



WELLBEING & PASTORAL CARE POLICY



*Presentation Secondary School,
Milltown, Co. Kerry*

School Mission

Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.

We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.

Presentation Secondary School recognises wellbeing and pastoral care as integral and vital elements of our all our policies, structures, procedures and practices. We seek to ensure that the values pertained in our mission and the CEIST Core Values are embedded in day-to-day life in our school.

- ***Promoting Spiritual and Human Development***
- ***Achieving Quality in Teaching and Learning***
- ***Showing Respect for Every Person***

- ***Creating Community***
- ***Being Just and Responsible***

Rationale for Policy

This Wellbeing & Pastoral Care Policy will be infused with the key principles of our school ethos, mission & the CEIST Core Values.

This policy is has been developed in order to allow the school to adequately respond to the changing and diverse needs of our students.

Presentation Secondary School Milltown is committed to the nurturing of the whole person so that they may be guided with care and respect to respond to the demands of modern life with resilience, optimism, understanding and a feeling of ownership.

The Framework for Junior Cycle (2015) provided for a new era of learning at Junior Cycle called Wellbeing. Junior Cycle Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in our school in support of students' wellbeing and pastoral care. Our commitment to Wellbeing and pastoral care however, also continues to expand beyond the Junior Cycle requirements to include the entire school.

This area of learning will help make the school's culture and ethos and commitment to wellbeing more 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 connectedness to their school and their community.

Delivery of all of these areas is a whole-school responsibility and they are integral to providing our students with a holistic and pastoral educational experience.

Aims of the Policy

Presentation Secondary School Milltown aims to provide a holistic educational experience for all our students. We are committed to the academic, creative, emotional, spiritual and physical development of each student, in a caring and safe environment.

The wellbeing of the whole school community is at the heart of our school's mission statement.

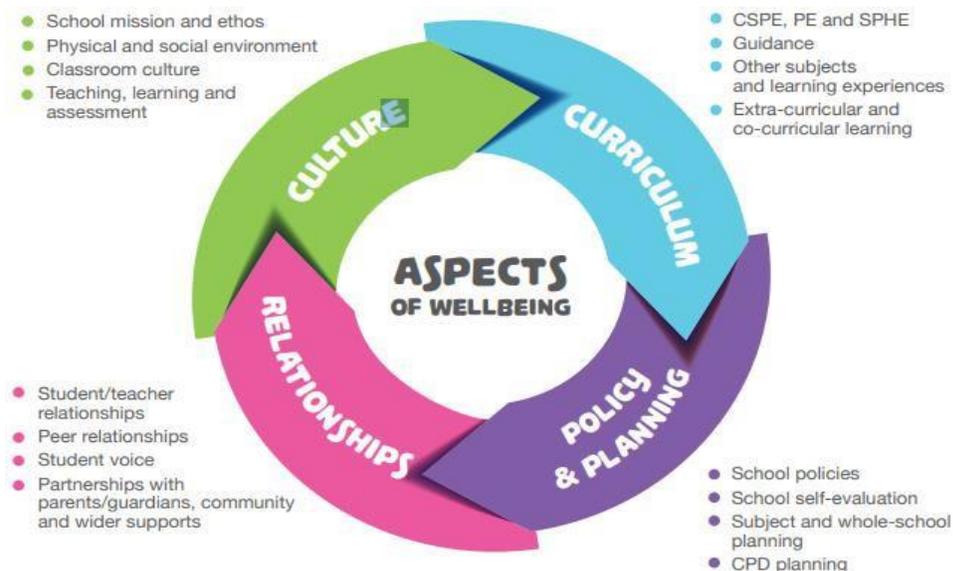
Scope of the Policy

Our commitment to wellbeing is implicit in our school's policies and procedures, which aim to promote the spiritual and human development of each individual as outlined our school mission statement and the CEIST Core Values.

In the light of these core values, the school is clear that wellbeing must include a mental, physical, social and spiritual dimension. We thrive as individuals within a community and very often it is community that sustains us through challenging times.

Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole-school approach. Planning for wellbeing involves consideration of four main aspects of our school: Culture, Relationships, Policy and Planning, and Curriculum.

