



**WELLBEING POLICY**

**Mercy Secondary School Mounthawk**

**2018 - 2021**

*Ratified 25<sup>th</sup> Feb 2019*

## **INTRODUCTION**

### **Intro Section 1. Philosophy and school context.**

This policy is written in the context of the school Mission Statement and the Charter of our school Trust – CEIST.

#### ***Mercy Mounthawk Mission Statement***

*Mercy Mounthawk Catholic Voluntary Secondary School is a witnessing community which fosters:*

- *The full potential of all staff and students*
- *A positive partnership between all members of the school and wider community.*
- *The highest standards of teaching, learning and performance.*

#### ***CEIST Charter***

*The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff and parents. Its key principles focus on:*

- *Promoting spiritual and human development*
- *Achieving quality in teaching and learning*
- *Showing respect for every person*
- *Creating community*
- *Being just and responsible*

These core statements embody the educational philosophy of the school. Our commitment in Mercy Mounthawk to Wellbeing is implicit in the school's ethos in the intention to promoting the spiritual and human development of each individual as outlined in the CEIST charter. Developing the full potential of the individual is central to the educational enterprise of Mercy Mounthawk. The intention to develop the full potential of all requires the 'Wellbeing' of each student since a sense of wellbeing is essential to allow an individual to grow and flourish and indeed the end of such development must include a sense of Wellbeing.

#### **Goals of the policy**

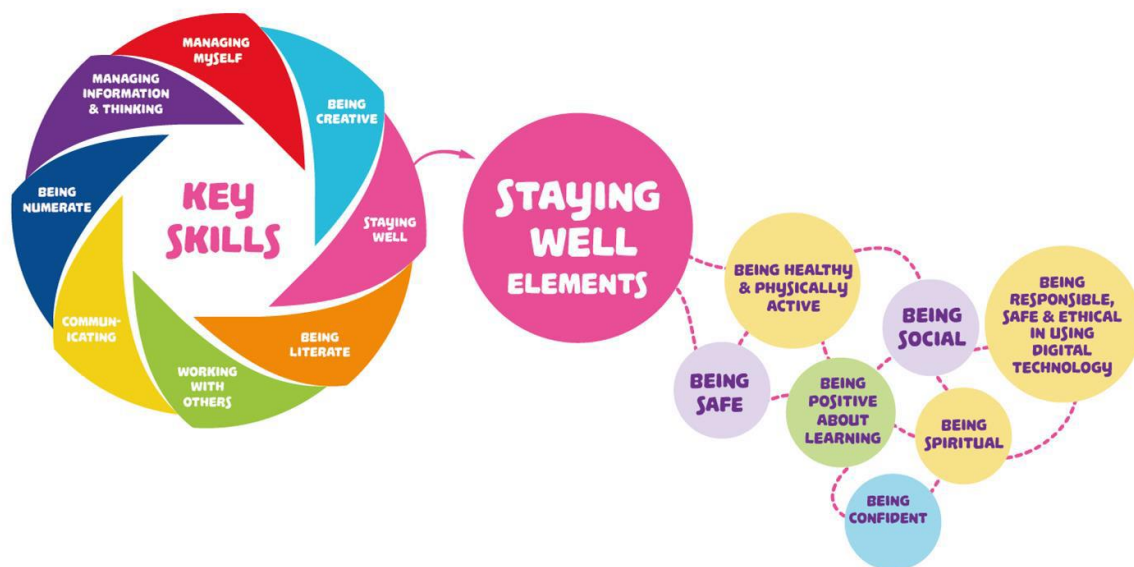
- To provide for the wellbeing of all students in the school in the light of the school Mission Statement and the charter of our school trust – CEIST
- To outline the policies, procedures, culture, ethos and the activities which serve to support and develop the wellbeing of students at Mercy Secondary School Mounthawk .
- To implement the Junior Cycle Wellbeing Guidelines from the Department of Education and Skills in particular circular 0015/2017 and the DES Guidelines on Wellbeing.
- to recognise the interplay between and 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 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 provide an umbrella policy which outlines a structure that links a series of other policies that relate to Wellbeing (see Appendix 2 for a full outline of the related policies)

## Intro Section 2. Definition of WELLBEING and STUDENT FORMATION. .

In the context of the school Mission statement and Ethos outlined above, our working definition of Wellbeing must include a (i) **mental**, (ii) **physical**, (iii) **social** and (iv) **spiritual** dimension. In Mercy Mounthawk we view the support of wellbeing as a foundational element of ‘**Student Formation**’. We are grounded in our reality as spiritual beings and as such the provision for the wellbeing of Human wellbeing is rooted in human community. We thrive as individuals only in community and very often it is community that sustains us through challenges. Hence the emphasis of this policy on the role of the whole school community in the programme of wellbeing. This is a whole school policy.

In further developing our definition of Wellbeing (curricular and extra-curricular), we have been mindful of the definitions used in the Junior Cycle programme. Work was carried out in consultation with the staff in 2018/19 school year to develop a working definition of Wellbeing that is foundational to this programme and policy .



Staying well is one of the Key skills in the Junior Cycle process and the following Statements of Learning from the Junior cycle which are particularly relevant to an understanding of Wellbeing:

- 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)

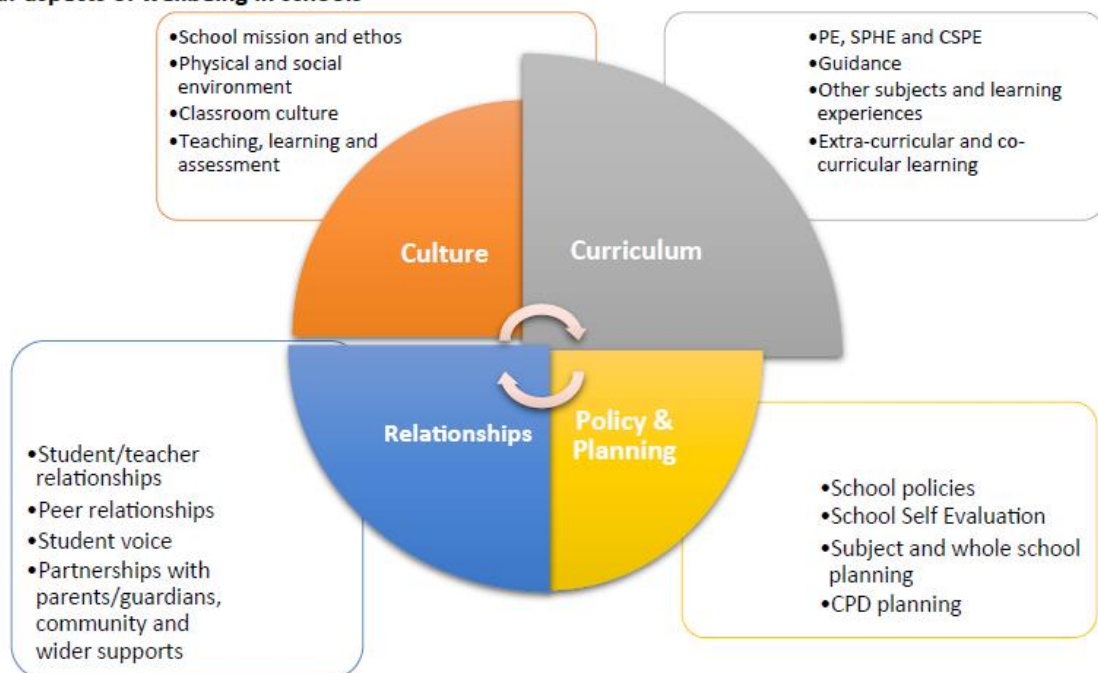
- The student takes action to safeguard and promote her/his wellbeing and that of others (SoL 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SoL 12)
- The student understands the importance of food and diet in making healthy lifestyle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

