

***Loreto Secondary School,
St Michael's,
Navan, Co Meath.***



Well-being Policy

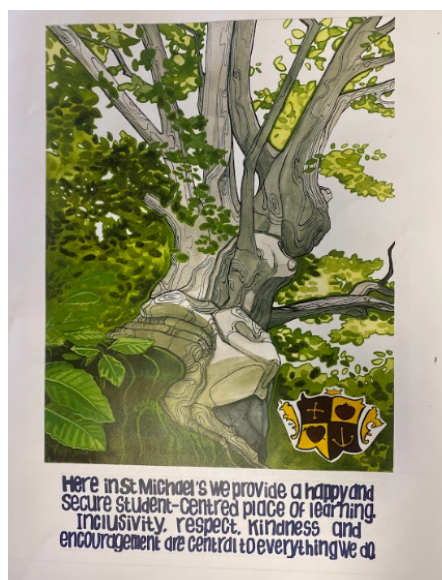
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Parents Representative Council	Consulted	Jan '21
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JC Well-being Programme.

TY Well-being Programme.



Introduction.

‘Student well-being 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.’

Well-being Guidelines,NCCA, 2017

The Well-being Indicators

There are six indicators that are important for a student's well-being. These indicators are not seen as goals or targets to be reached. The journey towards well-being continues through life and we recognise that our school plays an important part in that journey.



(JC Well-being Guidelines, NCCA,

2017)

Part 1 Culture

School Mission and Ethos

Our Mission Statement

Here in St Michael's we provide a happy and secure student-centred place of learning. Inclusivity, respect, kindness and encouragement are central to everything we do.

Our Philosophy of Education

As a Catholic school we endeavour to be an educational community where:

- The Loreto values of justice, freedom, truth, sincerity and joy are lived
- We are all accepted
- We all belong
- Shared leadership comes with shared responsibility
- Critical thinking, Restorative Practice, digital and social-awareness are fundamental
- Being responsive to, and reflective of, a modern world are important
- We are respectful of our traditions
- Global citizenship, interconnectedness and creativity are celebrated
- Staff, students, parents, past-pupils, and management co-operate for the common good

Our practice and philosophy as a faith school is captured in our Loreto "Continuing the Journey" the "Loreto Kolkata Guidelines" and the Mary Ward Compass.

Scope of this policy

This policy applies to students, staff, parents/guardians, students over the age of 18 years, school management and the Board of Management of St Michael's.

Context of this policy

In the light of the core values mentioned above, the emphasis is on the role of the whole school community in providing a well-being programme that includes a mental, physical, social and spiritual dimension. Other school policies will be informed by this programme.

School Policies informed by Wellbeing

The following school policies have been developed in partnership with staff, parents and students and are reviewed on a regular basis. They are accessible to students and parents via the school journal or website.

- The Admissions Policy
- The Anti Bullying Policy
- The Child Protection Policy/Child Safeguarding Statement
- The Critical Incident Policy
- The Acceptable Use Policy
- The Code of Behaviour
- The Suspension and Expulsion Policy
- The Mobile Phone Policy
- The Student Council Policy
- The SET and Inclusion Policy
- The SPHE/RSE Policy
- The Guidance Plan
- The Health and Safety Policy

This policy should be read in conjunction with all other St Michael's policies.

Reports consulted in the update of this policy

Our approach is underpinned by our Mission Statement, the Loreto values and Irish legislation as well as Department of Education and Skills Circulars.

- The Education Act 1998
- [Circular M11/03](#)
- [Circular 0037/2010](#)
- [Circular 0015/2017](#)
- [Wellbeing Guidelines](#) Updated, 2021
[https://ncca.ie/en/resources/wellbeing-guidelines-for-junior cycle](https://ncca.ie/en/resources/wellbeing-guidelines-for-junior-cycle)
- [Relationships and Sexuality Policy Guidelines](#)
- [Junior Cycle Social, Personal and Health Education](#)
- The Looking at Our Schools (LAOS) document, 2016 and 2022
- Whole School Evaluation, Management, Leadership and Learning Report, St Michaels Loreto , Navan, 2020
- Droichead Reflection and Review, 2021, NIPT

School personnel/groups consulted in updating this policy.

- Senior Management.
- The School Self Evaluation Coordinator.
- The Wellbeing Coordinator.
- The ICT Coordinator.
- The Academic Tracking Coordinator.
- The Guidance Counsellors.
- The Programmes Coordinator.
- The Health and Safety Coordinator.

