



Wellbeing at Junior Cycle 2020-2021

Mission Statement

We, in Greenhills Community College, are committed to providing a comprehensive integrated education that will enable each individual to fulfil his potential in a positive, caring, respectful, learning environment where skills and attitudes for life-long learning are developed. We will promote equality, innovation and partnership in the delivery of our services.

Aims and Objectives

- To foster the growth of the students of the College morally, socially, academically, emotionally and physically regardless of their social background, education achievements or intellectual ability.
- To educate students from all religious and cultural backgrounds.
- To provide a comprehensive curriculum to assist each student to make the most of their talents, skills and abilities.
- To operate the College as a partnership between the staff, students, parents and the wider community in accordance with the Education Act 1998 and the Education Welfare Act 2000.
- We aim to establish an inclusive work environment free from discrimination in accordance with the Equal Status Act 2000.

Background

Greenhills Community College, an all-boys school, was opened in 1970 to serve the developing area of Southwest Dublin. The college seeks to stimulate and foster the physical, intellectual, moral, emotional and spiritual growth of the students. Parents who choose Greenhills Community College as a second-level school for their children do so in the knowledge that the college will value each student for his own personal gifts. Today the college is up-to-date and is well equipped to meet the challenge of preparing our young people for a successful future. The college is multi-denominational and welcomes students from all religious backgrounds and traditions.

Rationale

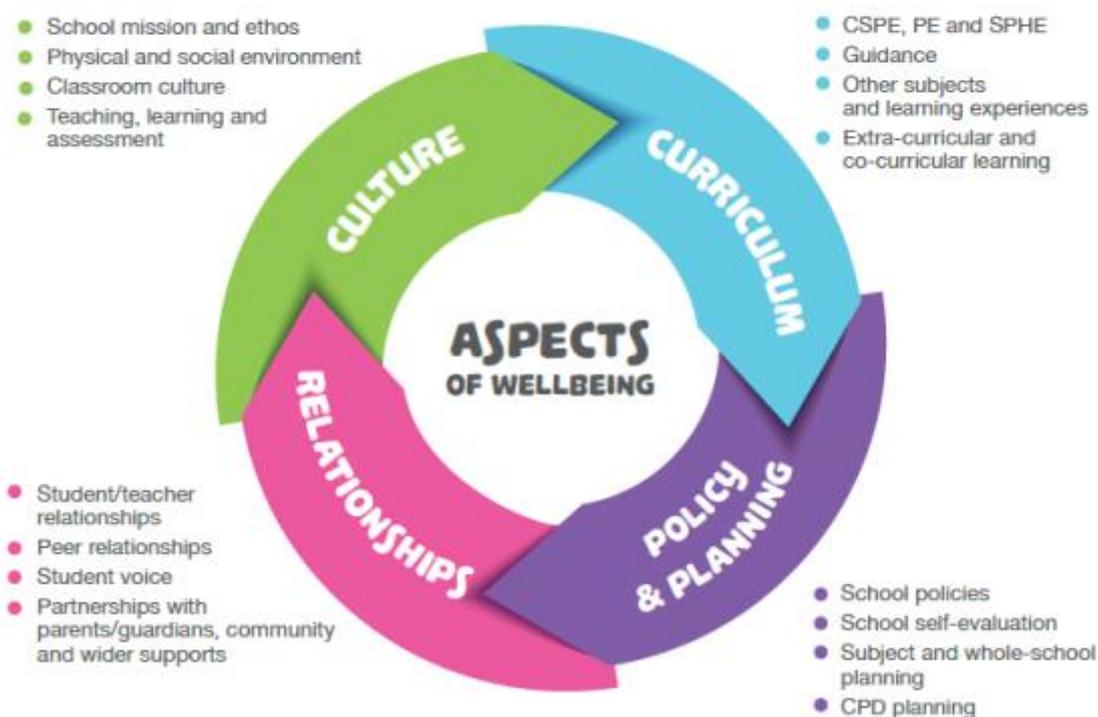
The Framework for Junior Cycle (2015) provides for a new era of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in our school in support of students' wellbeing. This area of learning will make the school's 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.

