



Mount Temple Comprehensive School - WellBeing Policy

1.1 Introduction

The Mount Temple Comprehensive School mission statement underpins this WellBeing Policy. It states that:

All of us are different, all of us are equal.

We respect this diversity. We work to create an environment in the school where all members of the school community feel safe and protected, and enjoy learning, teaching, working and extra-curricular activities. We expect tolerance, politeness, courtesy, co-operation and respect for others.

1.2 Philosophy and context to the WellBeing policy

The philosophy of this policy is based on the Junior Cycle WellBeing guidelines - planning and developing a coherent WellBeing programme that builds on the understandings, practices and curricula for wellbeing already existing in schools. The framework for Junior Cycle (2015) provides for a new area 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 schools 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 to their community. This policy intends to formalise, document and structure how we collaboratively plan and implement Wellbeing going forward to achieve the aims set out in both Junior WellBeing Guidelines 2017-2020 and Wellbeing Policy And Framework for Practice 2018-2023.

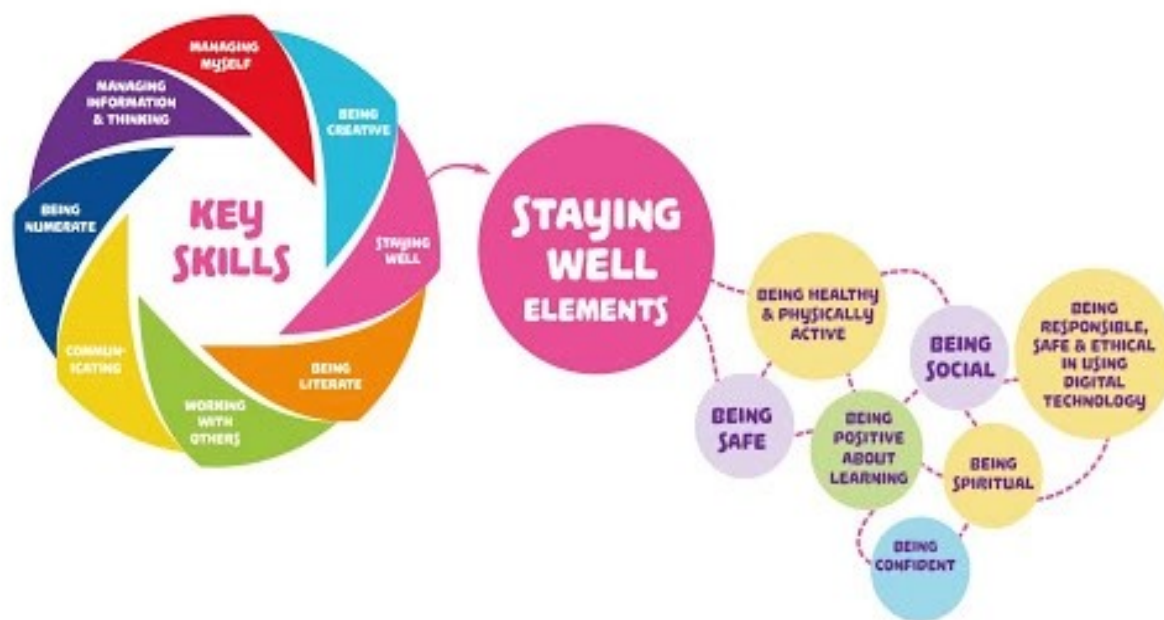
1.3 Our Definition of WellBeing

“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”
Junior Cycle Guidelines P 9.