- The Student Body (Wellbeing Surveys 2020).
- The School Staff.
- The Parents' Council (Parent Wellbeing Survey, 2020).
- The Student Representative Council and SRC Liaison Teacher
- The SPHE, CSPE, PE, Digital Literacy, Accelerated Reader, Religion and Music Departments.
- The Restorative Practice Team (Ubuntu Team).

The Physical and Social Environment of our school.

At St Michael's we aim, at all times, to provide an atmosphere that supports our students social, emotional and physical wellbeing.

Facilities available to students include:

- Sports hall, gym and outside astro turf and grass pitches with extracurricular activities available on a daily basis.
- Indoor and outdoor social spaces throughout the school for students to meet at break times including a canteen and outside benches and pods with covered awnings
- Water fountains are available to students throughout the school
- Student bathrooms have undergone recent refurbishment and are well maintained. All student bathrooms have recently been supplied with sanitary products as part of our Period Poverty initiative (SSE, well-being and student leadership and SRC). These products will be freely available to those in need of supplies and will be restocked frequently by senior student leadership members.
- Students are supplied with their own lockers for storage of books and personal items.
- There is also an area/ container available for students to store larger bags throughout the day.
- A prayer room where students can engage in guided meditation and individual reflection.
- Students take responsibility for keeping the school environment clean and tidy. A cleaning rota is organised by student leadership.
- Student achievements are recognised throughout the school, cabinets and notice boards are used to display student work and awards. Framed student artwork is also displayed throughout the school and regularly updated. Achievements are also shared with parents, guardians and the wider community via social media on our school website, instagram and facebook pages.
- There is a library that students can visit during lunchtime.
- There is a Guidance area where students can meet with counsellors.
- There is a separate SET Suite (see below) with a 'quiet room'.
- An Chroí is our newest SET room.
- Slí na Sláinte is a marked and measured walking route in place around the school grounds. Slí na Sláinte is a health promotion initiative of Irish Heart Foundation, supported by the HSE aimed at encouraging people of all ages and abilities to walk for pleasure and general health. There is also a tarmac walk outside.

- The Wellbeing Area is located on the ground level of the building with seating area and motivational wellbeing posters on the walls.
- The Student Council, Amber Flag, Bullying Awareness, Peace and Social Justice, Sports, multicultural notices and TY notice boards promote school news and/or inspirational messages.
- The School Life in Photos noticeboard is located next to the Reception area.

Classroom Culture.

In St Michael's we pride ourselves on the quality of our teaching and positive atmosphere of respect and collaboration we create in our classrooms. Teaching, learning and assessment practices are varied and differentiated to allow for a more individualised learning experience for the students.

Teachers foster an atmosphere of respect in the classroom, ensuring students feel safe, secure and supported during their school day. This is supported by the Year Heads and tutors who are in regular contact with students via assemblies, individual meetings and/or tutor time.

Student voice in the classroom is recognised as an area of well-being and is an area of importance in our school.

Student voice within the classroom is increased when the student is involved in

- Setting dates for tests and / or deadlines for assignments.
- Creating classroom rules / agreements / the mission statement.
- Creating agreements for paired work / group work / peer assessment - with teachers & peers.
- Making their own notes to match their learning style.
- Opting to work in a group / by themselves - on occasion.
- Allowed / encouraged to ask questions.
- Being allowed / encouraged to ask 'why?' - once it is respectfully done.
- Getting to choose their own homework - on occasion.
- Walking debates and other in class methods used to encourage student voice.
- RP exercises and warp up games played during tutor time to encourage student voice.

It aims to encourage the student to be:

- More responsible for one's own learning.
- More engaged in learning.
- More independent.
- More connected & included.
- More respectful of teachers and peers.

Student Voice aims to support the teacher in learning & teaching effectively and efficiently with more engaged students.

Student Voice aims to build relationships between teacher and student.

