



# **Loreto Balbriggan Wellbeing Provision 2024**

## **1. Introduction**

**1.1** Loreto Secondary School Balbriggan, founded in 1857 is a Catholic Voluntary Secondary School for girls. It is a member house of the Institute of the Blessed Virgin Mary (I.B.V.M). The Institute was founded in 1609 by the venerable Mary Ward (1585-1645). Mary Ward's vision for her schools was strongly influenced by "Ratio Studurium" of Ignatius of Loyola

## **1.2 Mission Statement**

Loreto Secondary School, Balbriggan is a Catholic girls' secondary school. In the spirit of Mary Ward we aim to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others.

We also aim to encourage self-confidence and self-esteem in a happy atmosphere and structured environment. The school community, collaborating together in mutual respect, strives for holistic excellence.

## **1.3 Wellbeing Policy Scope**

This document was prepared by the Wellbeing Coordinator and Deputy Principal on behalf of, and in consultation with, the staff, students, parents and BOM of Loreto Balbriggan.

## **2. Rationale for the Policy**

**2.1** The purpose of this Wellbeing Policy is to identify the school systems in place to promote, support and review the provision of Wellbeing in Loreto Secondary School Balbriggan. It reflects both the updated NCCA Junior Cycle Wellbeing Guidelines (2021), the Junior Cycle Framework (NCCA, 2015) and the Wellbeing Policy Statement and Framework for Practice (DES, 2018-2023). Its intention is to guide the school community in planning for 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” (cf NCCA Guidelines for Wellbeing 2018).

Success in Education and Wellbeing are inextricably linked. ESRI research has found that “children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently” (Smith, E. 2015).

**2.2 Broad and Balanced Wellbeing programme.** Loreto Balbriggan is committed to providing a broad and balanced Wellbeing programme for all students at Junior and Senior Cycle. A holistic centred education is at the core of what we furnish our students with and this approach complements the Wellbeing syllabus, the Wellbeing Indicators and the updated Junior Cycle Wellbeing Guidelines. Students are offered learning opportunities to enhance their physical, emotional and social wellbeing. This occurs in a supportive environment where students develop essential life skills while simultaneously establishing strong connections to their school and community (NCCA, 2021). Wellbeing learning opportunities permeate curriculum, policy, relationships and school culture.

### **3. The Policy also draws on the work and guidance of the following documents and programmes.**

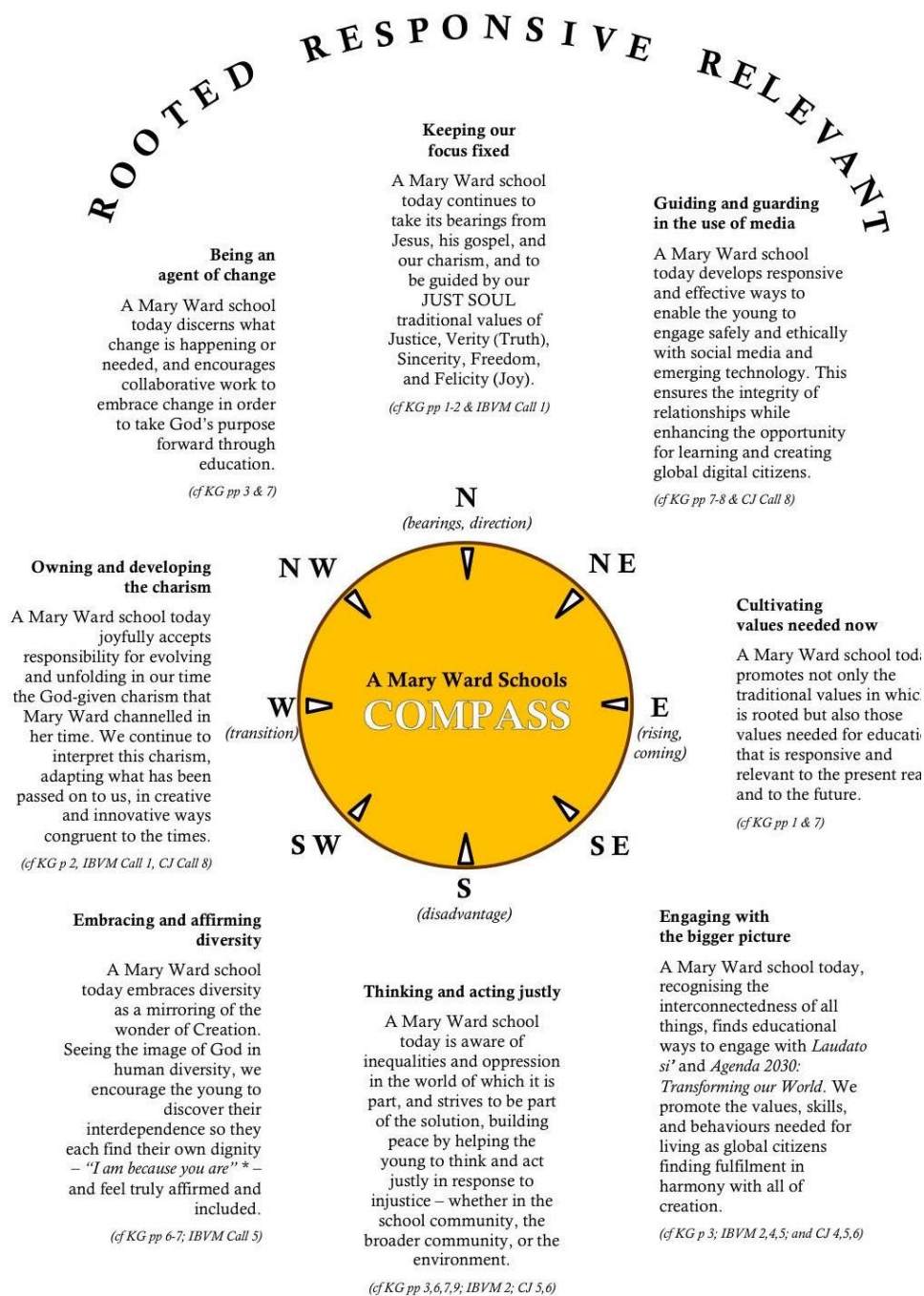
#### **3.1 Looking at Our Schools 2022: A Quality Framework for Post-Primary Schools.**

LAOS promotes the holistic development and wellbeing of each student

Domain 1: Leading Learning and Teaching: ‘The Board of Management and Principal foster students’ holistic development by providing a very broad range of curricular, co-curricular and extra-curricular learning opportunities.

