

Drumshanbo Vocational School Wellbeing Policy



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Wellbeing Policy**

Index

		Page
1	Our school	3
2	Context	4
3	Wellbeing – an overview	4
4	Rationale	5
5	Framework for the Junior Cycle	6
6	Principles of Junior Cycle Education	7
7	Statements of Learning	8
8	Key skills of Junior Cycle	9
9	Timetabled classes for Wellbeing for Junior Cycle	10
10	Timetabled classes for Wellbeing at Senior Cycle	12
11	Staff Wellbeing	12
12	DVS Wellbeing support structures	13
13	Initiatives for the promotion of wellbeing at DVS	16
14	Indicators of success	20
15	Ratification of policy by the BOM	21
16	Appendix A	22

1 Our School

Drumshanbo Vocational School (DVS) is one of the 17 post-primary schools of Mayo, Sligo and Leitrim Educational and Training Board (MSLETB).

Our wellbeing policy is underpinned by MSLETB core values of Excellence in Education, Care, Equality, Community and Respect (Figure 1) and also by our own Mission Statement.

Figure 1



DVS Mission Statement:

Drumshanbo Vocational School including students, teachers, parents and community, seek to provide for the intellectual/curricular, physical, social and personal education of the student.

The school aims to establish, develop and nurture attitudes, values and behaviour which will enable the whole school community to reach its full potential.

All students are encouraged to find their own strengths in order to grow into self-confident and responsible adults. Within a firmly established program of pastoral care, we seek to enhance the spiritual aspects of our students' lives.

2 Context of our Well-being Policy

This policy has been developed to ensure that Drumshanbo Vocational School adequately responds to the changing and diverse needs of each of its students. Well-being will cross the three years of junior cycle and build on substantial work already taking place in support of students' well-being. This area of learning will make the school's culture and commitment to well-being, accessible to all students. It will include learning opportunities to enhance the physical, mental, emotional, and social well-being of students. It will enable students to learn life skills, build resilience and develop a strong sense of connectedness to each other, to their school and to their community.

Success in Education and Well-being are inextricably linked. ESRI research has found that:

‘Children with higher levels of emotional, behavioural, social and school well-being have higher levels of academic achievement subsequently’

(Smith,E.2015)

3 Well-being - An Overview

In Drumshanbo Vocational School, we believe that everybody in our school community sees themselves as playing an integral role in supporting students' (and each other's) well-being. In the Healthy Ireland Framework for Improved Health and Well-being-

“Everyone can enjoy physical and mental health and well-being to their full potential, where well-being is valued and supported at every level of society and is everyone's responsibility”.

(Department of Health (2013). Healthy Ireland: A framework for improved health and well-being. 2013-2025)

The following definition of Well-being aims to take account of its multi-dimensional nature (World Health Organisation, 2001):

“Well-being is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical well-being and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life”.

(Wellbeing Policy Statement and Framework for Practice 2018-2023)

4 Rationale

In the context of Junior Cycle reform, there is an increased focus on the need to ensure that the wellbeing of our students is at the core of school life. The NCCA (National Council for Curriculum and Assessment) wellbeing guidelines now govern what we do in this area. This Wellbeing Policy has been developed to ensure Drumshanbo Vocational School adequately supports the well-being of each student in its care. It should also be noted that the wellbeing of our students has long been considered an integral part of what we do at DVS.

“Student wellbeing is present when students realise their abilities, take care of their physical well-being, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.”

(Junior Cycle Well-being Guidelines, 2021)

5 Well-being and the Framework for Junior Cycle

The Junior Cycle Well-being Guidelines state that when planning a programme, the starting point must be the shared vision and values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle

. A Junior Cycle programme that builds the foundations for Well-being:

- is broad and balanced.
- provides choice.
- has meaning and relevance.
- is enjoyable and engaging.
- provides opportunities to experience challenge and success.
- equips students with the knowledge, skills, and tools to develop as learners and build positive relationships.

The vision for Junior Cycle places students at the centre of all endeavours.