School Events

- Health Week takes place in September. Throughout the week all students have the opportunity to take part in workshops and activities.
- Bullying Awareness Week promotes the importance of friendship and appropriate communication.
- Social Justice Week is where students and teachers involved in the Social Justice group provide resources for Social Justice topics, hold awareness campaigns and invite guest speakers to the school to mark social justice week. The school receives a grant from World Wide Global Schools for showing that development work is school wide. This is one of the longest standing traditions in Loreto St Michael's.
- Development Education Workshops.
- World Mental Health Day in October run by the Wellbeing/ Amber Flag Team and TY Wellbeing group.
- Belong To Week run by the Social Justice Group with the participation of the Student Representative Council.
- Other events include Science Week, Maths Week, German Day, French Day, Seachtain Na Gaeilge and Music Day.
- Open Night is held annually, students from across the school welcome incoming first year students and their parents to show them what the school has to offer.
- During Mission Week students take part in a wide range of activities organised by the prefects to raise money for the Loreto Missions.
- Students may participate in a number of extracurricular activities such as choir and orchestra, drama, a variety of lunchtime clubs and sporting activities.
- The Student Representative Council holds an annual promotional campaign and elections.

Since the 2018 - 2019 academic year St Michael's has become a **Healthy Eating School**. The canteen has expanded its menu to include more healthy choices in consultation with students through the student representative council and staff. Students are also being encouraged to bring in their own healthy lunches.

St Michael's is a **Clean Air Campus**. Smoking and vaping on school grounds or in the school is strictly forbidden (ref: Code Of Behaviour Policy)

Teaching, Learning and Assessment

A wide range of subjects are available to students at both junior and senior level.

A comprehensive Transition Year programme is also available and LCA was introduced in 2023.

Support for choosing subjects is available to all students to ensure they get the most from the programmes we have to offer.

The Student Representative Council organises an annual **Senior Cycle Subject Forum** hosted by 6th years who speak to incoming 5th Years about their experience of subjects in Senior Cycle.

The Guidance Counsellor and Deputy Principals then meet the 3rd and TY students for an information meeting and finally the same information meeting is held for parents. A **Subject Choice booklet/online video** - put together by the Guidance Counsellor and Social Media/Video Production Coordinator with input from all the various subject departments is also shared digitally with the students and their parents/guardians.

Students receive regular feedback on their work and participation (both written and oral) in class from teachers. Feedback is also given via annual parent - teacher meetings and reports which are issued at least bi-yearly.

Students are given opportunities by their individual classroom teachers to reflect on their work and how to improve it via a variety of assessments for learning methodologies including the sharing of learning intentions and success criteria, think pair share, etc.

Every teacher aims to ensure that lessons are differentiated to an appropriate extent to allow for all students to meet their potential in the classroom.

Part 2: School Relationships

Relations within the school community, including relations between students themselves, and between students and teachers play an important part in the inclusion of all students.

Student and teacher relationships

- Prefects, deputy heads and head girl are chosen via a joint vote by sixth year students and staff.
- Project, extracurricular and sport captains work with teachers to organise various events and activities throughout the school.
- Students and staff work together to organise events throughout the year including the various themed weeks and graduation.

Peer relationships

Our student leadership system (Senior Prefects, Peer Mediators and Student Representative Council (SRC) are examples of good practice relevant to inclusion. The role of the SRC provides a forum where all students can contribute to the development of inclusive school policies and practices.

- First Year Classes are assigned one prefect and one peer mediator each, who work as a pair/in partnership with one another. This helps to promote healthy and positive relationships between peers and in turn builds community capacity.
- A peer mediation service run by a core team of 6th year students offers mediation to students who may be encountering difficulty and conflict.
- A TY Wellbeing/ Amber Flag Team of students help to run our student Wellbeing Programme. This includes awareness around Mental Health Week, and promotes students' mental health throughout the year, including the Walk from Darkness into Light in conjunction with Pieta House. It supports Mental Health Ireland and the Shona Project (which inspires young people to be the strong and confident leaders of the future).

- A Green Schools Committee in school promotes the Green-Schools programme, known internationally as Eco-Schools. This is an environmental education programme run by An Taisce in partnership with local authorities. It promotes long-term, whole-school action for the environment.
- A multicultural club to encourage inclusion and diversity in school.
- A Social Justice Group (see above)
- Extra curricular groups (sport, music, science, language) are set up throughout the schools to help students meet new friends and to promote extra involvement.

Student Voice

- **The Student Representative Council**

This Council is made up of three peer-elected representatives from each year group (1st to 5th). The 6th year representatives are the Head Girl and any two other members of the senior leadership team. Elections are held by secret ballot using proportional representation.

