

LORETO ABBEY SECONDARY SCHOOL DALKEY



WELLBEING POLICY

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

1. Wellbeing Policy Scope

1.1 This document was prepared by the Wellbeing Coordinator on behalf of, and in consultation with, the Loreto Abbey Secondary School, Dalkey staff, students, parents and Board of Management. This policy will impact our whole school community.

2. Curricular Provision

- 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 a Wellbeing module rotation of 10 weeks in Choir, Digital Learning and Career Guidance.
- Junior Cycle students engage in SPHE, RE, PE and CSPE.
- Senior Cycle students engage in Career Guidance, PE, R.E, RSE and TY Modules.

3. Philosophy and Context to Wellbeing Policy

3.1 Loreto schools aim to create a *'dynamic community where every student is valued equally and has a real sense of belonging'* (Loreto Education: *Continuing the Journey*, 2017, p.9). The school is a welcoming school and commits to using its resources to ensure and promote the care and wellbeing of our students. The *'Continuing the Journey'* document outlines how the ideal of Loreto education today will be enshrined in:

- Courteous relationships within the school
- The wide and well-chosen curriculum provided
- Promotion of understanding of global issues
- The extra-curricular activities organised
- The systems, structures and policies
- Communications
- Interest and concern for the students
- Loyalty and gratitude (pg.15)

3.2 The eight points above are central to how our school operates. They are also central to ensuring the wellbeing of the whole school community. Therefore, as a Loreto school *'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 Guidelines for Wellbeing 2018).

3.3 Our vision of education in Loreto Abbey Dalkey gives priority to the integration of the spiritual, intellectual, moral, physical and emotional development of the individual student. The work of the school is not an enterprise conducted in isolation but is very much influenced by the cultural and social mores of the time. The school is therefore challenged to address the cultural reality in which the students live and must aim to equip students with the skills necessary to cope in a world that is challenging and presents choices all the time.

3.4 The Wellbeing programme in this school takes place within a Christian understanding of human development and recognises the dignity of the individual. The programme addresses contemporary topics which are dealt with at a level appropriate to the age of the student and within a moral framework in keeping with the characteristic spirit of the school.

4. Rationale

4.1 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 Abbey Dalkey. 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 in Loreto Abbey Dalkey.

4.2 Loreto Abbey Dalkey 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.

4.3 At Senior Cycle, our students' wellbeing is central to their growth and development into young adults. Loreto Abbey Dalkey provides RE, RSE, PE, Career Guidance, TY modules and a wealth of co and extracurricular activities to support students' wellbeing. Senior Cycle students also benefit from learning opportunities to enrich their physical, mental, emotional and social wellbeing. As students progress through the school, they have more leadership opportunities which are directly linked to wellbeing and resilience. Student voice is considered to be crucial to an environment that is supportive of student wellbeing and is nurtured through the classroom, co-curricular and extra-curricular activities in the school.

5. Looking at Our Schools 2022: A Quality Framework for Post-Primary Schools

5.1 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'.*

5.2 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.

5.3 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)

ROOTED RESPONSIVE RELEVANT

Being an agent of change

A Mary Ward school today discerns what change is happening or needed, and encourages collaborative work to embrace change in order to take God's purpose forward through education.

(cf KG pp 3 & 7)

Keeping our focus fixed

A Mary Ward school today continues to take its bearings from Jesus, his gospel, and our charism, and to be guided by our JUST SOUL traditional values of Justice, Verity (Truth), Sincerity, Freedom, and Felicity (Joy).

(cf KG pp 1-2 & IBVM Coll 1)

Guiding and guarding in the use of media

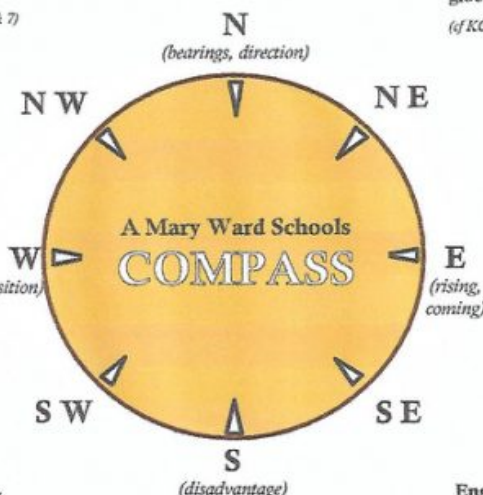
A Mary Ward school today develops responsive and effective ways to enable the young to engage safely and ethically with social media and emerging technology. This ensures the integrity of relationships while enhancing the opportunity for learning and creating global digital citizens.

(cf KG pp 7-8 & CJ Coll 8)

Owning and developing the charism

A Mary Ward school today joyfully accepts responsibility for evolving and unfolding in our time the God-given charism that Mary Ward channelled in her time. We continue to interpret this charism, adapting what has been passed on to us, in creative and innovative ways congruent to the times.

(cf KG p 2, IBVM Coll 1, CJ Coll 8)



Cultivating values needed now

A Mary Ward school today promotes not only the traditional values in which it is rooted but also those values needed for education that is responsive and relevant to the present reality and to the future.

(cf KG pp 1 & 7)

Embracing and affirming diversity

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 Coll 5)

Thinking and acting justly

A Mary Ward school today is aware of inequalities and oppression in the world of which it is part, and strives to be part of the solution, building peace by helping the young to think and act justly in response to injustice – whether in the school community, the broader community, or the environment.