### Section 3. Scope and structure of this policy

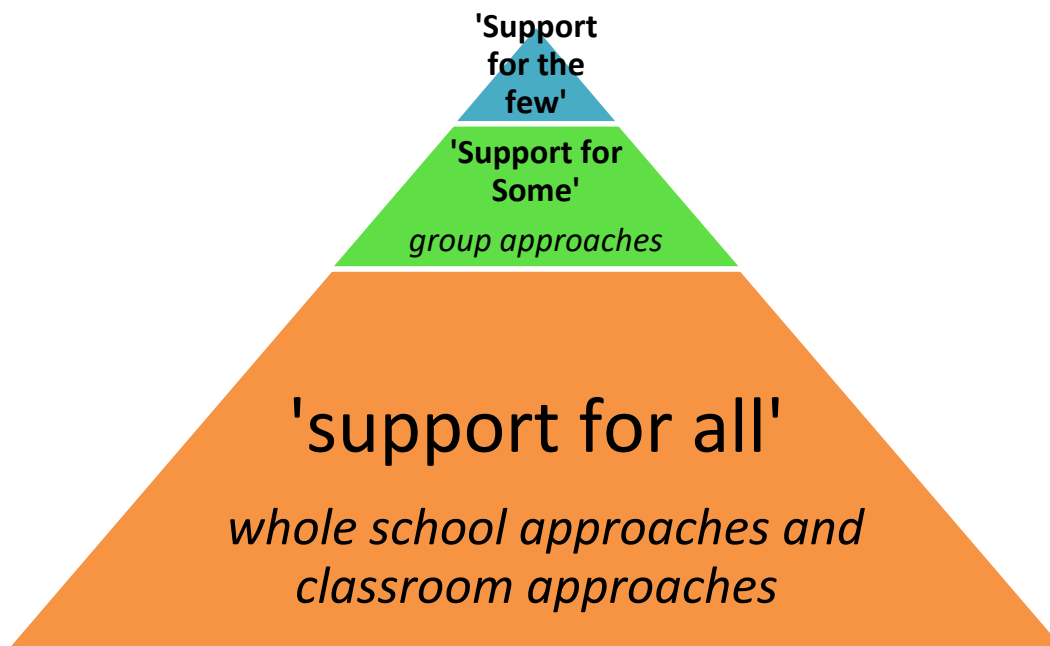
The philosophy of the policy draws on the NEPS document “Wellbeing in Post-Primary schools” and the Department of Education and Skills ‘Junior Cycle wellbeing Guidelines’. The policy is structured on the four aspects of Wellbeing as identified in fig 1 (from Guidelines, p.26). Using this overall structure, this policy gathers together into a coherent whole a significant number of policies, interventions and processes in the school through which we support and promote the Wellbeing of the school community.

The scope of this policy cover the four aspects of wellbeing in Mercy Mounthawk as detailed in the DES guidelines below: (a) school culture, (b) Curriculum (c) relationships and (d) planning and CPD.

#### Four aspects of wellbeing in schools



In the structuring of many of the individual processes in the school we are mindful of the NEPS continuum of provision as a framework as it provides a clear guide to understanding the different levels of support and/or intervention in any given process and as such provided a useful guide to provision in the school. The model suggests a continuum of support from 'support for all' through 'school support for some' to 'school support plus (for a few)' as in fig 2 below.



## **SECTION A. CULTURE**

### **Section A.1 School mission and ethos**

At this level we have a series of policies and procedures that promote wellbeing for all members of the school community – a whole school approach. The schools mission and ethos outlined in the introduction above permeates a series of policies and procedures that are directed in the school.

Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which works to ensure the prevention of factors that negatively impact on wellbeing, (2) the promotion of an understanding of and commitment to wellbeing across the whole school community

### **Section A.2 policies and procedures regarding the physical and social environment**

#### **A.2.1 Behaviour Code**

Mercy secondary School is a school community of students, teachers and ancillary staff, and parents/guardians, that fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community (*Mercy Mounthawk Behaviour code, section 2*). This is very much in keeping with the philosophy of the Guidelines and current research into the core supports for supporting the wellbeing of students (*Guidelines, p.23*).<sup>1</sup>

All members of this community have a right to be safe and respected. This 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. This code gives priority to the promotion of good behaviour, affirming that behaviour, and thereby creating and sustaining the environment for effective teaching and learning.

We hold the highest expectations of all members of this community. This code outlines these expectations. Central to this code is the knowledge that students' behaviour can change. The code seeks to outline strategies, goals, motivation and incentives to support a student in managing his/her behaviour. (*Mercy Mounthawk Behaviour code, section 2, p.3*)

This code also clearly outlines our response to behaviour which undermines the positive climate of our college. The code seeks to involve students, teachers and parents in the process of managing behaviour which hinders the promotion of positive teaching and learning.

#### **A.2.2 Anti Bullying Policy & Procedures**

In the promotion of wellbeing, we believe that each member of the community has the 'right to an education free from fear and intimidation' (*Anti-bullying policy, section 2.1*)

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<sup>1</sup> 'The quality of teacher-student relationships emerges as a key influence on child self-image'. Smyth, E. (2015). Wellbeing and school experiences among 9- and 13-year-olds: Insights from the growing up in Ireland study. ESRI/NCCA. p.v.

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 tackling it when it does occur. In this endeavour, the school adopts the elements of best practice which form the basis of the school's anti-bullying policy.

- *Establishing a positive school culture and climate which*
  - *is welcoming of difference and diversity and is based on inclusivity;*
  - *encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;*
  - *and promotes respectful relationships across the school community;*
- *Adopting a school-wide approach where there is a shared understanding of what bullying is and its impact*
- *Implementation of education and prevention strategies (including awareness raising measures) that*
  - *build empathy, respect and resilience in pupils; and*
  - *explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.*
- *Organising the Supervision and monitoring of pupils;*
- *Providing Supports for staff;*
- *Adopting consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and*
- *On-going evaluation of the effectiveness of the anti-bullying policy.*  
*(anti-bullying policy Section 2.2)*

### A.2.3 Substance Use policy

As the DES guidelines reiterate: 'the world in which we live presents young people with many challenges that affect their health and well-being. Exposure to alcohol, tobacco, and drugs is part of this reality.'

