



Cross & Passion College

Wellbeing Policy

Draft Wellbeing Policy 2022

Key Area 1: Culture and Environment

School Name

Cross & Passion College Kilcullen

School Details

Cross & Passion College is a coeducational voluntary secondary school under the trusteeship of the Le Chéile Trust. There are currently 836 students enrolled for the 2021-22 school year.

School Management

The Board of Management of Cross & Passion College is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Cross & Passion College is a coeducational voluntary secondary school under the trusteeship of the Le Chéile Trust. Cross & Passion College is a partnership of students, staff, parents/guardians, Board of Management and our local community. We work to promote and foster a sense of mutual respect within this community. In doing so we are striving to develop each person's academic, physical, moral, cultural and spiritual potential by providing a broad-based education in a safe and supportive environment.

Mission Statement

We, the community of Cross and Passion, acknowledge the central importance of caring relationships with each other, in the creation of a safe learning environment where all are encouraged to grow, with dignity, to their full potential.

The energy and spirit of our school community are reflected in our values.

We believe that in caring relationships our students:

- learn to respect self and others
- learn to appreciate and develop their talents
- learn to value their contribution to the creation of a positive and productive learning environment
- deepen their understanding of themselves and others as learners
- learn the true meaning of inclusive community by accepting their differences and acknowledging their mutual interdependence

- develop awareness of and responsibility for the earth
- grow in awareness of Gospel values as they develop into young adults.

We aim to achieve our mission through;

- Developing and implementing policies and procedures to support student wellbeing.
- Ensuring student wellbeing is central to teaching practices and student learning.
- Raising awareness in the school community of issues related to student wellbeing.

What is Wellbeing?

“Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing 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.

Wellbeing in Schools

The school recognises the important role it plays in promoting and ensuring the wellbeing of our students and staff. The Junior Cycle Wellbeing Guidelines identify four key aspects of wellbeing which are prominent within the school setting: They are:

Curriculum: This aspect refers to the subjects we provide and how we cater for wellbeing in the curriculum.

Policy and Planning: This aspect refers to how we as a school endeavour to look after the wellbeing of the school community. Simply put, through policies, planning and school self-evaluation, we should make decisions with due regard to the wellbeing of our students and staff.

Relationships: Strong relationships amongst all members of the school community form the backbone of a positive working environment. As a school, we endeavour to make sure that all interactions between students and staff are positive and affirming.

Culture: Culture refers to our ethos, mission statement and the prevailing atmosphere in our school. We strive to make sure our school is a happy place to study and work.



Six indicators of wellbeing have also been outlined and each of these are visible throughout our wellbeing programme.



Indicator	Descriptor
Active	Through engaging in Mindful activities e.g. Body scanning, meditation,
Resilient	Through discussion and setting Self-Care priorities
Connected	Learning where and to whom to turn to for help with e.g. supports, apps and community (local or online) and sharing with peers.
Responsible	Students learn to develop time resilience skills and be accountable taking care of themselves.
Aware	Students develop awareness of an appropriate lifestyle balance to personal wellbeing and reflect on their own decisions.
Respected	Students feel listened to and their ideas are valued, they have the chance to get involved in learning experiences and make their own choices.

Whole-school approach

Wellbeing has always been central to our vision for Cross & Passion College. As part of this process all stakeholders have been consulted and will continue to be consulted. Our environment of care and support is both formal and informal. It aims to outline our curricular offerings which have at its core student wellbeing. This policy also aims to outline our informal supports which allow a holistic approach to enhancing our school community. Planning for Wellbeing involves consideration of these aspects: culture, relationships, policy and planning and the curriculum.

The school recognises the importance of addressing all educational needs through the Continuum of Support, which is updated regularly. Embedded into this is the recognition that members of the school community can have different needs at different times and those at greater risk may require more targeted and specific support.

- **Support for All:** 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.
- **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.
- **Support for Few:** School Support for a Few builds on a whole school approach and focuses on putting in place interventions for young people with more complex and enduring needs.

In this school, the following procedures are in place to support the wellbeing of our students:

Support for all:

Subject Teacher: The subject teacher has first-line responsibility for the education of all students in their classes. Accordingly, subject teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom and are responsible for the creation of a safe classroom environment for all.

Year Head: The Year Head on behalf of the school community takes on the role of

overseeing the welfare of a year group so that learning, at every level of the person, is supported.

