



**LORETO SECONDARY SCHOOL,
CLONMEL**

Wellbeing Policy

**Ratified by
The Board of Management
on 5th March 2019**

This policy should be read in conjunction with:

1. The Loreto Clonmel Child Protection Policy.
2. The Loreto Clonmel RSE Policy.
3. The Loreto Clonmel Religious Education Policy
4. The Whole School Inclusion Policy

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Introduction

Loreto Secondary School is situated on the Waterford City side of Clonmel, near the river Suir, on the Coleville Road. It provides education for students from the town and the surrounding rural hinterland. It is a Catholic Voluntary Secondary School.

Mission Statement

The Loreto Philosophy of Education is centred in God, rooted in Gospel values and derives its objectives and specific expression from the insights and vision of St. Ignatius of Loyola and Mary Ward. It underpins our Missions Statement, which states:

‘Our school is a caring Christian Community in which students have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.’

Rationale for the Policy

The Framework for Junior Cycle (2015) highlights the necessity for a new area of learning at junior cycle; Wellbeing. The necessity for the introduction of Wellbeing into post primary education has been long overdue. This policy has been introduced to ensure the school is responding adequately to the changing and diverse needs of each of our pupils. There are already evident similarities between our own mission statement and the definition of ‘Student Wellbeing’ as outlined in the NCCA guidelines.

‘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.’
(NCCA, 2017)



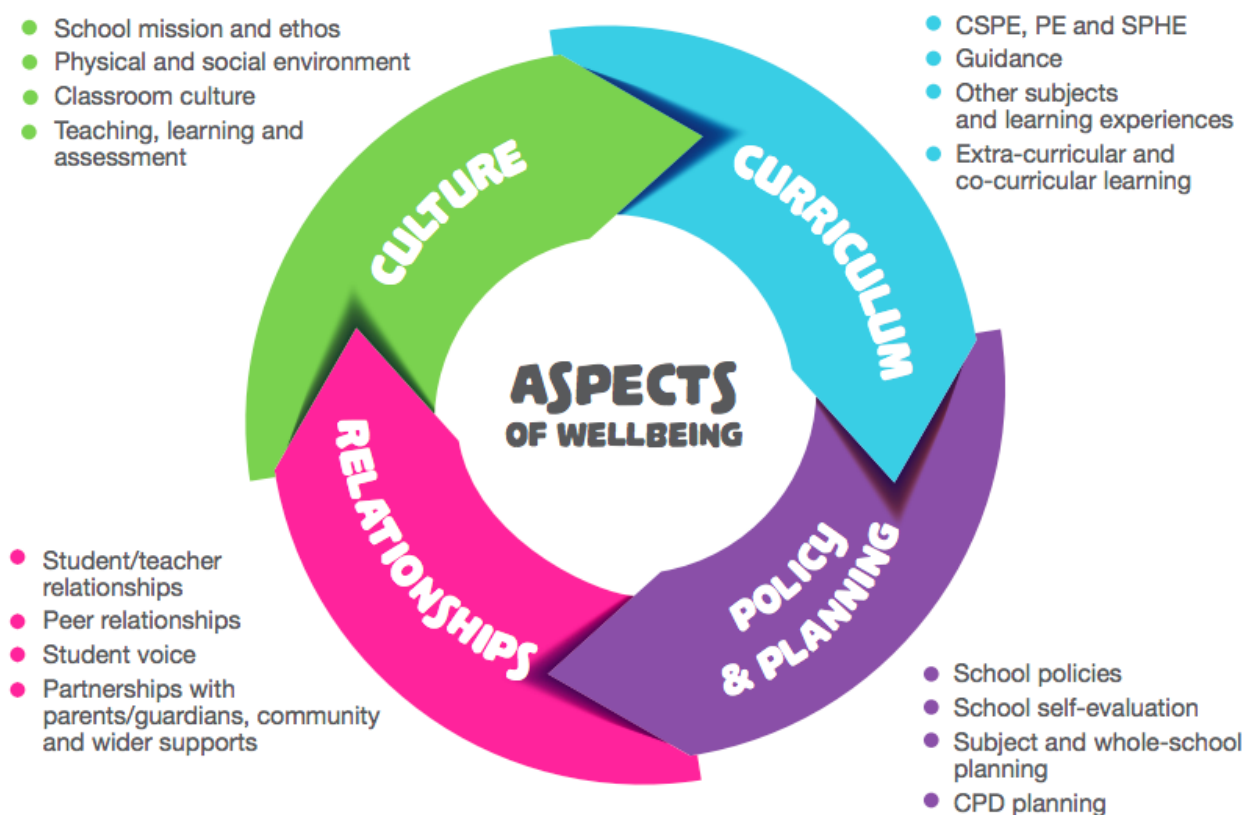
Education and Wellbeing are inextricably linked. ESRI research has found that *‘children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently (at ages 11, 14, and 16)’* (Smyth, E. 2015). Within our Wellbeing programme at Loreto our vision is to enable students to build life skills and develop a strong sense of connectedness to their school and to their community.