We are committed to addressing the needs of the whole school in relation to substance misuse. The School recognises that substances, both legal and illegal, are available in the local community and that the School, as part of that community, has an important role in terms of education, prevention, support and the handling of drug related incidents. (*section 1.3 of the Substance Use policy*).

In 2016.17 we piloted the 'Think about Alcohol' programme with a selection of students across the year groups. This HSE sponsored programme is being run in cooperation with the 'Kerry children and young people Services committee' and will following the pilot be utilised in the school.

### A.2.4 Health & Safety Policy

It is the policy of Mercy Mounthawk 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 Mercy Mounthawk and meets this through:

- *The provision of a safe place of work, including safe access and egress;*
- *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. (*see Health and Safety Statement 2019, Section 1.1, p.5*)

#### A.2.5 Child Protection Policy

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 this overall child protection policy. (*see Child Safeguarding Statement 02.2019*)

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 them. There is an obligation on the school to provide students with the highest possible standard of care in order to promote their wellbeing and protect them from harm.

#### A.2.6 Data Protection Policy

Mercy Secondary School Mounthawk Data Protection Policy applies to the personal data held by Mercy Mounthawk which is protected by the Data Protection Acts 1988 and 2003.

Mercy Secondary School Mounthawk is a *data controller of personal data* relating to its past, present and future staff, students, parents/guardians and other members of the Mercy Mounthawk community. As such, Mercy Secondary School Mounthawk is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 and 2003 which can be summarised as follows:

- Obtain and process *Personal Data* fairly.
- Keep it only for one or more specified and explicit lawful purposes:
- Process it only in ways compatible with the purposes for which it was given initially:
- Keep *Personal Data* safe and secure:
- Keep *Personal Data* accurate, complete and up-to-date:
- Ensure that it is adequate, relevant and not excessive
- Retain it no longer than is necessary for the specified purpose or purposes for which it was given
- To Provide a copy of their *personal data* to any individual, on request.

*(Data Protection Policy, March 2018, Section 3)*

#### A.2.7 Our Internet Safe Usage Policy

This Policy (printed in the students' Journals) ensures that students will benefit from learning opportunities offered by the school's internet resources in a safe and effective manner. Strategies are in place to maximise learning and reduce risks. Usage agreement from parent and student is required and every reasonable precaution is taken by the school to provide on-line safety.



## Section A.3 Teaching, Learning and Assessment

The management and staff in Mercy Secondary School Mounthawk are committed to the creation of positive, engaging learning experiences for our students.

### A.3.1 Mixed ability class grouping

Mercy Mounthawk operates a mixed ability class grouping policy in first year, TY, and Senior Cycle apart from the banding of core subject; English, Irish and Maths to allow for uptake at differentiated levels. There is a loose banding of students in 2<sup>nd</sup> and 3<sup>rd</sup> year. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice staff sees this structure as central to the promotion of student self-esteem.

### A.3.2 Use of a variety of learning & teaching methodologies and strategies

Mindful of the mixed ability settings in the majority of classes staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. In recent years staff has attended in service or undertaken projects in - Assessment for Learning (AFL) methodology, team teaching, differentiation, sharing success criteria and the organising group work and active learning methodologies. Emphasis has also been placed in recent years on the integration of ICT into teaching and learning in the school. These skills are of benefit in creating an engaged learning and teaching environment. Team teaching for SEN support is also now a significant strategy in the provision of SEN Support in the school.

### A.3.3. Assessment and Reporting

The school is involved in a process to develop an Assessment and Reporting policy in line with the guidelines from the NCCA <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting>. In this context we have introduced ‘Battelle for Kids’ as a tool for teachers to develop capacity within the school with regard to Assessment for Learning: <http://learningtogether.ie/battelle-for-kids/>

## Section A.4 Classroom Culture

### A.4.1 Positive relationships

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 underpins all the relationships at Mercy Mounthawk.

### A.4.2 The promotion of a culture of high expectations in all elements of school life

Explicit in our Behaviour Code and in our Mission Statement is the strong encouragement to create a culture of high expectation in our students. Whether in relation to academic achievement, social engagement or behaviour management, students are consistently reminded of the value the school places on their wholehearted engagement in school work and its hope and expectation for them as individuals and members of a community. There is

an active policy in the core subjects of English and maths (*Literacy and Numeracy*) to promote uptake of higher level papers and this is a strategy of our literacy and numeracy SIPs.

Tracking of student achievement and performance is supported by the Guidance department in the school who provide base line data through standardised testing at the start of educational cycles.

## **Section A.5 General School Culture and Initiatives in relation to Wellbeing**

### **A.5.1. Health Promotion Weeks**

Two weeks of each year are given over to a focused examination of an aspect of Wellbeing. Speakers and workshops on anti-bullying, drug and alcohol awareness, mindfulness, nutrition, mental health, sexual health, spirituality

These weeks are drawn from staff, local and national expertise and involve student engagement in the planning and evaluation process. Throughout the year students are invited to hear the insights of an array of motivational speakers on a broad range of topics.

### **A.4.12 Our involvement in the Health Promoting Schools programme**

In order to structure wellbeing activities the staff have this year engaged with the Health Promoting Schools Programme as a means of structuring school involvement with a number of social, wellbeing and community initiatives such as healthy eating, Green Flag, Active school flag and the Yellow Flag.

## **SECTION B. CURRICULUM**

In developing the Wellbeing curriculum in Mercy Mounthawk, we have been cognisant of the following principles:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE and Guidance as part of the wellbeing programme in junior cycle
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported
- Curricular provision is informed by student and parental feedback and is overseen actively by the Board of Management in the context of curricular change.
- Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle
- The Guidance Counsellors work collaboratively with staff in relation to the wellbeing programme and its implementation

### **Section B.1 School Curriculum**

#### **B.1.1 Broad provision of programmes and a comprehensive curriculum**

Central to the ethos of the school is a belief in the importance of providing a broad spectrum of curricular programmes and subjects. The school provides the full suite of programme

options within the Irish System. We are currently adapting the Curriculum in Junior Cycle to reflect the new choices in terms of short courses and the introduction of Wellbeing. The school is involved internally in the current Senior Cycle review.

Subject choice at second and fifth year is based on student choice. Option bands are built based on students' choice (once timetabling flexibility allows). This helps to meet the educational needs of a broad spectrum of our student cohort whilst also offering staff the opportunity for a diverse teaching experience. This supports a positive student experience of their learning choices.