Class Teacher: A class tutor is the teacher who, on behalf of the school community undertakes the role of caring for a class group in order to promote learning at every level of the person. They act as a point of contact for students within the class and play a significant role in pastoral care. The teacher meets with the class during class meetings twice weekly.

Guidance Counsellor: Guidance counsellors advise students and young people so that they can make informed choices about their future. Responsibilities include assessing ability and potential in students, providing one-to-one counselling, and liaising with other professionals in this area. One to one appointments are available throughout the school academic year.

Student Support Team: The student support team is a central part of the student support system in a school. It is the overarching team concerned with the progress of actions for the welfare and wellbeing of all students. It is a mechanism through which many of the existing student supports are coordinated and planned.

Extra Curricular Programme: A Balanced and broad selection of extra curricular activities are provided for students within the school with the hope of providing students with an opportunity to develop a wide variety of skills including: Building Interpersonal Skills. Teamwork. Social Skills. The range of activities on offer include Gaelic Football, Camogie, Rugby, Soccer & Basketball.

Co-Curricular Programme: Through the commitment of staff a wide ranging co-curricular programme is made available to students in Cross and Passion College with the vision of helping in the holistic development of students. They help in the development of critical life skills and abilities that are required for a successful and happy life.

Wellbeing Team: A wellbeing team was established in 2018 and revised in 2022, consisting of members with a shared vision and passion for the promotion of wellbeing in CPC. The aims of the team consist are:

- Examine the quality and scope of the current wellbeing provision and highlight areas of improvement.
- Develop and promote wellbeing in our school
- Improve communications with all stakeholders about wellbeing
- Make a meaningful contribution to the atmosphere of and attitude towards wellbeing in Cross & Passion College.
- Attend relevant CPD and make staff aware of upcoming CPD opportunities.

Awards and Recognition: In order to promote an awareness of the many accomplishments and positive events undertaken by our students, staff post various achievements on the school app, website and social media channels.

Support for Some:

SEN Team: The SENCO's oversee student progress in Learning Support, ensure that student support files are being created, to plan for testing and target achievement, to examine resource allocation in the context of newly identified needs and requests for support from teachers and parents for students. Planning for SEN delivery takes into account high and low incident needs students through withdrawal, team teaching, small class groups and EBD and ASD support. In keeping with the ethos of the school we also support those students whose need has been more locally identified by mainstream teaching staff in consultation with parents. Adjusting the level of academic stress and reorganising support is a key element to managing student wellbeing. This work is governed by the SEN policy which details the practice in the school in relation to the individual students.

Mentoring Systems: Guidance counselling and targeted mentoring programmes (Check & Connect) are delivered by guidance counsellors and trained teachers. This supports students who may be struggling with various aspects of school life in a non-invasive and supportive capacity.

Year Head Targeted Support: Year head -tracking-report & reward systems Year Heads offer targeted support to students with behaviour management, organisation issues, time management, study skills difficulties, school/life balance issues in a supportive, mentoring fashion. Where a report system might assist this is monitored by the year heads who also use reward systems to support improvements.

Behaviour for Learning: Since 2022 there is a staff member being trained in the Behaviour for Learning Programme specifically targeted at students in need of intensive individualised intervention. The teacher works with identified students, individually or in small groups on Behaviour for Learning Programmes that are designed to meet their social, emotional, wellbeing and behavioural and academic needs, so they can achieve and succeed in school.

Support for Few:

Link with External Agencies: Through the identification of needs for 'few' members of the school community have availed of the appropriate support from outside agencies. These supports are both on a national and regional level including NEPS, CAMHS, Special Education Needs Organiser amongst others.

SNA Team: The school has a dedicated SNA team who are tasked primarily with helping children with special educational needs to access all areas of the curriculum. This can organisational, medical and behavioural support as well as sensory regulation activities.

Pastoral Support: Our student support team and guidance counsellors work closely with

a number of students who have mental wellbeing issues.

Check & Connect: In 2021 a number of staff took part in Check and Connect with the NCSE. This is an evidence-based structured adult mentoring programme that aims to promote student engagement at school and with learning.

Key Area 2: Policy & Planning

Rationale

In line with The Framework for Junior Cycle 2015, The Guidelines for Wellbeing in Junior Cycle 2017, The Wellbeing Policy Statement and Framework for Practice 2018 – 2023 and Circular Letter 0015/2017, Cross & Passion College has devised a programme in conjunction with stakeholders, which will provide all junior cycle students, with over 400 hours of wellbeing related learning. 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 forefront of school life. Accordingly, the NCCA (National Council for Curriculum and Assessment) have developed Wellbeing Guidelines. These guidelines govern what we, as a school, now set out to achieve. Wellbeing is commonly seen 'as a combination of sustained positive feelings and attitudes- happy, healthy and confident young people who feel safe, secure, cared for, included, involved, and engaged and so on' (The Guidelines for Wellbeing in Junior Cycle 2017, p. 18).

