



WELLBEING POLICY – March 2018

School Name: Meánscoil Iognáid Rís

School Address: Corban's Lane, Naas

School Details: Meánscoil Iognáid Rís is an all-boys Catholic voluntary secondary school under the Trusteeship of the *Edmund Rice Schools Trust*, formerly the Irish Christian Brothers. The school is named after the founder of the Order, Edmund Rice.

School Mangement: The Board of Management of Meánscoil Iognáid Rís is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

MISSION STATEMENT

Inspired by its founder, Meánscoil Iognáid Rís aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students

ETHOS

As an Edmund Rice School, Meánscoil Iognáid Rís seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

Review Dates: This policy will be reviewed annually

Staff	March 2018	Reviewed
Parents	April 2018	Reviewed
Student Council	March 2018	Reviewed
Board of Management	April 2018	Ratified

Philosophy and context of this policy

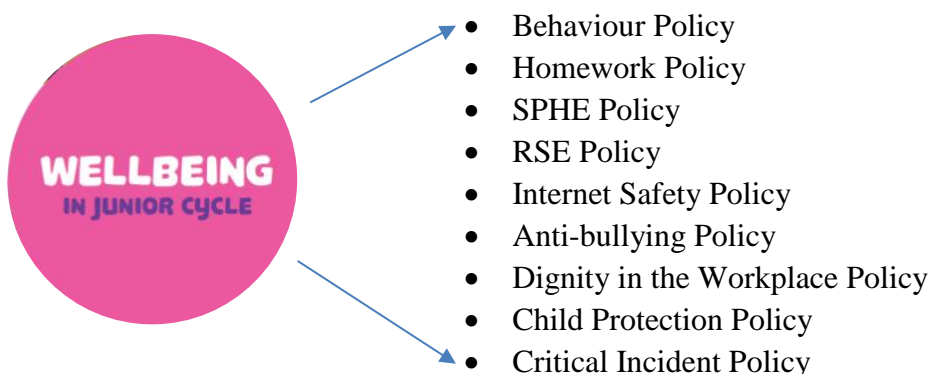
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These elements carry the philosophy of the school. These elements allude to the development of the full potential of the individual as central to the work of the school. This commitment to wellbeing is implicit in the school's admission policy in the commitment to promoting the spiritual and human development of each individual as outlined in the ERST charter.

In light of these core values, the school is clear that wellbeing must include a mental, physical, social and spiritual dimension. The emphasis of this policy is on the role of the whole school community in the wellbeing programme. This is a whole school policy and other school policies will be informed by it.

Policies informed by:



Whole-school approach

Wellbeing has always been central to our vision for Meánscoil Iognáid Rís and is an integral part of the ERST charter. As part of this process all stakeholders have been consulted. We include in this policy summary documents from student, staff and parent surveys and focus groups. Actions (see appendices) which were agreed, were based on feedback from these stakeholders.

A wellbeing committee will be set-up in September 2018. Its purpose will be to:

- develop wellbeing in our school
- improve communications with all stakeholders about wellbeing

Aims/Rationale:

Meánscoil Iognáid Rís endeavours to develop and support wellbeing in our school. It aims to:

- provide for the wellbeing for all in the school in light of the school Mission Statement and the charter of our school trust – ERST
- outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone at Meánscoil Iognáid Rís
- recognise the interplay between the positive experience of school life, student achievement and long term wellbeing.
- offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing

Meánscoil Iognáid Rís hopes that both students and staff:

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

Wellbeing Curriculum

- It will make the school's culture and ethos and commitment to **wellbeing visible to students**.
- It will enable students to **build life skills** and develop a strong **sense of connectedness** to their school and to their community.
- Schools have a central role to play in supporting and promoting students' learning **about** wellbeing and **for** wellbeing, in the classroom and all school activities.
- The indicators of wellbeing are incorporated into subject plans.



Arrangements for the provision of Wellbeing hours 2017 – 2020



Wellbeing Programme

Naas CBS

2017 – 2018



	First Year	Second Year	Third Year	Hours
PE	Double class period	Double class period	Double class period	135
SPHE	One class period	One class period (half year)	SPHE unit in RE/PE & Sci.	45
CSPE	One class period	One class period	One class period	70
Transfer Programme	21 class periods	-----	-----	14
Meitheal	12 class periods			8
RE	Meditation - 3 classes	Meditation - 3 classes	Meditation - 3 classes	6
Computers	Being safe online – 3 classes	-----	-----	2
Study Skills & Classroom Rules	3 classes 3 classes	3 classes 3 classes	3 classes 3 classes	6 6
Pastoral Care/YH	Assembly – 20 mins p/week	Assembly – 20 mins p/week	Assembly – 20 mins p/week	33
Activities related to wellbeing	Sports Day Intro to Guidance - 2 classes	-----	-----	6 1