Loreto will endeavour 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 and Respected and Aware.

The Structure of the Wellbeing Policy:

The foundation of this policy is based on the Junior Cycle Wellbeing Guidelines and Wellbeing indicators, the aim of which is to support schools in planning and developing a consistent Wellbeing programme. Within Loreto's policy we hope to enhance and develop our understanding, practice and curricula for Wellbeing already existing in school. Through the focus on four aspects of Wellbeing in our school – School Culture, Relationships, Policy & Planning and Curriculum we aim to establish a Wellbeing policy which encompasses the whole school community.

The Four Aspects of Wellbeing in Schools



(Junior Cycle Wellbeing Guidelines, NCCA, 2017; Figure 6, page 26)

Planning for Wellbeing involves consideration of these aspects: culture, relationships, policy and planning and the curriculum. This section focuses on the first three of these and looks at ways in which a whole-school community can contribute to building the kind of culture, relationships and policies that support student Wellbeing. These four aspects coincide with the four areas of action recommended in *the Guidelines for Mental Health Promotion and Suicide Prevention (2013)* and with *Schools for Health in Ireland: Framework for Developing a Health Promoting School*. The question of Wellbeing and the curriculum is the subject of detailed discussion in Section 4.



(Junior Cycle Wellbeing Guidelines, NCCA, 2017; page 44)

Wellbeing and the Curriculum at Loreto Clonmel.

The curricular aspect of our Wellbeing policy has been discussed at length and devised with the student at the centre of learning in mind. A core group was established between members of management, the curricular and the wellbeing teams. The areas of PE, SPHE, CSPE, Pastoral Care, and Digital Leadership

have been identified as area's in which our Wellbeing programme will be embedded heavily although Wellbeing will be embedded across all subject areas.

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

- Is broad and balanced.
- Provides choice.
- Has meaning and relevance.
- Is enjoyable and engaging.
- Provides opportunities to experience challenge and success.
- Equips students with the knowledge, skills and dispositions to develop as learners and build positive relationships.

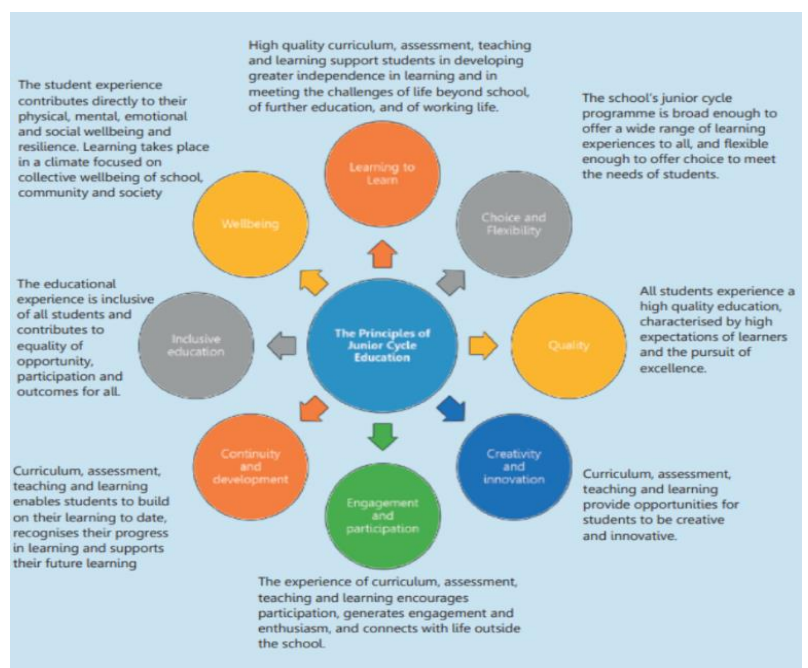
Wellbeing at Loreto will extend across the three Junior Cycle years from First to Third Year. Although there is a strong framework already in place with regards to Wellbeing we hope to raise further awareness of its necessity by highlighting the importance of Wellbeing on the timetable.

“Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives“. (Framework for Junior Cycle, 2015, page 6)

The Principles of Junior Cycle Education

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

1. Engagement and Participation
2. Learning to Learn
3. Choice and flexibility
4. Quality
5. Wellbeing
6. Inclusive Education
7. Creativity and Innovation
8. Continuity and Development



24 Statements of Learning

“The learning at the core of junior cycle is described in twenty-four statements of learning. They are central to planning for, the students’ experience of, and the evaluation of the school’s junior cycle programme”

(Framework for Junior Cycle, 2015, page 12)

The purposes of the Statements of Learning are:

- To ensure a rich educational experience for students.
- Learning that has both breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge

The following Statements of Learning (SOL) are particularly applicable to Wellbeing:

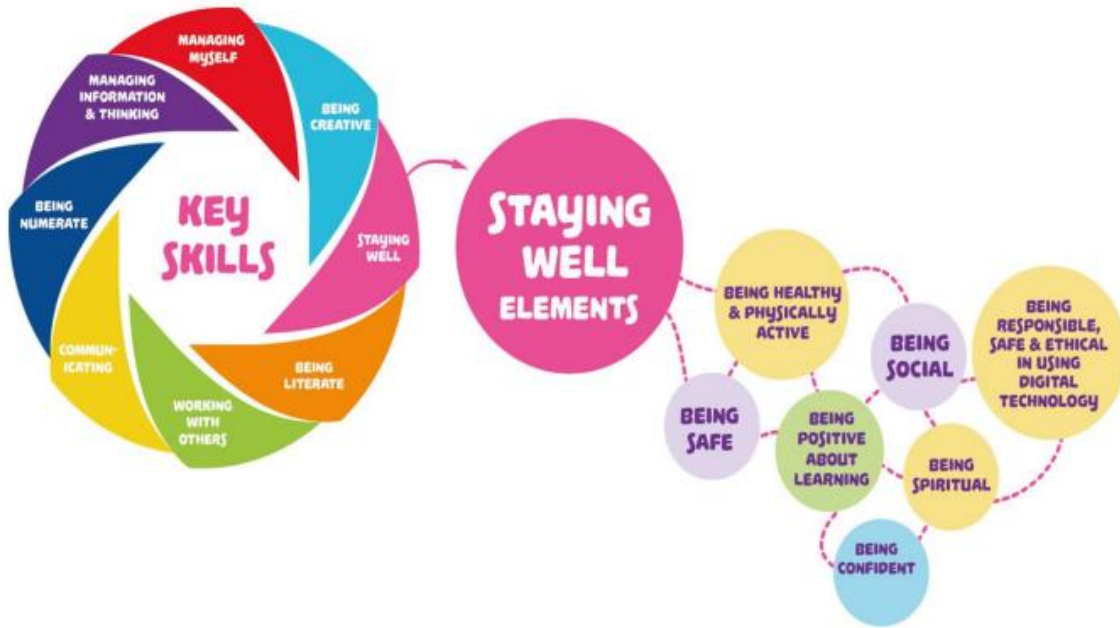
SOL 5	The student has an awareness of personal values and an understanding of the process of moral decision making.
SOL 7	The student values what it means to be an active citizen with rights and responsibilities in local and wider contexts.
SOL 10	The student has the awareness, knowledge, skills, values 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.

Key Skills of Junior Cycle

Learners need a wide range of skills to help them face the many challenges presented to them in today’s world. They develop specific skills in their subjects and other courses. But there is also a more general set of skills that are needed to support learners in their personal, social and work lives. These are referred to these as the key skills of junior cycle. As learners develop each of the key skills in an integrated way they will also become better learners. The six key skills of junior cycle are Managing Myself, Staying Well, Communicating, Being Creative, Working with Others, and Managing Information and Thinking. Working with digital technology also forms part of each of the skills.

“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course”

(Framework for Junior Cycle, 2015, page15)



As stated in the latest *Wellbeing Policy Statement and Framework for Practice (2018-2023)*

‘The promotion of wellbeing for all is central to the Department’s mission to enable individuals to achieve their full potential and contribute to Ireland’s social, cultural and economic development.’