Aims

Cross & Passion College endeavors to develop and support wellbeing in our school. It aims to:

- Provide for the wellbeing for all in the school in light of the school Mission Statement.
- Outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone at Cross & Passion College.
- Recognise the interplay between the positive experience of school life, student achievement and long term wellbeing.
- Offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing.

Cross & Passion College hopes that both students and staff:

- Realise their abilities.

- Take care of their physical wellbeing.
- Cope with normal stresses.
- Have a sense of purpose.
- Have a sense of belonging.

Goals of the Policy

“The goal for Wellbeing is human flourishing and flourishing rests on five pillars: positive emotion, engagement, relationships, meaning and accomplishment”.

- All staff contribute to promoting a caring and inclusive environment within the school that is supportive of school wellbeing.
- To provide an umbrella policy which outlines a structure that links to a series of other policies that relates to wellbeing.
- To provide for the wellbeing of all students in the school in line with the schools ethos and mission statement.
- To outline the schools approach to the provision of wellbeing for all members of Cross & Passion College and the structures and supports that are put in place.
- To outline a shared vision of what wellbeing means and looks like in Cross & Passion College.
- Recognise the links between positive school experiences, student achievement and long term wellbeing.
- To offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing.
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs.
- To comply with DES Circular 0015/2017 which mandates 300 hours of Wellbeing to be included on the timetable over the 3 year cycle from September 2017 and building to 400 hours of wellbeing by 2020.

Policies, Plans, Principles and Legislation

The following policies, principles and legislation guides our wellbeing plan.

- Cross & Passion Mission Statement.
- Code of Behaviour Policy
- Homework Policy
- SPHE Policy
- RSE Policy
- Internet Safety Policy
- Anti-bullying Policy
- Dignity in the Workplace Policy
- Child Protection Policy
- Critical Incident Policy
- PE Plan
- CSPE Plan

- Data Protection Policy
- Child Safeguarding Statement
- School Inclusion Policy
- Acceptable Use Policy
- Substance Misuse Policy

School Self-Evaluation & Wellbeing

CPC will include Wellbeing promotion as a focus for School Self Evaluation. This will involve the utilisation of the 6 step SSE model to develop, implement and review wellbeing promotion in the school, which includes tracking the impact of the wellbeing programme in CPC. This will involve all members of the school community collaborating to change and improve specific areas of school life that impact on wellbeing. The NEPS 'Continuum of Support' and the Four Key Areas of Wellbeing Promotion will be used in order to inform planning during this process.

Risk and Protective Factors for Student Wellbeing

Students can be exposed to many risks and protective factors which influence their well-being. Protective factors in the school environment that help to build resilience in young people include:

- Providing a positive school atmosphere. Ensuring a sense of belonging and connectedness to the school.
- Having protocols and support systems in place that proactively support students and their families, should mental health difficulties arise.
- Developing positive teacher/student and teacher/parent relationships.
- Supporting the development of positive relationships with peers.
- Fostering expectations of high achievement and providing opportunities for each student to realise their potential.
- Using positive classroom management strategies.
- Focusing on social and emotional learning and the development of problem-solving skills through our SPHE programme.
- Providing support for teachers, including professional development.
- Encouraging students to participate in extracurricular activities.
- Providing students with information about the range of community supports and crisis agencies that exist.

Working collaboratively to prevent students from early school leaving Schools, therefore, play an important role in the lives of its students to help them enhance their wellbeing and develop positive mental health that they can nurture throughout their lives.

Key Area 3: Curriculum

Curricular Provision at Junior Cycle

In this Wellbeing Plan, the school has achieved more than the recommended 400 hours for the Wellbeing programme as a starting point.