“The junior cycle years are an important time in young peoples’ lives as they learn to take greater responsibility for their lives and to cope with new experiences, influences, and pressures. Student well-being is at the heart of the vision for junior cycle”. (Junior Cycle Well-being Guidelines, 2021).

Well-being is one of the eight principles underpinning the Junior Cycle Profile of Achievement (JCPA). All of these principles are important in supporting the student experience of well-being at junior cycle.

Engagement and Participation	Learning To learn	Choice and Flexibility	Quality
Wellbeing	Inclusive Education	Creativity and Innovation	Continuity and Development

6 Principles for Junior Cycle Education

JUNIOR CYCLE WELLBEING



An Rann Oideachtaí
Departments of Education

An tOibríocht Shóisialach do Múinteoirí
Junior CYCLE
for teachers



NCCA



@JCforTeachers

www.jct.ie

7 Statements of Learning

“The learning at the core of junior cycle is described in twenty-four statements of learning. They are central to planning for, the students’ experience of and the evaluation of the school’s junior cycle programme” (Framework for Junior Cycle, 2015).

The purpose of learning statements

- To ensure a rich educational experience for students.
- To ensure learning that has breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge

The following Statements of Learning are particularly relevant to Well-being:

- 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).

8 Key Skills at Junior Cycle

Learners need a wide variety of skills to help them face the many challenges presented to them in today's world. They develop specific skills in their subjects and other courses. There is also a more general set of skills that are needed to support learners in their personal, social, and work lives. These are referred to as Key Skills of Junior Cycle. As learners develop each of the key skills in an integrated way, they also become better learners.

The 8 key skills of Junior Cycle are:

- Being literate • Managing myself
- Communicating
- Working with others
- Being creative
- Being numerate
- Managing information & thinking
- Staying Well

'Staying Well' is one of the eight Key Skills for the JCPA.

Elements of the Key Skill 'Staying Well' are:

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe, and ethical in using digital technology

Drumshanbo Vocational School has always placed a strong emphasis on the well-being of the school community. This policy aims to highlight the support structures and activities already in place in the school. Through its policies and procedures, the school seeks to provide a safe, caring, supportive, nurturing, and inclusive environment for all.

Well-being contributes directly to students’ physical, mental, emotional, and social wellbeing and resilience. Student well-being is present when students realise their abilities, take care of their physical well-being, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

Our Well-being Programme aims to foster kind, happy, confident, responsible, and resilient students who feel connected to Drumshanbo Vocational School and to each other.

The three main pillars that are timetabled and support our Well-being Programme at Junior Cycle are PE, CSPE and SPHE. Guidance and other areas of learning complete the required timetabled hours for well-being for Junior Cycle.

9 Timetabled curriculum provision for well-being at Junior Cycle

Wellbeing from 2023 /24 (class starting in 2023)

CSPE

	Details	Hours
First Year	1 timetabled class of CSPE pw	22
	Modules covered in Guidance – eg: democracy, student council, sustainability	10
	Modules covered in Religion - eg: understanding of different religions & cultures in our world	8
Second Year	2 timetabled classes of CSPE pw	44
Third Year	1 timetabled class of CSPE pw	22
Total hours for CSPE over the three years		106

SPHE

	Details	Hours
First Year	2 timetabled classes per week	44
Second Year	2 timetabled classes per week	44
Third Year	1 timetabled class per week	22
Total hours for SPHE over the three years		110

PE

	Details	Hours
First Year	2 timetabled classes per week	44
Second Year	2 timetabled classes per week	44
Third Year	2 timetabled class per week	44
Total hours for PE over the three years		132

Guidance

	Details	Hours
First Year	1 timetabled class per week of which 10 hrs are to cover CSPE modules	12
Second Year	On a rotation basis	6
Third Year	1 timetabled class per week	22
Total hours for Guidance over the three years		40

Other timetabled areas of learning

First Year Home Economics – healthy eating, sustainability **15** hours

Life skills in First Year **6** hours

Safety on-line covered in computer classes **4** hours

Total well-being hours timetabled for First Years starting in August 2023 : 413

10 Timetabled curriculum provision for well-being at senior cycle

SPHE and Guidance are timetabled for all senior cycle students, including for those in Transition Year. Currently the Leaving Certificate Applied class have Guidance on a withdrawal basis. This provision will be reviewed in the coming year.

