

2025/2026

St. Colman's Community College, Midleton Wellbeing Policy



St Colman's Community College
Wellbeing Policy

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1. Introduction

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

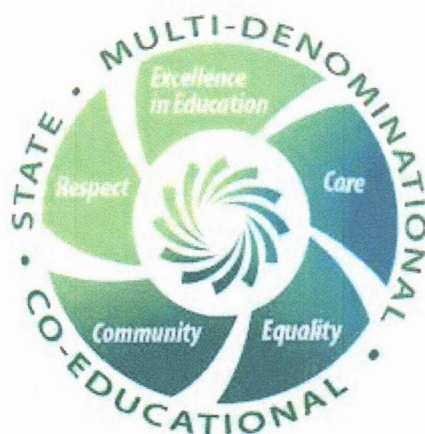
World Health Organisation, 2001

In the light of our Mission Statement, St Colman's Community College Wellbeing policy aims:

- To develop a community of learning which supports and enhances the emotional and social wellbeing of all.
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student.
- To ensure a happy, safe and secure environment for the benefit of all.

ETB Ethos:

The five core values of the Ethos framework are the foundation of this policy. Equality, Care, Community, Respect and Excellence in Education are fundamental to our implementation of the Wellbeing curriculum and considered in all areas of the programme.



In accordance with the requirements of the Framework for the Junior Cycle 2015 and the Junior Cycle Wellbeing Guidelines developed by the NCCA, the Board of Management of St Colman's Community College has adopted the following Wellbeing policy within the framework of the school's overall plan.

Circular 0079/2018 is taken into consideration at each Curriculum Review Group meeting.

Recognising the Importance of Relationships for Wellbeing in School:

St Colman's Community College 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 through restorative practice;
- 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; and
- Maintaining strong links with the local community.

2. Policy Links

This policy is informed by and informs other policies



Code of Behaviour Policy
SPHE Plan
RSE Policy
Bi Cinealta
Internet Safety Policy
Dignity in the Workplace Policy
Child Protection Policy
Critical Incident Policy
Guidance
AEN Policy
Whole School
Whole School Planning Documents
CPD
ICT - AUP
Health and Safety/Risk Assessment

- Create a Wellbeing Programme that is a bespoke policy that meets the needs of our students
- It should encompass a Whole School Approach
- It should allow us to address the area of Wellbeing in our school through curricular and extra curricular provision,
- Our policy should comply with DES Circular 0015/2017 which mandates 300 hours of Wellbeing to be included on the time table over the 3 year cycle from September 2017 and building to 400 hours of Wellbeing by 2020. (As of 24/25 and 25/26, St Colman's Community College meets the required 400 hours of Wellbeing)
- Our policy is informed by parents, students and teachers
- The Indicators of Wellbeing are connected.
- We strive to ensure that our Wellbeing policy is informed and informs other relevant policies.

Supporting and Promoting a Culture of Wellbeing in School promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion;
- The school is a safe place for all students;
- All Child Protection procedures are in place, with all staff renewing their Child Protection training at regular intervals, most recently in August 2024;
- Wellbeing noticeboards in all classrooms to display and promote all aspects of wellbeing.
- There are spaces for students to congregate socially and to have quiet time;
- The school building is accessible for all students;
- Students and staff take pride and care in maintaining the physical environment;
- The school environment is conducive to promoting physical activity and healthy eating choices;
- Teachers have high expectations for all students;

- There are open, positive, supportive relationships between teachers and students in class and outside;
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices;
- Students feel safe, secure and respected in their classrooms;

4. Whole School Approach

St Colman's adopts a Whole-School approach to Wellbeing.

