



etb
Bord Oideachais agus
Oiliúna Dhúin na nGall
Donegal Education and
Training Board

**Errigal College
Letterkenny
Policy for Wellbeing for School Year 2021/2022**

Updated 13th September 2021

A decision on an application for admission will be based on the implementation of this policy, the information set out in the annual admission notice of the school and the information provided by the applicant in the application for admission, once received before the closing date set out in the annual admission notice.

This Policy has been reviewed and approved by the Board of Management of Errigal College at their meeting on

Proposer:	
Secunder:	
Chairperson of the Board of Management:	
Principal:	Mr Danny McFadden
Date of Approval:	



Introduction to Errigal College

Errigal College is a long-established Vocational School under the auspices of Donegal Education and Training Board and was previously situated at Ard O'Donnell in Letterkenny. The College transferred to a new building at Windyhall in 1987. Since then there have been significant developments at the site, including a high quality playing field provided in conjunction with the Windyhall Community Group; school canteen (2003) and two ASD classrooms (2013). A Board of Management (BOM), representative of all the school partners, governs the school. The board meets on a regular basis and is comprised of four representatives of the Trustees (ETB), two parent nominees and two teacher nominees. Errigal College is a DEIS school and the day-to-day management of the school is carried out by the school Principal and the Deputy Principal. A Year Head takes responsibility for each Year Group and liaises with staff, students and parents.

Errigal College offers all DES approved courses including FET QQI level 5 and 6 PLC courses. The College is unique in Letterkenny as it is the sole provider of co-education through the medium of English. The College can cater for up to 500 students and recently has been approved by the DES to be extended to cater for 750. The student body reflects the diverse nature of modern Ireland with many countries represented in the student cohort.

We aim to offer the highest quality educational experience for our students and do so in the knowledge that each student has different needs and learning styles.

The Code of Positive Behaviour applies to all students while they are in the care of or representing Errigal College in locations other than the school, such as at curricular or extra-curricular activities, field trips, tours and so on.

These activities complement the formal curriculum in contributing to the holistic development of students. Activities offered in the school include: drama/music, Gaisce, John Paul II Award, lunchtime club, GAA, soccer, basketball, athletics, swimming, coding, strength and conditioning, and educational tours.

Participation in extra-curricular activities is promoted through intra- and inter-school activities, such as the lunchtime soccer league. All students are encouraged to participate in extra-curricular activities.

Errigal College looks to establish a positive behavioural procedure so as to ensure that the values of mutual respect, self-discipline and social responsibility permeate the life of the Errigal College community. The college recognises the need *to protect the rights of students* and to ensure the creation and maintenance of an atmosphere where effective teaching, learning, assessment and feedback can take place.

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1. Our Mission Statement

“To enable each student to achieve his/her potential, in partnership with parents, guardians and staff, based on the principles of caring, dignity, mutual respect and equality”

2. Our Definition of Wellbeing

“Student Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.”

Junior Cycle Guidelines p9

3. Junior Cycle/Wellbeing Curriculum

“The Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives”.

Framework for Junior Cycle, 2015, p.6

Learning in the Junior Cycle will be informed by:

- Eight principles that underpin the entire Framework for Junior Cycle, of which Wellbeing is one.
- Twenty-four statements of learning that are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme
- Eight key skills that are required for successful learning by all students as outlined below” -

Framework for Junior Cycle p10.