### **B.1.2 Junior cycle**

In first year students get the opportunity to experience a range of the subjects available at Junior cycle level at the school. This process allows students to make an informed choice at the end of first year in dropping a subject. Students may adapt their choices - with guidance and parental involvement during the first month of second year. With an informed experience of each subject, delivered in a mixed ability environment in first year, we believe that our first years are less likely to find themselves struggling in a subject area in which they are not engaged. Materials on subject options and choices for students are circulated each year to students: <http://www.mercymounthawk.ie/wp-content/uploads/2018/03/2nd-Year-Options-Booklet-New-Junior-Cycle-2019.pdf>

### **B.1.3 Transition Year**

Transition year is an optional extra year following Junior cycle. It involves engagement in a wide and varied programme of curricular, co-curricular and extracurricular experiences. Student growth, maturity and self-awareness are central to the programme. Peer teaching, student work placement, third level and college tasters & career explorations all develop opportunities for student learning. Academically, students receive opportunities in all the subjects available at senior cycle at Mercy Mounthawk. The programme is currently chosen by approximately 75% of our third years. *(In response to the growth in demand the Board of Management has sanctioned an increase from 80 students in 2011 to 160 students in 2016).* This programme allows the staff the opportunity to teach in a creative manner, explore the vocational aspects of each subject and offer subject extension and enrichment opportunities.

### **B.1.4 Leaving Certificate Vocational Programme**

L.C.V.P. offers a practical application of the linked subjects and is popular with students taking 4/5 subjects at higher level. It facilitates those students with a particular vocational interest and is supported by the careers work experienced in transition year.

### **B.1.5 Leaving Certificate Applied**

L.C.A. is a key programme at Mercy Mounthawk. It provides an accessible and positive experience of senior cycle for students whose focus is on the P.L.C. or apprenticeship route to employment or to continuation in 3<sup>rd</sup> level education. It helps build student self-esteem and through programmes such as Social Education overtly supports student wellbeing. Many elements of the course such as the development of interview skills, the presentation of projects and work, engagement in work experience etc... enhance the confidence and Wellbeing of students. These skills are enhanced through the guidance programme in senior cycle.

### **B.1.6 Traditional Leaving Certificate**

Mercy Mounthawk offers 22 subjects at L.C. level. This comprehensive approach to subject provision increases the opportunity for student subject contentment, which in turn maximises student engagement in the context of the content-laden curricula to be studied. Information on the choices open to students is available at: <http://www.mercymounthawk.ie/wp-content/uploads/2018/03/Senior-Options-Booklet-2018-1.pdf>

### **B.1.7 SPHE and RSE and RE programmes**

Mercy Mounthawk has a full suite of curriculum programmes which focus on developing the skill sets around wellbeing and which support student formation.

- SPHE programme
- CSPE programme
- RE programme
- Guidance programme
- RSE programme

Links with components in the RE programme: Friends for life programme: The school utilises the 'Friends for Life' programme in 1<sup>st</sup> and 2<sup>nd</sup> year in RE and SPHE classes. This programme focuses on the acquisition of skills of resilience in anxiety prevention and management.

Retreats: It is the belief of school management and a core element of the ethos of the school that grounding in spirituality and faith is an essential basis for wellbeing and happiness in this world. As such, the school provided opportunities, as part of the faith formation programme of the school, for students engage meaningfully in the development of their faith and in exploring their spirituality. Retreats and reflection days are organised for senior cycle students in Ty and 5<sup>th</sup> year.

## **Section B.2 Co-curricular and extra-curricular Learning**

### **B.2.1. Our co-curricular programme**

Through the volunteerism and hard work of our staff our students are offered a wide and varied programme of co-curricular activities which serve to involve the students in extension activities and stimulates a positive staff-student relationship- these include involvement in Art projects and competitions, Poetry Aloud, Choir, Essay and Creative Writing opportunities, Traditional and contemporary Music projects, Debating, subject and general Quizzes, Science club, (BT & Scifest) Musicals, Drama etc...

School teachers also organise co-curricular trips and visits- theatre and drama, history, science related, as well as foreign tours to Germany and Spain and USA.

### **B.2.2 Our Extracurricular programme**

Through the hard work and commitment, the staff also provides a broad programme of extra activities. These include Gaelic football, Basketball, Hurling, Soccer, Athletics- both cross country and track, Rugby, as well as outdoor pursuits activities. Again these events serve to broaden the educational engagement and sense of belonging central to a sense of wellbeing at school. This programme is complimented by our Lunchtime programme which offers students

a broad array of activities including - table tennis, word & maths challenges and chess/draughts club,

### Section B.3 Other subjects and Learning Experiences

#### B.3.1 Study Skills, homework and assessment policies

In the pursuit of academic excellence it is our belief that appropriate study and revision practices must be in place for all students. It is essential that students, through self-discipline, develop a habit of study. The appropriate amount of time spent on homework, study and revision is outlined in the Student Journal.

The school promotes an engagement in evening study for students who desire a supportive structure for study. Please see the policy and structure for Evening Study at: <http://www.mercymounthawk.ie/supervised-study/>

Mercy Mounthawk undertakes, in conjunction with the Guidance Department in the school, a comprehensive study skills programme with all students. Talks are provided on a yearly basis to students and to parents on the structuring of study and on learning strategies. Study skills are delivered in SPHE classes in the first term of each year to 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years students.

#### B.3.2 SEN team work

The Board of Management is clear on the connection between the support offered through the SEN Department in the school and the support of SEN students with regard to Wellbeing. One of the central goals of the SEN department is: *To ensure full entitlement and access for pupils with special education needs to a high quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem* (SEN policy, Section 2, p.4)

The Board is therefore committed to ensuring full entitlement and access for pupils with special education needs to high quality education with a broad, balanced and relevant curriculum, *so that they can reach their full potential and enhance their self-esteem*. This is consonant with the provisions of the EPSEN 2004, (2) which provides that 'a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with (a) *the best interests of the child* in accordance with any assessment carried out under this act, or (b) the effective provision of education for children with whom the child is to be educated.

In order to properly support the Wellbeing of SEN students, there is a qualified SEN department in the school which meets with the Deputy Principal each week to 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.

The Resource team manages the creation of the learning groups at the beginning of the year. Planning for SEN delivery takes into account High and low incident needs students through withdrawal, team teaching, small class groups, year head EBD & ASD support and the provision of LCA.

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 creation of Individual Education Plans for individual students.

## Section B.4 Guidance and Student Supports

### B.4.1 Guidance counselling and mentoring

The Guidance plan in Mercy Mounthawk is developed ‘*within the context of the overall Wellbeing policy of the school, in accordance with “A Continuum of Support for Post-Primary Schools” (DES, 2010) and the NCGE (2017) A Whole School Guidance Framework. The latter (NCGE 2017) document “reinforces the key understanding that guidance provision in schools is ‘whole school’. This involves collective and collaborative action to develop student learning, behaviour and wellbeing, and the conditions that support these”.*

*(Mercy Mounthawk guidance Plan 2019, section 1.1)*

Targeted guidance is delivered by our full time guidance counsellor. This supports students with study, anxiety, passivity, relationship, peer, social or addiction issues in an in-school support environment.

A schedule of the Guidance support provided in the school is found in Appendix 1.

