

Wellbeing Policy



Moyle Park College

Context of Wellbeing in MPC:

The philosophy of this plan is based on the 'Junior Cycle Wellbeing Guidelines' (2015). The framework for junior cycle provides for a new area of learning called Wellbeing.

Wellbeing will span across 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 connectivity to their school and to their community. The Junior Cycle Wellbeing programme began with 300 hours of timetabled engagement in 2017 and built up to 400 hours in 2020 as the new junior cycle was implemented fully in schools.

Our Wellbeing programme hopes to grow happy, resilient and confident students who value themselves and also their wider community. We want our students to feel connected to and happy in Moyle Park College. Our Wellbeing programme is anchored with, yet not limited to, the following subjects:

Moyle Park College- Junior Cycle Wellbeing Programme:

Class period = 60 minutes

| | First Year | Second Year | Third Year |
|-----------------------------------|---------------------|---------------------|---------------------|
| SPHE | One class period | One class period | One class period |
| PE | Double class period | Double class period | Double class period |
| CSPE | Two class period | One class period | One class period |
| Life Skills Class with Form Tutor | One class period | NA | NA |
| Guidance Class | NA | N/A | One class period |



How can we use these extra hours to ensure allocation

- To ensure we don't lose hours for core & option subject we can use time in these subject to dedicate to wellbeing
- We are short 66hrs
- The breakdown would be as follows:

1 hrs per subject over 3 years

4hrs a year

6 classes per year

Sample Plan



Departmental planning in Wellbeing (Template)

Title of unit: Climate change Duration: 6 classes (40mins)

Link to Learning Outcome:

- Examine the causes and implications of climate change

By the end of this unit students will:

1. Research the impact of climate change on their local environment
2. Present their findings to class
3. Understand how climate change and their environment impact on their wellbeing
4. How to take action to protect their wellbeing with regards to climate change

Links with wellbeing:

- **Connected:** Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?
- **Responsible:** Do I know where my safety is at risk. Do I take action to protect and promote my wellbeing and that of others.

Key Skills:

Communicating Being creative
Working with others Managing information & thinking

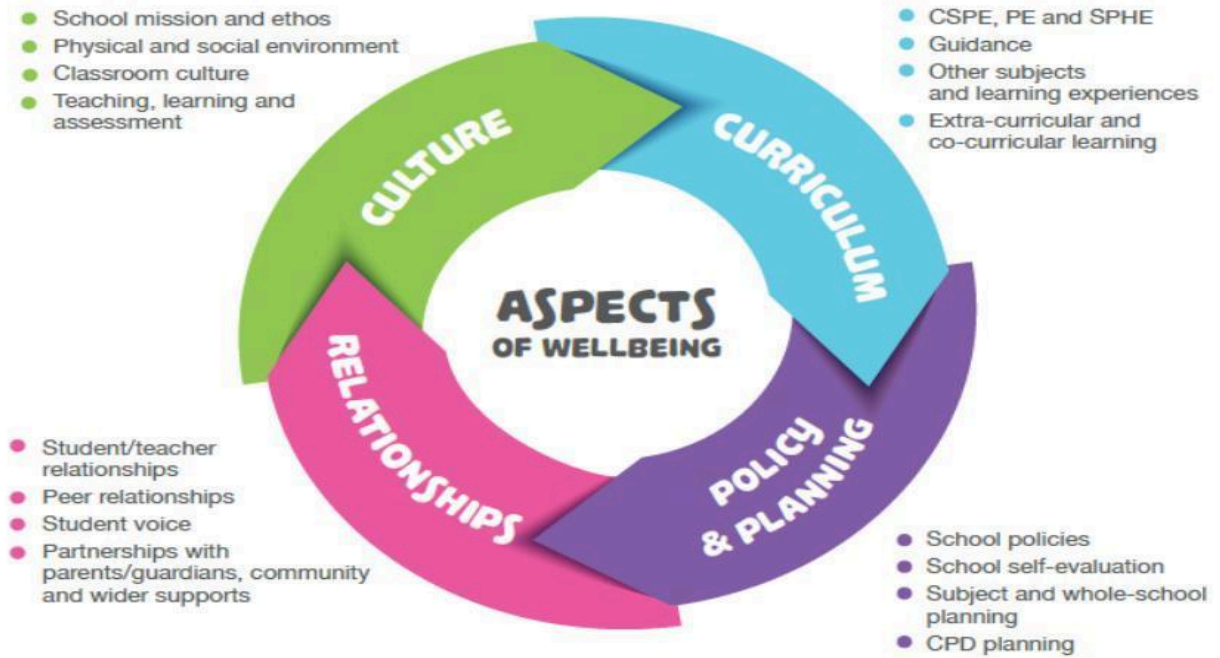
Assessment:

Students will be graded on a research project

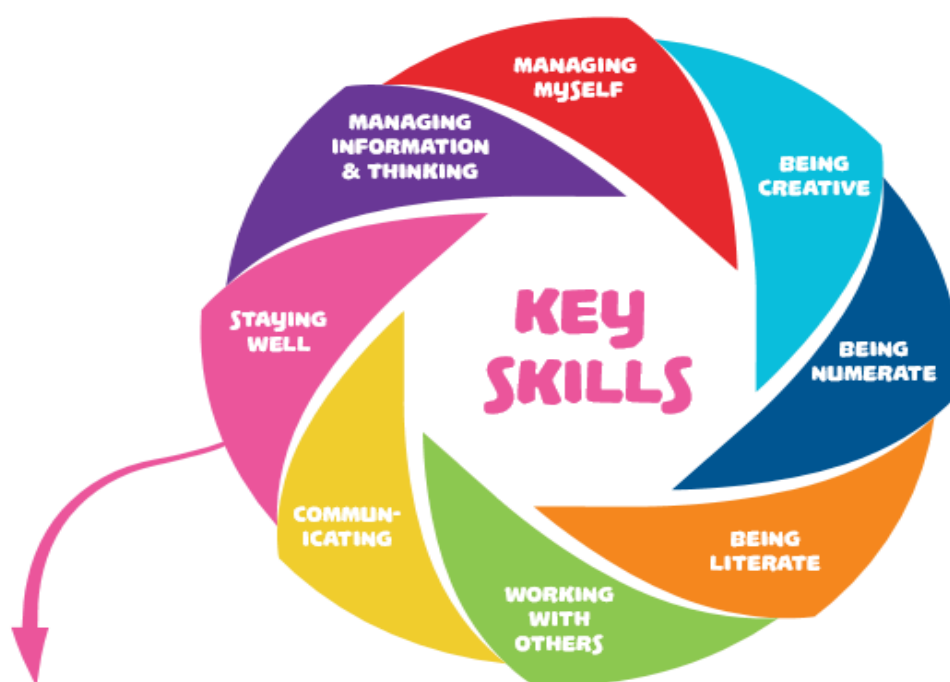
The research project should include the following:

- How their actions have a global impact on the environment
- How they can protect and promote the wellbeing of others through their actions on a local level.

Four Aspects of Wellbeing



Junior Cycle Key Skills:



Wellbeing-an Overview:

‘Staying well’ or 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 Moyle Park College to promote the emotional and social wellbeing of all. ‘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.’

Whole School Wellbeing Team:

| Person | Role |
|-----------------------------|--|
| Principal/Deputy Principals | Arranges appropriate conditions for successful whole school wellbeing. |
| Guidance Counsellors | Provides guidance for student wellbeing. |
| Subject Teachers | Incorporates wellbeing into day to day teaching and learning. |
| Form Tutor & Year Heads | Works with form groups to deliver the 1 st year wellbeing course once a week. |
| Chaplain | Provide for pastoral care needs. |
| Student Council | Voice the concerns of students and work with the school management in making decisions in relation to wellbeing. |
| SPHE Department | Educate the students in the area of social, personal and health education. |

| | |
|-----------------------|--|
| CSPE Department | Educate the students in the area of civic, social and political education. |
| PE Department | Educate the students in the area of physical education. |
| Learning Support Team | Cater for the academic and wellbeing needs of students. |
| Student Wellbeing | AP11 Role- Coordinator of Induction, Admissions and Student Wellbeing. |
| Staff Wellbeing | AP 11 Role- Publicity/Year Book/Open Day Aide/ Staff Wellbeing. |



