



Wellbeing Policy

Ratified By Board of Management on 14th May 2019

This policy was prepared by the Wellbeing Committee on behalf of, and in consultation with, the Staff of Enniscorthy Vocational College, Students, Parents/Guardians and the Board of Management.

Our Vision:

The Wellbeing Committee aims to lead the school community in the creation of an environment where;

“Students want to come to school because they feel safe, connected, supported, cared about and challenged. They will leave Enniscorthy Vocational College proud, resilient, respected and respectful of others, able to be responsible for their actions and capable of building positive relationships with a range of people”. We aim to build on the feedback of the online questionnaires which indicated that most students feel connected to the school community.

Regarding staff the aim is to continue to foster the positive staff/student interactions and positive professional working relationships as both are essential for staff wellbeing.

Structure of the Policy:

The basis of this policy is the Junior Cycle Wellbeing guidelines, the aim of which is to support schools in 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 the substantial work already taking place in schools in support of students’ wellbeing. 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 their community. At the start of the 2020 academic year 400 hours of wellbeing will be timetabled on the Junior Cycle curriculum.

Wellbeing:

Wellbeing is described as the state of being comfortable, healthy, resilient and happy. The wellbeing in a school starts with the frontline staff and there is a commitment in Enniscorthy Vocational College to promote the emotional and social wellbeing of all. It is the goal of the school to create a mutually respectful atmosphere between all individuals involved within our school including

management, teachers, staff members, students, parents and visitors. We realise the importance of students having one good adult role model in their lives and seek to provide this within our school community.

Curricular Provision:

From September 2020 Wellbeing will require a minimum of 400 hours timetabled engagement at Junior Cycle.

All subject planning will include Wellbeing and teachers should embed Wellbeing into their curriculum and ensure that it is visible to students.

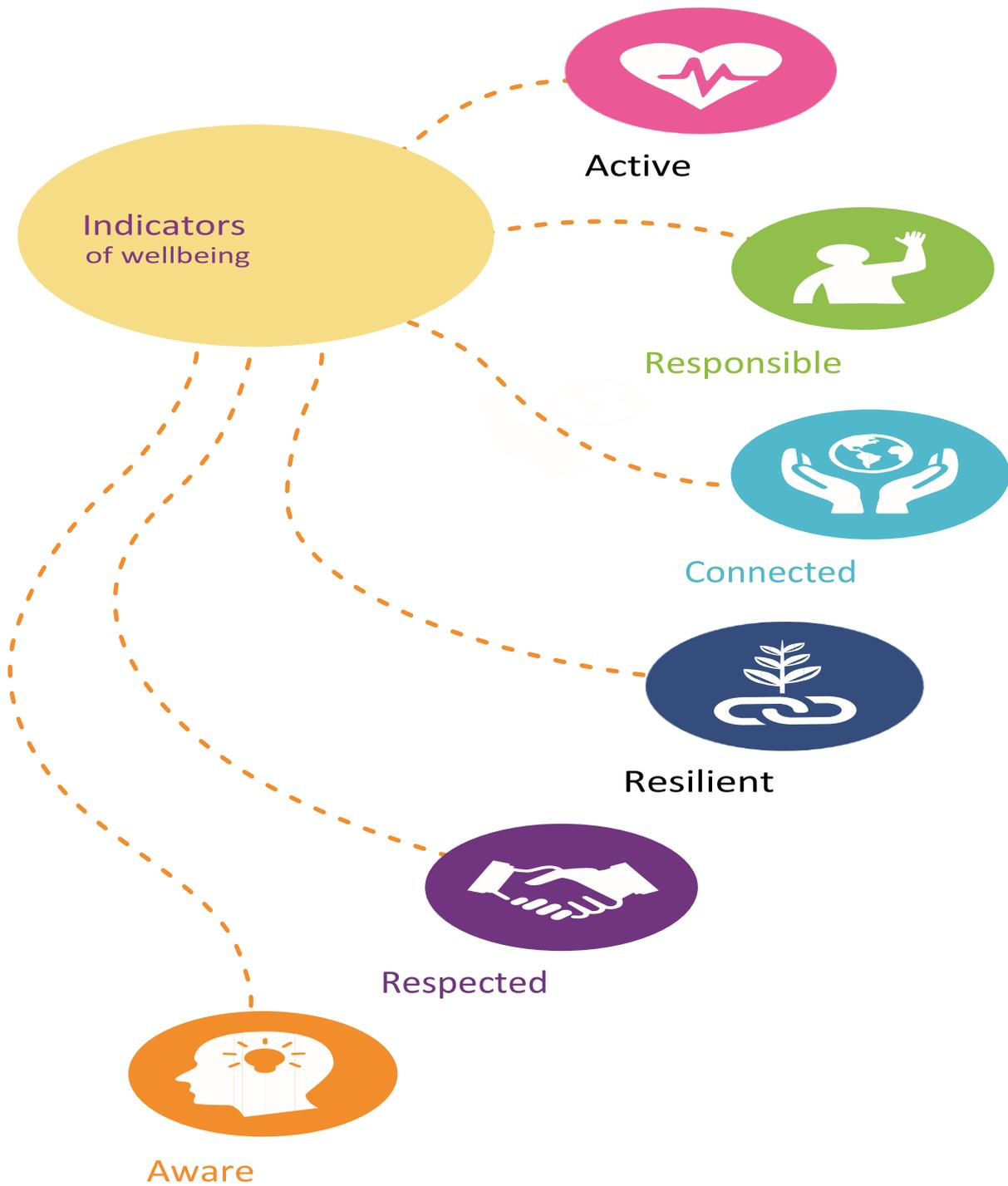
Wellbeing will be further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE, PE and guidance related learning.