- Our Student Voice programme offers a suite of options where students can be involved and influence the school;
- Extra-curricular activities provide opportunities to assist in the support of student wellbeing and their holistic education;
- Throughout the year, there are various themed weeks that highlight and support wellbeing, for example, Wellbeing Week, Stand Up Awareness Week, Neurodiversity week.
- Through our Additional Educational Needs provision, Inclusion is a cornerstone of our school culture;
- Students are encouraged to actively engage in their learning so that they may enjoy being at school;
- Students receive regular formative feedback about their learning and how they can improve;
- Students have regular opportunities to talk about their learning and what helps them to learn;
- Student achievements are recognised and celebrated through awards ceremony, Hidden Hero, positive discipline system; structured assemblies and school reports (Junior Cycle Profile of Achievement);
- Teachers use active methodologies to develop the key skills in their subjects;
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success;
- Our JCSP programme for junior pupils helps to support pupil wellbeing through the positive benefits of reading;
- Student voice - established class reps / student council representing the student body views.

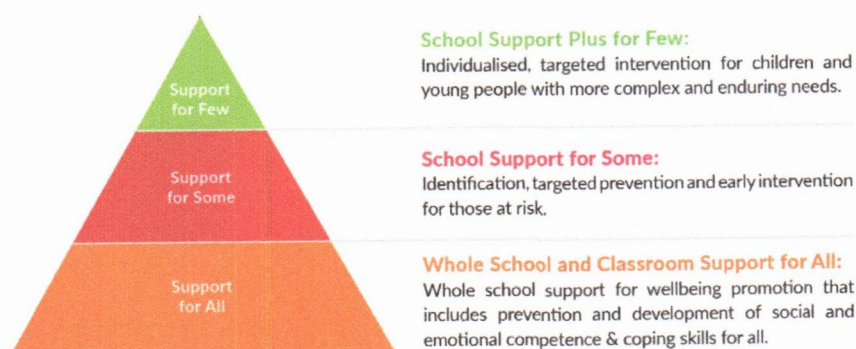
Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion



Wellbeing Policy Statement & Framework for Practice 2018

☐ Steering Committee for Wellbeing Implementation	☐ Wellbeing Committee
☐ Wellbeing incorporated in all subject plans	☐ Care team
☐ Student Support Systems	☐ Class Teacher / Year Head system
☐ NBSS	☐ SCP
☐ Guidance	☐ HSCL
☐ Links to outside agencies e.g. My Place / Gardai /HSE/Jigsaw	Extra-Curricular Activities
☐ Social Club	☐ Mentoring & Leadership

Table 1: Continuum of Support



The focus of the guidelines is on how post-primary schools may include all students in processes of learning and development. The continuum of support encompasses a graduated solution orientated framework of assessment and intervention in schools, comprised of three distinct school based processes which are summarised below:

Support for ALL is a process of prevention, effective mainstream teaching and early identification. These systems are available to all students and effectively meet the needs of most students.

School Support (for Some) is an assessment and intervention process which is directed to some students, or groups of students who require some additional input.

School Support Plus (for a Few) is generally characterised by more intensive and individualised support. This level of intervention is for students with complex and/or enduring needs and relatively few students will need this level of support.

Current School Supports for Students

Student Supports	1 st Year	2 nd Year	3 rd year	TY	LCA 1	LCA 2	LCE 1	LCE2
Class Teachers	◆	◆	◆	◆	◆	◆	◆	◆
Year Heads	◆	◆	◆	◆	◆	◆	◆	◆
Student Support Team	◆	◆	◆	◆	◆	◆	◆	◆
BFL Programme	◆	◆	◆	◆	◆	◆	◆	◆
LCA/TY coordinators				◆	◆	◆		
HSCL	◆	◆	◆	◆	◆	◆	◆	◆
SCP	◆	◆	◆	◆	◆	◆	◆	◆
Counselling	◆	◆	◆	◆	◆	◆	◆	◆
SNA's	◆	◆	◆	◆	◆	◆	◆	◆
JCSP	◆	◆	◆					