School Policies Linked to Wellbeing in Moyle Park College:

- Behaviour Policy
- Homework Policy
- SPHE Policy
- RSE Policy
- ICT and Social Media Policy
- Anti-bullying Policy
- Health and Safety Policy
- Child Protection Policy
- Critical Incident Policy

Wellbeing Indicators:

There are six indicators central to wellbeing. Each classroom and office in Moyle Park College has a poster of these indicators displayed in them.



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



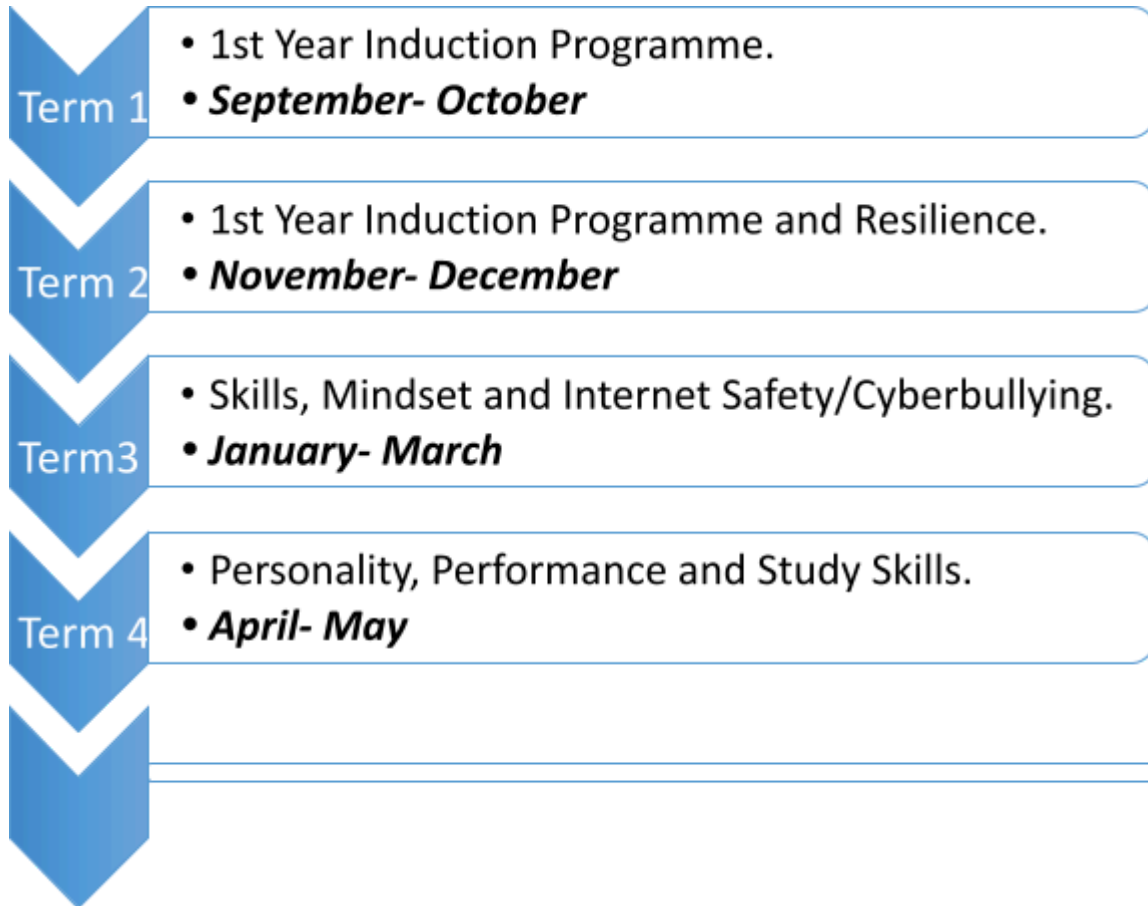
AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?