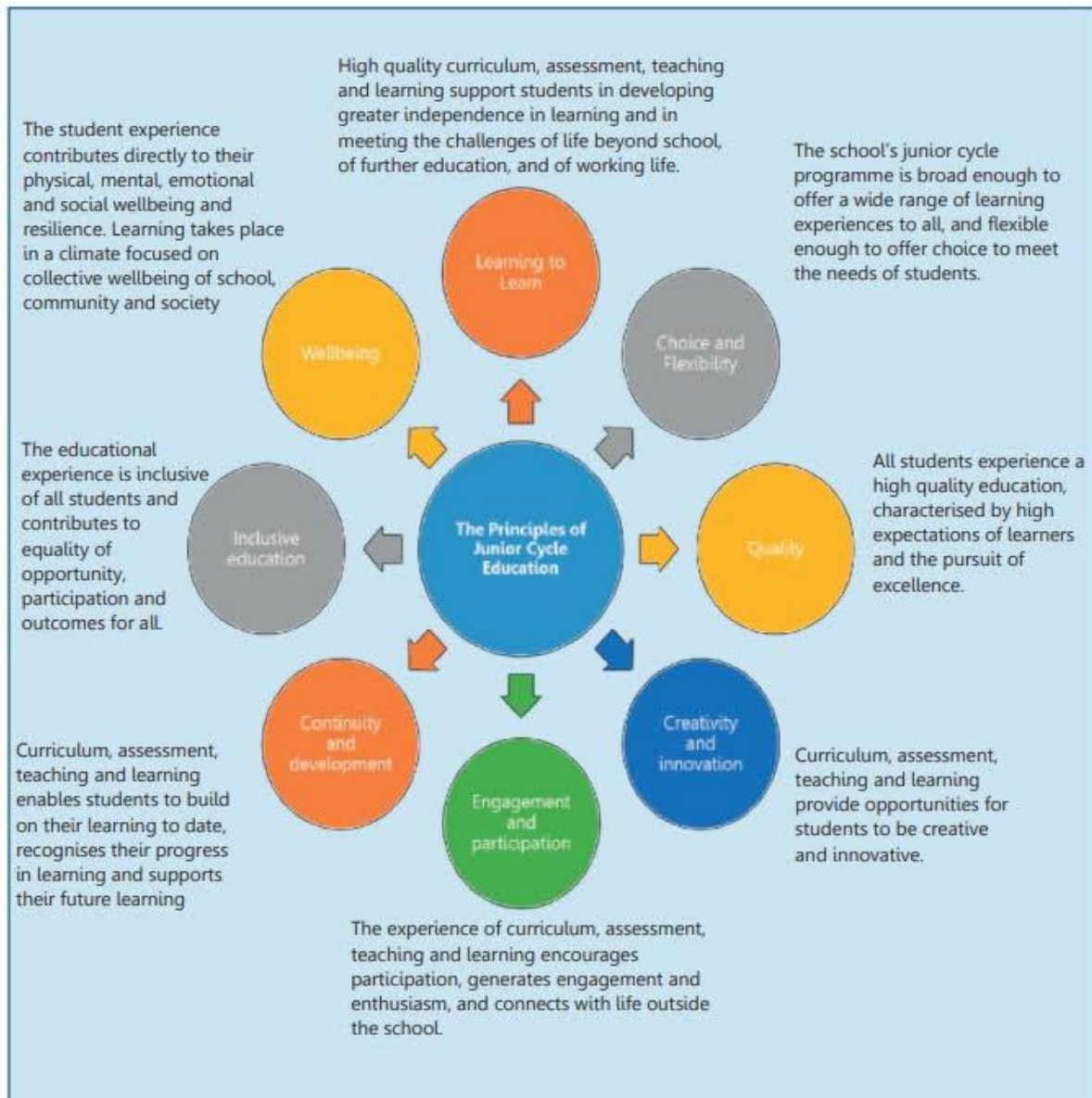
We are committed to the holistic development of every student and we do so through a highly developed curricular, co and extra curricular programme which provides students with multitudinous opportunities to enhance their wellbeing at Junior and Senior Cycle.

**3.2 Loreto Compass Document; Rooted, Responsive, Relevant.** We refer to the Loreto Compass document to situate our longstanding commitment to Wellbeing in our school, the significance of which is outlined in LAOS 2022 which states that ‘the quality framework sees students’ wellbeing as intrinsic to this holistic view of learning, both as an enabler of learning and as an outcome of learning’. (Page 8, Looking at Our School 2022: A Quality Framework for Post-Primary Schools, D.E



### 3.3 WellBeing is one of the eight principles and of Junior Cycle Education:

Wellbeing is one of the eight principles underpinning the Junior Cycle Profile of Achievement (JCPA).



Staying Well is one of the eight key skills of the Junior Cycle Programme.



*“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course” (Framework for Junior Cycle, 2015, page 15)*

Working with digital technology also forms part of each of the skills.

The following statements of learning are particularly applicable to wellbeing.

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

#### **4. Promoting Wellbeing**

**4.1** There is substantial evidence that *Wellbeing Programmes* in schools, when implemented effectively, can produce long-term benefits for young people. Loreto Balbriggan recognises the importance of developing the whole person; emotionally, mentally, spiritually and physically. A supportive school environment where high expectations and aspirations are the norm for all young people can of itself contribute significantly to lifelong health and wellbeing. At Loreto Balbriggan we provide a range of supports and interventions that address the emotional, mental, spiritual and physical needs of our students. These include:

- The co-ordinated implementation of our whole-school guidance plan.
- Building positive interpersonal relationships.
- Ensuring that our students are aware of the range of support within the school as well as those offered by external agencies.
- Providing opportunities to develop their physical well-being through physical education and extracurricular activities.
- The effective and consistent implementation of SPHE as part of a whole-school approach to the promotion of wellbeing in our students.
- Addressing the spiritual needs of students through religion class, liturgical celebration and prayer.
- Implementation of the whole school approach to SEN
- Provision of hours required in the timetable for Wellbeing as per Department of Education.