The Council collaborates with other student groups within the school on joint projects and events with the wider Loreto Students Councils network across Ireland. Representatives discuss areas of student concern within the school and work in partnership with school management, staff and parents on such matters.

The Council also advises on and contributes to the formation of school policies which have a direct impact on students. Policy meetings are generally ‘open meetings’ which any student is free to attend and which are well publicised in advance.

The Council has a practice of seeking opinions from specific groups of students who may not have direct representation on the Council in a given year when areas of particular concern to such a group are being discussed.

The Council organises events such as the Subject Choice Forum, the Junior and Senior Christmas lunches and regularly updates the Student Council noticeboard with themed positive mental health images.

The Council is a member of the ISSU (Irish Second Level Students Union), to Jigsaw, Belong To, TENI and to the Office of the Ombudsman for Children. It has contributed to the formation and review of public documentation at the invitation of government offices.

Partnerships with parents/guardians.

- Parents are regularly invited into the school for information sessions.
- Regular updates on school activities, achievements and other arrangements via the iClass website.
- Parent teacher meetings are arranged throughout the academic year.
- Parents receive regular progress reports on their child’s performance.
- There is an active Parents’ Council.
- The Parents’ Council is consulted on matters of reviews of policies and surveys.
- There is parental representation on the Board of Management.
- The school recognises its responsibility under **Section 14 of the EPSEN Act 2004**, with regard to informing and consulting with parents on all matters relating

to their child's education.

Restorative Practice.(Ref: The Code Of Behaviour Policy)

In St Michael's, we take a Restorative Practice approach to restoring conflict. Restorative Practice empowers students to become owners of their own behaviour. It involves collaborative learning. Students become more aware that there are consequences to their actions. Restorative Practice is a constant journey.

- The whole school approach to RP is led by the trained Ubuntu team. This is a voluntary group of teachers who help to roll out this approach to staff members and to the larger school population.
- RP questioning is then used by school management, year heads and form tutors in dealing with conflict. Restorative questioning involves a five question approach. 1. What happened? 2. Who has been affected by your action and in what way? 3. What were you thinking about at the time? 4. What have your thoughts been since the incident? 5. What do you need to do now to make things right?

Restorative Practice also forms part of our SPHE programme for Junior students. This unit has been developed in accordance with the NCCA planning template and guidelines for developing short courses.

It is learning outcome based and learning intentions led.

It is informed by the principles of Junior Cycle, is inclusive of the key skills and relevant 24 statements of learning and integrates five of the six indicators of Well-being throughout each week.

Topics include:

What is Restorative Practice?	
Conflict leading to Connection.	WEEKS 1-5
Respect.	
Empathy.	
Safe.	
Personal accountability.	
Equality and Equity.	
Community.	
Trust.	
Keeping the Love going.	

- Peer mediators (Senior Students) meet regularly with students. The emphasis is to restore relationships. Restorative practice seeks to find an acceptable way forward for all parties involved in any disagreement.

Digital Wellbeing (Ref: The Code Of Behaviour)

We at St Michael's are committed to helping students develop 21st Century technology and communication skills. This is achieved through our Applied Digital Learning classes, our use of school chromebooks and the supervised use of school computer rooms. Mobile phones and other similar devices must be powered off on entering the school grounds. Media platforms are restricted on school networks. Students are expected to behave responsibly while on these sites outside the school setting.

The restriction of the use of non school technology is designed with our students physical, emotional and mental well being in mind. This 'digital down time' allows them to develop better social skills by having more face to face interaction with other members of the school community.

Teacher Wellbeing (Ref: Wellbeing Guidelines 2017)

Wellbeing in school starts with the staff. Our teachers are committed to supporting the wellbeing of their students. This is evident in our school where pastoral carers, class tutors, guidance counsellors and year heads are working to ensure that young people receive the support and attention that they need to thrive and succeed in school.

St Michael's teachers also recognise the importance of their own sense of wellbeing. Teacher wellbeing is concerned with a need for autonomy, having a sense of competence, a capacity for emotional intelligence, a positive attitude and a healthy work-life balance.

'At a relational level, the quality of staff student interactions and positive professional working relationships have been identified as essential for teacher wellbeing. The importance of a whole-school inclusive culture with positive and affirming leadership is also important in this context. As with students, teachers' sense of belonging and connectedness to their school is also fundamental to their wellbeing.' NCCA, 2017.

