



## Wellbeing at Holy Family Community School

### Vision Statement

Our vision statement sees our school as a community of students, staff, parents and the Board of Management.

Holy Family Community School believes that education provides opportunity for all and that aims to nurture the wellbeing of all so that they may grow in knowledge, integrity & compassion. Student and staff wellbeing is a strategic goal for HFCS.

Wellbeing of the whole school community is at the heart of our school's ethos and vision statement.

### Wellbeing defined:

Wellbeing is present when an individual;

- realises their potential,
- is resilient in dealing with the normal stresses of life,
- takes care of their physical health,
- has a sense of purpose, connection and belonging to a wider community

Adapted from DE, 2018 p.10

### What does wellbeing look like at Holy Family Community School?

Wellbeing is a programme at Junior Cycle. It accounts for 400 hours of learning over a range of subjects and learning experiences. These include:

- SPHE
- CSPE
- PE
- Digital Media Literacy
- Wellbeing Tutor Time
- Extra-Curricular

Other learning experiences include theme weeks and events throughout the year such as our Positive Mental Health weeks organized by the Amber Flag Committee, our First Year Wellbeing Retreat day, subject themed weeks, and a range of guest speakers from organisations such as the charity Aware.

## Four Key Areas of Wellbeing

Holy Family Community School focuses on the promotion of the four key areas of Wellbeing. At HFCS we use the Looking at our School framework (*LAOS*) 2022, and The Wellbeing Policy Statement and Framework for Practice 2019 in order to assist us with School Self Evaluation with regards to Wellbeing.



## Wellbeing Promotion at HFCS

### Key Area 1 – Culture and Environment

- At Holy Family, all students, and staff experience a sense of belonging and the school ensures that all members of the school community can feel safe, connected, and supported.
- Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos. The school has a Student Council, Parents Council, and has regular meetings with Staff, Parents, and the Board of Management.

### Key Area 2 – Curriculum (Teaching and Learning)

- Students at Holy Family Community School experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. This is highlighted in our vision statement. The teachers at HFCS align with the highly effective standards of teaching outlined in the *LAOS (2022)* document.
- Teachers at HFCS meet regularly and take part in CPD in order to plan sufficiently for their lessons and to introduce new and active methodologies into the classroom whereby the students are at the centre of their learning. Teachers aim to promote students' physical, social and emotional competence to enhance their overall wellbeing within the classroom. Holy Family also promote many positive and inclusive Extra-Curricular activities that include Sports, Music, Chess, Games, Language Learning, Science and more.

### Key Area 3 – Policy and Planning

- At HFCS, we continue to develop, implement, and review the promotion of Wellbeing in our school. We do this through SSE and include Wellbeing in our School Strategic Plans.
- We incorporate wellbeing promotion into our school policies and practices. These include our Code of Behaviour, Intimate Care Policy, Child Protection Policy, Anti-Bullying Policy, and Substance Use Policy.

### Key Area 4 – Relationships & Partnerships

- At HFCS students, parents, and other external partners are actively involved in wellbeing promotion within the school community.
- All staff at Holy Family Community School keep up to date with Child Protection policies and regularly complete training for the safety of all students in the school. There is a student support team in the school to also help and seek support for students with additional needs.

## Indicators of Wellbeing

Wellbeing is identified using indicators designed by the NCCA in their Junior Cycle Wellbeing Guidelines in 2017.

These are identified in the image below.



Students learn about wellbeing using these indicators. Our goal is to provide students with the resources, knowledge, skills and tools of well-being, so that as they journey through their lives they have the strategies to cope with the struggles and daily stresses of life.

### How are the indicators explored?

The indicators are explored through descriptors. Descriptors are a series of questions which help our school in a number of ways including:

- to review current provision for learning in wellbeing.
- to plan teaching and learning within our Wellbeing programme.
- to plan conversations about how our Wellbeing programme might best support young people's wellbeing with stakeholders including students, parents and teachers.
- to scaffold conversations with students about learning in the Wellbeing programme.
- to frame the student's self-assessment about their learning in wellbeing.
- to report on learning in wellbeing.

For example, for the "Active" indicator the questions include:

- Am I a confident and skilled participant in physical activity?
- How physically active am I?

In the image below you can find each indicator of wellbeing and their descriptors.



### 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?



### 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?

## Wellbeing during Pastoral Care Time

The six indicators of Wellbeing are central which it comes to Wellbeing Tutor Time. Each week, an indicator is chosen and content is created to relate to a them that is associated with the chosen indicator. Content may be in the form of a video based on a topic, pictures to help with goal setting, articles, questions, and scenarios. The aim for Wellbeing tutor time is to raise discussions around the indicators of wellbeing and to use examples from everyday life of these indicators for example; taking part in extra-curriculars like sports is engaging with active, connected, and responsible. Each weeks gives students the opportunity to learn new strategies for staying well, as well as coping mechanisms to deal with the everyday stresses of life.

## Resources

Wellbeing Policy Statement: [wellbeing-policy-statement-and-framework-for-practice-2018-2023.pdf \(pdst.ie\)](https://www.pdst.ie/sites/default/files/2023-01/wellbeing-policy-statement-and-framework-for-practice-2018-2023.pdf)

Looking At Our Schools: [LAOS 2022 \(2\).pdf \(pdst.ie\)](https://www.pdst.ie/sites/default/files/2022-02/LAOS_2022_(2).pdf)

Catalogue of Resources for Post Primary Schools: [catalogue-of-resources-for-post-primary-schools.pdf \(pdst.ie\)](https://www.pdst.ie/sites/default/files/2022-01/catalogue-of-resources-for-post-primary-schools.pdf)

NCCA Wellbeing portal: <https://www.ncca.ie/en/junior-cycle/wellbeing>

NCCA Junior Cycle Wellbeing Guideline:

[https://www.ncca.ie/media/2487/wellbeingguidelines\\_forjunior\\_cycle.pdf](https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf)