

## **Bush Post Primary School – Wellbeing Policy**

### **1. Our School**

Bush Post Primary is a co-educational secondary school in Co Louth. It was established in 1934 by County Louth VEC and is under the patronage of Louth & Meath Education & Training Board. It currently has an enrolment of 604 students.

### **2. Our Mission Statement**

We acknowledge the uniqueness of students in our care: each with individual needs and potentialities. The realisation of each student's potential is our mission. We recognise the importance of self-esteem. It is our mission to engender, foster and protect a positive self-image for each person in our care.

Our mission is to create an effective educational environment, where our School community will thrive. This environment, manages with fairness and firmness, will allow each person in our care to develop personally, educationally, socially and spiritually. Our School Motto “Ar Thrial Na Tuiscine” translates to in Search of Understanding.

### **3. Our Definition of Wellbeing**

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

*Junior Cycle Guidelines P 9.*

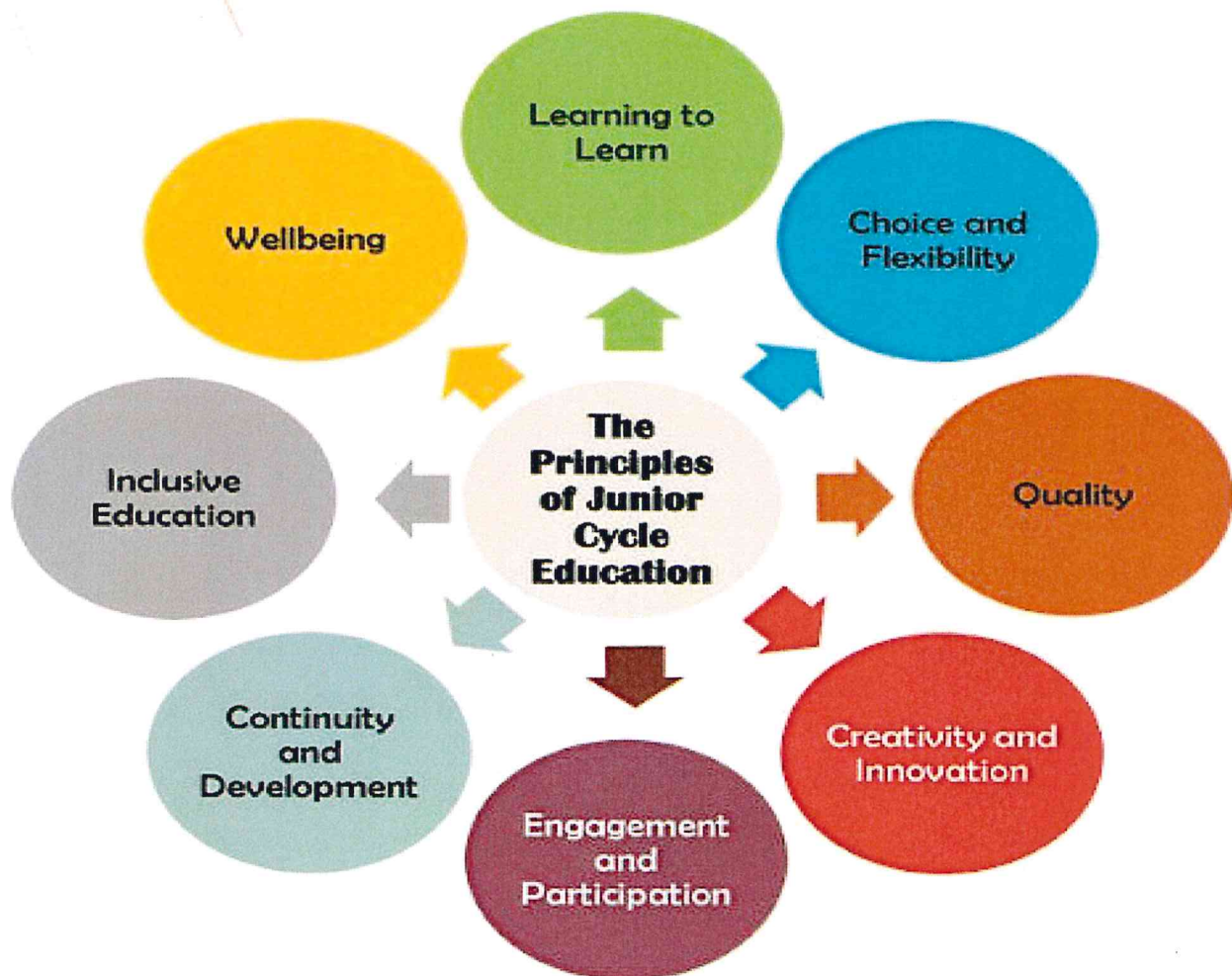
### **4. Junior Cycle / Wellbeing Curriculum**