Our teachers undertake continuous professional development to ensure that they have a deep conceptual understanding of wellbeing and are confident in using the approaches that are known to support and build students' wellbeing.

Our teachers have a positive perception of the Wellbeing programme and understand how they can contribute to it and enable students to have a positive experience as they learn about wellbeing and for wellbeing across the whole curriculum.

The Staff Digital Literacy team has designed and delivered staff training on the use of Chromebooks. The team facilitated three different staff workshops related to our @loretonavan.ie accounts: G-Suite basics, Google Classroom and Use of Google Forms. Our digital literacy team has also created a Digital Literacy Google Classroom for staff to allow for the sharing of ideas and expertise as well as a Digital Supports and Resources Shared Google Drive.

Staff are offered a digital literacy upskilling course using Google Suite by the Digital Literacy Team.

Droichead

Newly qualified teachers (NQTs) are mentored and guided by qualified NIPT Droichead trained professional support teachers. (PSTs)

Learning and Teaching Committee

There is a Teaching and Learning Committee in the school under the guidance and direction of the School Self Evaluation Coordinator and involving teachers from a variety of teaching areas.

The Needs and Analysis Posts Review Group made up of management and a revolving group of volunteer staff members who meet when required.

Wellbeing and Meeting Individual Needs. **(ref: the SET and Inclusion Policy)**

Our school has a vision of inclusion, that is the responsibility of every teacher -

‘To provide that people with special educational needs shall have the same right to avail of, and benefit from, appropriate education as do their peers who do not have such needs’ EPSEN (2004)

- Using guidelines provided in “*Supporting Students with Special Educational Needs - Key Actions for Post Primary Schools*” we adopt a whole school approach in developing an inclusive learning environment where all students feel welcomed, valued and engaged in the life of the school.
- A culture of inclusivity, collaboration, encouragement and independence is at the heart of student access to teaching and learning. We recognise the individuality of each student and aim to nurture their individual gifts and talents. The level and nature of support reflect the specific needs of each student. SET supports are allocated according to identified needs, ensuring those with the highest level of need have the highest level of support. This is informed by the Continuum of Support.
- Special Education Needs also includes students requiring English language support and students who are exceptionally able and gifted.
- Teachers and students have access to the SET suite, which is a bespoke area with teaching and learning resources to support SET. One of these is a large room with student PC’s, a printer and white board. The SET suite is designed to be welcoming, supportive and engaging. It also includes a “Quiet Room”, tailored to meet the needs of our students with sensory issues. It has bean bags, mood lighting and soft music to help students relax and feel enabled to remain in school at times when they feel overwhelmed.
- The SET team meets weekly to help with effective planning.

- In providing care and assistance to named students who have special educational needs, SNAs make a valuable contribution to the school's capacity to provide inclusive education to these students.
- St Michael's runs a Lunchtime Club - games club and film club every day in the SET suite. Any student who wishes is welcome to attend for some or all of their lunch break.
- An Chroí is the latest edition to our school family.

Part 3: Wellbeing and the Curriculum.

The following subjects are timetabled as part of our Wellbeing programme for Junior Cycle.

1. Physical Education (P.E) incorporating the following:

- First year students engage in a preparatory course to equip them with the skills and knowledge that will help them succeed in the following short course - to develop fundamental skills to work as part of a team, to assume the roles of athlete, coach, administrator, statistician, videographer, choreographer with a strong focus on developing ICT skills, engaging in reflective practice and analysing their performance and that of their peers.
- Second and Third Years engage in the Physical Education Short Course. The four strands for this are: physical activity for health and wellbeing; games, individual and team challenges, dance and gymnastics. Their learning will be documented under the Wellbeing heading on their Junior Cycle Profile of Achievement.
- Senior Cycle PE is structured around six curriculum models: health and physical activity, sport education, contemporary issues in physical activity, adventure education, personal and social responsibility, teaching games for understanding.
- All classes have full indoor activities in the PE Hall. Some classes take place outdoors on the school green areas.

2. Social, Personal and Health Education (SPHE) including the following:

We are currently providing students with one hour classes for students over the 3 years of Junior Cycle. This curriculum has been adapted to take cognisance of the Wellbeing Indicators. These are : being connected, staying resilient, being responsible, feeling respected and respecting others, being aware and staying active.