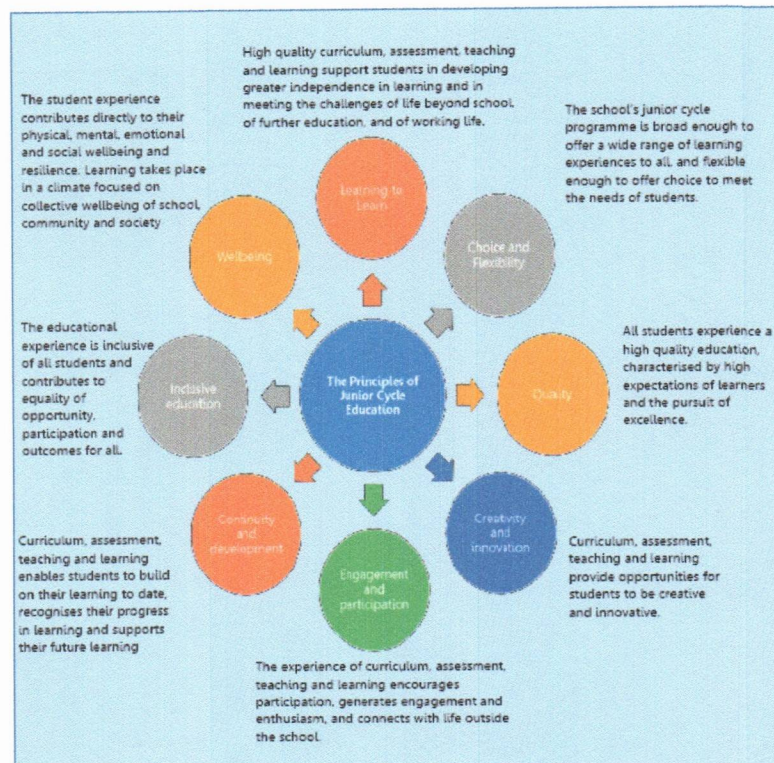
After school study					◆	◆	◆	◆
UCC+ Grinds								◆
UCC+	◆	◆	◆	◆	◆	◆	◆	◆
MTU Access	◆	◆	◆	◆	◆	◆	◆	◆
MindOut				◆	◆	◆	◆	
Work Experience				◆	◆	◆		
Speakers In				◆	◆	◆	◆	◆
Hidden Hero	◆	◆	◆	◆	◆	◆	◆	◆
AS Classes	◆	◆	◆	◆	◆	◆	◆	◆

5. Links to the Junior Cycle Framework and New Senior Cycle Framework

Wellbeing will provide learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and to enable students to build life-skills and to develop a strong sense of connectedness to the school and to their community. It will also emphasise the role that students play in their family, community and society in general. Furthermore, it will complement the contribution that the family, the community and relevant agencies make to supporting student wellbeing.

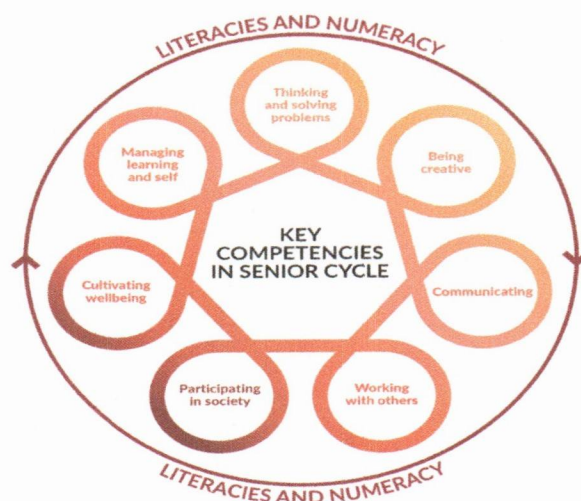
Links to the Principles of the Junior Cycle

Eight principles underpin the Framework for Junior Cycle (Figure 1). These principles will inform the planning for as well as the development and the implementation of junior cycle programmes in all schools. Wellbeing is one of these.



Principles of the Senior Cycle

The senior cycle key skills framework is an integrated framework reflecting the strong interrelationships between five skills. (NCCA 2024)



6. Links to the Statements of Learning and Skills from Oide

Links to the Statements of Learning

The twenty-four statements, underpinned by the eight principles, are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme. Schools will ensure that all statements of learning and the eight key skills feature in the programmes offered to their junior cycle students.