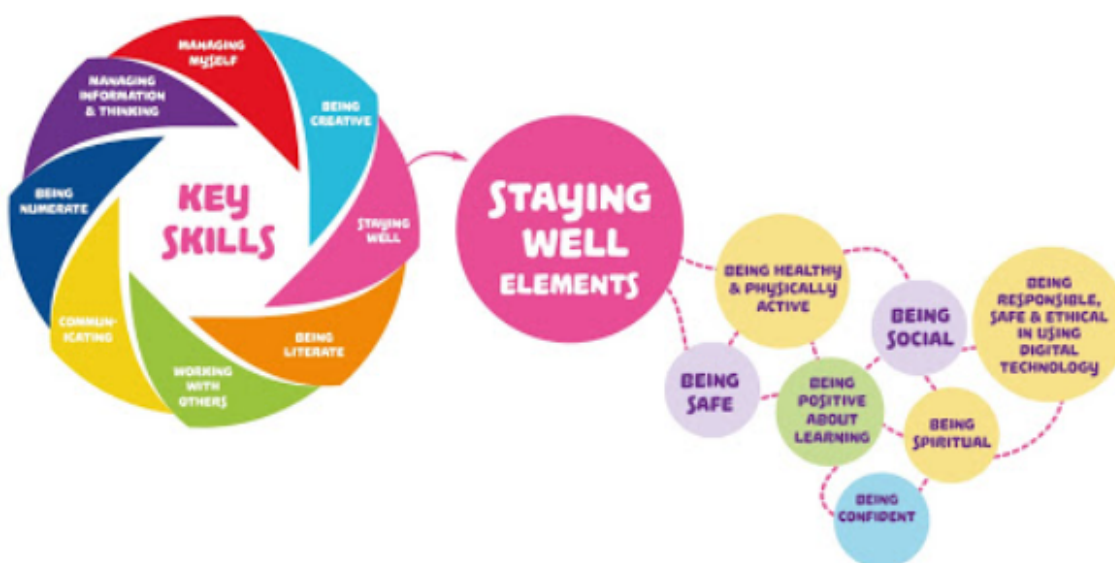
Statements of learning that link to Wellbeing

The following Statements of Learning are particularly applicable to Wellbeing in Errigal College Post Primary, and will be delivered in PE, SPHE, CSPE, Careers and Wellbeing classes.

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

Key Skills: Staying Well is one of the 8 key skills.

“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course”. *Framework for Junior Cycle, 2015, p.15*. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and take responsibility for their own learning.



3. Aspects of Wellbeing - Action Plan for Junior Cycle

Within Errigal College's policy we hope to enhance and develop our understanding, practice and curricula for Wellbeing already existing in school. Through the focus on four aspects of Wellbeing in our school - School Culture, Relationships, Policy & Planning and Curriculum we aim to establish a Wellbeing policy which encompasses the school wide community



5. Whole School Approach to Wellbeing

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Errigal College. Our Wellbeing programme is predominately taught in subject areas; SPHE, Physical Education, CSPE, Guidance and Wellbeing classes but is indirectly taught in all subjects in our school.

This policy intends to formalise, document and structure how we collaboratively plan and implement Wellbeing going forward to achieve the aims set out in both Junior Cycle Wellbeing Guidelines 2017 -2020 and Wellbeing Policy Statement and Framework for Practice 2018-2023.

Wellbeing in Errigal College has been assigned to a designated teacher in conjunction with School Management.

Our Wellbeing committee is made up of PE, SPHE, CSPE Coordinators, the Guidance Counsellor along with the Wellbeing Coordinator. This team will implement a Wellbeing Programme in Junior Cycle by June 2022. Wellbeing being the core ethos in Errigal College by 2023.

6. Teaching Wellbeing in all Subject Areas

In Errigal College, all teachers will teach Wellbeing by displaying the Wellbeing indicators in their classrooms and including them in subject department plans and make clear links from their learning outcomes to the Wellbeing Indicators.



7. School Policies which Support Wellbeing

Schools policies provide the compass by which the school navigates its way. In Errigal College, we have a number of policies that support and supplement the roll out of Wellbeing. School policies are developed with staff, parents/guardians, students and the Board of Management. The following school policies are related to Wellbeing and are reviewed regularly:

- Admissions
- Anti-Bullying
- Attendance
- Code of Positive Behaviour
- Child Protection
- Data Protection
- Homework
- Health & Safety
- Acceptable Usage Policy
- RSE
- SEN
- Critical Incident

pastoral care Policy

Guidance Policy

7. Curricular Planning of Wellbeing

Timetable for Wellbeing in Junior Cycle in Errigal College

In Errigal College we have 356.2 Curricular Hours and 49.4 Other Hours which is a total of 405 Hours for Wellbeing in Junior Cycle (complying with DES Circular 0015/2017) although this may increase as all subject specifications phase through all 3 years of the Junior Cycle. Below is the breakdown of this information. The individual subject plans for PE, SPHE, CSPE and Guidance will highlight how the Statements of Learning, and Learning Outcomes are uncovered in these subjects