1.4 Junior Cycle / WellBeing Curriculum

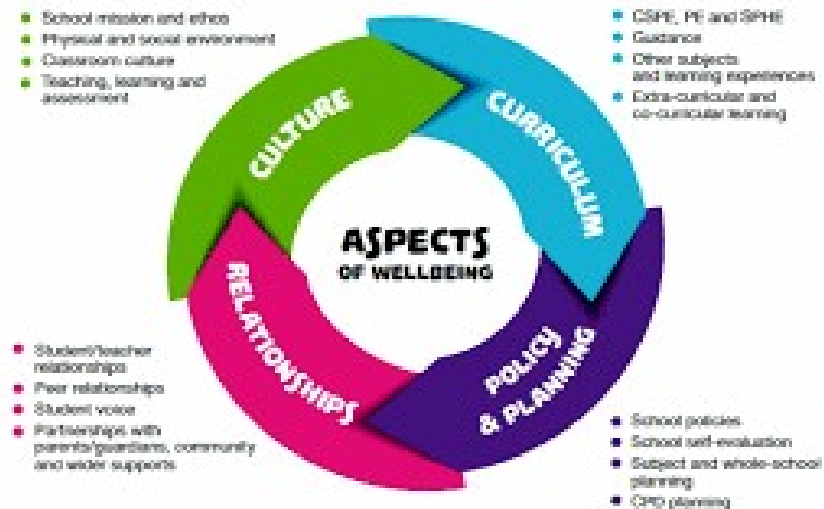
“The Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives”
Framework for Junior Cycle, 2015,p.6

Learning in the Junior Cycle will be informed by
Key Skills: Staying Well is one of the 8 key skills and Statements of learning that link to Wellbeing



1.5 Whole School Approach to WellBeing

Mount Temple Comprehensive School is developing and implementing policies and procedures to support student wellbeing. We are ensuring student wellbeing is central to teaching practices and student learning. We are raising awareness in the school community of issues related to student wellbeing. Our WellBeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Mount Temple Comprehensive School.



WellBeing is reflected strongly in Mount Temple’s curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, RE, SPHE & Guidance as part of the wellbeing programme in junior cycle.
- Staff are afforded opportunities to work collaboratively in planning for these subjects and continual professional development is actively supported.
- Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle.
- Guidance counsellors actively support students in junior cycle, both through the teaching of Guidance, and counselling support on an individual basis

Wellbeing in Mount Temple Comprehensive School has been assigned as a duty to an Assistant Principal in conjunction with school management. A wellbeing

committee made up of Heads of Departments from PE, SPHE, CSPE, RE and Guidance has been set up to implement a Wellbeing programme. To launch our wellbeing policy, we have focused on the area of respect and highlighted this with the introduction of our respect charter in all classrooms.

- R – Respond to others with kindness
- E – Establish friendships with all classmates
- S - Share responsibilities
- P – Prepare for class
- E – Expect the best of yourself
- C – Cooperate with others
- T – Talk appropriately to peers and adults

1.6 Promoting WellBeing skills in our students

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 place and belonging to a wider community.

Wellbeing indicators are thus as follows – Active, Responsible, Connected, Resilient, Respected, and Aware.



The main skills Mount Temple Comprehensive School tries to promote in its students are:

- Showing care and respect for others.
- Having positive relationships with friends, peers, and staff members.
- Feeling listened to and valued.
- Being aware of their thoughts, feelings, and behaviours, and being able to make sense of them.
- Being aware of their personal values, and being able to think through their decisions.
- Being aware of themselves as learners, and knowing how they can improve.
- Believing that, with effort, they can achieve their potential.
- Being a confident and willing participant in physical activity.
- Being able to act to protect and promote their wellbeing and that of others.
- Making healthy eating choices.
- Knowing when and where their safety is at risk and enabling them to make the right choices.
- Feeling connected to their school, friends, community and the wider world. Understanding how their actions and interactions impact on their own wellbeing and that of others.
- Feeling confident in themselves and having the coping skills to deal with life's challenges
- Being aware of how all these skills contribute to positive mental health and resilience.
- Knowing where they can go for help – Student support team/staff/ Tutor/YearHead.

1.7 WellBeing initiatives in Mount Temple Comprehensive School:

- Annual Events: Our annual Carol Service, Sports Awards, The Eye of the Clock Awards, TY night and 6th year Graduation
- Rainbows
- Drama
- Musicals
- Subject weeks
- Mentors
- School Library: Comfortable and welcoming environment.
- Sick Bay
- Study: Evening study is available to senior students.

