



Powerstown Educate Together National School

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Pupil Wellbeing Policy

This policy has been formulated by Powerstown ETNS to assist in the establishment of a Care Team that aims to support children's well being.

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Introduction:

Powerstown ETNS is currently developing a Wellbeing Promotion Process within the school, which is supported by the DoE and the HSE.

Powerstown ETNS has 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.

Responsibility of PETNS

The Education Act (1998) states that: A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

Powerstown ETNS is in a unique position to promote wellbeing, and social and emotional learning, and ensures 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. PETNS is responsible for providing an environment that nurtures and supports students.

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)
- policy and planning
- relationships and partnerships

Student Support Team (SST)

The Student Support Team in Powerstown E.T.N.S. looks after the overall general wellbeing of students. The SST ensure effective implementation of a whole school which has wellbeing promotion as part of its responsibility.

This policy is closely linked with PETNS_25_Staff Well-being Policy.

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.

Programmes and/or External Facilitators

Use of programmes and/or external facilitators can play a role in supplementing, complementing and supporting a planned comprehensive approach to wellbeing promotion. Programmes and/or external facilitators accessed in Powerstown ETNS;

- are part of a whole school approach and address an identified need
- are delivered to class groups with the involvement of school staff and the appropriate involvement of parents/carers
- enhance protective factors which predispose students to positive outcomes in the face of adversity such as: facilitating supportive adult-pupil relationships, strengthening life skills, helping students believe in their capacity to overcome hardship and building a sense of mastery over life circumstances
- adopt a planned implementation process, for example, incorporate needs analysis, use evidence informed programmes and track and evaluate outcomes for students

- are implemented and used in a school in a sustained way over a number of years in order to bring about lasting effects and benefits

Please refer to Appendix 1 for checklist

Pupil Well-Being:

While it is limited to and by school time we realise that many external issues impinge on the development of students. The purpose of a Care Team is to provide for students who have a greater need for a higher level of intervention from the school community. The Care Team is a visible representation of the school's understanding and valuing of each student as an individual.

The Care Team is open to meet with staff monthly after whole staff meetings from 3.20pm – 4.20pm.

The Care Team formally meets twice termly to oversee student welfare within the school. This includes identifying students who are in need of support in learning and socialising, child protection issues, students who have suffered loss and supporting particular programmes from time to time such as Parenting Courses and Anti Bullying modules.

Objectives and Rationale:

Students who experience difficulties in life will find it difficult to have cognitive space for learning. Therefore the rationale of the Care Team is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning.

The Care Team undertake the following;

1. To liaise with external professionals about the welfare of the child
2. To liaise with the parents/ guardians of the child
3. To share information in a **confidential** setting
4. To coordinate a single **transparent response** to the care needs of a student
5. To **review** and **monitor** the students with care needs

A Care Team is a school-based student services structure that uses resources and staff time efficiently. Care Teams increase student achievement by linking educational interventions with needed support services. Care Teams meet termly to discuss many students at a single meeting and develop strength-based intervention plans. Professional services are combined with youth development activities and programs to form “packages of support” for students and families.

Care Team and Code of Behaviour:

The Care Team and the Code of Behaviour work together to provide the structure and the care that is necessary for the student to benefit from school. The student may be in the Care Team and the Disciplinary system at the same time.

Members of the Care Team:

The core Care Team is made up of staff and professionals that have direct involvement in the care issues of pupils and various other members depending on the students being discussed.

The following is a list of initial core members.

- Principal: Helena Regan
- Care Team Co-ordinator: Maeve Grant
- Deputy Principal: Cróna Glynn

Other possible members that may be included, depending on the students being discussed:

- Parents
- Class Teacher
- SEN Teacher
- S.N.A.
- Occupational Therapist
- Speech and Language Therapist
- Public Health Nurse
- Social Workers
- Health and mental health service providers from public and community agencies
- Community Gardaí

Care Team meetings are often used to develop and implement positive programs during school. Referring teachers, special education case managers, and other staff members attend as needed and available.

Student referral to a Care Team:

All staff in the school community has a responsibility to be observant of the care needs of the student. Individual staff members need to trust their intuition regarding a student who needs referral. It is in the

interest of the student to have a clear referral system. The process of referral into the care team will be outlined clearly to staff below.