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

### **Learning in the Junior Cycle will be informed by;**

- Eight principles that underpin the entire Framework for Junior Cycle, of which Wellbeing is one.

- Twenty-four statements of learning that are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme
- Eight key skills that are required for successful learning by all students as outlined below” - **Framework for Junior Cycle p10.**



### Statements of learning that link to Wellbeing

The following Statements of Learning are particularly applicable to Wellbeing in Bush Post Primary, and will be delivered in PE, SPHE, CSPE, Careers, Digital Media and Literacy (DML) classes.

- 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)

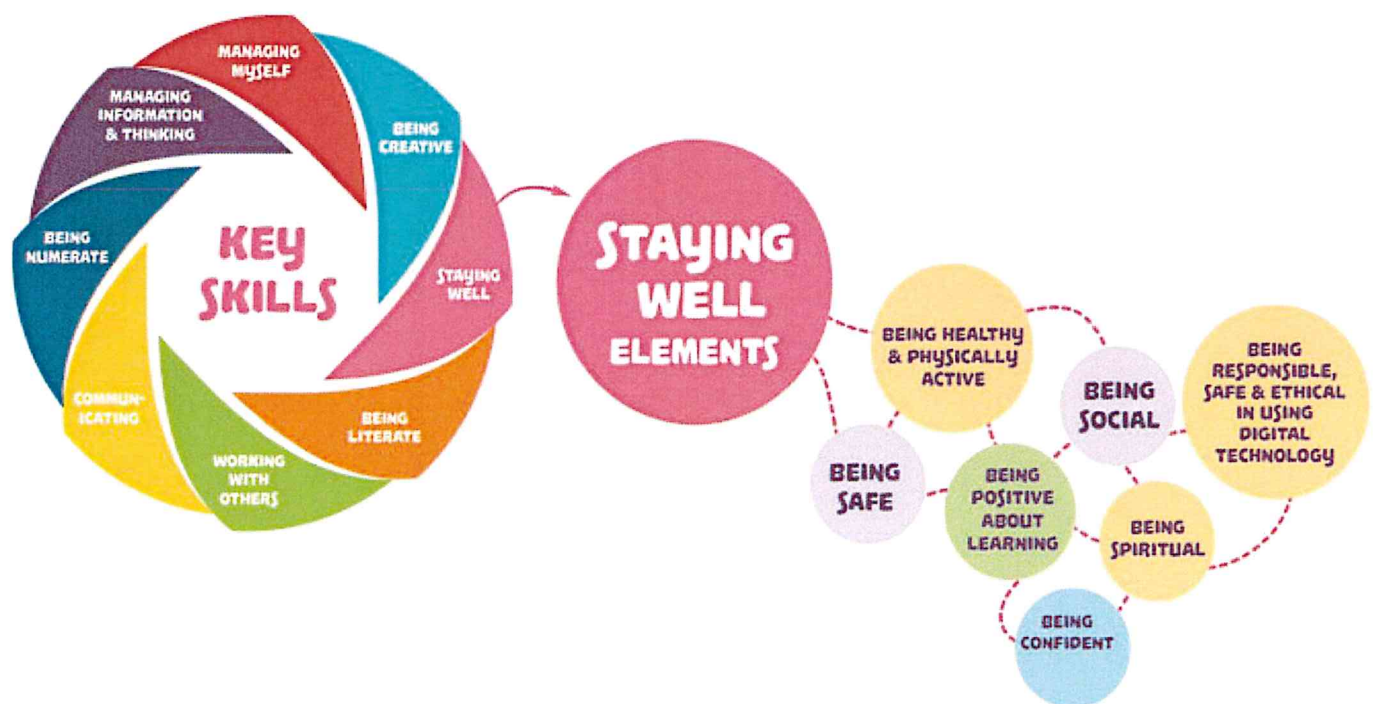


- The student takes action to safeguard and promote her/his wellbeing and that of others (SOL 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SOL 12)
- The student understands the importance of food and diet in making healthy lifestyle choices (SOL 13)