### Transition programme from primary to secondary

The school has worked to develop a systematic approach for the transition of students from primary. This involves a close working relationship with the primary principals, teachers, and SNA’s and the SEN department. Student profiling forms developed by the DES are received from the students Primary schools and are used in conjunction with our own school developed form to create a profile of incoming students. The Junior Cycle Deputy Principal and 1<sup>st</sup> year Year Head co-ordinate the use of these forms in supporting the transition of students into the school.

The transition programme also involves a series of events (the Open day and the Admissions Day) which allows each student become familiar with the geography of the school, the key personnel, their hopes and anxieties, the expectations the school will have of them and the additional supports and activities they may avail of.

## **TABLE OF CURRICULAR COMPONENTS OF WELLBEING IN MERCY MOUNTHAWK**

<b>WELLBEING IN JUNIOR CYCLE</b>				
<b>Activity</b>	<b>1<sup>st</sup> year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>Hours</b>
SPHE /RSE	1 period per week	1 period per week	1 period per week	3X22=66
PE	2 periods	2 periods	2 periods	3X44=132
CSPE	1 period per week	1 period per week	1 period per week	3X22=66

GUIDANCE ASSEMBLIES	10 mins x 4	10 mins x 4	10 mins x 4	3X22=66
				330hrs
RE / RSE	6 classes	6 classes	6 classes	12
Induction day	1 day (5 hrs)			5
team building	1 day (5 hrs)			5
Computer literacy - online safety	12 periods			8
Kerry Life Skills Self-esteem and engagement	2 periods	2 periods	2 periods	4
				330+34=364

WELLBEING IN SENIOR CYCLE					
Activity	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year	LCA	Hours
SPHE / RSE		1 period ½ year (11hrs)	½ period (11hrs)	99x40 (66hrs)	
PE	3 periods	2 periods per week (44)	2 periods per week (44)	3 periods per week	
CSPE					
RE / RSE	3 periods	8 classes (5)	8 classes (5)	6x40 (5hrs)	
GUIDANCE		1 period ½ year (11)	1 period ½ year (11)		
Retreats/reflection	1 day (5hrs)	1 day (6 hrs)	6 classes module mindfulness		
Team building	3 days (15hrs)				
Computer studies/safety on-line	11 classes				
Leadership module TY	1 period (22)				
ASSEMBLIES	10 mins x 4 (22)	10 mins x 4 (22)	10 mins x 4 (22)		



## **SECTION C. RELATIONSHIPS**

**In developing this aspect of Wellbeing in Mercy Mounthawk, we recognise the centrality of good of Relationships to the establishment of school community which forms the context for wellbeing.**

Mercy Mounthawk recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within our school community. We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful
- Making sure that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time
- Fully informing students as to where to get support and how to access the care structures in the school
- Resolving behaviour issues with care, respect and consistency
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues
- Providing forums for students so that their voices may be heard and they are involved in making decisions about their life in school
- Making sure that students know that their feedback is valued and, where appropriate, acted upon
- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children
- Sharing information with parents as to how they can support their child's wellbeing
- Maintaining strong links with the local community

### **Section C.1 Student teacher relationships**

#### **C.1.1 Staff with both a professional and personal commitment to the wellbeing of our students**

Our staff sees its role as supporting and leading forth the whole person. In keeping with the Mission Statement, staff at the school aspires to develop the whole person, spiritual, emotional, intellectual, social, cultural and physical. All relationships at our school are built on the central tenet of respect.

The core of teaching and learning is the quality of the relationship between students and teachers and all staff in Mercy Mounthawk are mindful of this reality.

Further to the generality of relationships between students and teachers in the school, Mercy Mounthawk has a full suite of pastoral support structures which provide support all students as part of their general education in the school.

#### **C.1.2 Use of Assemblies and the Tutor system**

Each half term begins with a formal year group assembly which reinforces the core aspects of the school Mission statement and the key elements of the Code of Behaviour couched in the terminology of the positive reinforcement.



The school operates a 10 minute assembly four mornings per week with a specified class tutor who is the main contact point for students in the school. The class tutor knows the students in the group and connects with them regarding work and attendance. The specific role of the class tutor is outlined in the staff handbook. The purpose of the morning assembly is to promote and engender a sense of community in the class group and support the sense of connection and belonging for each student with the school community.

### **C.1.3. Year Team**

Each year group has a dedicated Year Team which meets once a week to discuss the needs of students within that year group.

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.

Our six year heads work in a committed manner to manage the wellbeing of each year group. Year heads lead the whole group, offer mentoring guidance to the students who need extra support and work 1:1 with the few. Year heads also work closely with the Deputy Principals and Guidance counsellors in the provision of student support.

The Attendance strategy in the school is implemented and monitored by the Assistant year head in each year. (see the Attendance policy )

### **C.1.4. Recognition systems**

Hand in hand with the culture of high expectation is our culture of recognition. Staff members are strongly encouraged to “catch students doing good” and to use the practical reward mechanisms to celebrate this positivity. This policy has had a very positive impact on student behaviour at Mercy Mounthawk. While many of the more overt methods (Merit Cards, Improvement Cards), are most suited to the Junior school, their impact resonates throughout the school.

#### Use of intercom, school website & local media to celebrate student & staff achievement

In order to promote an awareness of the many accomplishments and positive events undertaken by our students (with the support of our staff) we use the local print and electronic media to celebrate the whole life of the school and offer reward and recognition for the diverse achievements at the school. Students are congratulated over the intercom on achievements and students are acknowledged to the Staff and the student body in the GP area at break times.

### **C.1.5 Behaviour Support Systems.**

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 IEP (individual Education Plan) and IBP (individual Behaviour Plan). Details of the development of such plans are outlined in the Behaviour Code and the SEN policy of the school.

## Section C.2 the Pastoral care Structure

As part of the whole school approach outlined in the introduction of this policy, and in accordance with the pyramid of support (NEPS), there is also a more focused approach adopted with a number of identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour, or who show signs of mental health challenges or who are in specified at risk categories. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups.

### a) Pastoral Care Team

Pastoral care is the measure of the care and attention given to student's wellbeing on being informed of needs and concerns not being met of those in our care. These needs and concerns range from students behind in their studies, emotional needs, bullying, etc. The Pastoral Care programme involves every member of staff with the Pastoral Care Team having overall responsibility for its implementation.

The Students' Council is essential in notifying the Care Team of their needs or concerns. Our Mission Statement enshrines the promotion of a Christian ethos, so that our Pastoral Care Programme is predicated on being integrated into the very fabric of our schooling process, helping our students to bridge the gap between childhood and adulthood, secure in mind and body.

Our pastoral care team meet once per week. It includes representatives from the SEN department, the RE dept, SPHE department, the guidance counsellors, and is co-ordinated by both deputy principals. The team reviews its current caseload and students indicated to them by members of staff, by parents or by student peers. It monitors ongoing concerns, agrees plans of action, forwards students to external agencies and indicates where staff may need training or skill set. The groups also works on policy such as Critical Incident reviews, of relevance to the provision of pastoral care and wellbeing.