#### **4.2 Risk and Protective Factors for Student Wellbeing**

Students can be exposed to many risks and protective factors which influence their well-being. Protective factors in the school environment that help to build resilience in young people include:

- Providing a positive school atmosphere.
- Ensuring a sense of belonging and connectedness to the school.
- Having protocols and support systems in place that proactively support students and their families, should mental health difficulties arise.
- Developing positive teacher/student and teacher/parent relationships.
- Supporting the development of positive relationships with peers.
- Fostering expectations of high achievement and providing opportunities for each student to realise their potential.
- Using positive classroom management strategies.

- Focusing on social and emotional learning and the development of problem-solving skills through our SPHE programme.
- Providing support for teachers, including professional development.
- Encouraging students to participate in extracurricular activities.
- Providing students with information about the range of community supports and crisis agencies that exist.
- Working collaboratively to prevent students from early school leaving

Schools, therefore, play an important role in the lives of its students to help them enhance their wellbeing and develop positive mental health that they can nurture throughout their lives. Loreto Balbriggan will aspire to facilitate the holistic development of each of our students using the six indicators of wellbeing as the focal point of our actions; Active, Responsible, Connected, Resilient, Respected and Aware.





## **5. The Structure of the Wellbeing Policy**

*5.1 Research indicates that a multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, is the most beneficial and evidence informed approach for schools and centres of education. (Wellbeing policy Statement and Framework for Practice 2018).*

We in Loreto Balbriggan have embraced a whole-school approach and have aligned the design and planning for our Wellbeing policy with school policies, SSE, and practice. The policy is an umbrella policy to gather and align all aspects of Wellbeing in the school.

### **5.2 The Goals of the Policy.**

To offer a coordinated approach to supporting our students through the creation of opportunities both within and without the classroom focused on the promotion of wellbeing.

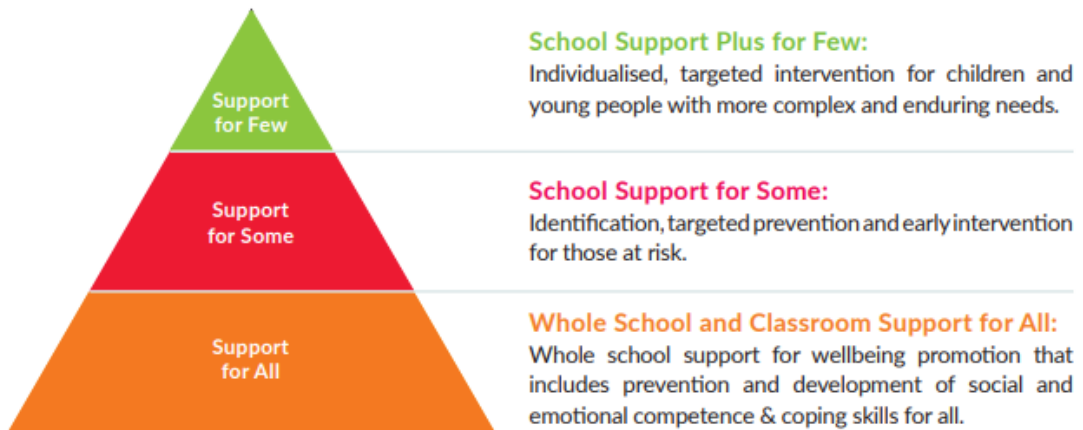
To recognise the relationship between the positive experiences of school life, student attainment and long-term wellbeing.

To provide an umbrella policy which outlines a structure that links a cohesive vision, a series of other policies, extracurricular activities and school traditions to Wellbeing.

The policy is guided by the Junior Cycle Wellbeing Guidelines and Wellbeing Indicators, the aim of which is to support schools in planning and developing consistent wellbeing programmes. The Wellbeing policy is anchored in the following subject areas: SPHE, CSPE, PE, Guidance, Form Class, other areas of learning and practices within the school. Loreto Balbriggan's policy will achieve synergy and a cohesive approach to Wellbeing.

The policy will also be guided by 'The Continuum of Support' which offers a flexible framework in which schools can identify and address all educational needs as well as the wellbeing needs of its students.

**Table 1: Continuum of Support**



## **6. Key Areas of Wellbeing**

### **6.1 Four aspects for a Whole School Approach.**

The Junior Cycle Wellbeing Guidelines 2021 (NCCA) establish four aspects of Wellbeing to focus on in schools which are central to our whole school vision:

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion



Loreto Balbriggan aspires “to provide an appropriate and robust learning experience and environment to set each student on a pathway to personal excellence, recognising different aptitudes and gifts” (cf CTJ pp30)

**6.2 Shared Vision.** The Junior Cycle Wellbeing Guidelines (2017, p44) state that when planning a programme, the starting point must be the shared vision and values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle (2015)

**6.3 Curriculum** In Loreto Balbriggan we offer a curriculum that is balanced, integrated and stimulating. The areas of PE, SPHE, CSPE, have been identified as key areas in which our Wellbeing programme will be embedded, while also being supported across all subjects, other areas of learning and practices within the school.

At Loreto we believe that a Junior Cycle programme that builds the foundations for Wellbeing:

- Places students at the centre of the learning process
- Encourages students to be actively engaged with learning
- Develops their competencies with digital technology
- Promotes intellectual curiosity, critical thinking and collaboration among their peers
- Developing physical literacy, encouraging an active lifestyle informing students of the benefits, importance and link between their physical and mental health.

Wellbeing at Loreto will extend across the three Junior Cycle years from First to Third Year. Explicitly planning for Wellbeing in the curriculum and assigning space on the timetable communicates to students, staff and parents that this area of learning is important. Wellbeing is clearly visible throughout the school and confirms for students that their wellbeing is paramount.

