

How Jigsaw's approach to our work in schools and the One Good School™ Initiative meets the criteria set out in the Department of Education & Skills Circular No. 0043/2018 'Best practice guidance for post-primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice'.

Introduction:

The Department of Education and Skills has developed a **Wellbeing Policy Statement and Framework for Practice** which recognises the unique position of schools in promoting the wellbeing of students. This policy requires that a Wellbeing Promotion Process is developed and implemented, through the use of the School Self-Evaluation (SSE) process, in all schools by 2023. 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 (DES, 2018)**.

The Department has issued a Circular (**Circular No. 0043/2018**) to Management Authorities of all post-primary schools. This circular offers best practice guidance in selecting wellbeing promotion programmes and/or external facilitators (both once-off speakers and those delivering programmes over a period of time), to support the implementation of the Wellbeing Promotion Process including, in particular, the selection for social, personal and health education (SPHE), and relationships and sexuality education (RSE) curricula. Schools are expected to adhere to the recommendations of this Circular from July 2018 onwards (pg. 2).

Implications for Jigsaw's work with schools:

The Circular (pg. 1) states that *'School management, principals and teachers have a duty to provide the best quality and the most appropriate education in order to promote the wellbeing of their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes'*.

As an external provider, Jigsaw must be able to clearly demonstrate that our approach to our work in schools (a whole-school approach) and our One Good School™ Initiative, can meet the criteria set out in this Circular. This document, therefore, identifies how Jigsaw's proposed new approach and OGS Initiative meets these criteria.

Please note that all our work with Schools (from September 2019 onwards) should only be undertaken within the context of the One Good School™ Initiative.

Department of Education & Skills Criteria for post-primary schools in the use of programmes and/or external facilitators in promoting wellbeing	How Jigsaw's One Good School™ Initiative meets these Criteria
<p>'It is essential that school managers and all staff continue to develop their <u>competence and confidence</u> 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 should be delivered by staff who are trained for this purpose having completed relevant CPD'. (Circular pg. 2)</p>	<p>Jigsaw's One Good School™ Initiative acknowledges that the classroom teacher is best placed to deliver wellbeing education in the classroom. As a result, The OGS Initiative includes specific courses aimed at building school staff's confidence and competence; in particular, the newly developed eLearning course entitled 'Mental Health and Wellbeing – A One Good School Approach' will further build the capacity of all school staff to promote and support mental health and wellbeing. This course will also increase all school staff's understanding that everyone has a role to play in contributing to the overall school culture in promoting a sense of belonging and connection that we know enhances student's mental health and wellbeing.</p> <p>Jigsaw provides a suite of self-directed eLearning courses for school staff that can contribute to their CPD in the area of mental health and wellbeing. These are available as part of the OGS initiative for participating schools. Furthermore, the Jigsaw Schools Hub provides all schools across the country with a range of resources and materials to teach about mental health and wellbeing in the classroom. These can be accessed by all teachers and school staff at https://jigsaw.ie/schoolshub/.</p> <p>There will also be an online course for school staff on 'Understanding Anxiety in the Classroom', followed by a live webinar entitled 'Managing Anxiety in the Classroom'. These will be available from September 2022 and will further build school staff's understanding of this key issue.</p> <p>Jigsaw will be facilitating cluster sessions in each Jigsaw service area, each school term for participating schools. Cluster sessions will provide an opportunity for school staff to network, share learning and problem-solve with colleagues around specific themes in relation to mental health and wellbeing.</p> <p>Jigsaw will also be facilitating online support webinars for school staff who will oversee eLearning courses for students on the area of mental health and wellbeing, managing exam stress and more. These webinars will further support school staff in their role and provide them with the opportunity to ask questions and share learning with colleagues.</p>
<p>Supporting the School's Self-Evaluation Wellbeing Promotion Process with Programmes and/or External Facilitators (Circular pg. 3) 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 are most likely to be effective when they:</p> <ul style="list-style-type: none"> • are part of a whole-school approach and address an identified need 	<p>Jigsaw's One Good School™ Initiative is a comprehensive, evidence-informed programme of work which can support, complement and contribute to a planned approach to wellbeing promotion in schools, as recommended by the Wellbeing Policy Statement and Framework for Practice (DES, 2018).</p> <p>The content of the OGS Initiative:</p> <ul style="list-style-type: none"> • has been informed by all relevant national education policy.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • employs a whole-school approach – significant emphasis is placed on the whole-school approach as part of the Leadership Training for Principals/ Deputy Principals and the OGS Team training. The formation of a OGS Team to implement the initiative within schools is key to its success and will be representative of school leadership, staff, young people and parents/guardians. • includes mental health workshops, online courses and student-led programmes for young people to increase their mental health literacy (understanding of mental health, beliefs about mental health and help-seeking intentions) and to provide them with strategies for minding their mental health. Jigsaw always recommends that the class teacher is present for the delivery of workshops. School staff will also play a key role in facilitating the completion of eLearning courses for students and will be offered the opportunity to attend support webinars, delivered by Jigsaw staff, and be able to access guidance documents to further support them. • includes a School Self-Assessment and Action Plan (agreed with Jigsaw) which is undertaken as part of Year 1 of the initiative, with areas of activity to be rolled out in Year 2. • is not a once-off programme, it is designed to be sustainable with schools over time.
<p>Department of Education & Skills Criteria for post-primary schools in the use of programmes and/or external facilitators in promoting wellbeing</p>	<p>How Jigsaw’s One Good School™ Initiative meets these Criteria</p>
<p>Guidance for Engaging External Facilitators (Circular pg. 3)</p> <p>When <u>engaging external facilitators</u> schools are advised to consider the following best practice criteria:</p> <ul style="list-style-type: none"> • External facilitators supplement, complement or support an identified component of the school’s Wellbeing Promotion Process. • External facilitators are approved by the principal and board of management in consultation with the relevant teaching staff. All materials proposed for use by the external facilitator must also be agreed in advance by the principal and the board. • All external facilitators are compliant with the school’s child protection policy and other relevant school policies and procedures. • The school authority satisfies itself, having regard to its own legal advice if required, that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for such external facilitators. • Programmes used are delivered by facilitators who are qualified to work within the specific area of content and with the students for whom the programmes are designed. • Relevant school staff liaise with facilitators in advance of the delivery. 	<ul style="list-style-type: none"> • As an external facilitator, delivering the One Good School™ Initiative, Jigsaw is supporting, complimenting and contributing to the schools Wellbeing Promotion Process. • When a school signs up to the OGS initiative, there is an agreement between the Principal and Jigsaw that the school will implement the agreed Action Plan for OGS. • All Jigsaw staff engaging with schools are fully compliant with Jigsaw’s child protection policy which aligns with the school’s child protection policy (which is a legal requirement of all agencies working with children and young people). • All Jigsaw staff have met the vetting obligations under the Vetting Act. This is an essential prerequisite in terms of eligibility for a post in Jigsaw. • Jigsaw workshops, webinars and cluster sessions are delivered by skilled mental health facilitators (Youth Mental Health Promotion staff, Clinicians, Service Managers and Youth & Community Engagement Workers) who, in addition to their individual professional backgrounds, have also received specific training from Jigsaw’s Youth Mental Health Promotion Department and have been formally quality assured, in line with Jigsaw’s Quality Assurance Framework.