1ST Year Life Skills Class with Form Teacher:

Students have access to a specialised Wellbeing/Life Skills programme in their 1st year in Moyle Park College. These classes take place with their form teachers and cover a variety of Wellbeing/Life Skills topics, as outlined below:



Teaching Resources:

- **Main Resources:**
- You Are Here- A Student's Guide to Navigating 1st Year (YAH)- (All 1st year students will have a copy of this book).
- Shared Google Drive "Life Skills/Wellbeing" folder of teacher resources.
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- **Supplementary:**
- "Ways to Wellbeing- A Wellbeing Course for Students" (WTWB)- John Doran, The Super Generation Press.

- 'Learning to Learn- A Study Skills Programme for the Junior Cycle" (LTL)- Feidhlim O' Seasnain and Louise Platt, The Super Generation Press.

Term 1

• **1st Year Induction Programme:**

- Lesson 1 - Meet and Greet with Form Teacher- Ice Breakers etc.

Term 1

- Lesson 2- 'Unit One'- Welcome (Pages 10-15 YAH).
- Lesson 3- 'Unit Two'- Finding Your Way (Pages 15-24 YAH).

Term 1

- Lesson 4- 'Unit Two'- Finding Your Way (Pages 15-24 YAH).
- Lesson 5- 'Unit Three'- Organisation (Pages 24-34 YAH).

Term 1

- Lesson 6- 'Unit Three'- Organisation (Pages 24-34 YAH).
- Lesson 7- 'Unit Four'- School Supports (Pages 34-44 YAH).

Term 1

- Lesson 8- 'Unit Four'- School Supports (Pages 34-44 YAH).
- Lesson 9- 'Unit Five'- Respect and Rules (Pages 44-56 YAH).

Term 2

• **Continuation of Induction Programme and Resilience:**

Term 2

- Lesson 10- 'Unit Five'- Respect and Rules (Pages 44-56 YAH).
- Lesson 11- 'Unit Six'- Attendance, Punctuality & Dress Code (Pages 56-63 YAH).

Term 2

- Lesson 12- 'Unit Seven'- Making Friends, Extra Curricular Activities and Avoiding Conflict (Pages 63-73 YAH).
- Lesson 13- 'Unit Seven'- Making Friends, Extra Curricular Activities and Avoiding Conflict (Pages 63-73 YAH).

Term 2

- Lesson 14- 'Unit Eight'- My School Community (Pages 73-82 YAH).
- Lesson 15- 'Unit Eight'- My School Community (Pages 73-82 YAH).

Term 2

- Lesson 16 - Looking After Our School Environment, Acceptable Usage Policy and Bullying (Pages 82-90 YAH).
- Lesson 17- Looking After Our School Environment, Acceptable Usage Policy and Bullying (Pages 82-90 YAH).

Term 2

- Lesson 18- Resilience- (WTWB Chpt 20 and Powerpoints in shared folder)
- Lesson 19- Resilience- (WTWB Chpt 20 and Powerpoints in shared folder)

Term 3

- ***Skills, Mindset and Internet Safety/Cyberbullying:***
- Lesson 20 - Review/Recap of Resilience

Term 3

- Lesson 21-Skills and Attitudes- (LTL Chpt 4 page 63)
- Lesson 22-Key Skills for Junior Cycle (LTL Chpt 4 page 66)

Term 3

- Lesson 23- Strengths- (WTWB Chpt 21)
- Lesson 24-Relationships with Mindset, Meaning and Purpose- (WTWB Chpt 22)

Term 3

- Lesson 25- Relationships with Mindset, Meaning and Purpose- (WTWB Chpts 23& 24)
- Lesson 26-Internet Safety / Cyberbullying (PowerPoints in shared Folder)