#### **Curricular Provision for wellbeing.**

- From September 2020 a minimum of up to 400 hours timetabled engagement are required.
- All subject planning includes Wellbeing and teachers should embed Wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing is further embedded into the school curriculum through three key subject areas which are SPHE, CSPE and PE.
- First Year students complete an Orientation Module at the beginning of First Year.
- Junior Cycle students engage in SPHE, RE, PE and CSPE.
- Senior Cycle students engage in Career Guidance, PE, R.E, RSE and TY Modules

The remainder of the Wellbeing hours will be accounted for within whole school/year group activities and documented in [Appendix I.](#)

**6.4 A Culture of WellBeing.** We promote an active and healthy lifestyle to enable students to become confident in participating in physical activity. We support the school community in developing resilience so that they may learn to cope with any challenges that life may yield. We highlight the significance of respect for self and others and encourage students to be aware of their

thoughts, feelings and behaviours. We promote a growth mindset encouraging reflection.

## **7. Whole School Wellbeing**

We aim to create a culture of wellbeing and nurture a safe and happy environment which enriches the lives of the students.

Whole school wellbeing is evident in the following areas:

### **7.1 School Policies.**

School Policies are developed with staff, parents/guardians, students and the Board of Management. Appendix 2 or [Policies – Loreto Secondary School](#)

### **7.2 Student WellBeing**

*“The school community is commended on the very wide range of programmes it provides to promote student wellbeing. These include an Intercultural week, a Mental Health week\* and a Friendship week, all of which add to the strong sense of community in the school.” (cf DES Careers Inspection Jan 2019).*

*\*No longer a week format, opted for a sustained year long approach focusing on a number of events, key dates, some of which are recognised on a local/national/international platform.*

**Structures in place to support Junious student wellbeing.**

**First Year:**

- Primary School Liaison Officer (AP2) liaises with primary schools to enable a smooth transition to secondary school.
- SEN Teacher liaises with parents of students with identified learning needs to allow us to identify, plan for and respond to needs in a flexible way. This meeting takes place in May prior to the student entering the school.
- If requested, the Year Head meets incoming parents/guardians prior to the student entering first year. Parents/Guardians are given an opportunity to express their concerns and to inform the school about any relevant information.
- All first years participate in a three-day Orientation Programme to help them make the adjustment from primary to secondary school. Jigsaw One Good School resources to support students in their transition to secondary school are included in the orientation programme.
- All first year students participate in the Motus Programme at the beginning of the year. Parents/Guardians are invited to attend a Parent Wellbeing and Transition webinar provided by the Motus Team.
- Senior Prefects are assigned to each 1st year class groups
- First year sports taster day. This encourages students to take up a new sport and become engaged in extracurricular activities.

- Homework Club - First Year Students are paired with a Transition Year student and work together once a week after school. The aim is to help ease the transition from primary to secondary school by providing these students with further support.
- The 'Transition to Secondary School Programme' will be delivered to all first years in conjunction with the Guidance department and Form Teachers.
- Positive behaviour is recognised through the school merit scheme.
- Literacy Intervention - Vocabulary Enrichment Program is delivered to support development of oral and written vocabulary to build skills and confidence. Delivered by SEN department.
- Numeracy Intervention - Numeracy Ninja delivered by the S.E.N department.
- A comprehensive S.P.H.E. (Social, Personal & Health Education) programme provides valuable insights and information to students.
- All first year classes have a CSPE class promoting active citizenship.
- All junior classes have PE on their timetable. PE provides students with the opportunity to choose a lifestyle that is active, healthy and meaningful, in order to contribute to the preparation of the student for a life of wellbeing.
- First Years SPHE teachers deliver the workshops "Let's Connect" as part of the raising awareness of Five Ways to WellBeing designed by the wellbeing Team including a promotion on the WellBeing Wall.
- First years have three hours over two weeks of form class.

- **Second Year**

- A comprehensive S.P.H.E. (Social, Personal & Health Education) programme provides valuable insights and information to students.
- All junior cycle classes have a CSPE class promoting active citizenship.
- All junior classes have PE on their timetable. Second year students have one hour per week.
- Positive behaviour is recognised through the school merit scheme.
- The second year Form teachers delivered the "Get Active" workshop in conjunction with the WellBeing Team to raise awareness of The Five Ways to WellBeing in conjunction with the promotion on the student WellBeing Wall.

- **Third Year.**

- A comprehensive S.P.H.E. (Social, Personal & Health Education) programme provides valuable insights and information to students.
- All third year classes have a CSPE class promoting active citizenship
- The guidance department in conjunction with the 3rd year Form teachers, delivers the following programmes:
  - The Guidance related learning module
  - Senior cycle subject choice event
  - Transition Year, senior cycle information night for parents and guardians every March for 3rd year students and parents/guardians.
  - Subject Information Fair for students.
- All junior classes have PE on their timetable. Third years have three hours over two weeks

- Positive behaviour is recognised through the school merit scheme.
- Third Year Group will take part in the “Take Notice” one of the Ways to Wellbeing workshops designed by the WellBeing Team.

### **First to Sixth Year.**

Form Teachers take a form class each week and take an active role in each student’s progress.

All students have PE on their timetable and are encouraged to take part in whole school sports activities such as the whole school 5K walk.

During form time throughout the academic year various activities/initiatives take place to support students’ wellbeing such as the Take Notice photography competition.

Year Heads monitor an entire year group in conjunction with the Form Teachers , Chaplain, Guidance Counsellors, SEN Teachers, Deputy Principals and Principal.

Regular assemblies are held in each group, topics respond to the needs of the student and promote their wellbeing.

### **7.3 Other departments /teams within the school that support Wellbeing:**

#### **Referral team**

There is a Chaplaincy and Guidance Service to help students who may encounter difficulties with their lives.

The school chaplains work closely with the staff as they try to respond to students’ needs, and have a specific responsibility for their spiritual and pastoral development.

Throughout the school year significant religious events are celebrated. Liturgies occur at relevant times and a school mass celebrates the beginning of each school year. Retreats are organised for each year group.

The guidance counsellors provide emotional guidance, career guidance and educational guidance to students across all year groups through class contact, assemblies or during one to one appointments. The guidance department administers aptitude tests, facilitates visits to open days to third level colleges, and career events, organises careers talks, careers fairs, and arranges for relevant guest speakers to visit the school.

#### **Wellbeing and Student Support Team**

The student support team is part of the pastoral care system in the school. This system encompasses a range of supports that cater for the learning, social, emotional and behavioural and wellbeing needs of students.