**Key Skills: Staying Well is one of the 8 key skills.**

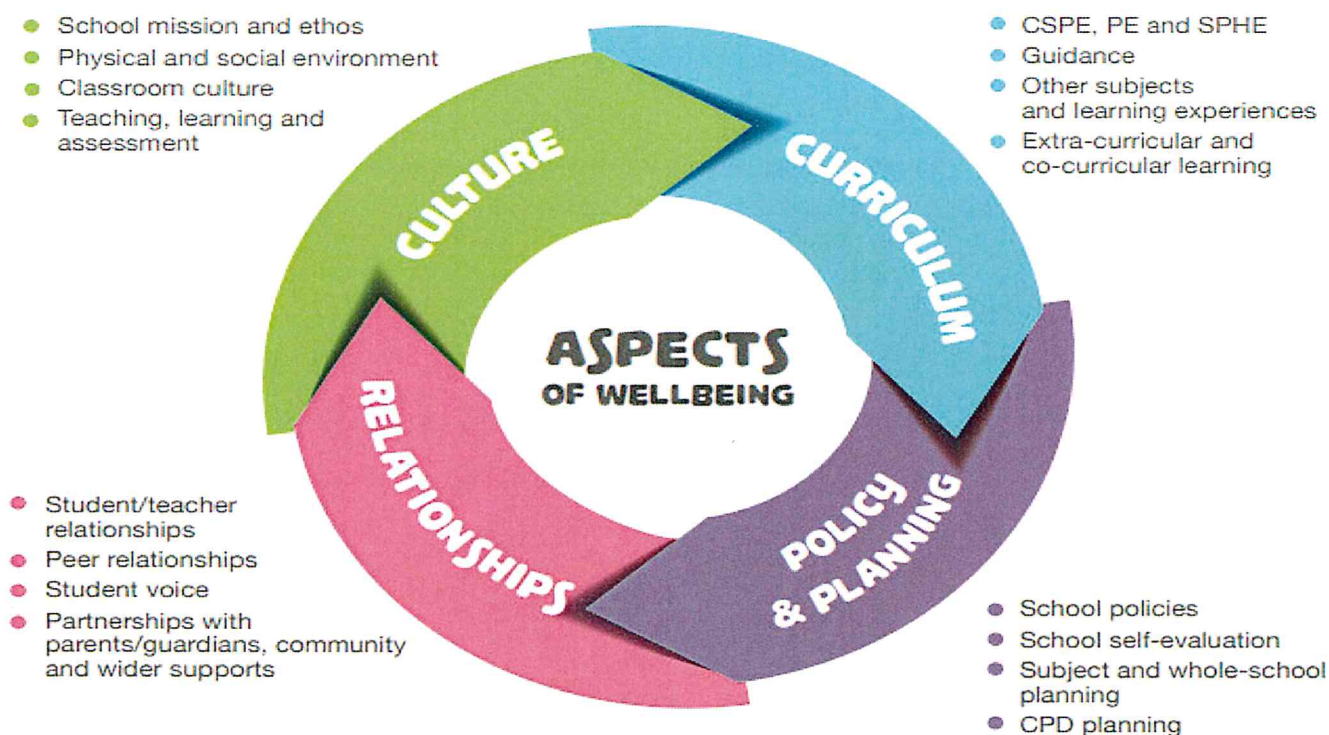
“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course”.

Framework for Junior Cycle, 2015, p.15. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today’s world. They also support students in learning how to learn and take responsibility for their own learning.



**5. Aspects of Wellbeing – Action Plan for Junior Cycle**

Planning for Wellbeing involves consideration of four Key Aspects: Culture, Curriculum, Relationships, Policy and Planning. To successfully plan and implement these four aspects, our school must review each area and set out an action plan to address each item to ensure Wellbeing is tangible and present in our school. (See appendix 1). Each area of this plan will be addressed individually with the aim of completion by June 2020 by the Wellbeing committee. The first area to be addressed is the area of Curriculum.