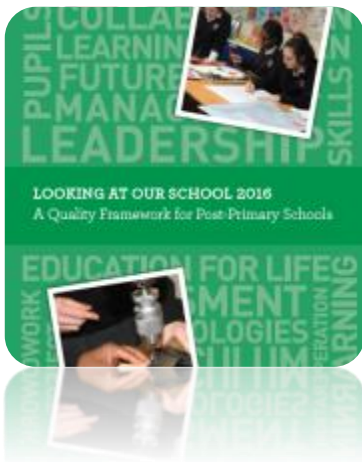
Approx.
332 hours

Wellbeing Programme 2018 - 2019

	First Year	Second Year	Third Year	Hours
PE	Double class period	Double class period	Double class period	135
SPHE	One class period	One class period	One class period	70
CSPE	One class period	One class period	One class period	70
Transfer Programme	21 class periods	-----	-----	14
Meitheal	12 class periods			8
Guidance	One class period	-----	-----	22
Computers	Staying Safe online – 3classes	-----?	-----?	2
RE	Meditation & Wellbeing	Meditation & Wellbeing	Meditation & Wellbeing	20
Study Skills & Classroom Rules	3 classes 3 classes	3 classes 3 classes	3 classes 3 classes	6 6
Pastoral Care/YH	Assembly – 20 mins p/week	Assembly – 20 mins p/week	Assembly – 20 mins p/week	33
Activities related to wellbeing	Sports Day Guest Speaker	-----	-----	6 4

Approx.
396

LAOS (*Looking at Our Schools*) & Wellbeing



- Holistic view of learning – broad, balanced, challenging, responsive to learners’ needs
- Students **well-being as intrinsic** to this holistic view of learning, both as an *outcome of learning and as an enabler of learning*.
- It recognises the **crucial role of schools** in promoting and nurturing students well-being through their practices in the key areas of *school environment, curriculum, policies and partnerships*.

SSE & Wellbeing

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



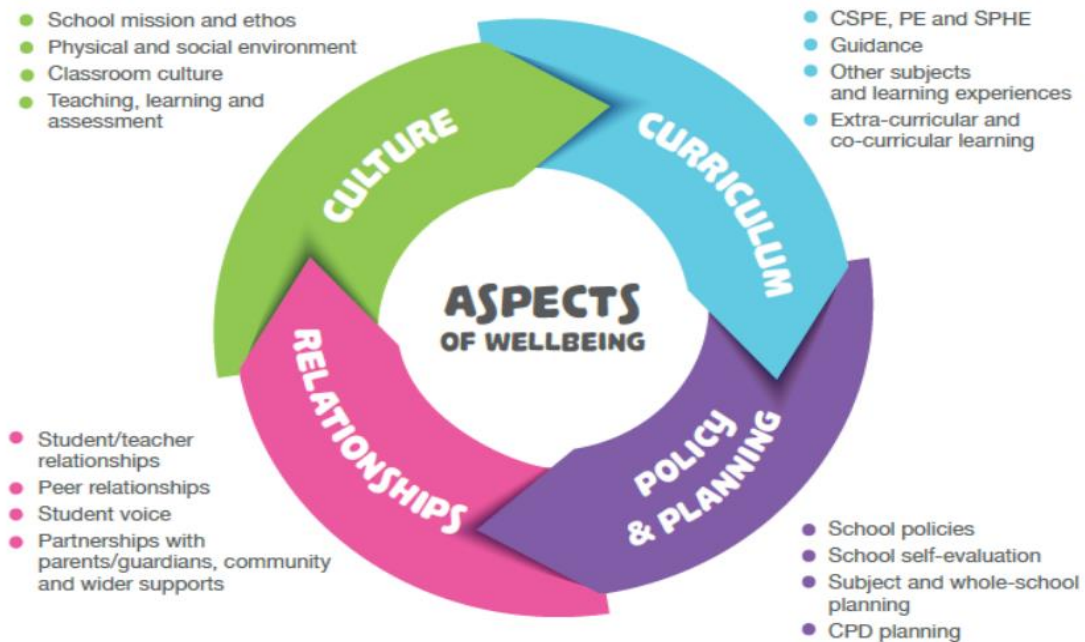
The wellbeing committee will monitor actions taken to date and will review the process each year. See appendices for a summary of data gathered and actions taken as a result.

TL21 & Wellbeing

The 2017 – 2019 TL21 team are currently in the process of gathering data which will (following the six-step process above) help to determine the direction of their research which is focused on self-motivated and independent learning.

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

Four Aspects of Wellbeing



Staff Wellbeing 2017 - 2018:

To date Meánscoil Iognáid Rís has made significant progress in the promotion of wellbeing not only for students but also for school staff. In light of feedback from staff surveys a wellbeing board was established specifically for teaching and auxiliary staff. This board is used to organise and highlight many events and activities which have been organised by members of staff. These events include social, physical, spiritual and health related activities.

Please see Wellbeing folder for further information relating to the wellbeing process in Meánscoil Iognáid Rís

Appendices list -

- Appendix A - Overview of promotion of wellbeing in our school -p7
- Appendix B - List of wellbeing CPD undertaken by our staff p8 – p9
- Appendix C - Summary of results from surveys & focus groups p10 - 14
- Appendix D - Actions taken as a result of feedback p.15