- Student Council: Enhances student voice and promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers
- Healthy Living Week
- Parents Association: Fundraises, organises events, has a wellbeing sub committee, assists policy development in order to sustain and enhance wellbeing in the school community.
- A wide variety of extra-curricular activities
- Transition programme from Primary to Secondary school.
- First Year Camps
- Year assembly
- Tutor Time: 40 minutes per week contact time with tutor/yearhead
- Study seminars: Study skill seminars are organised annually to support and enhance student attainment/wellbeing
- Spectrum
- Meditation: Incorporated in Special Tuition/Friends for Life/SPHE/RE
- School Internal Supports: School Counselling Service/ Chaplain/Guidance Counsellor/Student Support Team/Tutor/Yearhead
- School Tours: where students develop intercultural skills and enhance cultural awareness.
- Exchange Programmes- France. This allows students to develop their self-confidence and develop their coping skills, independence and self-awareness.
- First Year Hikes
- Whole School Walk
- Programmes- Online safety, Pieta House Resilience Academy
- Breakfast Club
- 1st Year- Story Exchanges: Teaches students social and emotional skills and improves well-being.

1.8 WellBeing in our Teaching and Learning

We use a variety of learning & teaching methodologies and strategies. We are mindful of the mixed ability settings in most classes and staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. Emphasis has also been placed in recent years on the integration of IT into teaching and learning in the school. Team teaching for SEN support is also in place. Mixed ability class grouping:

Apart from the banding of core subjects; English, Irish and Maths to allow for uptake at differentiated levels all other subjects are mixed ability. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice Mount Temple 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.

1.9 Staff WellBeing

Staff at Mount Temple Comprehensive School work in a supported environment. At Board of Management meetings, the Principal's report keeps the board informed of the work of staff. This is formally affirmed at staff gatherings. School management works collaboratively with the whole staff. Management respects the professional commitment of each staff member.

Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and responds with compassion. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses. Mount Temple promotes a culture of collaborative collegiality. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and developing a culture where staff share their expertise by making presentations at staff meetings .

The whole school email system ensures all staff are aware of important events and opportunities. The school has a staff wellbeing committee which organises events periodically throughout the year to enhance personal relationships between staff members. Staff are aware of the Employee Assistance Scheme with Spectrum Life.

1.10 School Policies that support WellBeing

School Policies provide the compass by which the school navigates its way. We have a number of policies that support and supplement the roll out of Wellbeing. They are :

- Code of Behaviour
- Anti- Bullying Policy

- Strategy of Attendance
- Child Protection Policy
- Dignity in the Workplace Policy
- ICT Acceptable Use Policy
- Critical Incident Policy
- Data Protection Act 2018
- GDPR (EU) 2016

1.11 Junior Cycle Timetable breakdown 2020-2021

	First Year	Second Year	Third Year	Total
PE	Double period	Double period	Double period	135
SPHE	Two single periods	Single period	Single period	88
CSPE	Single period	Two single periods	Single period	88
Form Class	Single Period	Single Period	Single Period	70
First year Games/ Reading class/digital learning/mindfulness	Two single periods			44
Guidance				
Total				422

1.12 School Self Evaluation (SSE) link to WellBeing

By 2023 every school is required to use the SSE process to initiate a Wellbeing Promotion Review and Development Cycle. Mount Temple Comprehensive School will begin this process of SSE in September 2021. We will use the continuum of support, set out by the National Educational Psychological Service and use the Action Plan of the Four Key areas of Wellbeing Promotion - 1. Culture and Environment 2. Curriculum (Teaching and Learning) 3. Policy & Planning 4. Relationships & Partnerships- as outlined in Wellbeing Policy Statement and Framework for Practice 2018-2023 p 34-37 as a base to which to inform planning.

The Wellbeing in Education Framework for Practice is closely aligned to the standards set out in Looking at Our School (LAOS) 2016.

Continuum of Support



Support for ALL.

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 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. These steps are reflected in various school policies such as Code of Behaviour, Anti-Bullying Policy etc. additionally supported by our commitment to quality teaching and learning, broad provision of programmes and a comprehensive curriculum.

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. Supports are available such as: Proactive student support team and engaging interventions, SEN team work, Guidance counselling and Year head -tracking-report & reward systems.

Support for a 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 a Student Support Plan.

1.13 Ratified by the Mount Temple Board of Management

Chairperson of the Board: _____

Date: _____

Principal: _____

Date: _____

October 2021

Reviewed as required