



# Coláiste Pobail Acla

## Wellbeing Policy

**Coláiste Pobail Acla,  
Polranny,  
Achill,  
Co. Mayo.**

**Roll No.:** 76150V  
**Phone:** 09845139  
**Email:** [info@cpacla.ie](mailto:info@cpacla.ie)  
**Web:** [www.colaistepobailacla.ie](http://www.colaistepobailacla.ie)

## **Contents**

- 1. Background**
- 2. Scope of this Policy**
- 3. Rationale**
- 4. Aspects of Wellbeing in School**
- 5. Key Skills**
- 6. Wellbeing and the Curriculum**
- 7. Indicators of Wellbeing**
- 8. Wellbeing in Junior Cycle**
- 9. Wellbeing in Other Areas**
- 10. Monitoring and Evaluation**
- 11. Links with Other Policies and Documents**
- 12. Declaration**
- 13. Appendices**

## 1. Background

This policy has been introduced in order to allow our school to adequately respond to the changing and diverse needs of our pupils. Coláiste Pobail Acla is committed to motivate our school community to realise its full potential academically, spiritually, physically and emotionally in a safe, supportive environment.

## 2. Scope of this Policy

The Wellbeing Policy will impact on the entire school community including teachers, students, Parents/Guardians and users of the school building. In this policy document the term ‘parent’ is taken to include guardian.

## 3. Rationale

The Framework for Junior Cycle (2015) provides for a new era of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in our school in support of students’ wellbeing. This area of learning will make the school’s culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and their community.

## 4. Aspects of Wellbeing in School



Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole-school approach. Planning for wellbeing involves consideration of four main aspects of our school, as set out to the right: Culture, Relationships, Policy and Planning, and Curriculum. The whole-school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our school policies and in the curriculum.

Wellbeing and the Framework for Junior Cycle Student wellbeing is at the heart of the vision of a new junior cycle. The Framework for Junior Cycle is underpinned by Eight Principles - Learning to Learn, Choice and Flexibility, Quality, Creativity and Innovation, Engagement and Participation, Continuity and Development, Inclusive Education, and Wellbeing. All of these principles are important in supporting the student experience of wellbeing in junior cycle. It is worth noting that wellbeing is both a principle of junior cycle and also a curricular area.

**The 24 Statements of Learning (SOLs) included in the Framework, along with the eight principles, are central to planning for the students' experience of the school's junior cycle programme. A number of the statements of learning relate explicitly to wellbeing, including:**

- SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision making.
- SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- SOL 10: The students have the awareness, knowledge, skills, values and motivation to live sustainably.
- SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others.
- SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.
- SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices.

### **5. Key Skills**

The promotion of Key Skills within teaching and learning also has an important part to play in supporting student wellbeing. When teachers plan skills-rich lessons, students are more actively engaged in their learning, feel more positive about learning and take more responsibility for their learning. While the key skill of Staying Well focusses specifically on wellbeing, many of the positive dispositions associated with student wellbeing are fostered through the conscious development of all the key skills in the classroom

### **6. Wellbeing and the Curriculum**

A dedicated wellbeing curriculum in junior cycle aims to ensure that all students engage in important learning about wellbeing through key curriculum areas. We have considered the particular needs of our students in junior cycle, the unique context of our school and the resources available and have identified a range of curriculum options available so as to ensure that at least 400 hours of timetabled engagement is provided for from September 2019. These include:

- SPHE (short course)
- CSPE (short course)
- PE (existing course)

- Transition
- Online Safety
- Extra-curricular and co-curricular learning
- School Initiatives (These are set out in more detail later)

We have designed a wellbeing programme that is flexible and suits our students and our local context. In designing our wellbeing programme we have ensured that all of the Six Wellbeing Indicators - **Active, Responsible, Connected, Resilient, Respected** and **Aware** have been identified in or programme and are central to its provision and delivery. These indicators make explicit what is important for teachers, parents and the wider school community. While all teachers in all subjects can support student learning about and for wellbeing, wellbeing is enhanced when it is embedded in the curriculum and visible to students within specified allocated time. The table on the following page outlines exactly where the timetabled wellbeing engagement is visible in the Junior Cycle Curriculum in Coláiste Pobail Acla. The individual subject plans for PE, SPHE, CSPE and Transition programme will highlight where wellbeing is visible in each of those areas.

## 7. Indicators of Wellbeing



## 8. Wellbeing in Junior Cycle

The Wellbeing Programme in Coláiste Pobail Acla has allocated over 400 hours for Wellbeing in Junior Cycle. The Junior Cycle wellbeing guidelines place a strong emphasis on the role that CSPE, SPHE, PE and Transition can play in supporting learning about Wellbeing and learning for Wellbeing.

	<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>Total Hours</b>
<b>PE</b>	Double Class	Double Class	Double Class	134
<b>SPHE</b>	Double Class	Single Class	Single Class	89
<b>CSPE</b>	Double Class	Single Class	Single Class	89
<b>Transition</b>	Single Class			22
<b>Internet Safety</b>	Single Class	Double Class		67
<b>Total</b>				<b>401</b>

## 9. Wellbeing in Other Areas

Wellbeing in other areas of learning will be recorded in the Wellbeing folder on SharePoint.

## 10. Monitoring and Evaluation

This policy will be reviewed on a three year basis, or whenever it is deemed necessary by School Management, through:

- Relevant legislation
- Student feedback
- Staff feedback
- Communication with Parents/Guardians

## 11. Links with Other Policies and Documents

This policy should be read in conjunction with:

- RSE Policy
- SPHE Policy

## 12. Declaration

This Coláiste Pobail Acla Policy was formed following consultation with all staff, members of the Board of Management, Parents/Guardians and the Student Council. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management. It was adopted by the Board of Management of Coláiste Pobail Acla on:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Mrs. Bina Munnelly

Chairperson of the Board of Management

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Mr. Paul Fahy

Board Secretary & School Principal (Acting)