(Framework for Junior Cycle, 2015)

The following statements are particularly applicable to Wellbeing:

SOL 5. has an awareness of personal values and an understanding of the process of moral decision making

SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL 7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

SOL 10. has the awareness, knowledge, skills, values and motivation to live sustainably

SOL 11. takes action to safeguard and promote her/his well being and that of others

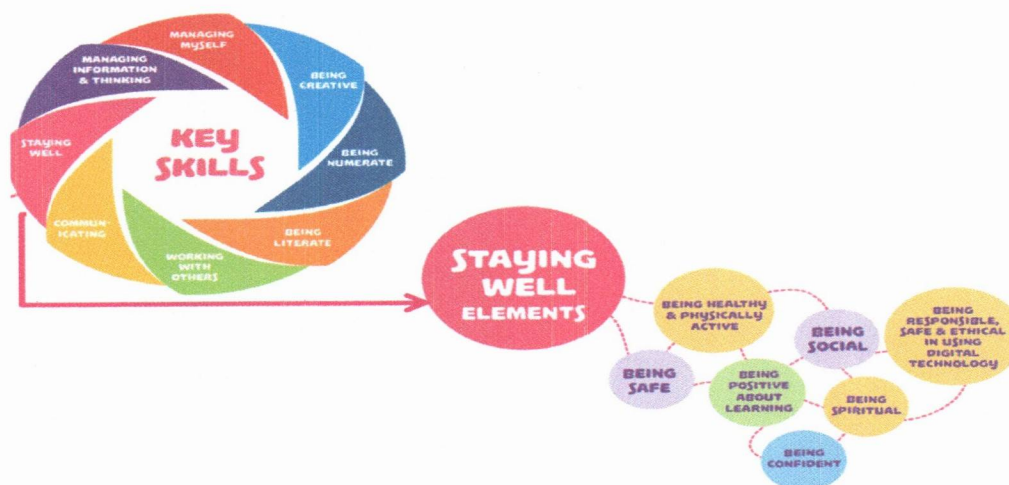
SOL 12. is a confident and competent participant in physical activity and is motivated to be physically active

SOL 13. understands the importance of food and diet in making healthy lifestyle choices

Links to the Skills from the Junior Cycle

There are eight key skills required for successful learning by students across the curriculum and for learning beyond school.

Key skills will be embedded in the Learning Outcomes of every Junior Cycle subject and short course. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world.



Wellbeing Curricular Provision - DES Guidelines

St Colman's Community College offers a wide range of subjects and programmes to choose from for pupils' educational needs in turn supporting their wellbeing.

We provide the following - 6 AS classes, L2LP, L1LP, Junior Cycle, TY, LCA, LCVP and LCE.

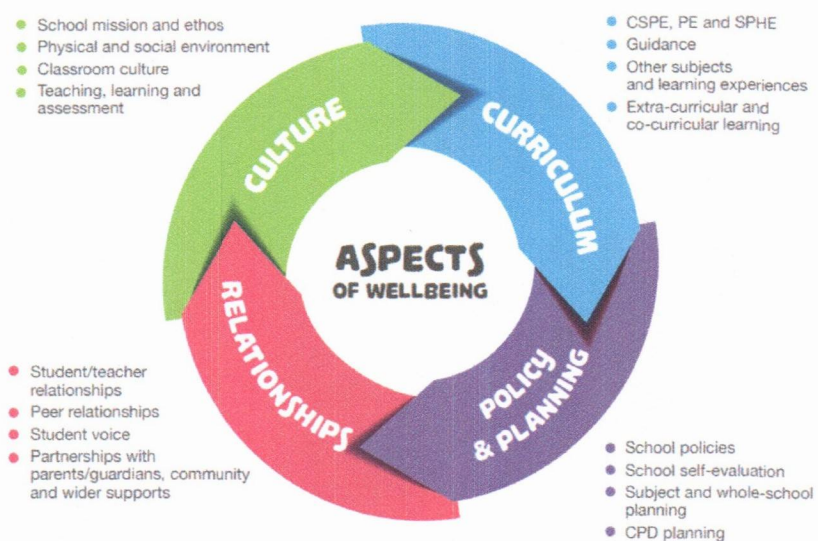
- From September 2017 wellbeing has been allocated a minimum of 300 hours timetable engagement and this has built up to 400 hours.
- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing will be further embedded into the school curriculum through three key Subject areas which are; CSPE, SPHE, PE and Guidance related learning.