The whole- school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our policies and in the curriculum.



Policy Goals

- To provide for the wellbeing and pastoral care of all students in the school in the light of the school Mission Statement.
- To outline clearly the school's approach to the provision of wellbeing for all members of the school community.
- To reaffirm our belief that every individual in the school community is valued and should be provided with opportunities to flourish and grow.
- To outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of students at Presentation Secondary School Milltown
- To recognise the interplay between a positive experience of school life, student achievement and long term wellbeing.
- To offer a coordinated structure in supporting our young people through the creation of opportunities both within and beyond 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 0059/2021 which mandates 400 hours of Wellbeing to be included on the Junior Cycle timetable.

Key Indicators of Wellbeing

The Junior Cycle indicators of Wellbeing will form the basis of our approach to Wellbeing & Pastoral Care across all year groups in our school, as we endeavour to ensure that students are provided opportunities to become and remain active, responsible, connected, resilient, respected and aware.



Wellbeing and the Promotion of Positive Relationships & Roles

The building and 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 a positive and affirming environment and rewarding positive behaviour underpins relationships in Presentation Secondary School Milltown.

Wellbeing & Pastoral Roles

It is the role of all members of staff to promote wellbeing and pastoral care to enhance the holistic development of all our students.

The Board of Management

The Board of Management have a responsibility to ensure that the underlying principles of the school ethos and mission are reflected in all areas of wellbeing and pastoral care, formal and informal.

Principal / Deputy Principal

The Principal/Deputy Principal take the role of ensuring that wellbeing and pastoral care are integral parts of everyday school life.

Student Support Team

The Student Support Team play an integral role in the promotion of wellbeing and pastoral care in our school. Our Year Heads, in conjunction with the SENCO, Guidance Counsellor, Wellbeing Coordinator, Principal & Deputy play a particularly important role in planning, monitoring, and evaluating our whole-school approach to wellbeing & pastoral care.

Middle Leadership

Our extended middle leadership team are also an integral part of the promotion of wellbeing and pastoral care. Each role ensures that students' needs are met. These positions ensure that supports such as a book rental scheme, after-school study, first aid provision etc are available to students. Our middle leadership schedule and roles all contribute to students' positive experience during their time with us.

Class Tutors

Class Tutors are assigned to each base class in our school. They play a key role in the delivery the formal Wellbeing programme and in our overall pastoral care system. Class Tutors are also often the first point of call for students in need.

Subject Teachers & Teaching Staff

The practice of meaningful wellbeing and pastoral care should be visible in the teaching style and classroom management of each teacher in our school. It is how we act and behave every day, not something set apart from the daily work of teachers. Promotion of student and staff wellbeing centres around each individual and the forces in his/her environment which facilitate or impede their personal development and growth.

Ancillary Staff

As valued members of our school community our ancillary staff also play crucial roles in promoting wellbeing within our school. Promotion of student and staff wellbeing is how we act and behave every day, not something set apart from the daily work of our school. Our ancillary staff continue to work to promote the wellbeing of both students and staff in their daily activities.

Parents

Parents are encouraged to become involved in school life through the Parents Association and regular contact with the school. As partners in education, we will work together to enhance the personal, social, spiritual and academic development of their sons/daughters.

Students

Students themselves are also encouraged to take responsibility for their own wellbeing, development and progress. They are encouraged to develop and promote positive behaviour and relationships. Achievements are praised and progress rewarded.

Local Community

Preparing students for adult life is an important part of students' personal and social development. In promoting links with the local community in Mid-Kerry, students can see and experience first-hand the importance of community support and involvement. A variety of community groups are invited to give workshops and talks to students, as well as students taking part in community-based activities. Such activities provide excellent opportunities for students to feel connected, aware and responsible.

Wellbeing & School Policies

Wellbeing and the care of our students underpin all of the school's policies. The wellbeing and positive development and growth of our students and staff will be at the forefront of all policy development and reviews.

Wellbeing & Child Safeguarding

The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of our overall Child Safeguarding Policy and Procedures.

The Board of Management has ratified the appointment of a Designated Liaison Person (The Principal) and Deputy Designated Liaison Person (Deputy Principal). All concerns regarding the welfare of a child should be reported to the DLP in the first instance in line with DES procedures.