Outside referrals are made when deemed necessary and the approach in relation to any form of supportive pastoral care interventions. Where the guidance counsellor or pastoral care team, in agreement with the student and his parents, believe that counselling may be of benefit, the student may avail of support during the school day and this support is always of a non-therapeutic nature. Such interventions are governed by the Pastoral Care Policy in the school.

### b) Health Alert information

Under the procedures outlined in the medical policy of the school a list of students with health related issues is maintained by management and circulated as needed to all members of staff. Students with a chronic or life threatening serious illness are placed here with key actions and contacts listed.

### c) The SNA Team

Our team of SNA's work to support those students with access to the expert skills required to assist students navigate the school day. Members of the SNA team also help to support students with organisational or behavioural difficulties to support the wellbeing of these students. The SNA team at Mercy Mounthawk successfully supports a number of extremely complex cases - facilitating their capacity to integrate into the school community with great

hard work and sensitivity. This work is governed by the principles in the SNA deployment policy.

d) Volunteer community mentoring programme

In conjunction with KDYS Mercy Mounthawk offers the VCM programme to a small number of students. The support mentoring happens for 1 period each week and can be delivered at 2 levels dependent on identified need. This support is financed by the Board of Management in conjunction with KDYS.

e) Critical Incident Policies

The Critical Incident Policy and Plan outlines how the staff will respond to a critical incident. This is an incident or sequence of events which overwhelms the normal coping mechanism of the school.

The Critical Incident Management Plan helps school staff react quickly and efficiently in the event of an incident. It maintains a sense of order with support offered to students, staff and families. It minimises the effects on students and facilitates a return to normality as soon as possible.

## Section C.3 Teacher Wellbeing

### C.3.1 Dignity in the Workplace Policy

This Policy sets out the criteria upon which a positive working environment in Mercy Mounthawk is created and maintained where one's dignity at work is recognised and protected. It ensures that all complaints are taken seriously and dealt with promptly. Its purpose is to eliminate the potential for bullying, sexual harassment, victimisation or discrimination in the workplace. The Complaints procedures as agreed by the A.S.T.I., the D.E.S. and the J.M.B. are operated in this school.

### C.3.2 Promoting Staff Wellbeing

Staff at Mercy Mounthawk work in a supported environment. Undoubtedly, the nature of the role – in seeking to develop the whole person – is hugely demanding.

a) 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 Board Chair and the principal with individual members of staff.

b) As a small gesture of gratitude, the Board invites members of staff to a dinner at Christmas of each school year. The Board has also recently upgraded staff facilities in the staff workrooms. The move to teacher based classrooms in 2016/17 school year has, it is hoped, improved working conditions for staff.

c) School Management work collaboratively with the whole staff. Particular requirements are listened for and responded to. 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.

d) At morning meetings and at staff meetings teacher/staff achievement is recognised, staff is kept informed through ease of access to management at all times. As a consequence of staff commitment, student behaviour and engagement with school is of a high level at this time. While the principal and Deputies meet regularly with staff members in working groups and on an informal individual basis, it is the policy of the principal to meet with staff members individually each year to allow time to discuss professional issues.

e) Over recent years staff CPD has been organised in Mindfulness, in first aid training, and in voice management. Each year the staff Social Committee organise a number of social gatherings to mark the end of each term or special events.

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

## **Section C.4 Students' Voice and Peer Relations**

### **C.4.a Student Council Engagement and activities**

The Student Council at Mercy Mounthawk is task and activity centred. The student council has the opportunity to present student plans and concerns to management in a coordinated fashion. The three sub committees have an identified goal/project each year which they focus on implementing along with the lead teachers. This structure promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers.

### **C.4.b In relation to the discipline code and bullying policy**

Each policy has a set of procedures in relation to engaging with some students who have not lived up to the expectations in the codes.

Use of restorative reflection processes

Year heads and teachers utilise the restorative reflective practice process to support the engagement with behaviour issues in a calm and structured fashion. Restorative practices facilitate an increase in understanding of consequence and aids the rebuilding of relationships following a serious incident or situation. It also offers a framework in which staff can work with sensitivity and with progression with students who require support and structure in moderating their behaviour and in learning good interpersonal skills.

## **Section C.5 Partnerships with parents/guardians and the wider community**

### **Section C.5 .1 Partnership with parents**

#### **Parents' Council engagement & activities**

The Parents' Council in the school meets once a month. Furthermore, at least one parent education event is organised each term- on diet and nutrition & on internet safety. The Parent

Executive prior to main meeting. Working with parents to plan for student wellbeing is central to its function. Each year parents assist with the organisation of wellbeing events for students- delivering workshops or helping with walks. Parents are also engaged in developing policy and procedure.

## Section C.5 .2 Partnership with the Local community

## Section C.5 .3 Partnership with Support Organisations

The school has worked to establish close supportive relationship with a broad spectrum of services in order to have the capacity to call on the expert assistance available National Education Psychological Services, Special Education Needs Organiser, Education Welfare Officer and TUSLA, HSE Social services, Kerry Intervention Disability Services, Child Adolescent Mental Health Services , Juvenile Liaison Officer service, Garda Youth Diversion Programme workers, Pieta house and South west Counselling centre, Kerry |Diocesan Youth Service & HSE Children's Services Committee While many of these agencies engage in a reactive role, the work of NEPS & KDYS in particular supports the proactive.

### C.5.3.a Our partnership with Kerry Life Skills

Our S.P.H.E. programme is supported by twice yearly workshops with Kerry Life Skills for each junior Cycle class. Each workshop is planned with the student group and the class SPHE teacher attends each workshop. Kerry Life Skills also work with the staff both as a whole group and in small teams on specific issues as the need arises.

### C.5.3.b Social justice engagement

Through the RE Dept students are engaged in a number of social justice and fund raising events throughout the year. These include raising student awareness on men's health through involvement in fund raising for St Vincent de Paul through *Carol singing*, engagement in the *SVdP, Christmas Food appeal* and the *Shoebox Appeal*. Engaging students in community development and support for the more vulnerable in society assist the development of awareness in our boys. There is a very strong commitment to Social Justice promoted through the YSI initiatives in Transition Year.

## **SECTION D. POLICY AND PLANNING**

In developing this aspect of Wellbeing in the school, we have been mindful of the following principles:

- School policies are developed and reviewed in partnership with students, parents and staff
- Policy documents are accessible and shared with students and parents
- Policies are enacted with fairness and compassion
- Appropriate planning time is allocated to wellbeing, which is an important feature of whole-school and subject planning
- Staff are supported if they wish to pursue wellbeing CPD and encouraged to share their resources with colleagues

### **Section D.1 Wellbeing School policy development and relationship with other school policies.**

This Wellbeing policy operates in many ways as an umbrella Policy which connects a range of other policies within the school in the support and development of Student Wellbeing as has been outlined above. The school will continue to review individual policies on a rotating basis as new and significant challenges and changes occur. The schedule for the review of related policies is found in Appendix 3 below.