Students who started first year in September 2023 are the first cohort to study the updated (2023) specification. Short courses require 100 hours of student engagement. Short Courses can be run over two or three years.

A CBA in either Second or Third year is advised based on two or more of the strands taught in SPHE class.

SPHE provides students with a unique opportunity to develop the skills and competencies to learn about themselves, to care for themselves and others, and to make informed decisions about their health, personal lives and social development.

Students learn how to participate as active and responsible adults in the personal and social dimensions of society and make responsible decisions which respect their dignity and that of others. Every teacher and staff member, every class and extra curricular activity can offer opportunities for enhancing the personal and social development of the student. SPHE is the main medium through which the RSE programme is delivered at Junior Cycle supported by the whole school climate and cross-curricular opportunities.

The main themes covered at Junior Cycle over the three years are

- Minding myself and others
- Who am I?
- RSE (Relationships and Sexuality Education)
- My Mental health.

The RSE programme (Relationships and Sexual Education) is delivered at Junior Cycle level over 4-6 week periods by teachers in SPHE classes. This programme is supported by resources from the PDST, NCCA and the HSE.

RSE Topics

First year :Friendship, being a friend, recognizing and respecting feelings,female and male reproductive system, contraception.

Second Year: Gender identity, sexual orientation, managing relationships, healthy relationships, from conception to birth.

Third Year: Body image, Respect in relationships, setting boundaries in relationships, sexual health, relationship problems, responsibilities of pregnancy and parenthood.

Parents and RSE

Parents are informed about the content of the programme before starting it each year. A link is also sent that contains the curriculum content. The Draft Guidelines for RSE (NCCA, June 1995) state that Social Personal and Health Education is “spiral, developmental in nature and age appropriate in content and methodology”. The RSE programme is designed to follow this principle and pattern.

A letter will be sent to all parents informing them that students will be attending RSE as part of the SPHE programme.It is the right of parents to withdraw their child from the RSE module of the SPHE programme.If the parent chooses to withdraw their child from RSE ,they must put this in writing to school management. The student may be accommodated outside of the SPHE class until the block of RSE is completed.The student will be provided with alternate SPHE classwork to complete during this time.

Student Voice and RSE

Students are surveyed after completion of the RSE programme annually to help with more effective planning the following year.

Students are encouraged to reflect after talks given by experts in this area.

SPHE is covered in **Transition Year** also. (see below)

The Senior Cycle includes 20 lessons of SPHE over a three-year period. The Relationships section is covered during one of the allotted Religion class times in Fifth Year and Sixth Year and is a four to six week module from Jan to Feb. The Sexual Education part of Senior RSE is covered by a general nurse and expert in this area who delivers content based on HSE guidelines.

The Learning Outcomes of RSE at Senior Cycle include:

- Building awareness of and skills on how to navigate certain situations at relationship level.
- Building awareness of the importance of choice in relationships.
- Empowering students with appropriate language.
- RSE and the Law in Ireland.
- Providing information about where further available resources, information and support may be found.
- The importance of reflection on what has been discussed.

3. Civic, Social and Political Education

From the start of the school year 2022/3, all First Year students have been introduced to the CSPE short course which is currently available and has been developed by NCCA. Short courses require 100 hours of student engagement. Short Courses can be run over two or three years.

A CBA in either Second or Third year is advised based on two or more of the strands taught in CSPE class.

There are 3 Strands:

1. Rights and Responsibilities
2. Global Citizenship
3. Exploring Democracy

Year 1: Human dignity; human rights; social responsibilities; taking action.

Year 2: Global citizenship; sustainable living; democracy in Ireland; taking action.

Year 3: Democracy in the wider world; the citizen and the law; the role of the media; taking action; portfolio presentation.

4. Applied Digital Literacy.

All First students are timetabled for a weekly Digital Skills class.

Our Applied Digital Skills learning intentions focus on

1. Responsible use of ICT within and beyond our school community.
2. Introduction to using the school's local and cloud ICT services.
3. Online Safety and Digital Wellbeing.
4. Accessing one's @loretonavan.ie account.
5. Setting up subject folders in Google Drive.
6. A series of light introductions to the core G-Suite Apps.
7. Accessing and handing-in Google Classroom Assignments.
8. Apps to be installed on phone or home tablet to support remote learning.
9. Keyboarding literacy.