11 Staff Well-being

Drumshanbo Vocational School promotes staff well-being by sharing upcoming and relevant in services, courses, events, and activities that promote positive mental health and support staff wellbeing. A staff social committee organises events throughout the school year which further support staff well-being and encourage positive relationships among staff members. Coffee mornings and treats are periodically provided by senior management as a gesture of gratitude and good will.

12 DVS wellbeing support structures

Student wellbeing is underpinned by and supported by the Pastoral Care Policy and the Pastoral Care and Student Support Team. This team comprises the following staff that are all timetabled to meet weekly :

- Principal
- Deputy Principal
- Learning Support (AEN) Co-ordinator
- Year Heads, including the Pastoral Care Co-ordinator
- Transition Year co-ordinator
- Guidance Counsellor
- Home Youth Liaison Officer

Principal and Deputy Principal

The Principal and Deputy Principal oversee the programmes of care for students and are available to parents when concerns and challenges arise for our students. Similarly, they are always available to provide well-being support for students who are struggling in any area of their lives and to make/recommend referrals to individuals or organisations when appropriate.

The Additional Learning Needs (AEN) Co-ordinator

The Learning Support Co-ordinator accesses appropriate supports for all students to cater for their learning needs. This involves liaising with the AEN team and all relevant outside agencies (eg: NEPS, TUSLA, HSE, CAMs)

The Year Head

The Year Head, as a leader of teaching and learning, plays a very important role in student well-being. This role is very much a pastoral one and is dedicated to making the student's educational experience a positive one, while also working to ensure that it is positive for other students with whom he/she comes in contact. The Year Head works closely with class tutors, the Pastoral Care team, and other members of teaching staff.

Year Heads are also available to parents and will keep in regular contact with home.

Guidance Counsellor

Everyone at Drumshanbo Vocational School views the nurturing of positive self-esteem and well-being as essential for students. The Guidance Counsellors work with all year groups and are involved in classroom activities, one-to-one personal counselling, career counselling and the assessment of educational and vocational abilities. They also work with all senior students on an individual basis to develop study skills and complete college and access programme applications.

The Career Guidance Programme within the school is designed to help the students:

- develop a self-awareness of their many abilities and talents.
- make educational and occupational choices that match their interests and aptitudes.
- make informed decisions about the many choices with which they will be faced and an informed choice about the direction they want to take in life so that they can reach their full potential as a human being.

Home Youth Liaison Co-ordinator

The Sligo Leitrim Home Youth Liaison Service provides a sympathetic, confidential, non-judgemental and personal support to young people and their families with the objective of enhancing the young person's future, personal and social development and well-being. It provides a link between family, school and professional services (both government and voluntary)

In addition to the Pastoral Care and Student Support Team, the following staff members have formal roles in ensuring that our well-being commitments are met :

Well-being Co-ordinator

Currently a voluntary role, this teacher oversees the implementation of the well-being programme.

ASD Co-ordinator – AP11 Post to co-ordinate the ASD Unit

Class Tutor

The tutor system in Drumshanbo Vocational School is part of our pastoral care and well-being system. The tutor gets to know his/her students and the students always feel that they have someone to turn to in times of need or if they are struggling in any way.

AP1 Post for PME teacher support and new teacher induction

DVS has allocated one AP1 post to support NQTs and PME students in our school to ensure that they feel supported and comprehend the ethos of our school.

Droichead Team

The Droichead Team, including the Principal have all received training and mentor the NQTs through the Droichead programme.

Classroom Assistants (Previously Special Needs Assistants)

We have an experienced team of SNAs that support students with care or additional educational needs. We have one SNA dedicated to the particular needs of the Ukrainian students in our school.