Our Literacy Short Course also supports Wellbeing. The principles of wellbeing are embedded into the Literacy Short Course. The Literacy class uses metacognitive strategies to help students reflect on their progress and take responsibility for their learning. The curricular element focuses on the relationship between reading for pleasure and how it benefits our wellbeing.

- Wellbeing is inclusive of all and appropriate students are offered Level 2 priority learning units including wellbeing.
- Information Note TC 0001/2024 on Whole School Guidance will inform how Guidance becomes embedded across all subject departments over time, which we envisage will also support pupils' wellbeing.

7. Wellbeing Guidelines

Each of the four aspects of Wellbeing has been considered in the development of this policy.



Links to the Wellbeing Indicators



The 6 indicators of Wellbeing are outlined above and we believe that Wellbeing matters not simply because it leads us to better educational outcomes or can influence young people's outcomes as adults. Wellbeing matters in the here and now. It is important in its own right because all students have a right to feel cared for in school. All our programmes are devised with the Wellbeing indicators in mind and the needs of the students at the centre of these programmes.

8. DEIS and Wellbeing

- ☐ Our Deis pillars are Attendance, Retention, Literacy, Numeracy, Attainment, Transitions, Partnership with Parents, and Partnership with Others
- ☐ Each DEIS group will update their initiatives for the coming year, with the Wellbeing Indicators and the Key Skills from the NCCA and the LAOS Statements of Practice 2022.
- ☐ Current Action Plan available in our current DEIS plan.

Sample Subject plan

Wellbeing and Geography

The goal of wellbeing is human flourishing (Nel Noddings)

Students Wellbeing

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. (Junior Cycle Wellbeing Guidelines, p.9)

What does it mean for a student to flourish?

- curious and eager to learn
- creative and imaginative
- connected and empathetic
 - good team players
- confident about who they are
 - resilient and persistent
- positive about themselves

The role of schools in promoting and supporting wellbeing

Schools have a central role in supporting and promoting students' learning **about** wellbeing and **for** wellbeing.

Learning about wellbeing takes place through specific areas of the curriculum.

Civic, Social and Political Education
Social, Personal and Health Education
Physical Education
Guidance Related Learning
Other Areas of Learning

Learning for wellbeing takes place through their whole experience of school life including day-to-day interactions within and beyond the classroom. This is not only what the students learn but how they learn it. (Junior Cycle Wellbeing Guidelines, p. 11)

Learning outcomes and wellbeing

'The learning outcomes are written in terms of learners and their development, rather than in terms of what is to be taught'
(Biesta and Priestly, 2013)