<ul style="list-style-type: none"> • External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the students at all times and retains a central role in the delivery of the subject matter. Absence of the teacher may undermine the integrity of the curriculum, and the credibility and professionalism of the teacher. It may also compromise the safety of the students. • Relevant school staff are informed of the details of the programme being provided by external facilitators. • Parents/carers are consulted and made aware in advance of the content of the programmes provided by external facilitators. • External facilitators and programmes are evaluated by students and teachers with regard to the subject matter, messages communicated, methodology and proposed learning outcome. 	<ul style="list-style-type: none"> • It is an essential component of the One Good School™ Initiative that Jigsaw staff liaise with the appointed OGS Lead for a school in advance of delivery of any Areas of Activity within the school. • Jigsaw always recommends that the class teacher is present for the workshops. Jigsaw staff will not deliver any student workshops without the presence of the teacher in the classroom. • Jigsaw’s One Good School™ Implementation Toolkit for the OGS Team provides an overview of all Areas of Activity within the initiative. It will include a detailed outline of the initiative, information on the self-assessment and action plan process and guidance to implement the initiative within the school. • Jigsaw will provide school staff with guidance documents for each eLearning course that students will undertake so that they are fully aware of the content of the course and which specific areas may need further discussion following its completion. • Jigsaw works collaboratively with the school to ensure that parents/guardians are consulted and that parental consent is attained where necessary. • As well as having an opportunity to provide input into the overall evaluation (e.g via surveys, focus groups and interviews), workshops delivered to leadership, students, school staff and parents/guardians are evaluated as part of OGS.
<p>Department of Education & Skills Criteria for post-primary schools in the use of programmes and/or external facilitators in promoting wellbeing</p>	<p>How Jigsaw’s One Good School™ Initiative meets these Criteria</p>
<p>Appraisal of Appropriate Use of External Facilitators (Circular pg. 4 & 5)</p> <p>When appraising appropriate use of external facilitators, schools should consider the following best practice criteria:</p> <ul style="list-style-type: none"> • Facilitators supply comprehensive information to the school about their organisation, programme content and programme methodology. • Facilitators demonstrate an understanding of the Department’s <i>Wellbeing Policy Statement and Framework for Practice</i> and appropriate educational training and qualifications. • Facilitators demonstrate skills in facilitating and managing groups and students. • Facilitators demonstrate an understanding of the general organisation and structure of schools. • Facilitators show an understanding of the role of school management, school support structures, roles of support staff and other relevant support services in the event of a challenging situation arising. 	<ul style="list-style-type: none"> • Jigsaw’s One Good School™ Implementation Toolkit for the OGS Team provides an overview of all Areas of Activity within the initiative. It will include a detailed outline of the initiative, information on the self-assessment and action plan process and guidance to implement the initiative within the school. • All Jigsaw facilitators have an understanding of the <i>Wellbeing Policy Statement and Framework for Practice</i> (covered as part of their training to deliver the OGS Initiative). • All Jigsaw staff are skilled mental health facilitators (Youth Mental Health Promotion staff, Clinicians, Service Managers and Youth & Community Engagement Workers) who, in addition to their individual professional backgrounds, have also received specific training from Jigsaw’s Youth Mental Health Promotion Department and have been formally quality assured, in line with Jigsaw’s Quality Assurance Framework. • As part of the collaborative process of agreeing the school’s Action Plan, and in advance of delivery of agreed Areas of Activity by Jigsaw within the school, Jigsaw staff will request information from school management on the relevant structures and supports available for students within the school. This is to ensure that should issues arise for any student during the course of a Jigsaw-delivered workshop, there is a clear pathway to ensure they get the follow-up support they require from within the school. Additionally, Jigsaw’s early