13 Some initiatives for the promotion of Well-being at Drumshanbo Vocational School

There is substantial evidence that Well-being programmes in schools, when implemented effectively, can produce long-term benefits for young people. Drumshanbo Vocational School recognises the importance of developing the whole person – emotionally, mentally, spiritually, and physically. A supportive school environment contributes significantly to lifelong health and well-being. At Drumshanbo Vocational School, we provide a wide range of events, clubs, trips, talks, extra-curricular and co-curricular activities, which promote and encourage student well-being, and foster connections among students and staff. Some of these activities that support well-being are listed below:

Junior Cycle:

- Book Club – Library
- Chess Club
- International Student Club
- Seachtain na Gaeilge
- Music week including annual trip to the National Concert Hall
- Well-being week
- Science week / Sci-Fest
- Maths week
- St Vincent de Paul Food Appeal
- Model UN Club
- “Hello, how are you” Mental Health Ireland Campaign
- Mentoring Programme
- Induction Days in June and August for incoming First Years
- Fun activities such as non uniform days, salsa workshop
- Debating.
- Check & Connect Programme

- Cinema / Theatre trips / Field trips.

- Charity Events

- Talent Show.

- Creative mindfulness workshop
- Mindset reset workshop
- Shoebox appeal
- Football
- Volleyball
- Rugby
- Athletics
- Sports Day

Transition Year:

- Walk in My shoes Programme
- Lough Allen Bonding Adventure trip.
- Surf trip.
- National History Museum trip.
- Heritage walk.
- School of Life workshop.
- Check & Connect Programme.
- First Aid training.
- Legal Studies Workshops.
- Sci-Fest
- Gaisce.
- Work Experience.
- Mentoring Programme.
- International Student Club
- Sports Day.
- TY Graduation & Awards Ceremony.

Senior Cycle:

- Volleyball, gaelic football, soccer, rugby, athletics
- International Conversation Group.
- Sci-Fest.
- Charity Events
- The Kent Cup Soccer Tournament
- Drama.
- Talent Show.
- Well-being Week.
- Non-uniform days.
- Guest speakers including Motivational & Study Skills Seminar.
- Refreshments and meeting place on day of LC exam results.
- Model UN Club.
- Writing Workshop
- European school trip abroad.
- LCVP Work Experience.
- Student Council

Some initiatives to support specifically the international students at our school (Ukrainian, Spanish, Italian, German)

- International Student Club at lunch break
- EAL classes
- Special Needs Assistant
- Teacher Mentor (multi-lingual)

Some school policies that support student & staff well-being at DVS:

- Anti Bullying Policy
- Pastoral Care Policy
- Child Protection Policy
- SPHE plan
- RSE Policy
- Internet Acceptable Use Policy
- Mobile Phone & Devices Policy
- No smoking Policy
- Healthy Schools Policy (for review)
- Dignity at Work Policy (for review)

14 Indicators of success

The wellbeing indicators of success outlined in the table below are the broad outcomes to which the Department of Education aspires for schools and centres of education (Wellbeing Policy Statement and Framework for Practice. Government of Ireland, October 2019)

Key Areas	Indicators of Success
Culture & Environment	<ul style="list-style-type: none"> • Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
Curriculum (Teaching & Learning)	<ul style="list-style-type: none"> • Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	<ul style="list-style-type: none"> • Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. • Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	<ul style="list-style-type: none"> • Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. • All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

These Indicators of Success in the four key areas of wellbeing are further expanded upon as Statements of Effective Practice (See Appendix A) which provide a set of standards for wellbeing practices across the Continuum of Support at the whole school preventative level (Support for All) and also at the

targeted and more individualised levels (Support for Some and Few). These Statements of Effective Practice form the basis of the school's self-reflective Wellbeing Promotion Process. They enable us to identify strengths and areas to target and therefore plan for improvement.