www.jct.ie
@JctGeography

Indicators of Wellbeing	Examples of Possible Learning Activities/Teaching Methodologies
 Active Am I a confident and skilled participant in physical activity? How physically active am I?	- Gathering data during a field investigation - Developing map reading skills through orienteering - Walking tours to experience geographical concepts
 Responsible Do I take action to protect and promote my wellbeing and that of others? Do I make healthy eating choices? Do I know where my safety is at risk and do I make right choices?	- Participating in formative assessment - Reflecting upon and learning from formative feedback - Participation in group activities - Showing respect for those around them - Assessing safety measures to be taken during field investigations/outdoor activities - Understanding our individual and collective impact on issues such as climate change and the exploitation of natural resources
 Connected Do I feel connected to my school, my friends, my community and the wider world? Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?	- Students being aware of how their decisions and actions impact on local and global sustainability - Participating in group/project work - Displaying class work for the wider school community - Developing an understanding of life chances for young people in other economies/societies - Participating in school based, regional and national competitions - Developing an appreciation of the causes and consequences of migration and its impact on the individual
 Resilient Do I believe that I have the coping skills to deal with life's challenges? Do I know where I can go for help? Do I believe that with effort I can achieve?	- Students knowing what to do when they don't know what to do, when engaging with and reflecting upon new topics/concepts/activities - Goal setting - Analysing the success criteria for activities - The student is provided with the safe opportunities to ask questions/seek clarification in a variety of ways - The student engages in reflective practice
 Respected Do I feel that I am listened to and valued? Do I have positive relationships with my friends, my peers and my teachers? Do I show care and respect for others?	- All students have a voice in the development of a cooperative learning charter for learning activities - The student feels confident to actively participate in group work, pair work and peer assessment/feedback - The student is actively involved in his/her learning and takes responsibility for it - Fundraising in response to a natural, economic or social crisis which students have studied
 Aware Am I aware of my thoughts, feelings and behaviours and can I make sense of them? Am I aware of what my personal values are and do I think through my decisions? Do I understand what helps me to learn and how I can improve?	- Reflecting on how he/she approached an activity and learning from it - Understanding the interactions and interconnections between human and environmental processes. - Understanding the implications for their decision making and that of others - Becoming geoliterate

Indicators of Wellbeing	Examples of Possible Learning Activities / Teaching Methodologies
 Active Am I a confident and skilled participant in physical activity? How physically active am I?	
 Responsible Do I take action to protect and promote my wellbeing and that of others? Do I make healthy eating choices? Do I know where my safety is at risk and do I make right choices?	
 Connected Do I feel connected to my school, my friends, my community and the wider world? Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?	
 Resilient Do I believe that I have the coping skills to deal with life's challenges? Do I know where I can go for help? Do I believe that with effort I can achieve?	
 Respected Do I feel that I am listened to and valued? Do I have positive relationships with my friends, my peers and my teachers? Do I show care and respect for others?	
 Aware Am I aware of my thoughts, feelings and behaviours and can I make sense of them? Am I aware of what my personal values are and do I think through my decisions? Do I understand what helps me to learn and how I can improve?	

9. Looking At Our Schools- LAOS-Wellbeing

PE

Statement	Statements of Effective Practice	Statements of Highly Effective Practice
Students engage in meaningful learning activities	Students demonstrate high levels of interest and participation in learning. They are able to work both independently and collaboratively in a purposeful manner. They understand and can explain the purpose of the learning tasks they are engaged in. They are able to report on, present, and explain the process and outcome of learning activities to a competent level.	Students demonstrate very high levels of interest and participation in learning. They are able to work both independently and collaboratively in a very purposeful and productive manner. They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully. They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Interactions among students and between students and teachers are respectful and positive, and conducive to well-being. Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment. Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented. Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and	Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being. Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment. Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented. Students contribute their opinions and experiences to

	experiences of their classmates. They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process. They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.	class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates. They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities. They demonstrate a high level of motivation, and enjoy engaging and persisting
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SPHE

Statement	Statements of Effective Practice	Statements of Highly Effective Practice
Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their well-being. Students have the skills to modify and adapt their behaviour when required. Students demonstrate an enquiring attitude towards themselves and those around them.	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their well-being. Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves. Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.	Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.

	Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment. Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented. Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates. They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process. They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.	Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment. Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented. Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates. They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities. They demonstrate a high level of motivation, and enjoy engaging and persisting
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CSPE

Statement	Statements of Effective Practice	Statements of Highly Effective Practice
Students engage in meaningful learning activities	Students demonstrate high levels of interest and participation in learning. They are able to work both independently and collaboratively in a purposeful manner. They understand and can explain the purpose of the	Students demonstrate very high levels of interest and participation in learning. They are able to work both independently and collaboratively in a very purposeful and productive manner. They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.

	learning tasks they are engaged in. They are able to report on, present, and explain the process and outcome of learning activities to a competent level.	They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.
Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Students assess their progress and are aware of their strengths and areas for development as learners. They take pride in their work and follow the guidance they receive to improve it. They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves. Where the school curriculum provides opportunities to do so, students are able to negotiate their learning thereby increasing their autonomy as learners. Students take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.	Students assess their progress realistically and can describe their strengths and areas for development as learners. They have a sense of ownership of their work, take pride in it, and take responsibility for improving it. They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection. Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners. Students take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.

