

S.P.H.E. Policy

Ratified by the Board of Management, June 21st 2010

Scope:

This policy

- Sets out the S.P.H.E. policy of the school.
- Reflects the school's commitment to promoting the health and well being of all students within the school community.
- Represents a specific commitment to teach social, personal and health issues in a planned and organised way.

Rationale:

This policy is necessary to:

- Comply with legislation. (Education Act 1998, Education and Welfare Act 2000 and Equal Status Acts 2000-2008)
- Recognise the importance of S.P. H. E. in the school curriculum.
- Support teachers of S.P. H. E. through training, resources, co-ordination and team work.
- Promote an ethos of partnership between parents, teachers, health professionals and members of the extended community for the social, personal and health development of the young person.
- Promote the ethos of the Patrician Academy.

Goals / Objectives

This policy aims to:

- Detail the school's support of and commitment to the S.P.H.E. programme.
- Outline the means by which the success of the S.P.H.E. programme can be ascertained.
- Specify review procedures.
- Promote the development of mature young men with a positive attitude to themselves and others.
- Promote a school culture which is inclusive of students and respects diversity and difference.

Implementation Procedures

- All members of the school community facilitate the S.P.H.E. policy.
- Teachers facilitate the policy in the teaching and learning process on a daily basis.

- Class Tutors and Year Heads facilitate the policy in their respective roles.
- Principal and Deputy Principal facilitate the policy in their respective roles.
- All staff involved in extra-curricular activities facilitate the policy in the school.
- S.P.H.E. is provided for all students from First Year to Fourth Year.
- Parents of First Years are given an outline of the S.P.H.E. programme at the meeting of First Year parents.

Roles and Responsibilities

Teachers:

- Encourage all students to work to their full potential in a positive, inclusive and healthy atmosphere.
- Enable students to develop personal and social skills.
- Promote self esteem and self confidence.
- Promote and foster respect for diversity.
- Enable students to develop a framework for responsible decision making.
- Promote the mental and emotional health and well being of each student.
- Liaise with other staff: S.P.H.E. teachers, Guidance Counsellor, Year Heads, Deputy Principal and Principal.

S.P.H.E. Teachers

- Provide opportunities for reflection and discussion on relevant topics and issues.
- Foster a sense of care and respect for oneself and others and an appreciation of the dignity of every human being.
- Promote and foster respect for diversity.
- Follow the programme of study agreed.
- Refer students to the appropriate school based personnel for follow up if a student's response to discussion of issues or their general presentation gives rise for concern.

Year Heads

- Promote the physical, mental and emotional health and well being of each student within their Year Group.
- Offer support to the class teacher.
- Offer support to the individual student.
- Consult with parents.
- Communicate with other staff, Deputy Principal and Principal regarding individual students.
- Refer students for further support, guidance or counselling when appropriate.

Principal

- Oversees the implementation of the S.P.H.E. policy

- Supports the staff through personal development programmes and access to inservice training.
- Liaises to all concerned p-arties in school and outside of school.
- Promotes a Pastoral Care Policy that endeavours to meet the needs of students with difficulties or troubles and respond appropriately.
- Promotes and fosters a school climate which is inclusive and values and respects diversity.

Deputy Principal

- Supports the implementation of the S.P.H.E. policy
- Supports the Principal and Staff in the pastoral care of all pupils.
- Liaises with staff.

Special Needs Assistants

- Support teachers in the implementation of the S.P.H.E. policy.
- Liaise with staff.

Parents

- Support teachers and staff in the implementation of the S.P.H.E Policy.
- Encourage and support their sons to engage meaningfully with the S.P.H.E. Programme in the school.
- Appraise the Principal, Deputy Principal, Year Head or S.P.H.E. Teacher if there is an area of SPHE that the student would find sensitive to discuss and agree the most appropriate way to support the student.
- Communicate any significant events to which the student may have difficulty in adjusting. (i.e. bereavement, separation, illness in the family etc.) so that the school can support the student.

Success Criteria

- Students have awareness in relation to the physical, emotional and mental well being of themselves and others.
- Students have a positive attitude to themselves and others.
- A supportive Pastoral Care Policy is created, fostered and maintained within the school community so students are free to learn and develop into mature confident young men.
- School culture is inclusive and respects diversity.

Monitoring

- The policy will be monitored regularly at staff meetings and on staff days.

- Feedback may be sought from teachers, students year Heads, Deputy Principal, Principal and parents.

Review Procedures

This policy will normally be reviewed twice a year by a review group consisting of the Principal, Deputy Principal, Guidance Counsellor, School Development Planning Coordinator, two Teachers of S.P.H.E. two other teachers nominated by staff and two Parents.

Working with Vulnerable Students

- All students have a right to participate in school in a safe, supportive and affirmative environment. Many students, regardless of their sexual orientation, are vulnerable to name calling because some aspect of their identity is deemed to be objectionable such as their appearance, interests, physical characteristics, family background or sexual orientation.
- The School's Policy on Bullying seeks to provide all students with a safe and supportive environment.
- The following are guidelines for staff when responding to a student who "comes out".
 - Listen to the student in a caring and professional manner, taking care to avoid expressing or imposing personal opinions or views.
 - Offer support relative to his needs.
 - Maintain confidentiality where possible.
 - Avoid assumptions that the student is going through a phase or is too young to make such a discovery.
 - Consult with the student on how he would like the school to deal with his "coming out".
 - Identify key individuals who could be of support to the student such as the Guidance Counsellor, Chaplain, Year Head. Where there is legitimate cause for concern a student's parents may be contacted.
 - Identify relevant resources and supports such as information leaflets and organisations that could be of assistance.