As schools play a vital role in the promotion of Wellbeing we hope to highlight the increasing importance of the area by providing a wide range of approaches and activities which support our students academically, physically, socially, mentally, emotionally and spiritually. It is our hope in Loreto that through our curriculum students will develop the skills and sense of connectedness their own self, their peers, their teachers, their school and their community.

Whole School Wellbeing

Whole school wellbeing is evident in the following areas.

1. School Policies

School policies are developed with staff, parents/guardians, students and the Board of Management. The following school policies are related to Wellbeing and are reviewed regularly:

- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Child Protection
- Data Protection
- Home work
- Health & Safety
- Internet/Devices Acceptable Usage Policy

- RSE
- SEN
- SPHE

2. How our Catholic Ethos supports Wellbeing

All students in Religion classes learn different ways to meditate, reflect and pray and get many opportunities to practice this throughout the year, enhancing their spiritual growth and supporting their Wellbeing.

Retreats are offered for all students in 3rd Year, TY, 5th Year and 6th Year. Students get the opportunity to participate in a day of mindful reflection which focuses them on the spiritual aspect of their lives.

As a Catholic Secondary School, the whole school community are involved in several liturgies throughout the year such as our Opening Mass and the Carol Service. There is a sense of togetherness and support at these times of reflection. We follow the liturgical calendar and the seasons of Advent and Lent are times of Spiritual reflection. November is the month to remember the Holy Souls and students are given the opportunity to remember and pray for those they have lost, in a caring supporting environment.

We have a beautiful Sacred Space in our school. It is a place of calm and quiet, warmly decorated and comfortable. It is available to all students to use during break and lunch. Classes are brought there to meditate and pray and students who are feeling vulnerable or upset are brought there. There are books of reflection, mindfulness, prayers and support in the Sacred Space for students to pick up and read as they feel the need. There are candles and quiet music as well as many visual resources used there to aid quiet reflection and prayer.

3. Wellbeing Team

A Wellbeing Team was set up this year involving 5 members of staff who are teaching SPHE and/or have an interest in promoting Wellbeing in the school community. A second group of SPHE teachers also met to develop shared resources for teaching first years. It is hoped to build on this each year.

4. The Inclusion and SEN Team

This team works closely with students and their parents/guardians and aims to remove barriers for students with additional/learning needs to ensure a positive school experience, and achievement of potential.

5. The Student Support Team (SST)

This team is comprised of the Principal, Deputy Principal, Guidance Counsellor and a member of the SEN and Inclusion Team. The SST works collaboratively to support students with significant social, emotional and circumstantial difficulties. Member of the Pastoral Care Team feed into the SST as necessary. The SST often works with external agencies such as Tusla, CAMHS (Child and Adolescent Mental Health) in supporting students.

6. Year Head Structure

The role of the Year Head is essential in the school community. This was identified in the whole school needs analysis and the Post of Responsibility review. Year Heads meet every week with Principal and Deputy Principal. This team works with others e.g. SEN, SST etc., to focus on the task of overseeing the welfare of the various year groups so that all students are supported at every level.

7. Class Tutors

Members of teaching staff act as Class Tutors. The Tutor is a consistent point of contact for the student for day to day management (e.g. signing journal) but is also there in a pastoral role supporting individual students. This is done in collaboration with the Year Head.

8. Student Voice

Student involvement and leadership is an essential part of wellbeing in our school community. Student involvement is encouraged in many areas e.g. Head Girl, Deputy Head Girl, The Student Council & Prefects, Digital Leaders. The Student Council meets on a regular bases and considers issues that affect the student population. It allows students a voice to bring any concerns that may arise to the wider school community.

Cara Leaders work with first and second years. They are a point of contact for each class group. They are involved in helping students who may have any difficulties, but they are also involved in many fun activities e.g. Kris Kindle at Christmas. They are also present at the bonding day for First Years. This is held on the first day of the school year. It involves group activities which encourage students to get to know one another.

9. May Prize Giving

This is a yearly prize giving day where students are rewarded for achievement in sport, music, green schools, Model UN and other leadership roles. Student of the Year and Sports person of the Year are awarded. Effort and involvement are recognised and acknowledged during the Prize Giving. These awards build on positive self-esteem and student Wellbeing & highlight the importance of getting involved in school life.