Suggested Measures of Success in the implementation of this policy at DVS:

- Student attendance
- Successful school completion
- Successful transition of pupils to DVS
- Data gathered in school e.g. surveys, interviews, check & connect
- Data gathered through consultation with children, parents, teachers and other staff members
- Information from inspectorate reports

14 Board of Management Approval

The Drumshanbo Vocational School Well-being Policy as set out in this document was approved by the Board of Management at its meeting on November 27th, 2023.

Signed : _____ Cllr Enda McGloin, Chairperson

_____ Mr Martin Fallon, Principal

APPENDIX A

Key Area 1 - Culture and Environment

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 1 Culture & Environment the indicators of success are:

- Children, young people, and staff experience a sense of belonging and feel safe, connected and supported.
- Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.

Wellbeing Statements of Effective Practice for All

- The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing.
- The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people.
- It is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing.
- The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff in the school.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing.
- Opportunities for Continuing Professional Development (CPD) are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment.
- Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.
- The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment.
- The indoor space displays the work, talents and accomplishments of children and young people.
- The school building is accessible for all children and young people and accommodation is modified to meet the needs of all.
- School leaders and management understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment.
- Indoor and outdoor space is provided to facilitate social interaction and physical activity and quiet time.
- The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate children and young people.

Wellbeing Statements of Effective Practice For Some & Few

- The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.
- Schools are proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and young people, and recognise the need for early intervention.
- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available if applicable:
 - Sensory room/sensory gardens
 - 'Safe' room/space for distressed/anxious children and young people
 - Room(s) for meeting with parents, visiting professionals
 - Room(s) for individuals and small groups requiring targeted intervention and support
 - Lifting equipment
 - Specialist technology
 - Buddy bench
 - Nurture Room

*This list is not exhaustive

Key Area 2 - Curriculum (Teaching and Learning)

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 2 Curriculum (Teaching and Learning) the indicators of success are:

- Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.
- Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

Wellbeing Statements of Effective Practice for All

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.
- Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success.
- Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all children and young people.
- Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working.
- Teachers use opportunities to promote wellbeing across the curriculum.
- Throughout primary, and in post primary up to Junior Cycle, the Social, Personal and Health Education (SPHE) curriculum is implemented on a mandatory basis. An SPHE Programme that has been planned in consultation with children and young people and parents is taught to every class up to Junior Cycle, in accordance with the required time allocations.
- There is an integrated curriculum planning approach to the provision of Civic, Social and Political Education (CSPE), Physical Education (PE) and SPHE as part of the 400 hour curricular wellbeing programme at Junior Cycle (post primary only).
- Universal, evidence-based programmes are chosen and guided by Circulars 0042/2018 (primary) and 0043/2018 (post primary) to teach core social and emotional competence and to help children and young people develop coping skills to manage challenges.
- Where an extra-curricular programme is provided, the school links with community-based clubs and organisations to ensure that it is broad, accessible and inclusive.
- Schools are guided by Circulars 0042/2018 and 0043/2018 on the use of programmes/facilitators when guest speakers are invited to contribute to wellbeing promotion in the school.
- Where an extra-curricular programme is provided, children and young people and parents are invited to actively participate in planning the programme.
- A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievement.
- Children and young people's enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework.
- Wellbeing promotion within the school develops children and young peoples' awareness of mental health difficulties and information is shared about when to seek help and who to go to when distressed.

Wellbeing Statements of Effective Practice For Some & Few

- Teachers design and prepare for differentiated teaching methods and assessment of learning outcomes for children and young people at risk or with additional and/or complex needs so that they experience a sense of achievement.
- Teachers attend CPD and deliver specialised and targeted programmes, selected in line with best practice and grounded in research and evidence, to individuals and/or small groups.
- The school deploys resources based on individual learning, behavioural, social and emotional needs under the Special Education Teaching Allocation model.
- A dedicated team (for example, Student Support Team and/or Pastoral Care Team) supports all teachers and Special Needs Assistants (SNAs) to implement appropriate strategies for children and young people with additional and/or complex needs, including those recommended in professional reports.
- There are opportunities for training and on-going practice support and guidance for SNAs to further build their capacity to support children and young people with additional needs.
- Where extra-curricular activities are planned, children and young people with additional and/or complex needs and their parents are actively involved in planning and evaluating the programme.