Schools have an obligation to provide students with the highest possible standard of care in order to promote their wellbeing and protect them from harm. In situations where school personnel suspect that a child may have been abused, or is being abused, or is at risk of abuse, or is being neglected, they should ensure that such concerns are reported to the Designated Liaison Person (The Principal).

Notwithstanding the responsibilities of all registered members of the teaching council as mandated persons, the Designated Liaison Person will liaise with the Health Service Executive (HSE), An Garda Síochána and other parties, in connection with allegations of and/or concerns about child abuse or neglect.

Wellbeing & Our Code of Behaviour

Presentation Secondary School Milltown is a school community which fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community.

All members of this community have a right to be safe and respected. Our Code of Behaviour is our policy to support these key rights and an outline of the strategies and sanctions which serve to protect those rights. The code gives priority to the promotion of respect and positive behaviour and thereby creating and sustaining the environment for effective teaching and learning.

We hold the highest expectations of all members of our community. Our Code of Behaviour outlines these expectations. Central to this code is the knowledge that students' behaviour can change and that students may need support and care in trying to adapt and improve their behaviour.

Our Code of Behaviour also outlines our response to behaviour which undermines the positive climate of our school. It seeks to involve students, teachers and parents in the process of managing behaviour which hinders the promotion of positive teaching and learning.

Wellbeing & Our Policy to Counter Bullying Behaviour

The Board of Management recognises the negative impact that bullying can have on the lives of individuals within the school community and is therefore fully committed to the following key principles of best practice in attempting to prevent bullying behaviour and tacking it when it does occur:

- To promote a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity.
- To encourage students to disclose and discuss incidents of bullying behaviour in a non-threatening environment and to promote respectful relationships across the school community.
- To instil a school-wide approach of fostering a shared understanding of what bullying is and the impact it has on others.
- To continue to implement education and prevention strategies including awareness raising measures that build empathy, respect, and resilience in students.
- To ensure adequate supervision and monitoring of students in order to provide a safe environment for all.
- To provide supports for staff to ensure consistent recording, investigation and follow up of bullying behaviour, including intervention strategies and on-going evaluation of the effectiveness of our policy and procedures.

Wellbeing & Our SEN Policy/Inclusion Statement

A core value of our school, and of student wellbeing, is our commitment to ensuring that each individual is provided an inclusive and equitable educational experience. Presentation Secondary School Milltown will strive to create a secure, respectful, collaborative and stimulating community in which everyone is valued and in which every student is encouraged to achieve to the highest degree possible within his/her potential.

Our SEN Policy/Inclusion Statement aims to ensure that appropriate procedures are in place to ensure that;-

- An accurate and appropriate assessment of the needs of students with special educational needs is carried out, monitored and reviewed.
- The school identifies and attempts to secure and implement the necessary resources required to meet these needs.

Our SEN Policy/Inclusion Statement is based on the CEIST Core Values and the founding intentions of Nano Nagle and Blessed Edmund Rice, as well as seeking to implement the legislative requirements of the Department of Education & Skills.

Presentation Secondary School seeks to ensure that all students are provided, as far as is possible, with an educational experience which is accessible, inclusive and appropriate to their individual needs.

Within the constraints of available resources all students with special educational needs, who are admitted to the school, shall have access to participate in and benefit from an education suitable to their needs.

The school shall actively seek adequate resources, equipment, staff, expertise and accommodation from the National Council for Special Education (NCSE), Department of Education & Skills and other relevant agencies.

Student Learning & Assessment

Our school strives to promote excellence in learning. Student wellbeing is an integral part of each student being able to reach their full potential.

Continuous development of learning and teaching has been a key priority and focus for the staff of Presentation Secondary School, Milltown for many years.

The new Junior Cycle programme has enhanced these efforts further in providing students with further opportunities to have learning assessed and accredited through a variety of modes, such as Classroom Based Assessments and Assessments Tasks.

Subject teachers will support students in becoming self-directed and independent learners by ensuring appropriate learning, study and revision practices are in place for their students. It is essential that students are supported in developing independent learning skills by being exposed to a wide range of learning strategies and study techniques, both in the classroom and beyond.