The student support team meets weekly. Members of the team include a deputy principal (with a remit for SEN) , year head, chaplain, guidance counsellors The AP2 in charge of wellbeing and a member of the PE team.

Other staff members may attend as necessary. Outside agencies are also invited to this weekly meeting as appropriate. These meetings are facilitated by the deputy principal. The student support team is a student-focused mechanism put in place in order to:

- Co-ordinate the support available for students in the school.
- Plan and Coordinate wellbeing initiatives for students and assist staff where necessary such as assemblies or the roll out of the Five Ways to WellBeing initiative 2024
- Facilitate links to the community and other non-school support services
- Enable students with support needs to continue to access an education appropriate to their abilities and needs
- Assist staff to manage students effectively.
- Ensure new staff members are briefed about policies and procedures relating to student wellbeing and support.
- Advise school management on the development and review of effective student support policies and structures.
- Design and assist the wellbeing Coordinator to implement staff wellbeing initiatives Survey staff on their needs and suggestions for staff wellbeing.
- Maintain The WellBeing Wall for students with updated information, initiatives and campaigns.
- Maintain contact and regularly meet with the wellbeing Prefects and Captains to give a forum to student voice on Wellbeing.
- Maintain the WellBeing Wednesday initiatives for staff and implement initiatives eg Hikes, book clubs, competitions, information on financial and physical wellbeing.
- The WellBeing Team designs an annual Action Plan and reviews it annually.

**Other teams include;**

SEN Team

Chaplaincy Service

Guidance Service

Attendance Office and Team

Intercultural Ethos Officer and Intercultural Day Team

Yellow Flag / Diversity team.

One Good School team

Extra Curricular activities including sport

**See Appendix 3 for breakdown of details.**



## **7.4 Extra-Curricular Activities**

The school is committed to the development of the full range of each student's artistic, cultural and sporting talents and aptitudes. To promote this development, a wide selection of activities, outside the regular school time-table is offered, which help the students to grow in self-confidence and very much enhance their sense of well-being.

### **Appendix 4**

## **8 Parents/ Guardians/ Caregivers and Wellbeing of Students**

**8.1** Parents/Guardians/ Caregivers are the primary educators of their children. The most important gift that any parent can give their child is the opportunity to fulfil their potential. Parental support to Loreto Balbriggan's policies and practices plays an integral role in their daughter's experience of education and therefore her wellbeing.

Here in Loreto Balbriggan we value co-operation and contact with parents.

School discipline is a shared responsibility which can only be effectively discharged and maintained through the active cooperation of all those involved – teachers, students, parents, management and trustees.

We have a Parents Association that meets regularly throughout the year. Membership is open to all parents/guardians. The Parents' Association is the parent consultative body on the development of new policies and participates in fundraising activities which enhance the teaching and learning and wellbeing of the students. Their ongoing support is vital in improving the student facilities in the school.

Regular reporting home, the daily/weekly updated website, Instagram, LinkedIn, Twitter and the compass parent portal, ensure open and ongoing communications between the school and home.

Early in each academic year the Parents' Association hold their A.G.M. to which all parents/guardians are invited and encouraged to get involved.

### **8.2 Other Ways in which the school provides support to parents re students wellbeing**

Guest speakers: Speaking on particular topics in relation to student wellbeing including stress, bereavement, healthy eating etc

Parent information evenings 1st & 3rd Year.

Information on JIGSAW's One Good School Initiative resources provided to parents, guardians and caregivers.

Parent teacher meetings, SEN department members and Chaplain available at meetings.

Guidance counsellors talk on CAO/HEI applications at 6<sup>th</sup> year PT meeting and parents information night for Senior cycle.

One-one meetings as requested with any staff member, Chaplain, Year Head or Senior Management Team, Guidance Department.

Facilitate family meetings with outside agencies if required .

## **9. Staff Wellbeing and Staff Support**

9.1 Staff in Loreto Balbriggan work in a supported environment. The Principal's Report at the Board of Management meetings keeps the Board informed of the work of the staff which is formally acknowledged at staff meetings and in person. Staff are kept informed of whole school activities in the Principal's daily morning email.

9.2 The Droichead Programme is in operation to guide and mentor newly qualified teachers. An informal mentoring system is also in place to assist new teachers settle into the school.

9.3 The Digital Leaders group meets regularly which offers staff support and guidance on their digital teaching and learning journey.

9.4 The Staff Room was recently renovated to include modern kitchen facilities and a relaxing communal environment for teachers. There is also outdoor space for lunch or break time.

9.5 Staff have a regularly updated wellbeing Noticeboard with information on Help lines, Spectrum life Employee Assistance Scheme, other support and wellbeing initiatives such as hikes, book clubs and staff days out.

9.6 Staff have a Social committee that organise seasonal events and trips. There are informal running, chess and music groups.

9.7 The staff engage in weekly WellBeing Wednesday initiatives including competitions and "non work chat" activities. .

9.8 Senior Management works collaboratively with the staff in a collegial and supportive manner. Staff members are encouraged and supported to take on new roles and responsibilities, gain further qualifications and attend relevant continuous professional development courses.

9.9 Collaboration is key Loreto Balbriggan and this is achieved through regular subject department meetings, whole staff meetings, committees and our use of G Suite in particular shared subject Drives

9.10 Staff Self Care engagement in JIGSAW's One Good School initiative online courses and Webinars.

## **10. School Self Evaluation and Wellbeing**

The wellbeing of Students and Staff and SSE are deeply connected with a well embedded self evaluation and improvement plan aiding reflection, connection and improvement.

The School SSE whole school strategies in the first round of SSE 2012-16 targeted Literacy and Numeracy.

In the second round 2016-2020 Self Directed Learning and Digital Literacy were targeted and actioned.

In rebooting the SSE process post Covid a wellbeing Review was initiated and a survey carried out. The aim being to initiate a wellbeing promotion review and development cycle by 2025. The issue of Assessment emerged as the focus of review and change.

Following on from surveys of all stakeholders a change to continuous assessment for Christmas exams, all apart from Fifth Years, was targeted and was implemented in November 2023. Extensive review from all stakeholders including parents took place in January 2024 and the staff were informed of the results. Assessment will continue to be a targeted area for improved wellbeing.