## 6. Whole School Approach to Wellbeing

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Bush Post Primary School. Our Wellbeing programme is predominately taught in subject areas; SPHE, Physical Education, CSPE, Guidance and DML classes but is indirectly taught in all subjects in our school.

This policy intends to formalise, document and structure how we collaboratively plan and implement Wellbeing going forward to achieve the aims set out in both Junior Cycle Wellbeing Guidelines 2017-2020 and Wellbeing Policy Statement and Framework for Practice 2018-2023.

Wellbeing in Bush Post Primary School has been assigned as a duty to an Assistant Principal in conjunction with School Management.

A Wellbeing committee is made up of Heads of Department from PE, SPHE, CSPE and Guidance and has been set up to implement a Wellbeing Programme in Junior Cycle by June 2020. This committee will also initiate the process of School Self-Evaluation (SSE) with regard to Wellbeing in September 2021 with Wellbeing being the core ethos in Bush Post Primary School by 2023.

## **Bush Post Primary School Wellbeing Action Plan 2018-2020**

### **2018-2019 Actions**

- December 2018 – Survey Staff and Management in Key Areas Curriculum & Relationships
- January 2019 Team meeting to address Key Area 1 – Curriculum.
- February 2019 – Draft Wellbeing Scheme of Work in subjects: CSPE, SHPE, PE, Careers and ICT.
- March 2019 – Team Meeting to finalise Key Area 1 and begin Key Area 2 – Relationships
- May 2019 – Team meeting to review Wellbeing Key Areas 1 and 2.

### **2019-2020 Actions**

- September 2019 - Survey Staff and Management in Key Areas Culture / Policies and Planning
- September 2019 - Team meeting to finalise Key Area 2 and begin Key Area 3- Culture
- November 2019 – Review Key area 3 and begin Key Area 4 Policies and Planning
- January 2020 – Survey Staff / Students / Parents on Wellbeing in Bush Post Primary
- January 2020 – Team Meeting to review practice in Key Areas 1, 2, 3, 4

## **7. Teaching Wellbeing in all Subject Areas –**

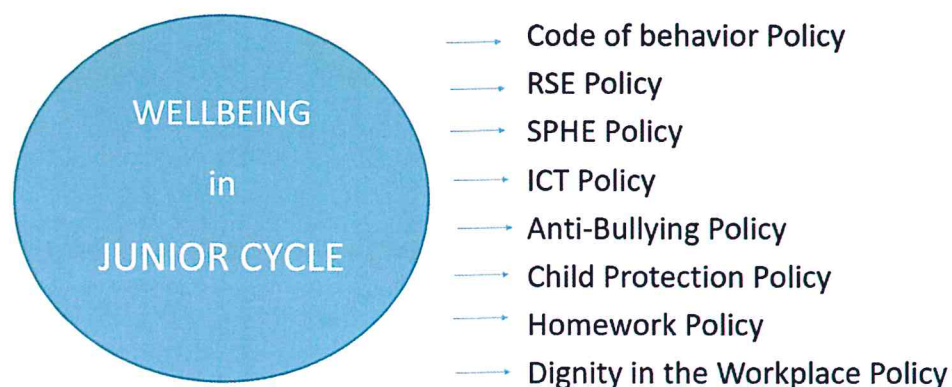
In Bush Post Primary, all teachers will teach Wellbeing by displaying the Wellbeing indicators in their classrooms and including them in subject department plans and make clear links from their learning outcomes to the Wellbeing Indicators.





## 8. School Policy's that support Wellbeing

Schools policies provide the compass by which the school navigates its way. In Bush Post Primary, we have a number of policies that support and supplement the roll out of Wellbeing. See the list below:



## **9. Junior Cycle Timetable breakdown 2018-2019**

Below is a current outline of our current provision for Wellbeing in Bush Post Primary. It is envisaged with careful planning between School Management and the Wellbeing committee that 400 hours can be achieved by 2020. Both the Wellbeing committee and School Management will plan and implement “Other Areas of Learning modules” to be taught as part of the Wellbeing curriculum.

This will comply with DES Circular 0079/2018 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.