Key Area 3 - Policy and Planning

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 3 Policy and Planning the indicators of success are:

- Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.
- Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.

Wellbeing Statements of Effective Practice for All

- The wellbeing of the whole school community underpins all school policy and plans.
- The voice of children and young people, parents and staff informs the development, review and updating of school policies.
- Schools have appropriate wellbeing policies in place (for example, Anti Bullying Policy, Child Protection Policy, Critical Incident Policy) and are made available to staff, children and young people, parents and relevant school community partners.
- Policies and plans set out how inclusive practice will be implemented in a way that fosters school connectedness, acceptance and celebration of diversity.
- The school uses the Education Passport (NCCA) for children and young people transitioning to post primary school.
- The school gathers information on risk factors such as bullying; absenteeism; truancy and disruptive behavior to inform wellbeing programme planning.
- There is a comprehensive CPD plan to ensure all teachers have the necessary training to incorporate wellbeing promotion in their teaching practice to meet the particular needs of the school population.
- School leaders and management recognise the importance of staff wellbeing and the particular challenges that can occur in a school environment and have systems in place to support all members of staff.

Wellbeing Statements of Effective Practice For Some & Few

- The school has regard to the Department's policies and circulars that outline how to support children and young people with additional and/or complex needs.
- School-based information is used, in conjunction with reports from external professionals, to set guidelines and recommendations for individualised supports for children and young people with additional needs.
- The school engages in a collaborative problem-solving process to support a child/young person's needs, identified through the school's continuum of support.
- A student support file is used to plan, record and review progress.
- At times of transition, information is gathered and transfer review meetings are held for those children and young people with additional and/or complex needs.
- The school has regard to the Department's policies and circulars that outline how to identify a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties.
- The school's assessment policy outlines how additional school based screening and intervention tools are used to assess social, emotional and behavioural difficulties.
- The school ensures that children and young people with complex needs will be supported to understand and follow school policies such as bullying and the school code of behavior.
- The school has mechanisms in place for identifying and supporting vulnerable children and young people in the event of a critical incident.
- Appropriate structures are in place so that early intervention is promoted for children and young people who are 'at risk' e.g. those who do not attend school regularly or those at higher risk of developing mental health difficulties.
- The school has a procedure for gathering, storing and sharing confidential information which is guided by data protection regulations and which is conducted in partnership with parents, children and young people and teachers to inform programme planning.

Key Area 4 - Relationships & Partnerships

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 3 Relationships & Partnerships the indicators of success are:

- Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
- All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Wellbeing Statements of Effective Practice for All

- School staff model openness, respect and listening in their interactions with each other, children and young people and parents.
- Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.
- The board of school leaders and management promotes the establishment of a parents' council in the school, and collaborates with the council as appropriate.
- School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work.
- School leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff.
- The school establishes links with feeder schools and fosters strong working relationships to engage in sharing of best practice.
- The school promotes professional networks for principals and teachers.
- The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.

Statements of Effective Practice For Some & Few

- Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members.
- Staff receive individualised support from school leaders and management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.
- Systems are in place whereby more senior young people are supported in mentoring younger children.
- Befriending and buddy systems are in place for children and young people who require support to interact with peers.
- Relationship building for children and young people who are experiencing difficulties can be achieved through a variety of initiatives including having a 'named staff member' allocated to the child/young person to act as the 'one good adult'.
- Children and young people and their parents are invited to engage in collaborative problem solving and decision-making with regard to their individual needs and the interventions to support them.
- Children and young people have access to one to one or small group support as appropriate with qualified members of staff to support their personal and social, educational and career development, and at moments of personal crisis.
- At times of transition schools link with other education settings, including early childhood care and education settings, crèches, other primary/post-primary schools, Youthreach, Community Education Centres to ensure successful transfers.
- The school promotes teachers' engagement in networks for teacher collaboration.
- The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies (for example, the HSE) to support the needs of students with additional and/or complex needs.