This programme is configured as follows:

- Two periods of PE in 1st Year and one period for PE in the 2nd and 3rd year of junior cycle.
- One period for SPHE in each of the three years in junior cycle: focusing on selected learning outcomes from each strand of the NCCA SPHE short course.
- One period for CSPE in each of the three years in junior cycle: focusing on learning outcomes from each strand of the NCCA CSPE short course.
- One period for choir throughout 1st year.
- 20 minutes of class meeting time weekly which facilitates the delivery of a CPC designed programme in each of the three years in junior cycle.
- Year group Assemblies each term

This programme is supported by the following services, activities and events:

- Induction Programme for all 1st Years
- Annual Wellbeing Week
- Annual Active Wellbeing Week
- Pieta House Resilience Academy programme for all 2nd years.
- Sports Day
- Internet Safety week with targeted Cyber safety talks and classes
- Subject related weeks help to build positive relationships, improve self- esteem and develop transferable skills
- Student Support Team: Guidance Counsellor, Yearhead, SEN, SLT
- Check and Connect
- Mentoring Programs
- Positive Behaviour Strategy Team
- Induction Programme for Incoming First Years
- Anti-Bullying Week
- FUSE Programme (2nd Year)
- Guidance in SPHE classes
- Relationship and Sexuality Education in SPHE.
- School Tours

Current provision

Wellbeing	CSPE (Short Course)*	1	1	1	100
	SPHE (Short Course)*	1	1	1	100
	PE	2	1	1	134

Choir	1	0	0	33
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*In line with Circular 0059/0021 Junior Cycle CSPE & SPHE will be delivered through a short course.

Subject/Activity	1 st Year	2 nd Year	3 rd Year	Yearly Hours
PE	2 Class	1 Class	1 Class	134
CSPE	1 Class	1 Class	1 Class	100
SPHE	1 Class	1 Class	1 Class	100
Choir	1 class			33
Class Meeting	20 mins weekly	20 mins weekly	20 mins weekly	33hrs 24mins
Induction Programme	4 hours			4
Wellbeing Week	2 hours	2 hours	2 hours	6
Active Wellbeing Week	5 hours	5 hours	5 hours	15
Sports Day	4 hours	4 hours	4 hours	12
Resilience Academy		1 class 6 weeks		6
Yearhead Assemblies	30 mins per term	30 mins per term	30 mins per term	2hrs 30 mins
Total Amount of Hours over course of plan				400+

Curricular Provision at Senior Cycle

In this Wellbeing Plan, the school consolidates the work done at Junior Cycle by providing curricular and co-curricular wellbeing opportunities.

This programme is configured as follows:

- One hour for PE in each of the years in senior cycle.
- 20 minutes of class meeting time weekly which facilitates the delivery of a CPC designed programme in each of the years in senior cycle.
- Year group Assemblies each term.
- One class of wellbeing & Life Skills a week in Transition Year.
- RSE programme delivered in 5th and 6th Year.
- Timetabled guidance programme in LCA.
- Social Education syllabus delivered across the LCA programme.
- Scheduled guidance appointments.

- Guest Speakers during RE class.
- School Tours
- Homework Club

This programme is supported by the following activities and events:

- Annual Wellbeing Week.
- Annual Active Wellbeing Week.
- Sports Day.
- Internet Safety week with targeted Cyber safety talks and classes.
- Graduation Activities.
- Extracurricular & Co-Curricular Activities.
- Significant Learning Days in TY.
- School Tours and Excursions.
- Awards Day.

Key Area 4: Relationships

Promoting Positive Relationships

Having close, positive relationships can give us a purpose and sense of belonging. 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. Building an emphasis on positivity and on rewarding positive behaviour has been a focal point in Cross & Passion College with the establishment of the Positive Behaviour Team and Year Head Reward Systems. In order to develop and promote positive relationships in our school community all stakeholders:

- Accept and celebrate differences.
- Develop and teach empathy.
- Give and Take Feedback.
- Actively Listen.
- Promote Student Voice.
- Show genuine attentiveness in students' interests.
- Attend and organise student events.
- Committee representatives from all stakeholders (i.e. teachers on Parents Council).
- Reward and Award Systems.
- Resolve issues with care, respect and consistency.
- Ensure that parents/guardians feel welcome and respected as partners in their children's education.

Staff Wellbeing

The wellbeing of school staff is also of extreme importance. As a school, we aim to support staff wellbeing through our policies, procedures and practices. For example,

- The promotion of a safe, comfortable teaching environment.
- An open door policy whereby staff can discuss issues of concern with the Principal and/or Deputy Principals in a confidential manner.
- Regular staff and departmental meetings.
- An Assistant Principal (AP2) with a focus on staff welfare.
- CPD is provided, encouraged and supported by the Board of Management.
- Subject departments are resourced as well as possible. Requests for extra resources are considered and authorised, as appropriate.
- Staff have the opportunity to develop their leadership capacity through various initiatives (Le Cheile Middle Leaders/TL21), committees and groups.
- Establishment of social/catering committees.
- Culture of collaborative collegiality through department meetings, shared drives and teach meets.
- Access to Employee Assistance and Wellbeing Services with Inspire Wellbeing the current providers.