	First Year	Second Year	Third Year	Hours
<b>Physical Education</b>	1 x double period	1 x double period	1 x double period	<b>135 hours</b>
<b>SPHE</b>	1 single period	1 single period	1 single period	<b>70 hours</b>
<b>CSPE</b>	1 single period	1 single period	1 single period	<b>70 hours</b>
<b>Guidance</b>	1 single period			<b>25 hours</b>
<b>Special events / Activities / Talks linked to Wellbeing throughout the 3 years of Junior Cycle</b>				<b>25 minimum</b>
<b>Year head Assemblies</b>	Every morning 10 minutes per day	10 minutes per day	10 minutes per day	<b>83 hours</b>
<b>Total</b>				<b>408 hours approx.</b>

## **10. School Self Evaluation (SSE) link to Wellbeing**

By 2023 every school is required to use the School Self-Evaluation (SSE) process to initiate a Wellbeing Promotion Review and Development Cycle. Bush Post Primary will begin the process of SSE in September 2021. We will use continuum of support, set out by NEPS (See diagram below) and use the Action Plan of the Four Key Areas of Wellbeing Promotion – **1. Culture & Environment 2. Curriculum (Teaching and Learning) 3. Policy & Planning 4. Relationships & Partnerships** - as outlined in Wellbeing Policy Statement and Framework for Practice 2018-2023 P 34-37 as a base to which to inform planning. See appendix 2 for a copy of this action plan for SSE in Bush Post Primary School.



Table 1: Continuum of Support



## 11. Looking at Our Schools 2016-2020 link to Wellbeing

“This document takes a holistic view of learning and of the learner. It emphasises the need for students to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all students should therefore be broad, balanced, challenging and responsive to individual needs. The quality framework sees students’ well-being as intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning”. LAOS 2016-2020 P6

Firstly, through the planning of our Wellbeing programme at Junior Cycle and then implement the process of SSE in Wellbeing in a whole school context, Bush Post Primary has a crucial role in promoting and nurturing students’ well-being. We strive for highly effective practice in all four domains in teaching and learning with regard to Wellbeing.

TEACHING AND LEARNING	DOMAINS	STANDARDS
	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers’ individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students’ learning selects and uses teaching approaches appropriate to the learning intention and the students’ learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers’ collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise



## Policy for Resolution/Ratification by LMETB Board

School	BUSH POST PRIMARY SCHOOL
Policy Title	SOCIAL MEDIA ACCEPTABLE USAGE POLICY
Date of School Board of Management Meeting	3 <sup>rd</sup> APRIL 2019
Please confirm if a quorum was present at the meeting (4)	YES
Please confirm if the completed Policy Consultation Record was presented at the meeting	YES
Policy Proposed By	<u>Sheela McDonald</u>
Policy Seconded By	<u>Doreen Wynn</u>
Signed	<u>Lillian L. Faughy</u> Chairperson of Board of Management
Date	<u>03/04/2019</u>
Signed	<u>Kevin Lohan</u> Principal
Date	<u>3/4/2019</u>

### **Board of Management Policy Consultation Record**

Please bring this completed form to your Board of Management meeting when considering a policy at BOM level for ratification. Please note that the Board of Management should only ratify a policy once the appropriate consultation process has been completed with students, staff and parents/guardians. More detailed records of consultation should be retained in the school.

**In the case of consultation with staff please ensure that the staff have ratified the policy at a staff meeting and that the name of the proposer and seconder for the policy have been included in the minutes of that staff meeting.**

<b>School:</b>	<b>BUSH POST PRIMARY SCHOOL</b>
<b>Policy:</b>	<b>SOCIAL MEDIA ACCEPTABLE USAGE POLICY</b>

#### **Staff Consultation**

Date of Final Consultation:	<b>22<sup>nd</sup> March 2019</b>
Proposed By:	Paul Malone (Staff Member)
Seconded By:	Florence Gillan (Staff Member)

#### **Student Consultation**

Date of Final Consultation:	<b>22<sup>nd</sup> March 2019</b>
Proposed By:	Gary Murphy (Student Council)
Seconded By:	Lucy C Murphy ( Student Council)

#### **Parent/Guardian Consultation**

Date of Final Consultation:	<b>23<sup>rd</sup> January 2019</b>
Proposed By:	Olive McGuinness (Parents Association Member)
Seconded By:	Denise McElroy (Parents Association Member)