Teaching resources are allocated for working with students in the areas of (i) building healthy digital habits, (ii) understanding one's digital footprint and (iii) identifying cyberbullying.

In our ICT 5th Year and TY computer classes, the ICT teachers build on the responsible use discussions from First year by engaging students in age appropriate discussions of contemporary issues as they relate to responsible use and digital wellbeing. These discussions include real world situations with the aim of building awareness around one's own use of social media and the potential ramifications of being irresponsible in its use.

5. Guidance.

Our guidance counsellors are involved in:

- Counselling in personal, social and education needs
- Co-ordinating a number of assessments including the CAT4 prior to entry and again in fifth year.
- Providing career information
- Presenting at the Options Information Evening for students and parents of students progressing to Senior Cycle
- Consulting with parents and staff
- Consulting with community organisations, NEPS, CAMHS, Psychologists, GPs, Jigsaw (County Meath) etc.
- Providing vocational preparation – job search skills, preparation for work experience
- Working closely with Year Heads and the SET team to identify students requiring support
- Facilitating individual appointments for all 6th year students making career decisions, CAO and UCAS applications
- Facilitating individual appointments with TY students when necessary regarding work experience and career development
- Facilitating individual appointments with all 1st year students as part of their 1st year Induction
- Advising students and parents on subject choice and subject load

- Liaising with students, parents and the SET team in relation to DARE applications
- Consultation between the Guidance Counselling and Resource Department will occur in the areas of testing of incoming first years, individual student psychological testing, Reasonable Accommodations in Certified Examinations (RACE) and Disability Access Route to Education (DARE) applications, Higher Education Access route (HEAR) applications etc.
- The Guidance Counselling Department plays a role in psychometric testing in five key areas; Administration, Scoring, Interpretation, Feedback and Evaluation. Guidance Counsellors will administer aptitude tests to individuals and large groups. The results are used by guidance counsellors to help inform ability, influence subject choice or post Leaving Certificate choice. The list of formal assessments approved by the DES are on the Departments website (http://www.education.ie/en/Schools-Colleges/Information/Resources-Guidance/list_approved_tests.pdf).
- The Guidance Counsellor sets the agenda and chairs the Student Support Team when focusing on individual students and their needs regarding SET and counselling
- Take referrals from School Management and Year Heads for one-to-one counselling
- One-to-one counselling with students from every year group when necessary.
- Meetings with parents in the context of student support regarding personal counselling
- Meeting parents regarding career counselling
- Is available at all parent teacher evenings to meet with parents
- Parent information sessions to parents/guardians of 3rd year students, TY students and 6th year students
- Supporting Senior Prefects and the Student Representative Council with the subject choice forum.

6. Choir.

Wellbeing in Choir.

The wellbeing of each individual is at the heart of every choir class. Each student is exposed to different types of music which helps to develop their confidence in this area. It is also a class that has no homework involved, which allows students to enjoy the experience of the lesson without worrying about deadlines and submissions.

In a typical choir class:

- Students engage in active learning through performance.
- Students are responsible for their own folder and sheet music.
- Students are connected with different types of music, performers and performances from around the world.
- Students learn to be resilient in the development of their performance.
- Students learn to respect each other's performances in the classroom.
- Students are aware of themselves and others in the classroom as musicians. They are aware of the idea that there is no one correct way to be a musician.

Additional ways that Wellbeing can be brought into the curriculum.

Meditation/mindfulness

From First Year, students are introduced to the benefits of meditation in the Prayer Room through guided prayer meditation. This forms part of our Religious Education Programme. These weekly sessions encourage spiritual and personal reflection with background music in a relaxed and comfortable environment.

Tutor Time

Tutors have contact time with their tutor class daily. Tutors use a number of different check in methods to engage with their students and encourage student voice.

Junior Cycle Wellbeing Programme 2022/23

	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>Totals</i>
<i>PE</i>	<i>68 hours(2)</i>	<i>34 hours</i>	<i>34 hours</i>	<i>136 hours</i>
<i>SPHE</i>	<i>34 hours</i>	<i>34 hours</i>	<i>34 hours</i>	<i>102 hours</i>
<i>CSPE</i>	<i>34 hours</i>	<i>34 hours</i>	<i>34 hours</i>	<i>102 hours</i>
<i>DIG LIT</i>	<i>34 hours</i>			<i>34 hours</i>

Choir		34 hours		34 hours
Totals	170	136	102	408 hours

- Tutor time of 11 minutes every day provides extra contact time with students.
- The Career Guidance Counsellors provide additional time to students individually and in class and year groups over the three years.