	<p>intervention, therapeutic service is also available to students from the school, if and when they need it.</p> <ul style="list-style-type: none"> • Jigsaw ensures, as part of its formal engagement with the school, that all relevant school personnel are aware of the Jigsaw Service and Jigsaw’s scope of practice.
<p>Appraisal of Appropriate Use of Programmes (Circular pg. 5)</p> <p>When appraising the appropriate use of programmes, schools should consider the following best practice criteria:</p> <ul style="list-style-type: none"> • The programme or input supports/complements the whole-school Wellbeing Promotion Process which includes the social personal and health education, physical education and civic, social and political education curricula. • Consideration is given to the programme’s sustainability and whether the programme will bring about lasting effects or if its benefits will end on the completion of the programme. • The programme is appropriate for the educational stage of the students, and includes evidence-informed content and methodology with clear educational outcomes. • The programme content is appropriate for the age, gender and cultural background of students. 	<ul style="list-style-type: none"> • Jigsaw’s One Good School™ Initiative is a comprehensive, evidence-informed programme of work which can support, complement and contribute to a planned approach to wellbeing promotion in schools, as recommended by the Wellbeing Policy Statement and Framework for Practice. The OGS initiative is not a once-off programme, it is designed to be sustainable with schools over time. • All programme content is evidence-informed (drawing from international as well as national research), is age-appropriate (distinguishing between the differing needs of junior and senior cycle students), and has clear learning outcomes identified and articulated. • Jigsaw’s workshops and online courses have universal applicability and focus on mental health early intervention and prevention messages, relevant for all.

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<ul style="list-style-type: none"> • The programme does not focus on a single topic or use shock tactics, and does not directly or indirectly raise an unhealthy awareness of, for example, topics such as suicide*, self-harm or eating disorders. • The programme and its outcomes have been independently evaluated and/or informed by research and evidence. • The programme does not place an unreasonable onus on students to take an unduly high level of responsibility for the wellbeing of their peers. 	<ul style="list-style-type: none"> • Jigsaw's OGS Initiative includes mental health workshops and online courses for students, which take an early intervention/prevention and health promotion approach and aim to increase students' mental health literacy (understanding of mental health, beliefs about mental health and help-seeking intentions) and provide them with strategies for minding their mental health. Our student workshops do not address issues of suicide, self-harm or eating disorders. • Our pilot evaluation of the OGS Initiative (2019-2021) has been evaluated and the evaluation report is available from Jigsaw. • All student workshops are evidence-informed by national and international research on youth mental health. • Student workshops do not place a responsibility on students for the wellbeing of their peers. Rather, e.g. our Peer Education programme provides comprehensive training and support for Peer Educators to deliver key mental health promotion and student self-care messages, and encourage help-seeking.

Finally, the Circular provides schools with a checklist (See Appendix) designed to guide schools when using external programmes or engaging external facilitators to support the implementation of the school's Wellbeing Promotion Process.

It is important that all Jigsaw staff responsible for the delivery of the One Good School™ Initiative are familiar with this checklist and, if asked, can provide schools with the relevant information to complete this checklist in order that the Initiative can be delivered in schools. All the information provided above, against the Circular criteria, can inform this discussion.



Appendix:
Checklist: Use of Programmes and/or External Facilitators

<i>Engaging External Facilitators in the School:</i>		✓	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		
<i>When Considering a Programme:</i>		✓	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		