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 & Planning and Curriculum.

The whole-school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our policies and in the curriculum.

Four Aspects of Wellbeing



Policies that support Wellbeing

- Anti-Bullying
- Child Safeguarding Statement
- Child Protection
- Care Team
- DEIS Whole School Plan

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 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.

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 (see above).

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 2020.

These include:

- SPHE (2000)
- CSPE (1996)
- PE (2003)
- Guidance Learning, Appendix I
- Tutor time, Appendix I
- Wellbeing class, Appendix I
- Other subjects and Learning experiences
- Extra-curricular and co-curricular learning

Option 4 from the Junior Cycle Planning for Wellbeing will be taught. This is as follows:

- Teachers will need to consider how SPHE, CSPE and PE as mentioned above, can be used to inform the planning of learning that is meaningful for their students today.
- Teachers will also need to consider how they will enable students to show evidence of their learning through both ongoing and summative assessment activities

We have designed a wellbeing programme that is flexible and suits our students and our local context.

Indicators of Wellbeing

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 our 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 individual subject plans for PE, SPHE, CSPE and Guidance will highlight where wellbeing is visible in each of those areas.

Indicators of Wellbeing



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 in Junior Cycle in Greenhills Community College

The Wellbeing Programme in Greenhills Community College has allocated over 400 hours for Wellbeing in Junior Cycle for 2020-2021. The Junior Cycle wellbeing guidelines place a strong emphasis on the role that CSPE, SPHE, PE and Guidance can play in supporting learning about Wellbeing and learning for Wellbeing.

Subject	1 st Year	2 nd Year	3 rd year	Total Hours
PE	Double class	Double class	Double class	135
SPHE (Existing Course – Appendix I)	Single class	Single class	Single class	70
CSPE (Existing Course – Appendix I)	Single class	Single class	Single class	70
Wellbeing class (Appendix I)	Single class	Single class	Single class	70
Tutor Time (Appendix I)	Single class (10 mins, 4 days a week)	Single class (10 mins, 4 days a week)	Single class (10 mins, 4 days a week)	70
Total				415

Wellbeing in Other Areas

The table below outlines the other experiences and areas of learning over the course of the Junior Cycle that we have identified where student Wellbeing is central and which of the Wellbeing Indicators are identified in each area.

Area	1st Year	2nd Year	3rd Year
Transition Programme	2 days at the beginning of year		
Mentoring Programme	Throughout the year		
Sports Day	Half Day	Half Day	Half Day
Guest Speakers			
Clubs – Lego, Cooking, Chess, FIFA	Lunchtimes	Lunchtimes	Lunchtimes
Working Things Out Programme (SCP)			SPHE class: 6 weeks
Mindfulness Warrior Programme (SCP)		Wellbeing class: 10 weeks	
Guidance Related Learning	Throughout the year	Throughout the year	Throughout the year

The Wellbeing Indicators that we have identified in these other areas are as follows:

Transition Programme	Connected	Resilience	Respected	Aware	Responsible
Mentoring Programme	Connected	Resilience	Respected	Aware	Responsible
Sports Day	Connected	Resilience	Respected	Aware	Responsible
Clubs – Lego, Cooking, Chess, FIFA	Connected	Resilience	Respected	Aware	Responsible
Working Things Out Programme	Connected	Resilience	Respected	Aware	Responsible
Mindfulness Warrior Programme	Connected	Resilience	Respected	Aware	Responsible
Guidance Related Learning	Connected	Resilience	Respected	Aware	Responsible

Contribution of SCP to Wellbeing in Greenhills Community College

Greenhills School Completion Programme offers needs based supports to targeted individual students and groups to enhance their attendance, participation and support their retention throughout their time within Greenhills Community. Greenhills SCP work closely with Greenhills Community College’s Home School Community Liaison, Care Team and Management to ensure the most vulnerable students are afforded every opportunity to reach their potential within the normal education system. Interventions provided are evidence-informed and evidence-based programmes, and examples include Attendance support, Breakfast Clubs, Cookery Lunch Clubs, Music after school clubs, one to one support and small group support.

