



Scoil Mhuire an Chroí gan Smál,
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Wellbeing Policy

Introduction:

We are currently developing a Wellbeing Promotion Process within the school, which is supported by the Department of Education and Skills (DES) and the Health Service Executive (HSE). It is strongly supported by the “Health Promoting Schools” Model.

“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).

Schools have a duty to provide the best quality and the most appropriate education in order to promote the wellbeing of our students. We also have a duty to protect students in our care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

We provide a two-tiered support to pupil Wellbeing;

1. Whole School Approach
2. Individual and Targeted Support

Whole School Approach to Wellbeing:

A multi-component, preventative, whole school approach to the promotion of Wellbeing, with interventions at both universal and targeted levels, is a priority for us. This whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on Wellbeing.

By adopting a whole school approach, we aim to produce a wide range of educational and social benefits for our pupils, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health.

This whole school approach supports the integration of systems within the school community. This creates capacity to be reflective and responsive to the needs of our school and the individuals who are part of the school community.

Central to this is the role of school staff and the importance of building professional capacity to engage in a reflective process to implement and sustain Wellbeing policy and strategies from within.

Schools are in a unique position to promote Wellbeing, and social and emotional learning, and we ensure a whole school approach to Wellbeing promotion and early intervention, especially when considering appropriate use of external supports and services.

Students flourish where there is a whole school approach to supporting their growth and where there is a shared belief in their potential for development, learning and Wellbeing. We provide an environment that nurtures and supports students.

Our message to the children in our school- **You matter here,**
You belong here,
You can succeed here!

Benefits of promoting pupil Wellbeing:

By implementing a whole school approach to Wellbeing the benefits include;

- Better learning results for pupils
- More done to promote staff health
- A co-ordinated approach to social, physical and environmental needs
- Increased pupil self-esteem
- Lowered incidence of bullying
- School environment is safer and more secure
- Better understanding of schools' health aims
- Improved relationships within the school
- More involvement of parents/guardians
- Better use of outside agencies
- Pupils receive better quality education

The Department's Wellbeing Policy Statement and Framework:

The Department's Wellbeing Policy Statement and Framework for Practice assists schools in ensuring that Wellbeing promotion is embedded within the school's existing practice. The school's review and development process using the Wellbeing Policy Statement and Framework for Practice provides guidance and practical resources to assist in the further enhancement of whole school approaches to Wellbeing promotion in the areas

of:

- Culture and Environment
- Curriculum (Teaching and Learning)
- Relationships and Partnerships
- Policy and Planning



Environment:

We aim to foster an environment that enhances competence and Wellbeing; one that consciously fosters warm relationships, encourages participation, develops pupil and teacher autonomy and cultivates clarity about boundaries, rules and positive expectations.

We provide a safe, secure and stimulating environment that encourages and supports pupils, staff and members of the whole school community, both in and out of school. We encourage and promote self-esteem and self-confidence by providing opportunities for all members of the school community to contribute to school life. The school community is encouraged to make healthy choices and to take responsibility for their own health.

We continue to provide a climate in which good relationships, respect and consideration for others prosper, and where individuals are encouraged to make a vital contribution through their personal skills and qualities.

Curriculum and Learning:

The teaching and learning in school aims to be democratic, inclusive, engaging, differentiated, fostering expectations of high achievement and providing opportunity for success. We place a deliberate focus on the development of emotional and social competencies. *Wellbeing promotion is addressed across the curriculum through: SPHE, Physical Education, Religious Education, Science & the Arts.*

Our curriculum strongly supports the social and emotional Wellbeing of our pupils, by placing an emphasis on children's social and emotional skills, attitudes, behaviour and therefore learning performance. SPHE, Physical Education, Religious Education, Science & the Arts encompasses the development of emotional literacy which is the ability to understand emotions, listen to others and empathize. This includes the provision of safe, secure and comfortable environments that enable children to share their concerns.

In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including Wellbeing needs of our pupils.

We adhere to statutory requirements and the curriculum is accessible to all pupils. We provide challenges for pupils and staff through a wide range of physical, academic, social and community activities.

Policy and Planning:

Policies are written documents which support the everyday running of the school through active implementation on a day-to-day basis. They form the background script by which the school navigates its way. They are developed and implemented by the whole school community. Parents/guardians and community members are encouraged to participate in policy development.

Relationships and Partnerships:

We continue to develop strong partnerships with parents/guardians and the wider community, which is a central part of the Wellbeing process.

Staff will communicate regularly with parents through the various means open to them, text, email and phone. We efficiently engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing teaching and learning.

Role of teachers:

It is essential that all staff continue to develop their competence and confidence in the promotion of wellbeing. The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of Wellbeing education.

This can be achieved through accessing continuing professional development (CPD) which includes the sharing of expertise and learning, and having opportunities to model and engage in collaborative working.

The curricular elements of Wellbeing promotion will be delivered by staff who are trained for this purpose having completed relevant CPD.

Staff Wellbeing:

Support for the Wellbeing of staff is also an essential element in Wellbeing promotion, and crucial to sustaining teacher/staff engagement, enthusiasm, and the ability to model resilience. We strive to be a safe and supportive environment for staff members. All staff are made aware of supports for teaching wellbeing and that individual teachers may access the Employee Assistance Service (EAS). The EAS provides advice to employees on a range of issues including wellbeing, legal, financial, bereavement, conflict and mediation. A bespoke wellbeing portal and app is available offering online services with access to live chats, videos, podcasts, and blogs on topics about mental health, family life, exercise and nutrition.

Teachers need to look after their own health & wellbeing & remember

Self-care is not selfish. You cannot pour from an empty cup! (Eleanor Brown)

“An individual sense of personal professional fulfilment, satisfaction, purposefulness & happiness, constructed in a collaborative process with colleagues & students.”

(McCallum, Price, Graham, Morrisson, 2017)

“Where teachers feel appreciated & well supported by each other and where there are high levels of trust & respect, schools thrive.” (R.Snape)

School Based Initiatives that Promote Wellbeing:

We implement a number of programmes and initiatives throughout daily school life that support the Wellbeing of our pupils; this list is not exhaustive;

- Aistear: The Early Childhood Curriculum Framework (NCCA, 2009) which encompasses four themes, Wellbeing, Identity and Belonging, Communication, Exploring and Thinking. This programme runs from Junior Infants to 1st class.
- Project based learning from 3rd class to 6th class.
- SPHE Curriculum (RSE, Stay Safe, Friendship, Anti-Bullying).
- Continuum of Support Model.
- External teachers / coaches for different strands of PE to promote active living e.g. G.A.A. & F.A.I.
- Healthy Eating
- Health Promoting Schools Initiative.
- Themed Events (e.g. Maths Week, Science Week, Engineers Week, World Book Day)
- Communicating with National Council for Special Education (NCSE) to gain SNA access for pupils.
- Education Welfare Officer – support for pupils with poor attendance.
- Links with HSE personnel e.g. Primary Care Team, Children’s Team, Speech and Language Therapist, Occupational Therapist, Early Intervention Team, Assessment of Needs Team.
- NEPS-The NEPS psychologists have developed advice, training & resources for teachers and staff.
- PDST & NCSE also provide online support and training.

Wellbeing protective factors:

Our wellbeing protective factors include:

- positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents.
- a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities.
- opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision-making skills.
- opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy.

- fostering expectations, recognising contributions, effort and achievement and providing opportunities for success.
- Wellbeing of school personnel.
- opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way e.g., Webwise (free online resources).
- opportunities to develop skills to manage stress that may be linked to school work.

Wellbeing risk factors:

In our school setting, Wellbeing risk factors include:

- low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs
- cultural differences
- school and class transitions

Two-tiered approach to Wellbeing Promotion:

We adopt a preventative two-tiered approach to Wellbeing promotion, with interventions at both whole school and individual targeted levels.

A whole school approach

This whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas in school life that impact on wellbeing. By adopting a whole school approach, we aim to produce a wide range of educational and social benefits for our pupils, including:

- improved behaviour
- increased inclusion
- improved learning
- greater social cohesion

The whole school approach supports the integration of systems within the school community. This creates capacity to be reflective and responsive to the needs of our school and the individuals who are part of the school community. We aim to promote wellbeing, social and emotional learning, and ensure a whole school approach to wellbeing promotion and early intervention, especially when considering appropriate use of external supports and services. Students flourish when there is a whole school approach to supporting their growth and where there is a shared belief in their potential for development, learning and wellbeing.

Our whole school approach involves:

1. Raising awareness of wellbeing promotion
2. Regular review and development of policies relating to wellbeing such as Bí Cineálta, Child Protection, Critical Incident.
3. Professional development for school staff in wellbeing promotion.
4. Implementing the SPHE curriculum which includes a focus on whole school approaches to wellbeing and health promotion.
5. Implementing universal evidence-based programmes and interventions.
6. Establishing school structures for supporting staff and students.
7. Establishing mechanisms such as student councils to ensure that the voices of children are heard.
8. Planning, collaborating and appropriate sharing of information between schools when children are making the transition into primary school or moving into post-primary school.
9. Liaising with appropriate external agencies and services e.g. NEPS, NCSE. HSE.

Individual and Targeted Support

In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including the wellbeing needs of our pupils. The Continuum of Support recognises that individual children can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups. Children and young people with additional needs and vulnerable groups are particularly at risk in the area of wellbeing (NCSE, 2014). The National Educational Psychological Service (NEPS) supports schools to promote the wellbeing and mental health of all children and young people. While supporting all, NEPS prioritises support for those at risk of educational disadvantage and those with special educational needs.

The purpose of the Special Education Teacher (SET) is to provide for students who have the greatest need for the highest level of intervention from the school community. SET coordinate a targeted response to the needs of a student, review and monitor the students progress, communicate these targets with the pupils' class teachers, and liaise with parents/guardians of the pupils.

Actions to promote the Wellbeing of a School Community at Scoil Mhuire an Chroí gan Smál

1. Developing and maintaining a safe, caring culture and climate within the school where a sense of belonging and connectedness is fostered.
2. Building positive relationships between teachers and children to promote participation, social interaction, and pro-social behaviour.
3. Adopting a whole-school approach to health promotion, where health is promoted by all staff.
4. Actively involving children in developing and implementing school policies to support mental health and health promotion.
5. Supporting and implementing a well-planned, consistent, and integrated SPHE curriculum to enable children to enhance their coping, resilience, communication, conflict resolution, and problem-solving skills.
6. Developing whole-school systems and structures to support the early identification of children experiencing social, emotional, behavioural or learning difficulties.
7. Actively involving, supporting and encouraging children's participation in extra-curricular activities.
8. Fostering a whole-school ethos that accepts and values diversity within the pupil and staff population.
9. Facilitating access to continuing professional development for school staff on the promotion of the mental health and wellbeing of children.

Indicators of Success

We use the Wellbeing Indicators of Success to identify our strengths and targets for improvement, and to actively monitor our progress and outcomes in relation to wellbeing promotion over time. We achieve this by accessing the opinions and views of all stakeholders throughout the process. The Wellbeing Indicators of Success, outlined in figure 1 below, are the broad outcomes to which the Department aspires and wants schools and centres for education to accomplish.

Key Areas	Indicators of Success
Culture & Environment	<ul style="list-style-type: none">• Children, young people and staff experience a sense of belonging and 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.
Curriculum (Teaching & Learning)	<ul style="list-style-type: none">• Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.• Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	<ul style="list-style-type: none">• Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.• Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	<ul style="list-style-type: none">• Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.• All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Figure 1.0

Evaluation:

The school staff need to be reminded that they need to take care of themselves as well as the students. Reflection and evaluation are necessary.

“It is well acknowledged that teachers are the most important in-school factor contributing to student success, satisfaction & achievement and that teacher wellbeing is deeply connected to the quality of their work.

Teacher wellbeing is therefore of critical importance to the future of education “.

McCallum,Price,Graham,Morrison,(2017)

Link with other policies in the school:

We regularly review our school policies for staff and pupils that are in accordance with the school aims, philosophy, vision and ethos. All aspects of the school planning and self-evaluation process in our school incorporate a health and wellbeing dimension. Wellbeing promotion is addressed in school policies and plans including but not limited to:

- **Aistear**
- **Child Safeguarding Statement and Risk Assessment**
- **Health and Safety**
- **Code of Behaviour**
- **Anti-Bullying, Bí Cineálta**
- **Critical Incident**
- **Special Educational Needs**
- **SPHE Policy**
- **Acceptable Use Policy**
- **Physical Education**
- **Healthy Eating Policy**

Relationships and Partnerships

We continue to develop strong partnerships with parents/guardians and the wider community, which is a central part of the Wellbeing process. We efficiently engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing, teaching and learning.

The following stakeholders collaborate regularly:

- Parents/Guardians
- Board of Management
- Patronage
- Parents Council
- Student Committee
- Voluntary Sports/Arts Group
- State Agencies
- Community groups (Forum Connemara)
- Support Services

School Self-Evaluation Wellbeing Promotion Process

To implement this policy our school is required to use the six step School Self Evaluation (SSE) process with the Wellbeing Policy Statement and Framework for Practice (2019) to initiate a Wellbeing Promotion review and development cycle. We will consider our existing provision for Wellbeing under each of the four key areas, and devise and implement a plan for one key area, as appropriate for our school. In devising and implementing the improvement plan, we will refer to the Statements of Effective Practice in key areas relevant to the specific focus we have chosen.

Ratification and Communication:

Appendix 1: Wellbeing framework

Key Area 1 – Culture and Environment

Statements of Effective Practice for All

- The wellbeing of the whole school community is central to the school's mission statement and management take responsibility to promote wellbeing.
- Parents/carers receive communication and information from schools in relation to initiatives which support the wellbeing of the child/young person.
- All class and subject teachers understand their shared role in supporting learning for and learning about wellbeing in their classroom/subject.
- The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- Children and young people and staff have a strong sense of belonging to the school.
- Systems are in place so that the voices of the child/young person, staff and parent/carer are heard.
- Child/young person's participation within the school community is valued by staff and children and young people are actively supported and encouraged to provide feedback for school improvement.
- The school building, grounds, classrooms and work spaces, are well maintained and appropriately furnished creating a welcoming, safe and warm environment.
- The school building is accessible for all children and young people and accommodation is modified to meet the needs of all.
- Indoor and outdoor space is provided to facilitate social interaction, physical activity and quiet time.
- The school environment is conducive to promoting healthy eating choices.
- The indoor space displays the work, talents and accomplishments of children and young people.

Statements of Effective Practice For Some & Few

The schools demonstrate commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.

Staff, children and young people are inclusive of those from different cultural backgrounds and those with additional needs.

The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available if applicable:

- 'Safe' room/space for distressed/anxious students
- Room(s) for meeting with parents, visiting professionals
- Room(s) for individuals and small groups requiring targeted intervention and support
- Specialist technology

*This list is not exhaustive

Key Area 2 - Curriculum (Teaching and Learning)

Statements of Effective Practice for All

- All curricular and subject plans have explicit reference to teaching, learning and assessment approaches that promote collaboration, self-assessment and a sense of achievement.
- All curricular plans outline how teaching/learning approaches and assessment of learning outcomes will be differentiated for children and young people, providing adequate challenge and opportunities for success.
- Teachers use varied teaching and assessment methods and differentiate their expectations to promote full participation and achievement for all.
- Teacher continuing professional development (CPD), sharing of learning and reflective practice is encouraged and facilitated through communities of practice.
- Throughout primary schools, the SPHE curriculum is implemented on a mandatory basis.
- There is a whole school and coordinated approach to the provision of PE and SPHE as part of the Wellbeing Programme.
- Children's and young people's physical, social and emotional health education are effectively implemented and are a visible part of the Curriculum for SPHE, PE, RSE.
- Appropriate use is made of programmes/resources to support SPHE, RSE.
- Universal, evidence-based programmes are appropriately chosen to teach core social and emotional competence and coping skills.
- The school links with community-based clubs and organisations to ensure that a broad, accessible and inclusive extra-curricular programme is provided.
- Specific national or local initiatives are included in the school's wellbeing promotion initiatives.
- Children and young people, and parents/carers are involved in planning the school's extra-curricular programme.
- Children and young people are actively engaged in learning and enjoy coming to school.

Statements of Effective Practice For Some & Few

- All curricular plans outline how teaching methods and assessment of learning outcomes will be differentiated for children and young people at risk or with additional and/or complex needs so they experience a sense of achievement.
- Teachers attend CPD and deliver specialised and targeted programmes to individuals and/or small groups that are grounded in research and evidence and selected in line with best practice guidelines.
- Individualised teaching approaches are linked to specific learning outcomes.
- The school deploys resources based on individual learning, behavioural, social and emotional needs under the Teacher Resource Allocation Model.
- The Special Education Team and/or Student Support Team support all class and subject teachers and Special Needs Assistants (SNAs) to implement appropriate strategies for children and young people with additional and/or complex needs and those recommended in professional reports.
- Delivery of one to one support teaching is supported by continuing professional development and reflective practice facilitated through communities of practice.
- There are opportunities for CPD and ongoing practice support and guidance for SNAs.
- Extra-curricular activities are planned to include those with additional and/or complex needs. Children and young people with additional and/or complex needs and their parents/carers are actively involved in planning and evaluating the school's extracurricular programme.

Key Area 3 - Policy and Planning

Statements of Effective Practice for All

The wellbeing of the whole school community is at the heart of school policies and plans.

Consultation with staff, children and young people, and parents/carers is undertaken when developing and reviewing and updating school policies.

Policies are made available to staff, parents/carers and relevant partners.

Schools have the following policies, plans and guidelines in place: e.g. Anti-bullying policy and procedures; COS policy; Child protection policy & procedures; Critical Incident Management Plan; Acceptable Use Policy for ICT etc.

All teaching and non-teaching staff are familiar with these policies and procedures.

Policies and plans set out how inclusive practice will be implemented.

The school has an established system for gathering information which is conducted in partnership with parents/ carers, children and young people and teachers in order to support the child/young person's needs.

The school has an established system for gathering information on children and young people at points of transition and uses the Education Passport (NCCA) for children and young people transitioning to post primary school.

Family and child/young person confidentiality is respected at all times and staff follow school guidelines for the appropriate sharing of confidential information.

Records about individual children and young people are stored securely.

The school has a system in place for gathering information on levels of school risk factors such as bullying; absenteeism; truancy; disruptive behaviour.

There is a comprehensive CPD plan to ensure all teachers have the necessary training to promote wellbeing on a whole class basis and through SPHE.

Staff are encouraged to share expertise and learning garnered from CPD by having opportunities to model and engage in collaborative working.

The school adheres to DES circular on the use of programmes and/or external speakers.

The school identifies and participates in specific national or local initiatives for wellbeing promotion.

Statements of Effective Practice For Some & Few

The school's COS policy specifically lays out how the screening, gathering of information and planning of interventions for children and young people with additional and/or complex needs is undertaken.

School-based information is used in conjunction with reports from external professionals which, set guidelines and recommendations for individualised supports.

The school engages with collaborative problem-solving to support a child/young person's needs, identified through the NEPS Continuum of Support. A student support file is used to plan, record and review progress.