Collaboration between Senior Management ,The WellBeing Team, SSE Team, and the staff continues on the 2023-25 plan .

### Bibliography

- DES Careers Inspection (2019)
- Junior Cycle WellBeing Guidelines 2021 NCCA ( DES)
- Kolkata Loreto Education Guidelines (2003)
- Looking at our schools (2020)- A quality framework for post primary schools.
- Mary Ward Compass Document (2017) IBVM
- Wellbeing Policy Statement and Framework for Practice 2018-2023 Updated 2019 (DES)

**Appendix 1: Students events and activities**

**OTHER SCHOOL EVENTS AND ACTIVITIES THAT PROMOTE WELLBEING**

<b>Junior Cycle Students</b>	<b>Senior Cycle Students</b>
Orientation Days. Motus Programme	Active Consent Programme
1st Year midterm wellbeing pack	Evening study
Sports Taster Days	RSE talks
My Girl Gynae Talks for First Years ("All About Periods" Workshop)	Careers fair
Intercultural week	TY sports taster Day
Loreto Rumbek Day	5th year Run a Mile
Club Gaeilge	Evening study
Teachers' Christmas Show	Restorative practice
Subject Dept Weeks involving various subjects throughout the year.	TY Road safety talk
Non uniform days.	Study skills
LIFT Programme.	TY First Aid Training
LGBT+ Stand Up Week	Develop me workshops.
Various fundraising events	LGBT+ Stand Up Week
Assemblies - principal, deputy principal, year head, chaplain, guidance counsellors	Intercultural week
Bereavement register	Loreto Rumbek Day
Prizegiving	LIFT Program
Restorative practice	Teachers' Christmas Show
JIGSAW stress buster workshop for 3rd Year students	Senior Prefect Training for Incoming 1 <sup>st</sup> Yr, Information Evening
JIGSAW "One good adult" Peer educators programme	Subject Dept Weeks involving various subjects throughout the year.
2nd year Anti-Bullying Garda Talks	Amber Flag Committee
1st Year Talent show	Dress Up Day 6 <sup>th</sup> year.
1st Year Music Table quiz	Non uniform days

<p>St Vincent De Paul Annual collection. (Christmas Jumper Day)</p> <p>Amber Flag ( Mental Health)</p> <p>Yellow Flag Programme Amber Flag (Diversity and Inclusion)</p> <p>Health Promotion Week</p> <p>Whole school 5Km walk</p> <p>One Good School Initiative</p> <p>Whole school Take Notice Photography Competition</p> <p>Stand alone classes promotion of The for 1-3rd year on the Five Ways to WellBeing by WellBeing Team and SPHE / Form Teachers.</p>	<p>St Vincent De Paul Annual collection. (Christmas Jumper Day)</p> <p>Amber Flag ( Mental Health)</p> <p>Yellow Flag (Diversity and Inclusion)</p> <p>Health PromotionWeek</p> <p>Whole school 5K Walk</p> <p>Whole school Take Notice Photography Competition</p> <p>One Good School Initiative</p> <p>Jigsaw 6th Years Managing Exam stress</p>
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## **Appendix 2**

- Admissions Policy.
- Administration of Medication Policy.
- Attendance Strategy.
- Anti-Bullying Policy.
- Children First Act 2015.
- Children First: National Guidance for the Protection and Welfare of Children.
- Child Protection Procedures for Primary and Post Primary Schools 2017.
- Child Safeguarding and Risk Assessment.
- Child Safeguarding Statement Notification to PTA.
- Closed Circuit Television Policy.
- Code of Behaviour.
- Critical Incident Policy.
- CSPE Plan
- Data Protection Policy.
- Digital Learning Acceptable Use Policy.
- Whole School Guidance Plan

- Healthy Eating Policy.
- Health and Safety Policy.
- Home Learning Policy.
- Intimate Care Policy
- PE Plan.
- RSE Policy.
- School Tour policy.
- SEN Policy.
- SNA Policy
- SPHE Plan
- Student Teacher Placement Policy.
- Suspension and Exclusion Policy.
- Use of School's facilities Policy.

## **Appendix 3**

### **Other teams that support Student Wellbeing**

#### **SEN Department**

The SEN Department works as part of the whole school approach to SEN. Student wellbeing is an integral part of the work of the SEN Department. In the creation of an inclusive, supportive learning environment for all students we enable students to develop coping mechanisms and build resilience for the present and into the future. We collaborate with the relevant stakeholders including, students, parents/ guardians, classroom teachers, wellbeing teachers, guidance and the student support team, year head and management. The SNAs act in a care and support role, supporting the health and safety of the student and in their social, emotional and educational development, while aiming to foster independence.

Communication and sharing of relevant information between home and school are essential elements of our working with students with SEN. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning and wellbeing.

The Continuum of Support Framework set out by the Department of Education to identify and support students with additional needs. We recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that



students require different levels of support depending on their identified additional needs. A student's educational needs may include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The collaborative whole school approach we adopt allows us to identify and respond to needs in a flexible way.

Student voice is essential in developing student wellbeing. Students who are in receipt of support from the SEN Department are, as appropriate, given the opportunity to contribute to the development, ownership and evaluation of their student support plan.

Upon leaving Loreto Balbriggan students with Special Educational Needs are enabled and empowered to:

- Participate fully in the wider community
- Acquire the personal, social, literacy and numeric skills needed for life.
- Experience success.
- Develop a positive self- image and self-esteem.

### **The Chaplaincy Service**

The primary role of the Chaplaincy Service is to be a faith presence in the school. The Chaplaincy service and the Guidance department work collaboratively through their participation on the Student Support Team and their weekly referral meetings. The Service works closely with management and staff in carrying out this responsibility and in extending it to the whole school community, parents and guardians. Those involved in the Chaplaincy Service teach Religious Education, help to develop a prayer response to human experience, gather the whole school community for blessing, reflection and sharing, value and promote tolerance and inclusiveness, welcome the contributions and perspectives of those of other faiths and none and engage with all students in group contexts and on an individual basis. The Service supports and promotes all that is ennobling in the life of the school. The Service supports, through listening and being present, bringing compassion and insight of the Christian Tradition to the experience of loss and conflict, and to the specific challenges and concerns of young people as they journey through adolescence to young adulthood. The Service brings hope and kindness to everyday events, is responsive to staff, parents and guardians and especially supports their contributions towards the building of a happy and caring school community. The Chaplaincy Service welcomes the assistance of colleagues in fulfilling the mission of Chaplaincy and collaborates especially with the Religious Education Department, the Guidance Department, the SEN Department and the Student Support Team.