Term 3

- Lesson 27-Internet Safety / Cyberbullying (PowerPoints in shared Folder)
- Lesson 28- Internet Safety /Cyberbullying(PowerPoints in shared Folder)

Term 4

• *Personality, Performance & Study Skills:*

Term 4

- Lesson 29- Personality (WTWB Chpt 33)
- Lesson 30- Performance- (WTWB Chpt 34)

Term 4

- Lesson 31- Sleep, Diet and Exercise- (WTWB Chpt 38)
- Lesson 32- Sleep, Diet and Exercise- (WTWB Chpt 38)

Term 4

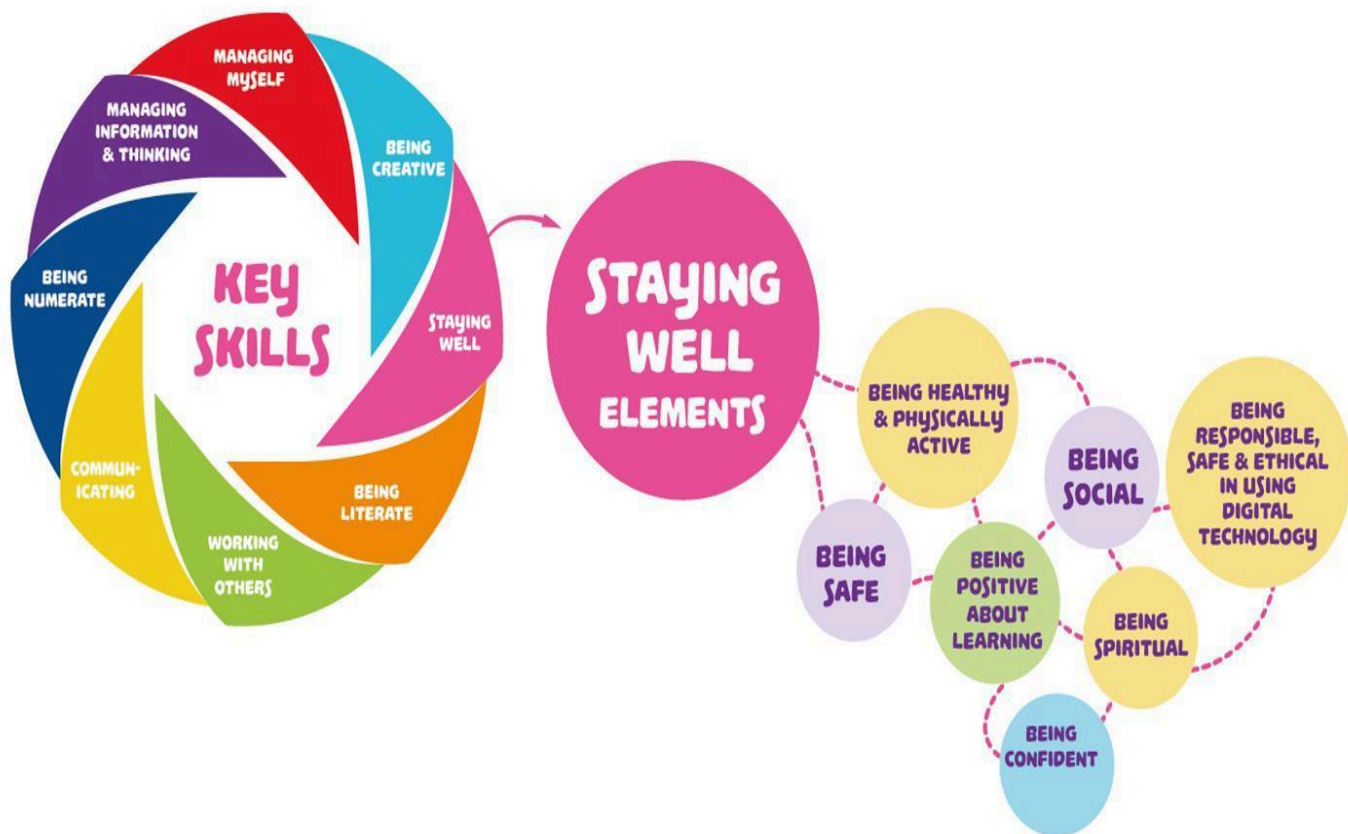
- Lesson 33- Sleep, Diet and Exercise- (WTWB Chpt 38)
- Lesson 34- Managing Your Work, The Senses in Learning, Study Skills and Goal Setting (Page 90-100 YAH)