The appropriate amount of time spent on homework, study and revision is outlined in our Homework Policy and will vary to a degree from student to student, based on individual ability, needs, and circumstances.

Presentation Secondary School Milltown has a Guidance Plan in place which complements and enhances students' learning. Talks and information sessions are provided on to students and parents on the structuring of study and on learning strategies. Study skills modules are also delivered through the SPHE programme.

Wellbeing & Health & Safety

Presentation Secondary School Milltown strives to do all that is reasonable and practicable to prevent injury to people, damage to property and to protect everyone (including staff, students, public, contractors and visitors) from foreseeable hazards.

The Board of Management recognises its overall responsibility for Health and Safety at Presentation Secondary School Milltown and ensures this through:

- The provision of a safe place of work, including safe access and exit.
- The provision of safe plant and equipment, articles and substances.
- The provision of safe systems of work.
- The provision of welfare facilities.
- The provision of appropriate information, instruction, training and supervision.
- Determining and implementing appropriate preventative and protective measures.
- Having regard to the general principles of prevention.
- The provision of emergency plans and procedures.
- Reporting prescribed accidents and dangerous occurrences to the Health & Safety Authority.
- Obtaining, where necessary, the services of a competent person to advise on health and safety; The detailed arrangements for achieving these objectives are set out in the main body of the Safety Statement.

Staff Wellbeing

The Board of Management in conjunction with the Principal/Deputy, seek to provide a positive and well supported environment for staff to work in.

The Board of Management sees its role as supporting and affirming the work of its staff. At each board meeting the Principal's report keeps the Board informed of the work of staff. This is formally affirmed at staff gatherings, through the agreed report and through contact from the chairperson and the principal with individual members of staff.

School management work collaboratively with the whole staff for the wellbeing of the entire school community. Individual and collective requirements are listened for and responded to when appropriate. Staff are encouraged to give their views on school-related issues, policies, and procedures, as well as being encouraged to propose and implement new ideas/projects which enhance the wellbeing and learning of our students.

The professional commitment of each staff member is respected and the complex pressures which may come to bear on all members of staff from time to time are understood and responded to with compassion.

In order to promote an environment of wellbeing and collegiality, the Board provides lunch for staff on training and development days and provides small tokens of wellbeing and appreciation at Christmas and the end of the school year.

Each year the staff Social Committee organise a number of events to mark the end of each term or special events.

Staff have access to the relevant school policies in relation to dignity in the workplace, complaints procedures etc.

Staff members are regularly reminded of the support available through the Employee Assistance Scheme.

Wellbeing & Pastoral Care Programmes/Supports Including School Guidance Supports

Wellbeing and pastoral care take many forms, both formal and informal.

Informal Wellbeing & Pastoral Care

Informal promotion of wellbeing and pastoral care generally comes in the form of actively promoting positive relationships between students, staff, parents & the community. Our aim is to enhance and develop confidence, self esteem and respect in day-to-day dealings with one another, and to foster an overall understanding of and consideration for the difficulties/issues faced by our students/staff at various stages of their development/careers.

A supportive school environment for students and staff is essential for wellbeing and pastoral care to be effective. All members of our school community have a role in creating such an environment in which,

- ❖ ...people feel safe and valued
- ❖ ...self-esteem is fostered and nurtured
- ❖ ...respect, tolerance and fairness are evident
- ❖ ...high expectations and standards are promoted
- ❖ ...there is support for those with difficulties
- ❖ ...open communication is the norm
- ❖ ...effort is recognised and rewarded
- ❖ ...uniqueness and difference are valued
- ❖ ...conflict is handled constructively
- ❖ ...initiative and creativity are encouraged
- ❖ ...social, moral and civic values are promoted.

Students

Students are encouraged to talk to each other and to staff about difficulties/problems they may encounter, whether it is a school counsellor, Year Head, Deputy Principal, Principal or other members of staff they feel comfortable with.

Staff

Among staff an atmosphere of mutual respect, care and compassion is nurtured. Trust, understanding and support are also strengths that we have found vital to staff wellbeing. Key to this are formal and informal staff/school events, celebrations and acknowledgment of contributions and achievements. School management greatly value the work and efforts of staff both in the classroom and beyond. Staff are afforded the opportunity to further their professional development and leadership capacity through formal professional development opportunities as well as through leadership roles in the school.