#### **The Chaplaincy Service aims to:**

- Collaborate in the provision of pastoral care for students.
- To further develop the faith life of students.
- To acknowledge the spiritual needs of students in time of bereavement.
- Further develop the chaplaincy team.
- Develop links with the local Parish.

- Work with the Religion Department in organising the Opening Year Mass, Carol Service and Graduation Mass.
- Prayer and welcome at assemblies in August. Brief input on care and support offered by the Chaplaincy service.
- Weekly attendance at Student Support Team Meeting.
- Weekly attendance at the Referral Team meeting.
- Prepare prayer for incoming first years' information evening.
- Input at first year orientation programme on school ethos and Mary Ward.
- Prepare a sacred space in the school to follow the liturgical calendar.
- Provide a one-to-one support service.
- Train sixth year students who wish to become Eucharistic Ministers.
- Facilitate and organise the Ember Faith Leader Training Programme.
- Make contact with outside agencies.
- Organise Mindfulness Talks for sixth year students.
- Restorative Practice with groups of students if needed.
- Hold a Remembrance Evening in November for deceased relatives and friends of the school community. The extended school community is invited to attend.
- Attend all Parent Teacher Meetings.
- Announcements every Monday and Friday for the Wellbeing of the entire school community

### **Guidance Department**

#### Wellbeing and Guidance

Young people learn more effectively and have better academic outcomes if they are happy in their work, believe in themselves and feel acknowledged and supported in their schools. The wellbeing of our young people is critical to their success in education and life. The whole school guidance approach prepares students to develop wellbeing and positive mental health, where emotional wellbeing may be understood as an educational end in and of itself. A whole school approach involves all members of the school community engaging in a collaborative process to change and improve specific areas of school life that impact on wellbeing. A whole school approach produces a wide range of benefits for students, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements on mental health.

Whole school guidance promotes these wellbeing indicators by:

- encouraging students to develop positive relationships with peers and teachers
- creating a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities

- providing opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision making skills
- proactively supporting students and their families should challenges arise
- promoting the use of technology in a safe and appropriate way
- developing skills to manage stress

There is considerable overlap between the competences and associated learning outcomes in the guidance plan which are presented under developing myself, developing my learning, and developing my career path and the wellbeing programme in junior cycle (SPHE and guidance related learning are the two main pillars of wellbeing). Guidance and wellbeing is linked to the, 'staying well' key skill of the framework for junior cycle (NCCA, 2017; pg.22). The guidance counsellors have an important role in supporting planning for and delivery of the learning outcomes associated with the wellbeing indicators. Wellbeing is interwoven throughout the guidance plan.

### **Attendance Officer and Committee.**

There has been a lot of research carried out on the importance of consistent school attendance and students' wellbeing. When students are in school they have a real sense of belonging and feel connected which is key to help them learn and succeed. To promote positive attendance and enhance students wellbeing an Attendance Officer (AP1) has been appointed who is responsible for attendance. An attendance team supports the Attendance Officer in their role. They work closely with the Senior Management Team, Year Heads and Form Teachers and the whole student body to encourage positive school attendance. They also liaise with outside agencies when required.

A breakfast club in the library has piloted since April 2024 to assist reluctant attenders feel welcomed and supported to go to class.

### **Ethos Officer, Diversity and Intercultural Team,**

Loreto Balbriggan in the spirit of Mary Ward 'fosters multi-cultural and multi-faith dialogue. Diversity is celebrated. Sincere honest and respectful dialogue among those of different cultures and faiths lead to greater understanding and tolerance, which in turn help to promote world peace' (cf Kolkata Guidelines p7 2003) To further promote this philosophy an Intercultural/Ethos Officer (AP2) has been appointed with the remit of promoting a positive multicultural and multi-faith school environment. The Ethos Officer works closely with the Deputy responsible for ethos and wellbeing, Year Heads, Form Teachers, Student Council and the whole student body to enhance the already existing positive atmosphere within the school.

The Loreto Ethos Document Compass states:

*A Mary Ward school today embraces diversity as a mirroring of the wonder of Creation. Seeing the image of God in human diversity, we encourage the young to discover their interdependence so they each find their own dignity – “I am because you are” \* – and feel truly affirmed and included. (cf KG pp 6-7; IBVM Call 5)*

At Loreto Balbriggan, we strive for inclusivity and equality in line with the values of Mary Ward. Through events such as Rumbek Day and Intercultural Week, diversity and difference is celebrated with great pride, enhancing the wellbeing of students especially those who have connections to many countries of the world. Their culture and traditions are demonstrated and displayed for the whole school to witness and enjoy.

In 2022, the school was awarded the Yellow Flag (diversity flag) from the The Irish Traveller Movement. The process took over two years to complete. During this time diversity was embedded into every part of the school life; physically, through posters and awareness campaigns displayed on the school walls and over the intercom; academically, through curriculum changes and subject departments incorporating diversity into their subject plans, and emotionally through cultural connections with other schools and performances and displays by the students of their cultural dances and traditions.

The yellow flag which greets students at the school gate, is a symbol of welcome, embrace, equality for all and diversity. It lets visitors know, we are an inclusive school who respect difference and the dignity of all our students and staff.

### **One Good School Initiative.**

Loreto Secondary School, Balbriggan joined the Jigsaw One Good School initiative in 2020. Jigsaw's One Good School (OGS) initiative is a whole school approach to promoting and raising awareness of mental health and wellbeing within our school community, in partnership with Jigsaw's Balbriggan Hub. This initiative supports the mental health and wellbeing of the young people in the school and offers a platform for parents, teachers and students to develop their knowledge and understanding of mental health.

### **STUDENT LEADERSHIP : Student Council, Headgirls,Captains, Prefects, Lift Coordinators and The Shona Project. .**

*“It is commendable that students play key leadership roles as senior prefects, mentors, captains, co-ordinators and members of the student council. They are actively involved in promoting positive mental health, peer support and student solidarity”. (cf DES Careers Inspection Jan 2019.)*

Students are strongly encouraged to take up leadership roles within the school.