Wellbeing is inclusive of all and appropriate students are offered level 2 priority learning units including wellbeing.

Wellbeing Indicators:

There are six indicators central to wellbeing which are illustrated below:

There are posters around the school highlighting these six indicators.



Four Aspects of Wellbeing:

1. Culture:

School mission and ethos/Physical and social environment/Classroom culture and Teaching, learning and assessment.

2. Curriculum:

CSPE, PE and SPHE/Guidance/Other subjects and learning experiences and Extra-curricular and co-curricular learning.

3. Relationships:

Management/Staff, Student/Teacher relationships, Peer relationships, Student voice, Partnership with Parents/Guardians, community and wider supports.

4. Policy and Planning:

School policies, School self-evaluation, Subject and whole-school planning, CPD planning.

Health and Wellbeing in the School

- The aim of the annual health and wellbeing week is to create awareness around mental health, promote health and wellbeing, as well as adding to the positive atmosphere of the school. Ultimately it seeks to highlight what keeps us well, content and whole.
- Music and Drama play an important role in the college with a wide variety of musical instruments and the opportunity to join the school orchestra. There are a wide variety of events that take place throughout the year which give students the opportunity to display their talents.
- The ability to plan effectively is a skill which can be of great practical value to students during their time at school, in their future studies and the world of work. By encouraging students to get involved in the Enterprise club and the Christmas Market teachers can help them to make informed decisions based on careful research and analysis. Through their involvement it helps students to grasp real life skills associated with running a real enterprise including, working as part of a team, managing production and finances, organising a sales and marketing campaign and liaising directly with customers and the media.
- Mentoring Programmes such as the Meitheal Programme and academic mentoring of exam classes.
- Transitioning programmes such as the Induction Programme for First Years and assistance provided to students moving from Junior Cycle to senior Cycle.
- Games room where students can go to meet their friends and play games at lunchtime.
- Library which runs a wide range of activities to suit the needs of all students.
- Wide variety of programmes run by the NBSS and the Behaviour for Learning Teacher all aimed at improving student wellbeing.
- Meditation and Yoga in PE and RE.
- School Counselling Service and Guidance Counselling are there for all students particularly those who may require assistance the most.
- Foreign Trips- The school regularly goes on foreign trips to places like Prague, Paris and Berlin. This allows students to develop a cultural awareness, their self-confidence, coping skills, independence and self-awareness.
- There is an excellent student support system in place which involves the following key personnel: Principal, Deputy Principal(s), Year Heads, Class Tutors, Guidance Counsellors, Learning Support Department, Home School Liaison and the Behaviour for Learning Teacher.

A collaborative approach is taken which ensures that student wellbeing is always to the forefront.

- Extra-curricular sporting and physical activity options, e.g. Hurling, Football, Soccer, Basketball, Rugby, Badminton and Gym club all offer our students the chance to stay active. Students take responsibility for their health, stay connected with their peers, build resilience from match play and learn to show respect, thereby meeting five of the six wellbeing indicators.

These are just a sample of the activities that go on in the school that incorporate all the six wellbeing indicators.

Professional and personal commitment to the wellbeing of our students

Our staff sees its role as supporting and developing student potential in keeping with our mission statement, we seek to promote a caring and committed school community where everyone is valued as a unique human being. Staff at the school aspire to develop the whole person, spiritual, emotional, intellectual, social, cultural and physical. All relationships in the school are built on the central tenet of respect. To launch our wellbeing policy, we have focused on the area of respect and have highlighted this with our respect charter.

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- Co-operate with others

T- Talk appropriately to peers and adults

Student Support

Once concerns are identified, information is then gathered, and a plan is created and reviewed in line with NEPs continuum of support. The support offered is broken down into 3 categories as outlined below. (See Diagram)

Support for All

At this level we adopt a whole school approach. We have a series of 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.