Parents

We actively encourage our parents to talk to us in person or on the phone at any time, in order to build and further develop the strong and positive relationships we have currently. We seek parental opinions and consult with them around issues relating to wellbeing, ethos, learning & teaching, school uniform and other areas of school life. We offer support in the form of workshops and information evenings aimed at assisting them in parenting their teenagers. We aim to keep them informed and engaged in school life so that the home-school partnership strengthens for the benefit of the student.

Formal Wellbeing, Pastoral Care & Guidance Programmes

Formal guidance and pastoral care takes the form of specific structures/programmes which enhancing our students' educational experience and personal development. Our guidance activities also form a major part of our Wellbeing programme and have been included below in acknowledgment of the key role they play in student development.

1st Year

Induction Programme

- ❖ National School visits to 6th class students & sharing of information (*National School/parents*)
- ❖ Open Evening (*activities – Art, ICT, Home Ec, History etc*)
- ❖ Information/social evening – provisional class groupings based on friendship groups
- ❖ Summer meeting (*book collection etc*)
- ❖ Orientation day & Team building days (*1st Years only – end of Aug, Dec & June*)
- ❖ Mentor Programme – with trained TY students
- ❖ Welcome mass (whole school)
- ❖ Subject sampling blocks
- ❖ Team Building Activity Days – (*Splash Sports/Wetlands*) Year Head and Class Tutors
- ❖ 1st Year Sports Day (organised by TYs)
- ❖ My Friends Youth/Friends For Life programme
- ❖ ICT and Teams introduction
- ❖ CAT 4 & PPAD-E Standardised Testing – *to inform support needs*
- ❖ 1st Year Show (*viewed by local 6th class*)

Sept - June

- ❖ Class Tutor & Year Head support structure
- ❖ Wellbeing, SPHE, & CSPE Class (weekly)
- ❖ Health, Nutrition, Active Living, & RSE workshops
- ❖ Physical Education classes (*inc' health awareness and active living*)
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Guidance for subject choice for 2nd Year (*Individual appointments - Guidance Counsellor*)
- ❖ Availability of school counsellor and guidance counsellor
- ❖ Lunchtime Games Club
- ❖ Lunchtime Computer Club
- ❖ Prayer Room/Quiet spaces
- ❖ Year Head Rewards
- ❖ Who am I- understanding ourselves programme.
- ❖ Yoga/ mindfulness course
- ❖ Think b4 u click

2nd Year

- ❖ Class Tutor & Year Head support structure
- ❖ Wellbeing, SPHE, & CSPE Class (weekly)
- ❖ RSE Workshops – South West Counselling
- ❖ European Tour
- ❖ Workshops & Team-building activities - Choices & Relationships
- ❖ Mindfulness & Meditation
- ❖ Early screening to identify and address possible errors in subject choices (*Subject teacher, Guidance Counsellor*)
- ❖ Physical Education lessons (*inc' health awareness and active living issues*)
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Availability of school counsellor and guidance counsellor
- ❖ Lunchtime Games Club
- ❖ Lunchtime Computer Club
- ❖ Prayer Room/Quiet spaces
- ❖ Year Head Rewards

3rd Year

- ❖ Class Tutor & Year Head support structure
- ❖ Wellbeing, SPHE, & CSPE Class (weekly)
- ❖ Emotional health & exams – (*Guidance Counsellor*)
- ❖ Study strategies (*Subject Teachers, Guidance Counsellor*)
- ❖ Leaving Certificate subject choice & TY information evening & booklet for parents
- ❖ Subject choice information sessions for students
- ❖ Individual career guidance counselling on subject choices
- ❖ Identification of potential early school leavers (*teachers, Year Head, Guidance Counsellor*)
- ❖ Optional Supervised Study Sessions (*5 days a week – all year*)
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Availability of school counsellor and guidance counsellor
- ❖ Mindfulness & Meditation
- ❖ Lockers Programme
- ❖ Self-esteem and social media
- ❖ Safe food/ healthy eating programme
- ❖ Rise above/ dove programme
- ❖ Think alcohol awareness
- ❖ Lunchtime Games Club
- ❖ Lunchtime Computer Club
- ❖ Prayer Room
- ❖ Year Head Rewards