1st Year

Subject	Periods per week	Minutes per week	Hours per year
PE	2	80	
SPHE	1	40	
CSPE	1	40	
Wellbeing Modules	1	40	
Total in 1st Year		200 Mins per week 200 * 33.4 weeks = 6680 mins per year	111.3 hours per year

2nd Year

Subject	Periods per week	Minutes per week	Hours per year
PE	2	80	
SPHE	1	40	
CSPE	1	40	
Wellbeing Modules	1	40	
Total in 2nd Year		200 Mins per week 240 * 33.4 weeks = 6680 mins per year	111.3 hours per year

3rd Year

Subject	Periods per week	Minutes per week	Hours per year
PE	2	80	
SPHE	1	40	
CSPE	1	40	
Wellbeing Modules	1	40	
Guidance	1	40	
Total in 3rd Year		240 Mins per week 240 * 33.4 weeks = 8016 mins per year	133.6 hours per year

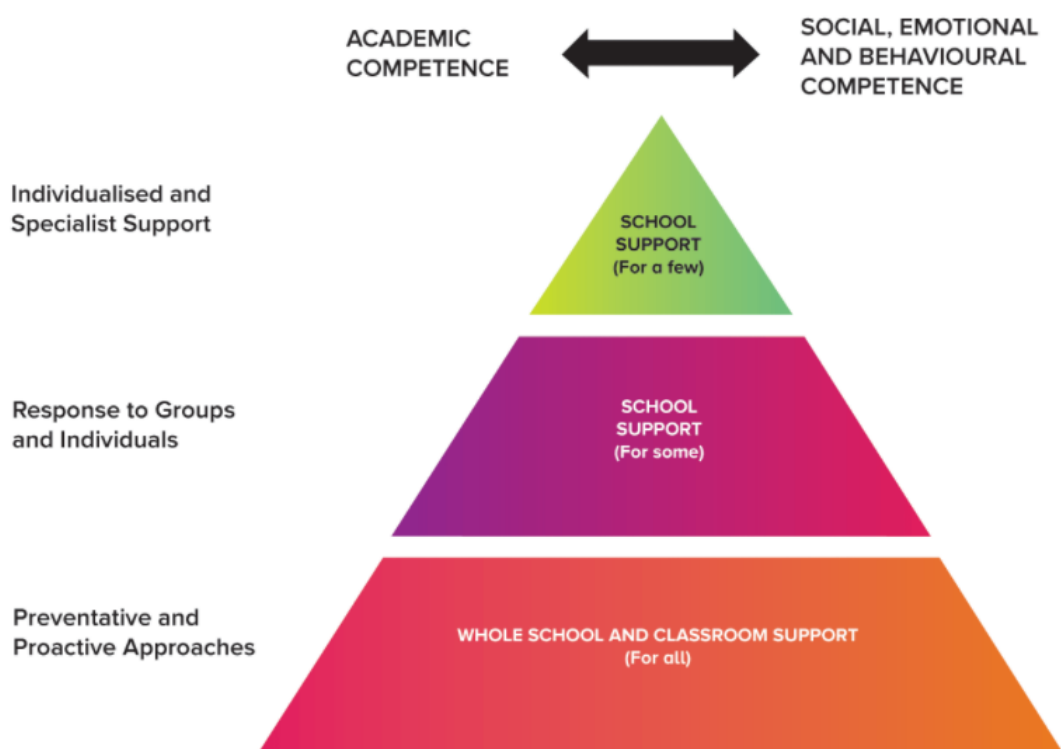
Curriculum Grand Total in 2021-2022	356.2 Hours
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8. Calendar of Wellbeing Themes Year 2021/2022

10th September	World Suicide Prevention Day
22nd September	National Fitness Day
27th-2nd Oct	Healthy Eating Week
7-13th October	Mental Health Week
11-17th October	Climate Action Week
16-24th October	Numeracy Week
15-19th November	LGBTQ Awareness Week Anti Bullying Week
2nd-7th December	National Grief Awareness Week
13-20th January	National Obesity Awareness Week
7-13th February	Children's Mental Health Week
1st to 17th March	Seachtain Na Gaeilge
4th March	World Book Day
1st April	World Autism Day
April	National Spring Clean Month
26-30th April	Get Active Week
10-14th May	Friendship Week
May	Sunsmart Skin Cancer Prevention Month