To system below regarding referral should be maintained.

This system is as follows:

- The class teacher will refer a student directly to the Care Team Co-ordinator, who in turn will refer the student to the Principal.
- The Principal will then liaise with the relevant members of the Care Team. A staff member or parent may also refer a student to the Principal or Deputy Principal.
- Administrators and staff members may refer a student **directly** to the Care Team by completing a “Care Team Referral Form.”
- During parent/guardian meetings following disciplinary actions, teachers often identify the Care Team as a resource to help address concerns.
- Parents and guardians who would like to request support services may contact an administrator or staff member who then completes a counselling and support services referral form.

Following an in-school referral, the teacher will typically call home to arrange a meeting with the parents/guardian to discuss the referral process and Care Team objectives. The staff member inquires about the pupil’s talents and interests, shares with the parent/ guardian that the Care Team may be able to help the student to be more successful at school, and obtains written permission to exchange information among Care Team members.

Once a student is referred to the Care Team:

- Termly agendas are created based on the referrals received.
- Intervention plans are developed and a specific staff member is assigned to coordinate the interventions for each student under the supervision of the Care Team Co-ordinator.
- Health, mental health, and culturally appropriate community resources that may be needed are identified during the meeting.
- The team addresses attendance concerns along with the National Educational Welfare Board.
- Cases are brought back to the Coordinated Care Team for review.

Documentation and communication of Intervention Plans:

Team members may share the documentation requirements during the meeting or clerical support can be provided by available staff.

- Agendas are developed bi-termly from the referrals received.

- Intervention plans are centrally documented and reply forms are filled out and sent to the referring party, appropriate administrators, support staff members, special education and general education staff, and collaborating service providers.
- Reply forms do not include sensitive confidential information. Ensuring communication through a feedback system and direct communication among team members is essential to the coordination of support services.
- Because multiple students are discussed at Care Team meetings, students and caregivers do not attend Care Team meetings or have access to confidential information unless otherwise stated. All information exchanged at Care Team meetings is confidential; documentation is secured according to State and district regulations.

Confidentiality

An essential element of the Care Team is maintaining clarity around the boundaries of confidentiality. It is essential for all members of the team, as well as all staff and pupils, to understand the concept of confidentiality in regard to child protection guidelines.

Communication

Clear communication is essential. A person who refers a pupil does not necessarily need to know the details of what has been discussed in relation to the student, but they need to be assured that the student is being cared for.

Essential Elements of a Care Team

- Child centred/ advocate for the student
- Non-judgmental
- Solution focused as opposed to problem focused.
- Supported by staff, senior management and BOM
- Optimistic and hopeful
- Accountable through record keeping

Red and Amber lists

These lists are intended to inform the staff about students who are identified as requiring emotional support and to communicate the work of the care team.

When a student is on either list, staff will be aware that a key care team member is dealing with that student. This list will also heighten the awareness of staff to any issues arising with the student in the classroom.

It is essential to note that even if a student is on the list that normal code of behaviour applies at all times.

Meetings

The ethos of consistent and regular meetings is central to ensuring the success of the care team. To formalise and emphasise care of the student, members of the care team will meet twice a term on scheduled dates in the school calendar. Additionally, the care team can conduct meetings at unscheduled dates as needs be e.g. when new children that need a referral enrol throughout the year.

Record-keeping

The Care Team coordinates the care management strategies of the key personnel in the school therefore there is no need to keep detailed records. One form will be used to keep a record of meetings.

Evaluation

The team need to be reminded that they need to take care of themselves as well as the students. Reflection and evaluation are necessary. Evaluation forms will be used for this purpose at the end of the academic year.

Link with other policies in the school

The Care Team process will link in with the following policies already in existence in the school:

- **Code of Behaviour** links the discipline structure to the work of the care team
- **Anti-Bullying Policy** may link with the care team in supporting both the victim and the instigator
- **Critical Incident Policy**. This is an important policy for the care team as it outlines procedures that a school uses when faced with a trauma such as death of a student.
- **Enrolment Policy**. It is important to name the care team as part of the school's commitment to caring for the student and to alert parents to the fact that those students can be referred for internal support.
- **Continuum of Support Policy**. This policy reflects the fact that students attending learning support or who have special needs may need the support of the care team.
- **SPHE Policy**. The social, personal and health education of students is an integral part of the curriculum and links in with the care team and guidance.
- **Staff Induction**. All new staff members are trained in the method of referral and the relevance of the red and amber list.