Wellbeing & Positive Behaviour in Greenhills Community College

Student's achievements, academic or otherwise will be recognised through school and class based initiatives.

School Wide Initiatives include

- Student Incentive Programme Awards. (S.I.P. Awards)
- Class Card League
- Operation Zero
- Public affirmation through Twitter, Yearbook, website and on Tree of achievement.
- Class tours/outings.
- Other class initiatives such as student of the week, journal rewards and prizes.

Student Incentive Programme Awards, (S.I.P. Awards)

The SIP awards run under the School Completion Programme is a school wide initiative where students good work is rewarded. Each term a member of each tutor group is awarded the "Student of the Term" or "Merit Award". Recipients of the awards will be presented with a certificate, a small prize and a Greenhills SIP Awards pin to proudly wear on their school jumper.

Class Card League

The Class Card League is a school wide competition between junior and senior tutor groups. Each tutor class, focusing on weekly targets will compete against other classes throughout each term. Each group will focus on positive targets, behaviour and subject engagement. The winning class from each term will receive a pre agreed reward, voted by the students.

The League poster will be displayed on the walls of each base room and can be written on with whiteboard marker by the tutor every week.

The points poster will also be displayed on the wall of each base room for teachers to allocate points to students.

Operation Zero

Students record their attendance in the journal each Friday in tutor class. At the end of each term, students who have less than a pre agreed number of absent days will receive a school wide reward.

Public affirmation

Students work is showcased on various school platforms including twitter, website, Yearbook and on the schools Tree of Achievement.

Other School initiatives

Other class based positive behaviour initiatives will be run on a class to class basis, under the discretion of each class teacher/tutor.

Creating a Positive Environment

In Greenhills Community College we believe in creating a positive environment, which inspires student to reach their potential, whilst also cultivating and nourishing a positive mental outlook.

Initiatives that encourage positive behaviour and attitudes.

- Breakfast Club
- Common Room
- Lunch Time Clubs
- Extra-curricular Activities
- Summer Camp
- 1st Year Transition Programme
- JCSP Initiative – D.E.A.R., Mobile Library,
- Gaeltacht Scholarship
- Class Trips
- Themed Weeks – Mind Your Mind, Science Week
- Mentoring Programme
- Check & Connect
- Student Council
- After School Study
- Book Clubs
- Parent & Grandparent Events
- Short Course
- Restorative Practice



Positive Behaviour Posters

The students of Greenhills Community College have developed posters of expectations to support, in a positive way, things that students need to do to meet the behavioural standards in the school.

The chart was developed by the 1st year class of 2019 – 2020 during their Transition Programme with the help of SCP, Tutor and Year Head. The posters which can be seen around the school, use images from the different areas, to support student behaviour. Areas include classrooms, canteen, corridors, toilet, kitchen

- Respect others at all times
- Be mannerly
- Be polite
- Sit in your assigned area
- Encourage one another
- Work hard in all classes
- Support your friends
- Treat everyone equally
- Listen to teachers and staff
- Be safe
- Follow instructions
- Move quietly from class to class



POSITIVE BEHAVIOUR



- +1 POINT FOR EACH TUTOR CLASS ATTENDED.
- +1 POINT FOR EACH POSITIVE BEHAVIOUR NOTE.
- +1 IF YOU FINISH THE WEEK WITH 0 BEHAVIOUR NOTES.
- +1 IF YOU FINISH THE WEEK WITH 0 LATE NOTES.
- +2 IF YOU FINISH THE WEEK WITH 0 NO HOMEWORK NOTES.

- 1 FOR EACH NO HOMEWORK NOTE.
- 1 FOR EACH ORGANISATIONAL NOTE.
- 2 FOR EACH BEHAVIOUR NOTE.





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Signed _____ **Date** _____

Chairperson, Board of Management

Signed _____ **Date** _____

Principal/Secretary to the Board of Management

Review of the Wellbeing Statement

The Greenhills Community College Wellbeing Statement will be reviewed yearly and presented to the Board of Management at the beginning of each academic year for ratification.

Renewal date – September 2021