Coordinating the support available for students in the school
- Coordinating Care Plans for students where necessary
- Enabling students to continue to access a full education
- Assisting staff to manage students effectively
- Ensuring staff members are briefed about policies and procedures related to student well-being & support

- Advising school management on the development & review of effective student support policies & structures.

Mentoring Programme

The Mentoring programme is a support system whereby trained T.Y./ Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in St. John Bosco Community College to develop the skills, potential and resilience of students.

Guest Speakers

Guest Speakers are engaged by School personnel to support the Wellbeing of students. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes so as to augment and support existing provision. Guest speakers are invited into the school in accordance with the guidelines laid down by the LCETB external visitor policy.

(ii) Support for Some

School Support for Some is embedded in a whole-school approach and focuses on identifying the smaller number of young people who are at risk of developing unhealthy patterns of behaviour or who are already showing early signs of mental health difficulties. Additional support from within the school should be put in place for these students with the aim of preventing problems from becoming more severe, thus preventing cases of early school leaving. 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. Furthermore, supports are available such as: Student Support Team and engaging interventions, Tabhair Aire System, AEN department referral, referral to SENO, Chaplaincy Support, Guidance Counselling and Year head system.

The *Tabhair Aire* system is based on three areas of concern:

Red - Severe Depression/suicide addiction, substance abuse/addiction, vulnerable

Orange - Grief/ family problems/ low mood/ depression/ victim of bullying/ feeling of isolation/ health issue/ behavioural issue

Green - Learning issue/lack of motivation/ low mood/ grief/ family problems/ feeling of isolation

Wellbeing Culture

Wellbeing Week for all staff and students is held in St. John Bosco Community College every year. It was held from Monday 9th - Friday 13th October in the academic year of 2023/2024. There is a theme for every day, Mindful Monday, Thoughtful Tuesday, Wacky Wednesday, Thankful Thursday and Fun Friday. Events were organised in line with these themes e.g. All staff and students were encouraged to wear wacky socks and shoes on 'Wacky Wednesday'. Each year group got an opportunity to partake in a wellbeing workshop e.g. modern dance, yoga, tribal drumming and jive dancing.

Students got the opportunity to act as DJs when we had Wellbeing Radio playing over the intercom in the mornings and breaktime Friday. There was an announcement on the daily themes over the intercom on each day of the week. An ice cream van arrived on the school grounds on Fun Friday and everyone was treated to a cone. Wellbeing week is organised by students from the Amber Flag committee and staff from the Wellbeing Committee.

World Happiness Day was celebrated on March 20th. Members of the Wellbeing team and Amber Flag committee organised a surprise underneath the seat of one student in every classroom. This was announced over the intercom.

Breakfast Club- Tea & Toast and a warm smile and welcome to school is available in St. John Bosco Community College five days a week. Staff volunteer on a rota and TY students help in set up and clean up.

Homework Club - A retired teaching member of St. John Bosco Community College volunteers the running of homework club for junior students. This is offered from Monday - Wednesday inclusive.

Supervised Study - Senior Students are provided with the opportunity of supervised study in school from 4 -6pm Monday to Thursday inclusive.

Lunchtime Club - TY Students run a lunchtime club where junior students can go and play board games. This club is a safe place for students who may feel isolated or reluctant to engage in other lunchtime activities.

Amber Flag Committee. Students from 2nd year to 6th year are invited to fill out an application form at the beginning of each year to apply to be on the Amber Flag Committee. The Amber Flag is an initiative run by Pieta House which recognises and encourages schools who provide wellbeing programmes and initiatives. Each year the group has to achieve three targets, with one being the running of a wellbeing day or week. This year we also chose to create large stickers with positive quotes and attached them to each step of the stairs on both stairwells. The Committee also created a chill out zone in the corner of the oratory where students can book some time there and regulate their emotions.

Active Schools Flag -

The Active School Flag is a Department of Education and Skills initiative which recognises schools that strive to achieve a physically educated and physically active school community by awarding them with the Active School Flag (ASF). St. John Bosco Community College is actively participating in the achievement of this flag.

Stand Up Week - Stand Up Awareness Week will take place from November 4-8, 2024. Belong To's Stand Up Awareness Week is a time for post-primary schools, youth services and Youthreach centres in Ireland to take a stand against homophobic, biphobic and transphobic bullying. This week is an opportunity to take steps to make spaces safe and supportive for LGBTQ+ young people. St. John Bosco Community College hosts a wide variety of events to stand with members of our school community who are LGBT + e.g. Each year group and staff wear an assigned colour of the rainbow to create a living Rainbow flag as a symbol of solidarity.

Retreats - Each year group get an opportunity to have a retreat. An experienced Retreat leader/team is invited into the school to lead the students in a day of intrapersonal and interpersonal and spiritual growth. 6th years get the unique opportunity to have an overnight retreat in the school after their November Assessments at the beginning of December every year. This is one of the highlights of their time in secondary school.

Peer Mentoring - TY students receive training and are assigned first year students to mentor in an effort to assist with the transition into secondary school. The mentoring programme is called 'Buddies'. Students get the opportunity to meet formally and informally on many occasions throughout the school year. TY students are encouraged to look out for these students as they progress into 2nd and 3rd year.

Staff Wellbeing

To date St. John Bosco Community College has made significant progress in the promotion of wellbeing not only for students but also for school staff. In light of feedback from staff surveys a wellbeing board was to be established specifically for teaching and auxiliary staff. This board is being developed to organise and highlight events and activities for members of staff to promote wellbeing.

World Teachers day is celebrated on October 5th every year and students deliver a thank you bag to each member of staff.

Staff are recognised and thought of during wellbeing week and wellbeing activities for staff are also organised.

Staff have attended a team building day in Derg Adventure Centre and have gone on wellbeing walks together. There are two social events organised every year. Newly qualified teachers are assigned a teacher mentor.

Staff are often shown appreciation and support from management e.g treats in staffroom sandwiches and soup before parent teacher meetings etc.

Recognition of stress of the teaching profession is recognised and we continue to think of new ways to ensure the wellbeing of staff is supported.