The COS policy identifies a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties.

The school's assessment policy outlines how additional school-based screening and intervention tools are used to assess social, emotional and behavioural difficulties.

The school's COS policy and plan sets guidelines for individualised supports to help those with complex needs understand and engage with school policies e.g. bullying, code of behaviour.

The school has mechanisms in place for identifying vulnerable students in the event of a critical incident.

Key Area 4 - Relationships & Partnerships

Statements of Effective Practice for All

Relationships between teachers, children and young people and parents/carers are characterised by openness, respect and listening.

Relationships and partnerships are supported through a range of agreed formal and informal structures, for example, student councils, buddy systems, mentoring systems and newsletters.

The views of all staff and children and young people are sought, listened to and respected.

The views of parents/carers are accessed through questionnaires and feedback from parent-teacher meetings.

Parent-teacher meetings are convened on a mandatory basis, to discuss children and young people's progress.

The board of management promotes the establishment of a P.T.A. in the school (at present there is no PTA).

Staff receive recognition and support from management.

All staff members are aware of the Employee Assistance Service.

The school establishes links with feeder schools.

The school establishes strong working relationships with other schools and engages in sharing of best practice.

The school promotes professional networks for principals.

The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.

There are clear referral pathways and the roles and responsibilities of agencies are agreed and understood by all.

The school supports extra-curricular activities by linking with sports clubs, scouts, work experience placements, charity organisations etc.

For Some & Few

Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members.

Staff receive individualised support from management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.

Mentoring systems are in place whereby more senior young people mentor younger children offering practical, social and/or emotional support.

Befriending and buddy systems are in place for children and young people who require support to interact with peers.

Efforts are made to build positive relationships with children and young people who are experiencing challenges, and with their parents.

Children and young people and their parents/carers are included in collaborative problem solving and decision making with regard to individualised support and interventions.

Children and young people have access to one to one meetings with qualified members of staff to support their personal and social, educational and career development, and at moments of personal crisis.

The primary school links with the feeder post primary schools and holds sixth class transfer review meetings, for those children and young people with additional and/or complex needs.

Primary schools link with the local Early Childhood Care and Education Scheme (ECCE) to support the transition of children with additional and/or complex needs into the primary setting.

Centres of education link with other training centres and employees to ensure successful transfers from the centre.

The school attaches a high value to support networks for SEN teachers.

The school has established working relationships with DES support services and other agencies and services involved in supporting the mental health of children and younger people.

Appendix 2: Checklist: Use of Programmes and/or External Facilitator

Engaging External Facilitators in the School:		✓	x
1.	The facilitators have the necessary training/qualifications and expertise to deliver the agreed programme or training		
2.	At least one member of the school team is available to facilitate planning, joint delivery and evaluation of the programme or external input		
3.	Facilitators are suitably qualified to work with the profile of students in the school		
4.	Facilitators delivering the programme or input have a written child protection policy and a safeguarding statement		
5.	The school is satisfied that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for the external facilitators		
When Considering a Programme:		✓	x
6.	A need has been identified through the school's Wellbeing Promotion Process that could be addressed by using a specific programme		
7.	The programme is consistent with the school's whole school approach to wellbeing promotion		
8.	The Board of Management has approved the delivery of the programme		
9.	The chosen programme is informed by research and/or evidence		
10.	The programme uses evidence based/informed methodologies and promotes active learning		
11.	All relevant staff members have been informed about the proposed programme.		
12.	The programme is suitable to meet the needs of the targeted cohort of students.		
13.	In the selection of programmes, the opinions of parents/carers and students have been ascertained		
14.	An evaluation form will be completed by students and staff		
15.	The impact of the programme will be monitored		
16.	The programme delivery is sustainable over time within the school		
17.	Consideration has been given to the possible vulnerabilities of students and the minimising of any potential negative impact of the programme		
18.	Supports are available for the students during and after the programme delivery		

Ratified by the Board of Management

Chairperson: _____

Date: _____