### **Section D.2 School self-Evaluation**

This planning section encompasses the work of the current Board of Management (2018 – 2021) and outlined their process and goals for supporting wellbeing in Mercy Mounthawk. The current Board took over the process begun in 2017/18 by the previous board and is following an implementation strategy based on the SIP/SSE model in relation to supporting ‘Wellbeing’ in the school in three broad stages:

- 2017/18 - review and survey
- 2018/19 - policy development and goal setting
- 2019/21 - implementation and evaluation

The process of developing the wellbeing programme follows the six-step procedure outlined in the School Self Evaluation guidelines.



We are cognisant of the necessity to constantly plan, review and reflect, three premises also inherent in School Self Evaluation (SSE).

The voices of all partners in education have informed the design and contents of our Wellbeing Programme. Teachers' voices have positively shaped the Wellbeing programme from the outset. The process of consultation and curriculum planning has included whole-staff consultations, School Development Planning, Pastoral Care and Wellbeing Planning Team meetings. Students' voices have informed the Wellbeing programme through meetings with the Student Council and by conducting Wellbeing student focus groups. Wellbeing presentations were made to the Parents Association and to parents of incoming 1<sup>st</sup> Years and to the Board of Management. It is envisaged that the Wellbeing programme 2017-2020 will achieve synergy and a cohesive approach to Wellbeing. We use feedback to inform the curricular plan for Wellbeing. Explore the full spectrum of innovative curricular possibilities for Wellbeing, aligned to the identified subject areas, PE, SPHE, CSPE, Guidance and other units of work.

The wellbeing committee will monitor actions taken to date and will review the process each year. See appendices for a summary of data gathered and actions taken as a result.

### **Section D.3 Subject and whole school planning**

All elements of this policy are reviewed periodically, through informal student feedback on the speakers, programmes and activities, by Questionnaires and small group discussions.

The initial Wellbeing plan (2017/2021) has been based on a survey of parents and students carried out in the school. The results of this survey are included in Appendix 2 below. From this survey we have identified two areas for attention school-wide: (a) daily Physical Activity and (b) Healthy eating. Our initiatives in Health promotion weeks will focus on these two important agendas.

#### **Section D.4 CPD planning**

We are committed to building staff capacity in the delivery of a wellbeing curriculum and in supporting Wellbeing through the provision of CPD and planning time. A number of initiatives have already been undertaken in this respect.

#### **Section D.5 Ratification, Implementation and Review**

The policy document will be formally reviewed every 24 months from the time of ratification

Ratified by the Board of Management \_\_\_\_\_

Review date: \_\_\_\_\_



**APPENDIX 1... GUIDANCE DELIVERY AND WELLBEING IN MERCY MOUNTHAWK**

<b><u>YEAR GROUP</u></b>	<b><u>GUIDANCE DELIVERY in Mercy Secondary School Mounthawk</u></b>
1	Visit to base class in first term One –to-one meeting with students on request Study Skills module delivered over a three week period during SPHE class time in the first term
2	Visit to base class in first term One –to-one meeting with students on request Study Skills module delivered over a three week period during SPHE class time in the first term
3	Visit to base class re: Senior Cycle options/subject choices: 3 class periods. Administration of CDM Interest Inventory over three class periods
4	Administration of DAT –Aptitude Testing, over four class periods
5	Two, half year rotating programmes: “ <i>Learning to Learn</i> ” & SPHE One –to-one meeting with students on request
6	Weekly shared timetabled class
LCA 1	Weekly timetabled class
LCA 2	Weekly timetabled class

## APPENDIX 2... SCHOOL SELF EVALUATION AND WELLBEING

### **REPORT ON THE STUDENT WELLBEING SURVEY - survey instrument 2017/18/19**

#### **Comparative analysis of Parent and Student Survey instrument conducted in the 2018.19 school year.**

##### **Section 1. The research**

As part of the process of consultation in the development of the 'Wellbeing' policy for the school in the context of the introduction of 'Wellbeing' into the curriculum, we surveyed the perceptions of parents and students on the engagement of the school with students in the promotion of different aspects of Wellbeing.

The survey instrument was developed as a survey monkey questionnaire based on the consultation document in Appendix 4 of the Guidelines on Wellbeing in Junior Cycle published by the DES. This questionnaire is structured on the six indicators of wellbeing which are the pillars of the programme: being active, being healthy, being connected, being resilient, being respected and being aware.

Our survey was circulated to parents via the internet and parents were invited by school text to participate and respond. N = 149 (sample 15% approx. of the parent body)

The second survey of students was conducted in class groups across the school. N = 250 which is a 20% sample of the school population). The sample was representative of the school as follows: 1<sup>st</sup> year – 19.2%, 2<sup>nd</sup> year 25.3%, 3<sup>rd</sup> year 12.45%, transition year 20.8% 5<sup>th</sup> year 7.23% and 6<sup>th</sup> year 14.8%)

##### **Section 2. Summary of the Findings**

This report on the findings will provide a reflection on the survey structured along these same lines.

###### **1. Being active and Healthy**

- *being a confident and skilled participant in physical activity* • *being physically active, to make healthy eating choices*

While 63% of parents agreed that the school encouraged students to be confident and able to participate in physical activity, only 45% of students agreed with this. Of greater concern is that only 45% of parents and 33% of students agreed that the school encouraged students to be active every day. 16.8% of parents and 28.9% of students responded that this message was not yet communicated to them. This response indicates an agenda for the school in relation to promoting daily physical activity.

Linked with this, only 36.4% of parents and a lower 28.3% of students felt that the school promoted the message of Healthy eating while 22.9% of parents and 35.6% of students felt that this message was yet to be delivered. Again this presents an agenda in relation to promoting the message of making healthy eating choices.

## **2. Being Responsible:**

- *being able to take action to protect and promote their wellbeing and that of others*
- *making healthy eating choices*
- *knowing when and where their safety is at risk and enabling them to make the right choices*

This indicator has three questions which cover a broad range in relation to taking responsibility for health. In relation to the item on encouraging positive relationships with peers and teachers 67% agreed that this was being promoted – which is a strong positive response. Likewise, 60% experienced the school as encouraging students to take action to protect and promote their wellbeing. However there was a lower response in relation to making healthy eating choices with only 36.4% of parents considering the school was encouraging this aspect. Indeed 22.9% believed this was not yet being done – the highest negative score in the survey). It is recommended therefore that consideration be given to this aspect.

## **3. Being Connected:**

- *feeling connected to their school, their friends, community and the wider world*
- *understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts*

One of the most positive indicators was that 68.2% of respondents perceived that their son/daughter felt connected to their school and community. But a lower number 57.8% felt that they understood how their actions might impact on their own wellbeing or that of others.