10. Design of the Current Wellbeing Programme

In May 2017, there was a meeting of all teachers who had an interest in the new Wellbeing Programme. There was a review of where we were at and where we had to get to.

The Wellbeing Steering Group was made up of teachers, SCP, HSCL, School management and Guidance Counsellors. The group looked at how we would get to have 400 hours of Wellbeing by 2020 and how best to build this into all elements of school life.

It was agreed that the best way to do this was to have a class a week of Wellness and this would sit separately but as part of the overall Wellbeing programme which would include SPHE, CSPE and PE.

This class would approach issues that would not be covered in the same way in any SPHE or CPSE class.

We are compliant with Circular 0015/2017 which mandates 300 hours of Wellbeing to be included on the time table over the 3 year cycle from September 2017 and building to 400 hours of Wellbeing by 2020.

Students beginning in September 2020 will have 400 hours of Wellbeing but this will be a combination of class time and extra hours (26 hours short of class time) made up of activities / speakers that are relevant to students long term wellbeing

11. Guidance

Guidance in schools refers to a range of learning experiences that helps students to develop self management skills leading to effective choices and decisions in their lives. It is made up of three area; personal and social development, educational guidance and career guidance. Whole school guidance related learning can be delivered by all staff.

Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment).

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions.

Guidance For A Few – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve

the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs.

Three areas of learning to facilitate post-primary students' development in eight areas of competence throughout their post-primary education are presented in Figure 2 below.

Figure 2: Areas of Learning and Competences

Areas of Learning	Competences
Developing Myself	•Developing & maintaining self-esteem & a positive self-concept •Interacting effectively with others (face-to-face & online) •Developing & growing throughout life
Developing My Learning	•Employing effective personal learning/exam strategies •Making educational choices in line with career aspirations
Developing My Career Path	•Using career related information & sources appropriately •Understanding the world of work & life roles •Managing career development & decision making

The whole school guidance programme is linked to Key Skills such as *Managing Myself*, *Managing Information & Thinking*, *Staying Well*, *Communicating* and *Working With Others*.

There is considerable overlap between the competences and associated learning outcomes presented under *Developing Myself*, *Developing My Learning* and *Developing My Career Path* and the Wellbeing programme in Junior Cycle.

A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle and Senior Cycle. Some students may require additional and more intensive support in making transitions.

Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, and class teachers. Such interventions would take place outside of the classroom setting

Junior Cycle SPHE - Guidance Links

Strand 1	Understanding myself and others
Strand 2	Making Healthy Choices
Strand 3	Relationships and Sexuality
Strand 4	Emotional Wellbeing
Learning to Learn	Separate programme for JC- developed in house

First Year - Introduction to Guidance as part of Transition to Post-Primary Education. Sharing resources with SPHE teachers.

Second Year - Helpful resources to SPHE and Wellbeing teachers. UCC+ Chemistry Camp

Third Year - Subject Options at Senior cycle are introduced to 3rd year students during their 6 week GUIDANCE Module. Timing is important, before or after pre-exams. Before subject choices need to be made.

Transition Year - Students use the Reach + programme during two 8 week rotations throughout the year.

5th yr - One 1 hour class a week SPHE programme which incorporates RSE. One 1 hour Guidance class per week. One hour of pastoral care per week

6th yr - One 1 hour class a week SPHE programme which incorporates RSE. One 1 hour Guidance class per week. One hour of pastoral care per week.