9. School Self Evaluation (SSE) link to Wellbeing

By 2023 every school is required to use the School Self-Evaluation (SSE) process to initiate a Wellbeing Promotion Review and Development Cycle. Errigal College will begin the process of SSE in September 2021. We will use a continuum of support, set out by NEPS (See diagram below) and use the Action Plan of the Four Key Areas of Wellbeing Promotion – 1. Culture & Environment 2. Curriculum (Teaching and Learning) 3. Policy & Planning 4. Relationships & Partnerships - as outlined in Wellbeing Policy Statement and Framework for Practice 2018-2023 P 34-37 as a base to which to inform planning. See appendix 2 for a copy of this action plan for SSE in Errigal College.



10. Looking at Our Schools 2016-2021 link to Wellbeing

“This document takes a holistic view of learning and of the learner. It emphasises the need for students to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all students should therefore be broad, balanced, challenging and responsive to individual needs. The quality framework sees students' well-being as intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning”. *LAOS 2016-2020 P6*

Firstly, through the planning of our Wellbeing programme at Junior Cycle and then implementing the process of SSE in Wellbeing in a whole school context, Errigal College has a crucial role in promoting and nurturing students' well-being. We strive for highly effective practice in all four domains in teaching

and learning with regard to Wellbeing.

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise

11. SEN Coordinator

The SENCO is responsible for arranging any Educational or Psychological assessments of a

student experiencing repeated learning, emotional, behavioural difficulties and providing intervention plans. The Coordinator will also keep the staff informed of the specific learning needs of students. The SENCO also liaises with parents/guardians of students to address all of their additional learning needs.

12. Guidance Counsellor

Guidance in schools refers to a range of learning experiences that help students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas personal and social development, educational guidance and career guidance. At Grange PPS the guidance Department has adopted a whole school guidance approach. Guidance is a whole school activity, and our approach is collaboratively developed.

13. Home School Liaison

The Home School Community Liaison is a preventative strategy targeted at pupils at risk of not reaching their full potential in the educational system. In ErrigalCollege the HSCL links with parents/guardians and community agencies to help provide support necessary to ensure students engage with school. The HSCL plays a vital role in building up relationships with parents and forms a strong link between home and school.

14. Behaviour For Learning

The BFL teacher in Errigal College works with identified students, individually or in small groups, on BFL programmes that are designed to meet their social, emotional, behavioural and academic needs, so they can achieve and succeed in school.

15. School Completion

The SCP in Errigal College is on campus and is a key support to those students who have been identified as at risk of early school leaving. The role of SCP is to enhance their school experience through one to one/group support, mentoring, attendance promotion, encouraging them to engage in lunchtime or extracurricular activities and to link with homework club. The SCP is a positive support to the students and works with them on reaching achievable goals.

16. Student Support Team

Once concerns are identified, information is then gathered, and a plan is created and reviewed in line with NEPS' continuum of support. The support offered is broken into 3 categories as outlined below.

Support of ALL

At this level we adopt a school wide approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aimed at (1) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing, (3) early identification and intervention in the cases of challenge.

Support for SOME

There is a more focused approach adopted with a number of identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. A recent addition in this area is the Alert programme, supported by the National Behaviour Support Service (NBSS) and FRIENDS through NEPs. Our student support team, SEN team and management team also contribute to supporting students in this area.

Support for a FEW

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of an ISP (Individual Student Profile/Plan) and IBP (Individual Behaviour Plan). The details of the development of these plans are outlined in the SEN policy of the school. In some cases, students under the care of the student support team will also have a student support file.

17. Student Voice

Student involvement and leadership is an essential part of wellbeing in our school community. Student involvement is encouraged in many areas. One such area is the Student Council. The Student Council meets on a regular basis and considers issues that affect the student population. It allows students a voice to bring any concerns that may arise to the wider school community.