## **4. Being Resilient:**

- *feeling confident in themselves and having the coping skills to deal with life's challenges*
- *knowing where they can go for help*
- *believing that with effort they can achieve*

Under the category of resilience, there was a very positive response (one of the most positive in the survey) where 76% perceived that the school promoted the belief that with effort students can achieve. This is probably connected with the response to question 15 where 60.8% believed that the school encouraged students to be aware of themselves as learners and know they can improve. However the answers in relation to feeling confident with their level of coping skills for life and knowing where they can go for help were considerably lower with only 49.6% believing that the school encouraged students to feel confident in their own coping skills and 52% believing that the school was supporting students in knowing where they can go for help.

## **5. Being respected:**

- *showing care and respect for others*
- *having positive relationships with friends, peers and teachers*
- *feeling listened to and valued*

While respondents felt that the school promoted students in showing care and respect for others (76.3% - again one of the most positive responses in the survey), a lower number

perceived that the school achieved the sense for students that they were listened to and valued (41.7%).

#### **6. Being Aware:**

• *being aware of their thoughts, feelings and behaviours and being able to make sense of them* • *being aware of their personal values and able to think through their decisions* • *being aware of themselves as learners and knowing how they can improve*

While parents perceived that that school helped students to be aware of themselves as learners and know they can improve (60.8%), there was a lower number who believed that the school encouraged students to be aware of their personal values and think through their decisions (45.2%) or to be aware of their thoughts, feelings and behaviours (44.2%).

### **Section 3. RECOMMENDATIONS for ACTION**

#### **To summarise the finding of the survey:**

**School strengths:** Based on the parental responses received, the school is strong in

- Encouraging students to show respect and to care for others (76.3%),
- In helping students to be aware of themselves as learners and in knowing they can improve with effort (60%)
- In promoting the belief in students that with effort they can achieve (76%)
- In creating community where students feel connected to their school (68.2%) and are encouraged to have positive relationships with their peers (67%).

**Areas for attention:** Based on the survey it is recommended that consideration and focus should be focused on the following areas in the Health Promotion Programme in the school.

- Encouraging students to be active every day (16.8% negative score)
- Encouraging Healthy Eating choices (22.9% negative score)
- Supporting students in feeling confident in their own ability to cope with life and in knowing where to go for help in situations. (12.9% negative score)
- Focusing on listening to students and valuing their opinion.
- Supporting students in developing their awareness of their thoughts, feelings and personal values. (11.6% negative score).

SURVEY ON WELLBING (Feb 2018) PARENTS AND STUDENTS		comparati	strongest aspect				aspect needs att	
			yes P	yes S	to some extent P	to some extent S	not yet P	not yet S
<b>BEIING ACTIVE and HEALTHY</b>								
1	to be a confident and able participant in physical activity		63	45.6	30.8	38.4	6	16
2	to be physically active every day		42.5	33.7	40.5	37.5	16.8	28.9
4	to make Healthy eating choices		36.4	28.3	40.5	36	22.9	35.6
<b>BEING RESPONSIBLE</b>								
3	to be able to take action to protect and promote my wellbeing and that of others		60	45.1	33.7	40.6	6.08	14.2
7	to understand how my actions and interactions impact on my own wellbeing and that of others		57.8	57.4	31.2	29.7	10.8	12.8
<b>BEING CONNECTED</b>								
6	to feel connect to my school, community and wider world		68.2	51.5	25.6	32	6.08	16
5	to have positive relationships with my peers and teachers		67.5	64.5	29.7	26.6	2.07	8.8
7	to understand how my actions and interactions impact on my own wellbeing and that of others		57.8	57.4	31.2	29.7	10.8	12.8
<b>BEING RESILIENT</b>								
8	to feel confident in myself and have the coping skilss to deal with life's challenges		49.6	47.8	37.4	29.8	12.9	22.3
9	to know where I can go for help		52.3	54.4	39.8	27.2	8.1	18.4
10	to believe that with effort I can achieve		76.3	71.3	18.4	20.5	5.48	8.06
<b>BEING RESPECTED</b>								
11	showing care and respect for others		76.3	75.9	20.27	16.8	3.3	7.23
12	to feel listened to and valued		41.7	41.3	48.6	37.7	9.59	20.8
<b>BEIGN AWARE</b>								
13	being aware of my thoughts, feeling and behaviours and can make sense of them		44.2	54.2	45.5	30.5	10.2	15.2
14	to be aware of my personal values and can think through my decisions		45.2	52	43.1	33.2	11.6	14.8
15	to be aware of how I learn best and know how I can improve.		60.8	50.4	30.4	32.8	8.7	16.8

**APPENDIX 3... SCHEDULE OF POLICIES RELATED TO WELLBEING**

<b>POLICY SCHEDULE - WELLBEING POLICIES MERCY SECONDARY SCHOOL MOUNTHAWK</b>				
<b>POLICY</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/2021</b>
<b>Data Protection GDPR</b>		Review for ratification BoM March 2019	Annual review	Annual review
<b>Child protection</b>	Audit of cases June 2017 Statement signed by the BoM August 2017	Review August 2018 Annual review Feb 2019 COMPLETE	Annual review	Annual review
<b>Health &amp; Safety</b>	New policy is unfinished (June 2017)	Ratified 2019 COMPLETE	Review annually	Review annually
<b>Behaviour Code</b>	Amendments May 2017	Annual review August 2018 COMPLETE	Annual review	Annual review
<b>Anti-Bullying</b>			Review 2019/20	
<b>Substance Use Policy</b>			Review 2019/20	
<b>WELLBEING</b>	Writing of the basic policy ready for consultation in 2017/18	Ratified Feb 2019 COMPLETE		
<b>GUIDANCE policy</b>	Review in 2016 to integrate the new RACE model and the Wellbeing	Further review 2018 JC For BoM Dec 2018 COMPLETE		
<b>Critical incident policy Policy on Student Death through accident/illness</b>		Review started in 2018 – to be completed by May 2019  Merge these policies		

Pastoral Care policy		For finalisation May 2019		
Policy Student Suicide				
Policy on the Death of a Teacher				
Dignity in the Workplace				
Vetting Policy			Review 2019/20	
SEN	Review begun in the light of new RACE and Sen provision model – completed 2018 OK	For BoM November 2018 COMPLETE		
Teaching and learning policy		New policy to be developed integrating these old policies 2018/19		
Access to the curriculum Subject choice policy	Review of elements of the policy completed may 2017			
Study / homework Policy	Needs a review	For completion Sept 2019		
SPHE / RSE	Needs a review in the context of Wellbeing	Both policies to be reviewed and integrated with the wellbeing policy 2018/19		
Extracurricular Activity/Co-curricular Activity	To be reviewed in the context of wellbeing and JC achievement	For completion		

	profile	Sept 2019		
<b>Ethos and Student formation</b>		New policy for development for completion 2020		
<b>Data Protection</b>	Updated in 2016 to be GDPR compliant	Implementation of the new policy – interim review Feb 2019	Review 2020	