10. Class trips

There are class trips for the 1st Years, 2nd Years and TY groups. 1st Years and 2nd Years go on an end of year school tour. This is a chance at the end of the year for bonding with others but is also a break before exams. TY trips involve many group activities which encourage students to mix and take part in various activities allowing new experiences.

11. Sports Day

This is held once a year in May. It involves various sporting activities -individual and group. Most activities are for fun to encourage all to take part. Physical activity is a very important part of wellbeing before exam time. At this event, 6th Year students dress up, it is one of their final class times together and it allows for lots of fun and enjoyment for all.

12. Loreto's Got Talent

This is held every year before Christmas. Students who auditioned and were chosen sing/play music/dance for the rest of the school. Sixth year students are presenters and there are usually some teachers who dress up as guest judges. This whole school event is always full of fun and promotes wellbeing in all.

13. Extra-Curricular Activities

The extensive options include Choir, Orchestra, Trad group, Sporting Activities (Hockey, Basket-ball, Gaelic football, Cross Country running, Swimming), Green schools, Art Club, German Culture Club, Articulation, Freshers Club (run by TYs), Model United Nations, Debating, Coiste Gael Bhratach, Coiste Spóirt. The school offers many extra-curricular activities and students get involved in after-school or lunch time activities which help them grow in self-confidence and very much enhance their sense of well-being. Staff who are involved in these activities do so on a voluntary basis.

School Self- Evaluation and Wellbeing

We undertook self-evaluation of teaching and learning during the period October 2017 to May 2018. We then revisited our SSE planning in September 2018 whereby we focused on the area of resilience, success criteria and feedback.

The school community have chosen to focus on the area of Wellbeing within this cycle of SSE, as it connects with the new and important curriculum change which is occurring at Junior Cycle. The area of Wellbeing, was also selected as it applies to the whole school community and therefore any progression can be benefitted by all as,

‘we know that students who have higher levels of wellbeing tend to have better cognitive outcomes in school.’ (Student Wellbeing, 2015)

Also, ESRI research found that

‘children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently (at ages 11, 14, and 16)’ (Smyth, E. 2015)

The required a curriculum to implement Wellbeing a part of the framework for Junior Cycle, allowing us to review both our provision and our practice. As part of this process a number of surveys were carried out with students and staff. These together with other evidence, such as Staff Focus Groups, were analysed. Wellbeing (in its most general sense) was identified as a focus at this point.

In order to align our needs with the SSE process and the implementation of the Framework for Junior Cycle we sought an advisory visit from the Inspectorate. The School Planning Co-ordinator (Curriculum Co-ordinator), Wellbeing Co-ordinator and Senior Management led a meeting to consider the implementation of Wellbeing both at Junior Cycle and throughout school life. On discussing both the new *SCHOOL SELF-EVALUATION GUIDELINES 2016-2020 Post-Primary*, in conjunction with *Looking At Our School 2016, A Quality Framework for Post-Primary Schools* (LAOS) the necessity for the alignment between the new Junior Cycle and LAOS Quality Framework was clear.

As outlined in the LAOS Quality Framework, it is evident that:

‘for teaching and learning to be effective, positive personal wellbeing, of both staff and student is essential ‘.

(Looking At Our School 2016, A Quality Framework for Post-Primary Schools, page 4)

The LAOS Quality Framework takes a holistic view of learning and of the learner. It emphasises the need for students to develop a broad range of skills, competences and values that enable personal wellbeing, active citizenship and lifelong learning.

The domain of 'learner experience' as outlined in the quality framework, allowed us to map our Wellbeing strategy to teaching and learning as we chose the indicator of Resilience in Wellbeing.

'Students grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning'.

(Looking At Our School 2016, A Quality Framework for Post-Primary Schools, page 15)

In October 2018 the specific aspects of teaching and learning the school identified and prioritised for further improvement throughout the course of the academic year were:

- How to give and receive formative feedback,
 - e.g. sharing success criteria through the implementation of a rubric;
 - sharing learning intentions, comment only making etc.
- A whole school / subject department approach needs to be agreed,
- and a focus year group needs to be identified.
- Developing a SPHE resource tool – using Microsoft 365 App teams.
- An official Wellbeing Week – led by a committee of students and staff.
- Regulating planning for Wellbeing, common approach based on agreed decisions at the planning meeting which would occur at an agreed time interval e.g. every 6 weeks.
- Formal establishment of a Wellbeing team – a core group of SPHE teachers who are willing to undertake training if necessary.
- Explicit links need to be made for students between personal wellbeing and effective learning.
- Establish a Student Wellbeing Ambassador programme within the school. This will be a team of students with representatives from each year who will:
 - be selected to represent the student body,
 - highlight key issues amongst the school community with relation to Wellbeing,
 - participate in collecting further data on how each of the Wellbeing indicators are catered for within our school.