Transition Year

- ❖ Class Tutor & Year Head support structure
- ❖ Individual career guidance counselling on subject choices
- ❖ Drugs Awareness workshop – An Garda Síochána Youth Liaison Officer
- ❖ Religious Education classes (*programme includes issues such as morality, life skills, world issues*)
- ❖ RSE Workshops
- ❖ Study skills session (*Subject Teachers, Guidance Counsellor, Year Heads*)
- ❖ Health, nutrition, self esteem workshops (*variety of guest speakers*)
- ❖ Mindfulness & Meditation
- ❖ Work experience placements & supports
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Physical Education classes (*inc' health awareness and active living issues*)
- ❖ Active Living Afternoon
- ❖ Community Links & Social Justice Projects
- ❖ Availability of school counsellor and guidance counsellor
- ❖ Lunchtime Games Club
- ❖ Lunchtime Computer Club
- ❖ Prayer Room/Quiet spaces
- ❖ Year Head Rewards

5th Year

- ❖ Class Tutor & Year Head support structure
- ❖ Screening to identify and address possible errors in subject choices
- ❖ Drugs Awareness workshop – An Garda Siochana Youth Liaison Officer
- ❖ Religious Education classes (*programme includes issues such as morality, life skills, world issues*)
- ❖ RSE Workshops
- ❖ Mindfulness & Meditation
- ❖ Study skills and revision techniques/support (*subject teachers & Guidance Counsellor*)
- ❖ Health, nutrition, self-esteem workshops (*variety of guest speakers*)
- ❖ Work experience placements & supports
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Physical Education classes (*inc' health awareness and active living issues*)
- ❖ Availability of school counsellor and guidance counsellor
- ❖ Lunchtime Games Club
- ❖ Lunchtime Computer Club
- ❖ Prayer Room/Quiet spaces
- ❖ Year Head Rewards

6th Year

- ❖ Class Tutor & Year Head support structure
- ❖ Individual meetings with Guidance Counsellor
- ❖ Timetabled Career Guidance classes
- ❖ Religious Education classes (*programme includes issues such as morality, life skills, world issues*)
- ❖ Study skills and revision techniques/support (*subject teachers & Guidance Counsellor*)
- ❖ Developing individuals study plans (*Guidance Counsellor*)
- ❖ Visits to University/College/IT Open Days
- ❖ Guest speakers from Industry, Universities etc
- ❖ Group and individual sessions on CAO/UCAS procedures (*Guidance Counsellor*)
- ❖ Individual meetings with Guidance Counsellor after Pre-exams if required
- ❖ Information sessions on third-Level grants, accommodation, scholarships etc
- ❖ Supervised Study Sessions (*5 days a week – all year*) & study week – end of May
- ❖ Mindfulness & Meditation
- ❖ Extracurricular activities (*all students actively encouraged to participate at a reasonable level*)
- ❖ Graduation Mass and activities
- ❖ Leaving Certificate Results Day – On-site support and advice
- ❖ Past-Students follow-up – Where are they now ?
- ❖ Repeat Students - advice & information sessions – Mentor
- ❖ Active Living sessions before and after school
- ❖ Availability of school counsellor and guidance counsellor
- ❖ Lunchtime Games Club
- ❖ Lunchtime Computer Club
- ❖ Prayer Room/Quiet spaces
- ❖ Year Head Rewards

Parents

- ❖ RSE Information Evenings
- ❖ Parenting Teenagers Information Sessions (Rayse the Game, John Lonergan etc)
- ❖ Meaithal Referral Process– Student & Family Support
- ❖ South Kerry Development Partnership – Educational Officer
- ❖ NEPS Psychologist
- ❖ CAO & College Support Evening (Guidance Counsellor)
- ❖ How to Help Your Child Study (Guidance Counsellor)
- ❖ Social Media Awareness Information Sessions
- ❖ Options Information Evenings (1st → 2nd, 3rd → 5th, 3rd → TY)