A minimum of **400 hours** of Wellbeing from First to Third Year must be provided for students in Junior Cycle. (Wellbeing Guidelines, updated, NCCA 2021)

TY Wellbeing Programme

Our TY programme has a very comprehensive Wellbeing Programme.

Timetabled classes include:

- Wellbeing.
- Applied Digital Literacy (two classes per week)
- SPHE.
- GAA Future Leaders Programme
- PE
- Career Guidance
- Crafts

The above classes are modular and rotated between classes for half the year.

Wellbeing Modules include:

Module 1: Ways to look after your Health and Wellbeing during the teenage years.

Length Of Module: One term approx (One class per week)

Aims: By the end of this module, students should recognize the key areas to being and staying well, both physically and emotionally.

To develop pupils' leadership qualities. This will especially occur in the area of peer teaching where students will present their findings to their own class and to First year classes.

To develop a bank of knowledgeable Google slide presentations for the future.

To develop Students communication skills in the area of oral presentations..

Teaching and Learning Strategies:

- Teacher guided research through use of Chrome books.
- Working in groups in an inclusive manner. Dividing work between members.
- Completing worksheet tasks in pairs.
- Making Google slide presentations on each topic.
- Presenting their findings to their peers and junior classes.
- Presenting through their own experiences.

Content:

- Good sleep. The changes in a teenager's body clock, Circadian time, melatonin, what helps and hinders good sleep patterns.
- Good nutrition. The good food pyramid. Why fast food appeals to teenagers. How to eat healthy.
- Having friends. The importance of having someone to talk to about the Ubuntu principle (Together). The fear of isolation and loneliness and what it can lead to in teenagers.
- Being outdoors. The importance of getting fresh air. The therapeutic nature of trees, water, the birds, a walk etc. Time to reflect and have quiet time.
- Staying active and exercising. Importance of. Balancing act with study time. Importance of students mental health also.
- Coping methods for dealing with stress and anxiety. The Fight V Flight mode.

Resources

- HSE.ie
- NCCA, Wellbeing Guidelines.
- Mental Health Ireland.
- ISSU.ie
- Ted Talks.
- GAA Future Leaders

Assessment

Students will be assessed on their participation and teamwork, not only on their presentation skills. They will present their findings to their teacher before presenting to junior classes.

StudentVoice: Students will have a self evaluation worksheet to complete at the end of the module.

Module 2: Wellbeing - SPHE/ Relationships & Sexuality Education.

Duration of Module: 14 weeks

Aims:

- Gaining an understanding of 'Being-Well' physically, mentally & spiritually.
- To make students aware of the importance of understanding our own values & beliefs.
- To promote a healthy relationship with ourselves.
- To gain an understanding of STIs and contraception.

Content:

Group work, presentations, self directed reflection.

Resources:

TRUST - HSE

Self reflection - group presentation

HSE TRUST pack, HSE websites on sexual health

Additional workshops include (these may vary from year to year):

Gaisce.

Personal Safety.

First Aid.

PALS (Positive and Assertive leaders).

Rayse the Game (self confidence).

Development Education.

Drama; Slam Poetry.

Hair; Makeup and Grooming.

Personal Blogging.

Reptile Haven.

Down Syndrome Ireland talk.

Prosper Meath.

Gratitude Day.

Mindfulness.

Meditation.

Drumming.

Flower Arranging.

Movie Magic Workshop.

RCSI Mini Medical and Mini Health Science Programme.

Breast Cancer Awareness Workshop (Breast Cancer Ireland).

RSE all day workshop.

Driving Theory Workshop/RSA Workshop.

Mobile School of Music.

‘Wellbeing matters not simply because it leads to better educational outcomes or can influence young people’s outcomes as adults. Wellbeing matters in the here and now.’

Wellbeing Guidelines, NCCA, 2017.

MONITORING ON BEHALF OF THE BOM:

The Principal on behalf of the BOM of St Michael’s and in conjunction with the relevant coordinators and the subject department teams will monitor the implementation of the policy. This will involve consultation with staff on an ongoing basis.

Signed on behalf of the B.O.M.

Date :

REVIEW PROCEDURES:

This policy will be reviewed every two years.