Student Voice:

The school has a number of structures in place to support and encourage student voice. The provision of this is of utmost importance to the school community and any student contributions and feedback are valued and considered paramount to student wellbeing. The school encourages student voice through the following mediums.

- **Student Council:** The Student Council is task and activity centred. The Student Council has the opportunity to present student plans and concerns to management in a coordinated fashion. This structure promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers. The members of the student council meet regularly on behalf of the student body to discuss any issues that they may have.
- **Prefect System:** The prefect system identifies various student leadership groups amongst 5th Year students who are tasked with organising various events throughout the school year for the student cohort.
- Focus Group.
- School Self Evaluation Input.
- Class Meeting.
- Guidance Counselors.
- School Committees (Green School).
- Public Speaking/Leadership Classe/Wellbeing Classes.
- Surveys.
- Teaching Methodologies.

- Class Captains.

Wellbeing Team:

In March 2022 a Wellbeing Team was established within the school consisting of teachers who are involved in teaching the Wellbeing subjects and a Deputy Principal. All of these teachers have a keen interest in Wellbeing promotion within the school.

TL21 & Wellbeing

The 2021-22 TL21 team are currently in the process of gathering data which will (following the six-step process above) help to determine the direction of their research which is focused on self-motivated and independent learning.

Each of the four aspects of wellbeing has been considered in the development of this policy and the feedback and information gained will be incorporated into our wellbeing programme.

Targets for 2022

Target 1: Conduct a series of focus groups with various school stakeholders to establish thoughts on the current Wellbeing programme and identify areas for improvement moving forward.

Target 2: Create a Wellbeing wall within the school that highlights the key aspects of Junior Cycle Wellbeing and other various information points.

Target 3: Identify needs of student body and devise an Action Plan to facilitate these needs.

Target 4: Engage in the SSE process to initiate a wellbeing promotion review and development cycle.

Appendix I:

Appendix I: 1

<p>Title of unit: Pieta House Resilience Academy</p>	<p>Duration: 6 Weeks (6 x 60 minutes) When: 2nd Year</p>
<p>Aim of the unit We expect teenagers to be able to cope without ever explicitly teaching them how. As parents and teachers we can't remove every obstacle from their lives, but we can provide them with the knowledge, skills, and tools they need to respond to these challenges in a healthy and constructive manner.</p>	

Links

Statement of learning	Example of related learning in the unit
SOL 11 Takes action to safeguard and promote his/her wellbeing and that of others	Interactive sessions that engage students in identifying positive solutions Activities to develop resilience and mental health awareness
SOL 1 Communicates effectively using a variety of means in a range of contexts	Each week students engage in activities that develop positive coping strategies and receive advice on sources of support. Each session finishes with an opportunity for students to ask questions in a safe and confidential environment.

Key skills.(The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident	Setting goals and targets and reflecting on success and challenges
	Being positive about learning	Collaboratively developing the program of work for the 6 week course
Managing Myself	Knowing myself	Reflecting as an individual.
	Making considered decisions	Working collaboratively with peers Designing programme to meet identified needs.
	Being able to reflect on my own wellbeing and mental health	

Appendix I: 1

Title of unit: 1st Year Induction Programme	Duration: 1 day (4 hours) 1st Year
Aim of the unit To help students cope with the initial transition from Primary School to Secondary School and equip them with the necessary skills.	

Links

Statement of learning	Example of related learning in the unit
SOL 5: Has an awareness of personal values and an understanding of the process of, moral decision making	Presentation involving the rules, routines and expectations of students in Cross and Passion College.
SOL 6: Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.	Presentation around the core values which underpin Cross and Passion College.
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	Workshop on communication skills and team building activities within their new class group.

Key skills.(The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident Being positive about learning	Setting goals and targets for 1st Year.
Communicating	Listening and Expressing Myself	Working collaboratively with peers to complete a number of team building activities
Managing Myself	Knowing Myself, setting and achieving my goals.	Goalsetting in collaboration with class teacher.
Managing Information and Thinking	Gathering, recording and analysing information.	Introduction to timetable and how to get around the school induction.