Support for Some

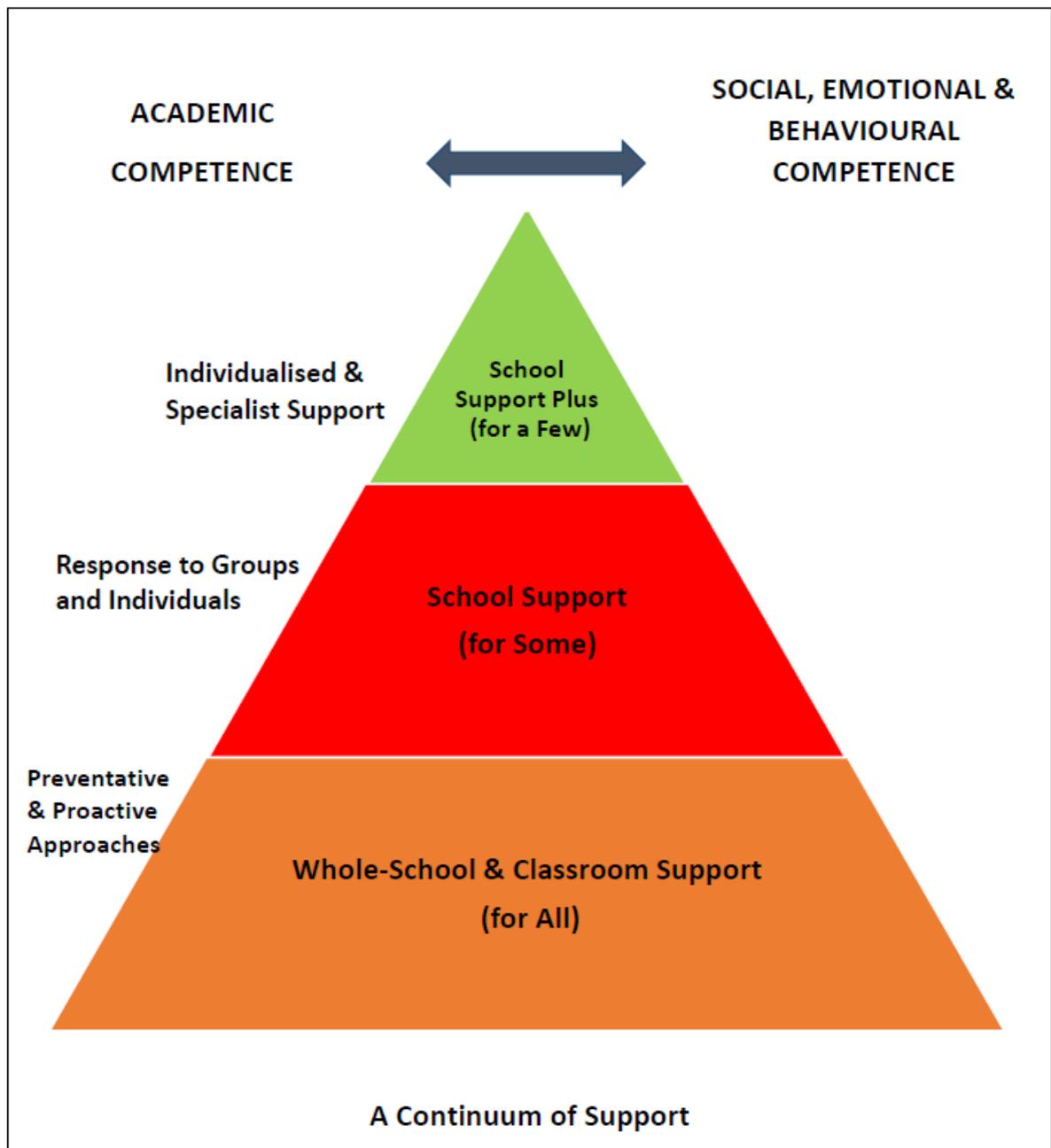
There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. A recent addition in this area is the Alert and other individualised programmes, supported by the

National Behaviour Support Service (NBSS). Our student support team, SEN team and management team also contribute in supporting students in this area.

Support for 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 an ISP (Individual Student Plan) and IBP (Individual Behaviour Plan).

Please see diagram on next page.



Staff Wellbeing

Staff at Enniscorthy Vocational College work in a supported environment. The school has modern facilities and workrooms as well as subject relevant technology and software that is up to date. Teacher based classrooms are in the majority and this has led to improved working conditions for staff. Our staff room is well equipped and provides a communal space for staff. There are plans in place to have workstations in the staffroom.

School management work collaboratively with the whole staff. Management respect the professional commitment of each staff member and regard them as colleagues and friends. Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.

Enniscorthy Vocational College promotes a culture of collaborative collegiality locally, nationally and internationally. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and online network of resources on Office 365, as well as participation in programmes like Instructional Leadership, Magenta Principles and Erasmus Plus.

The school has a staff social committee which organise events periodically throughout the year to enhance personal relationships between staff members. In the recent review of posts an AP2 position focusing on staff and student wellbeing has been created. The Employee Assistance Programme is available to all staff provided by WWETB, as well as individual union related supports that staff can avail of.

From School Self Evaluation through consultation with all stakeholders priorities have been identified by the Wellbeing Committee and an Action Plan will be developed.