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Appendix 1: 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		

Team Referral Form

Child's Name:	D.O.B:	Age:	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>
Teacher:	Class:	Primary language:	
Parent Name:	Phone:	Address:	

Support Child Currently Receives: <i>check all relevant areas</i>			
<input type="checkbox"/> Classroom Support	<input type="checkbox"/> School Support	<input type="checkbox"/> School Support Plus	<input type="checkbox"/> Mutli-disciplinary
<input type="checkbox"/> Psychology	<input type="checkbox"/> Speech, Language	<input type="checkbox"/> O.T. Support	<input type="checkbox"/> Other

Academic Concerns: <i>check all relevant areas</i>			
<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Speech/Articulation
<input type="checkbox"/> Phonics	<input type="checkbox"/> Comprehension	<input type="checkbox"/> Math Problem Solving	<input type="checkbox"/> Fine Motor Skills
<input type="checkbox"/> Fluency	<input type="checkbox"/> Written Language	<input type="checkbox"/> Oral Language	<input type="checkbox"/> Gross Motor Skills

Behaviour/Social/Medical Concerns: <i>check all relevant areas</i>				
<input type="checkbox"/> Aggressive	<input type="checkbox"/> Disorganised	<input type="checkbox"/> Anxious	<input type="checkbox"/> Angry	<input type="checkbox"/> Confused
<input type="checkbox"/> Passive	<input type="checkbox"/> Distractive	<input type="checkbox"/> Fearful	<input type="checkbox"/> Argues	<input type="checkbox"/> Vision
<input type="checkbox"/> Social Skills	<input type="checkbox"/> Immature	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Defies/Refuses	<input type="checkbox"/> Hearing
<input type="checkbox"/> Tardy / Truant	<input type="checkbox"/> Impulsive	<input type="checkbox"/> Physical complaints	<input type="checkbox"/> Blames others	<input type="checkbox"/> Other Medical
<input type="checkbox"/> Disrupts Class	<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Seems depressed	<input type="checkbox"/> Lies	
<input type="checkbox"/> Attention	<input type="checkbox"/> Does not Listen	<input type="checkbox"/> Lethargic / Fatigued	<input type="checkbox"/> Steals	<input type="checkbox"/> Other
<input type="checkbox"/> Doesn't Retain	<input type="checkbox"/> Fidgets	<input type="checkbox"/> Sleeps in class	<input type="checkbox"/> Cheats	
<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Interrupts	<input type="checkbox"/> Hygiene	<input type="checkbox"/> Destroys property	

Please photocopy observations/monitoring details of child in areas of concern and attach
--

List interventions provided to date:

What do you hope to achieve by this referral:

Requested By:	Form Completed by:
Date parents notified:	Date form completed:

Appendix 1: SAMPLE RECORDING FORMAT FOR MEETINGS

Student Support Team Meeting

Date:

	From	Student	Risk*	Concerns**	Follow-up***
Junior Infants	year group	Student's initials		category of problem	
	Chest.	S o'm	1	Emotional	COS teacher to meet with parents
	Ash	P T	2	Behavioural	
2nd Class					
	Hazel	T.T.	4	Behavioural / Emotional	NEPS advice, possible referral to C��mhs
3rd Class					
	Lime	A.M.	2	Social	COS Support – Classroom Level
4th Class					
	Beech	E D	3	Emotional	Consult NEPS psych.

*Risk is rated from 1- low risk to 5 - high risk (immediate action required).

** Concerns are phrased in categories according to the MAIN presenting problem:

- ∂ Behavioural – acting out; aggressive; bullying...
- ∂ Emotional – family or personal problems; grief ...
- ∂ Social – isolated; fighting...

***Follow-up refers to the individual(s) who will be reporting back on that student following some action.



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Appendix 2: Student Care Team Review Record

STUDENT CARE TEAM REVIEW RECORD:			Date:	
Name	Positive Changes	Ongoing Concerns	Current Needs	Action