Timetable for Wellbeing in Junior Cycle in Loreto Secondary School Clonmel

In Loreto Secondary School Clonmel we have **312 Curricular Hours** and **88 hours 10 minutes Other Hours** which is a total of **400 Hours and 10 minutes for Wellbeing in Junior Cycle** (complying with DES Circular 0015/2017) although this may increase as all subject specifications phase through all 3 years of the Junior Cycle. Below is the breakdown of this information.

Curricular Subjects in Loreto

The individual subject plans for PE, SPHE, CSPE and Guidance will highlight how the Statements of Learning, and Learning Outcomes are uncovered in these subjects.







1 st Year	Periods per Week	Minutes per Week	Hours per year
PE	2	80	
SPHE (with Guidance related activities included).	1	40	
CSPE	1	40	
Digital Learning/Pastoral Care	1	40	
English	1	40	
Maths (6 classes in the year only)			4 hours (240 mins)
		240 minutes per week	132 hours across 33 weeks plus
Total in 1st Year:			136 hours

2 nd Year	Periods per Week	Minutes per Week	
PE	2	80	
SPHE (with Guidance related activities included).	1	40	
CSPE	1	40	
Digital Learning/Pastoral Care	0	0	
Total in 2nd Year:		160 minutes per week	88 hours across 33 weeks

3 rd Year	Periods per Week	Minutes per Week	
PE	2	80	
SPHE (with Guidance related activities included).	1	40	
CSPE	1	40	
Digital Learning/Pastoral Care	0	0	
Total in 3rd Year:		160 minutes/week	88 hours across 33 weeks

Curriculum Grand Total in 2019-2020	312 hours
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Other Areas of Wellbeing across Junior Cycle in Loreto

Year	Type of Event	Minutes	Hours	Aware	Respected	Resilient	Connected	Responsible	Active
									
1st Year Transition To Secondary School Programme				√	√		√	√	√
a	Assemblies 10 minutes ×33 weeks	330	5 hours 30	√	√		√	√	
b	Cara Leadership Programme 1 class per week.	1320	22 hours	√	√	√	√	√	√
c	Induction Day	360	6 hours	√	√	√	√	√	
d	School Trip	360	6 hours	√	√	√	√	√	
e	Awards Ceremony (start and end of school year)	160	2 hours 40	√	√		√	√	
f	Sports Day	60	1 hours	√	√		√	√	√
g	Internet Safety	120	2 hours	√	√	√	√	√	√
h	Personal Hygiene	80	1 hour 20	√	√	√	√	√	
i	Loreto's Got Talent plus Disco	200	3 hours 20	√	√		√	√	
	Total in 1st Year:	2990	49 hours 50	√	√	√	√	√	

2nd Year Transition To Second Year Programme				√	√		√	√	√
a	Assemblies 10 minutes ×33 weeks	330	5½ hours	√	√	√	√	√	
b	School Trip	360	6 hours	√	√		√	√	
c	CSPE Trip	80	1 hour 10	√	√		√	√	
d	Awards Ceremony (start and end of school year)	160	2 hours 40	√	√		√	√	
e	Sports Day	60	1 hours	√	√		√	√	√
f	Loreto's Got Talent plus Disco	200	3 hours 20	√	√		√	√	
	Total in 2nd Year	1190	19 hours 50						

3rd Year Transition To Third Year Programme				√	√		√	√	√
a	Assemblies 10 minutes ×33 weeks	330	5½ hours	√	√	√	√	√	
b	Retreat	360	6 hours	√	√		√	√	
c	Awards Ceremony (start and end of school year)	160	2 hours 40	√	√		√	√	
d	Sports Day	60	1 hours	√	√		√	√	√
e	Personal Hygiene	80	1 hour 20	√	√	√	√	√	
f	Loreto's Got Talent	120	2 hours	√	√		√	√	
	Total in 3rd Year	1110	18 hours 30						

Other Grand Total		5290	88 hours 10 minutes						
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Signed: _____
Chairperson of Board of Management

Date: _____

Signed: _____
Principal

Date: _____