Current Junior Cycle Wellbeing Programme for students who commenced first year from 2025

Content	Class Periods (per week)	Hours for the year
PE	Single class (1 hr)	33
SPHE	Single class (1 hr)	33
CSPE	Single class (1 hr)	33
Learning to Learn	Single Class (1hr)	33
Pastoral Care	5 classes (12 mins)	33
	3 years	495 hours

Other / Additional Activities

There are also a number of other activities that happen throughout the year and this would count towards the 400 wellbeing hours.

Extra Activities that count towards Wellbeing hours include the following:

- ☐ Sexual Health Clinic Workshops
- ☐ RSE Workshops
- ☐ Healthy Living Week
- ☐ SVP Giving Tree
- ☐ Wellbeing week
- ☐ Sci-Fest
- ☐ Nutrition Workshop
- ☐ Safer Internet Workshops
- ☐ Soccer Leagues
- ☐ Workshop with Garda Community Liaison Officer each year - Safe Internet Day.
- ☐ Marine education / Local beach cleans
- ☐ Ceili's for Seachtain na Gaeilge for 1st, 2nd and 3rd year students.
- ☐ Mindful Walks
- ☐ Debate Club
- ☐ Social Club
- ☐ Sports day in May
- ☐ Whole school CPR trained- 2nd yr - 6th yr
- ☐ TY Nutrition classes -5 good meals to be able cook
- ☐ Banking

11. Staff Wellbeing

'Wellbeing in school starts with the staff. They are in the frontline of the work and it is hard for them to be genuinely motivated to promote emotional and social wellbeing of others if they feel uncared for and burnt out themselves'.

Junior Cycle Wellbeing Guidelines - NCCA

Wellbeing is looked at from a number of perspectives

- A staff wellbeing committee was set up and a questionnaire was issued to staff.
- Professional Learning Experience - Teachers are - where at all possible given time away from school to take part in courses that will improve their knowledge and competence in the subject or from a broader educational perspective e.g Oide, HSE
- Positive perception of the Wellbeing programme.
- The staff were briefed at the start of the year on what the Wellbeing programme entails.
- Updates will be provided throughout the year in the memo to staff and by email on the programme and what is happening in it.
- Teach Meets/ Cairdeas/ Droichead/Seeing is Believing all provide support for teachers within the school
- Various staff wellbeing initiatives are in place: Staff Book Club, Staff Social Club, Coffee Van, Social space in staffroom, Sport club, Klub Rad
- There is an open door policy with management re issues staff may have.
- Staff feedback is taken regularly
- Staff reminded weekly through staff memo of support available:

Spectrum Life: Employee Assistance Service:-Spectrum Life Employee Assistance Service (EAS) is a 24/7 free and confidential support service designed to assist individuals in dealing more effectively with any personal or work-related problems they might be facing. Where appropriate, our EAS provides up to 6 sessions of short-term, solution focused counselling and referral services, per issue, per year.

12. On-going evaluation of the effectiveness of the Wellbeing policy

- The Committee in consultation with parents, students and staff will undertake an annual review of the school's Wellbeing policy and programmes and its implementation.
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent School Association.
- Details of the review will be recorded in the minutes of the Board of Management' meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the College takes to create a positive school culture and to prevent and tackle bullying.

Review Dates-2026

Staff (Programme)		
Staff (Policy)		
Student Council		
Parents		
Board of Management		

13. Policy Adoption

This policy was adopted by the Board of Management on 11/09/25.

14. Dissemination and Publication

This policy has been made available to school personnel, published on the school website or is otherwise available to parents and students on request. A copy will be provided to the Parents' Association and made available to parents if requested.

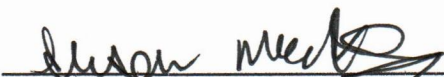
15. Review and Ratification

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website or is otherwise available to parents and pupils on request. This review will also be provided to the Parents' Association. A record of the review and its outcome will be made available.

This policy has been ratified by the Board of Management.

Implementation Date 11/09/25

This policy is in effect after being signed by the Board of Management

Signed 

Susan McCarthy

Date 11/09/25 Chairperson of Board of Management

Date of next review: 11/09/2026