The Student Council. The engagement of student voice in actions and decisions which shape the learning environment is at the centre of our leadership structures. The student council plays an important role in this process. Council members meet weekly and represent all year groups. They are elected by their peers to represent them and work with the principal and staff on the various issues and topics.

Loreto Secondary School Balbriggan has a successful prefect structure of Head Girl, Deputy Head Girls, Captains, Coordinators, Senior Prefects and Class Prefects. The fundamental role of a Head Girl is to be the voice of the student body in supporting school management and staff in their work in leading and developing all aspects of school life. They are encouraged to work independently and use their initiative to create cohesion between the senior students and the rest of the student body.

Senior Prefects are trained to become LIFT facilitators for 2nd years. The LIFT initiative is a self-reflective, value-based programme, which explores the attributes of being a leader.

There are four Junior Shona Project Ambassadors within the school. The Shona Project educates, empowers and inspires Irish girls to become tomorrow's strong, resilient and confident young women.

#### **Appendix 4: ExtraCurricular Student Activities.**

## Extra curricular activities include

<p><b><u>Cultural</u></b></p> <p>Debating in English, Franch, Irish          Theatre , cinema and Heritage site visit          Poetry Aloud          Art Exhibitions in house          Junk Kouture          Portfolio Classes          Retreats          Ember ProgrammeTours          Trocaire Gamechagers and Right Focus Competitions.          School Tours          Local and National Art Competitions.</p>	<p><b><u>Business</u></b></p> <p>Fingal Enterprise Awards          Minicompanies          Market Day</p> <p><b><u>Craft</u></b></p> <p>Crochet          Knitting Club</p>	<p><b><u>Music</u></b></p> <p>Senior and Junour Choir          Emmanual Concert          Traditional Music Group          Ukulele Group          Music Gala evenings          Orchestra          Private Music Lessons</p>
<p><b><u>Sport</u></b></p> <p>Athletics          badminton          Basketball          Camogie          Cricket          Dance          Equestrian          Table Tennis          Volleyball</p>	<p>Gaelic          Golf          Gymnastics          Hockey          Refereeing courses          Rugby          Soccer          Swimming          Tennis          Ski Trip</p>	<p><b><u>STEM</u></b></p> <p>BT Young Scientist          Sci Fest          W5 Visit          John Hooper Statistics Competition          Maths Olympiad</p>

## Extra curricular Sport 2023/4 Timetable

	Mon	Tue	Wed	Thur	Fri
<b><u>8am to 8.45</u></b>		Senior Hockey all year groups.	Camogie all year groups  Basketball all	GAA Football Senior and Junior	

		<b>Soccer all year groups</b>	<b>year groups</b>		
<b><u>1.20-2.30</u></b>			<b>Badminton Juniors</b>		
			<b>Table Tennis</b>		
<b><u>4-5pm</u></b>	<b>Athletics all year groups. 3-6 Basketball till 5.30</b>	<b>1st and 2nd year basketball</b>		<b>1st and 2nd Year Hockey 1st and 2nd Year Basketball.</b>	<b>Badminton Seniors</b>

#### Non Sporting - Extra Curricular Activities and Clubs . Timetable 2023-2024

	MON	TUES	WED	THURS	FRI
8AM-8:55		Senior Yoga	Loreto Times Newspaper Trad Group	Student Enterprise (1st & 2nd Years)	
1:20-2:00	Orchestra (both weeks)	Science Club		Junior Debating (Week A)	Orchestra (Week A Only)
		Student Council		Chess Club	Chess Club
	BT Young Scientist/SciFest (Both weeks)	BT Young Scientist/SciFest (Week A)		BT Young Scientist/SciFest (Week B)	Knitting Crochet Club
		Orchestra (Week B Only)		Gardening Club	1st Year Chat Cafe
		Senior Debating (Week B)		Ukulele Group	
		Trad Group		Ember Team Meeting	
				Club Gaelge	Gaelbhratach
				JPIC Room 30 Week B	

After School	Junior Choir		Dungeons & Dragons	Senior Yoga	
	Senior Art Portfolio Class				
	Homework Club 1st Years		Senior Choir		

### Time table 2023/24

Activity	Day and Time	Teachers
Amber Flag Committee		
BT Young Scientist/SciFest	Monday Lunchtime A & B Lab 1 Tuesday Lunchtime Week A Thursday Lunchtime Week B	Mr. O'Higgin Mr Toomey Miss. Matthews
Chess Club	Thursday and Friday Lunchtime Room 12	Miss Finnegan Miss Hopkins
Club Gaeilge	Thursday Lunchtime	Ms Ní Mhóráin Ms Kearney Mr Sweeney Ms Clarke Ms Costello
Dungeons & Dragons	Wednesday 1:30-2:30pm	Mr Prizeman Ms. Kearney Mr. Stringer
Ember Team	Thursday Lunchtime	Ms. Mc Nally
French Debating	Before school / after school - various days	Ms. Ní Mhórain Ms. Kearney



<b>Gardening Club</b>	Thursday Lunch Room 11	Mr Shanahan
<b>Green Schools</b>		Mr. Doyle Ms Sweeney
<b>Homework club</b>		Miss Russell
<b>JPIC</b>	Thursdays Room 30	Ms Grace
<b>Junior Choir</b>	Monday 4-5 Music room	Miss Kearns
<b>Knitting Crochet club</b>		Ms Clarke
<b>Loreto Times Newspaper</b>		Miss Russell Ms Ní Mhóráin
<b>Orchestra</b>		Miss Hunt
<b>Poetry Aloud</b>		Ms Mehigan
<b>Senior Yoga</b>		Miss Pulbrook Miss Costelloe
<b>Science Club</b>	Every Tuesday Lab 1 1:20-2:00	

<b>Student Council</b>		Ms Clarke
<b>Student Enterprise</b>		Miss Gartland
<b>Trad Group</b>		Miss Finnegan Mr. Mc Carthy Mr.Doyle
<b>Ukulele Group</b>		Ms. Lattimore
<b>English Debating (Junior and Senior)</b>		Ms O'Doherty