Term 4

- Lesson 35- Study Skills (powerpoints in shared folder)
- Lesson 36- Study Skills (powerpoints in shared folder)

Term 4

- Lesson 37- Positive School Reports and the Junior Cycle (100-113 YAH)
- Lesson 38- Reviewing Your Journey (113 YAH)



Wellbeing Committee:

Moyle Park College has an active Wellbeing Committee. The committee consists of the Management Team, the Wellbeing Coordinator, the SPHE, CSPE and PE Coordinators, the Guidance Counsellors, two staff representatives of the Advisory Board of Studies along with the AP2 holders of student and staff wellbeing.

The committee aims to create a whole school approach to wellbeing. All subject areas and all aspects of the school have been incorporated into the schools wellbeing plans. The wellbeing subject departments of SPHE, CSPE, PE and guidance all created plans that specifically targeted the indicators selected for prioritisation, while also meeting the subject specifications developed by the Department of Education and Skills and the National Council for Curriculum and Assessment. Regular collaborative planning between the CSPE, SPHE, PE and guidance teachers is needed to ensure that there is a shared vision, coherent approach and opportunities for collegial support across the wellbeing areas.

In 2018 and 2019 the Wellbeing Committee organised for the whole school community to participate in the development of our whole school approach to wellbeing. Questionnaires were made available online for the staff, students and parents to complete which informed the direction of our whole school wellbeing planning. The Wellbeing Committee meets one-two times per school term.

Staff Wellbeing:

Moyle Park College values the importance of staff wellbeing and care. There are several initiatives aimed at improving staff wellbeing and care.

Staff are made aware of and encouraged to use if needed, the 'Employee Assistance and Wellbeing Programme'. This is a free and confidential counselling service funded by the Department of Education.

- freephone: 1800 411 057
- SMS & WhatsApp: text 'Hi' to 087 369 0010
- Follow this link for **Information on services available**

Link to the service can be found at the following address:

<https://www.gov.ie/en/service/23acf5-employee-assistance-service/>

Staff are made aware of and encouraged to attend training and CPD on the areas of both student and staff wellbeing and mental health.

New staff are given an induction at the start of their time in Moyle Park College by the Deputy Principal. The aim is to familiarise new staff with the day to day running of the school and highlight resources available to them.

The Marist Core Team provides an induction programme for new staff in their first few weeks. All new staff are welcomed up to the Brothers residence for an induction to learn about the school's Marist culture, history and ethos.

A variety of events are organised for staff year long and during the annual 'Wellbeing Week'. In previous years there has been guest speakers on the topics of mental health and resilience, staff yoga & healthy breakfast mornings to name a few.

An active social committee organises events and staff gatherings on a regular occasion to develop staff bonding.

Wellbeing Week:

The aim of the annual 'Wellbeing Week' is to create awareness around mental health, promote health and wellbeing, as well as adding to the positive atmosphere of the school.

Each year Moyle Park College runs a successful 'Wellbeing Week'. Some of the very successful events included: a sports afternoon for 1st years, staff yoga, guest speakers- including Kenny Egan and Jigsaw, study skills workshops for 1st years, mediation classes, workshops for parents, mindfulness colouring competitions and a staff wellbeing breakfast morning. The annual event is part of the wider school's development of learning and teaching of wellbeing.

This policy is subject to periodic review by the Board of Management