(cf KG pp 3,6,7,9; IBVM 2; CJ 5,6)

Engaging with the bigger picture

A Mary Ward school today, recognising the interconnectedness of all things, finds educational ways to engage with *Laudato si'* and *Agenda 2030: Transforming our World*. We promote the values, skills, and behaviours needed for living as global citizens finding fulfilment in harmony with all of creation.

(cf KG p 3; IBVM 2,4,5; and CJ 4,5,6)

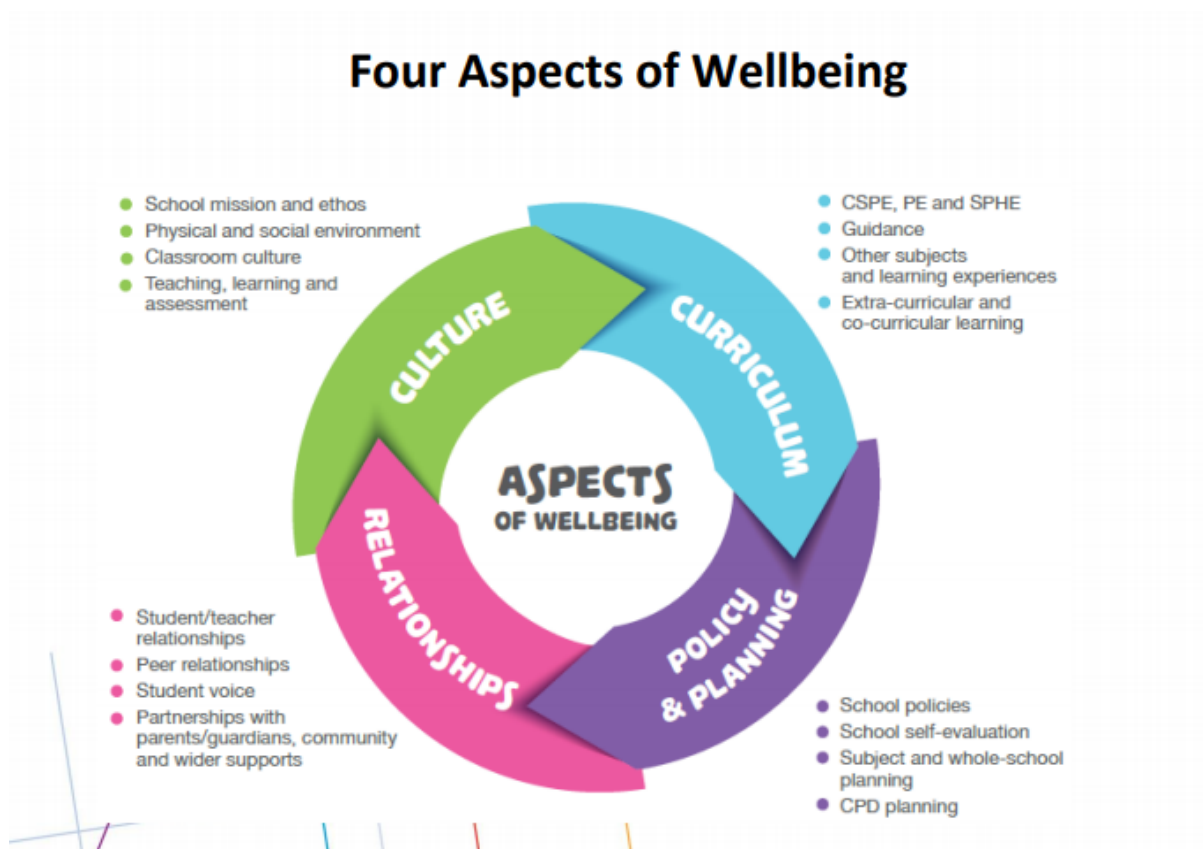
6. School Self Evaluation (SSE) and Wellbeing

6.1 In 2023 as part of our SSE, we initiated the early stages of a wellbeing promotion review and development cycle which is required by the Department of Education by 2025 as set out in Circular 0032/2021 and Circular 0033/2021.

6.2 We focused on our Second Year cohort of students to ascertain how effectively the Wellbeing programme at Junior Cycle has been embedded thus far and what learning experiences we can plan as the Year group moves forward into Third Year.

7. Whole School Vision

7.1 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:



7.2 The wellbeing of our school community is at the heart of our vision in Loreto Abbey Dalkey and we aim to enhance connectivity so that students feel they are part of the school, their community and the wider world.

7.3 We promote an active and healthy lifestyle to enable students to become confident in participating in physical activity.

7.4 We support the school community in developing resilience so that they may learn to cope with any challenges that life may yield.

7.5 We highlight the significance of respect for self and others and encourage students to be aware of their thoughts, feelings and behaviours.

7.6 We promote a growth not a fixed mindset, highlighting the importance of making mistakes and learning from them.

8. Goals of Wellbeing Policy

8.1 According to the Department of Education *'The goal of wellbeing is human flourishing, and flourishing rests on the following: positive emotion, engagement, relationships, meaning and accomplishment'*. (D.E,2015). Therefore, our staff and students promote a caring and inclusive environment within the school that is conducive to wellbeing.

8.2 We follow a whole school approach to Wellbeing that facilitates the development of the necessary policies, procedures, relationships and culture within which students can flourish.

8.3 To provide an umbrella policy which outlines a structure that links a series of other policies to Wellbeing eg: SPHE Policy, AEN Policy, Career Guidance Policy, Substance Use Policy etc.

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

8.5 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.

8.6 To acknowledge the wellbeing culture in existence in the school which manifests itself in opportunities for staff and students to experience wellness such as 'Wellbeing Week', 'Spirit Day', 'Dalkey's Got Talent'.

9. Student Support

9.1 Loreto Abbey Dalkey is an inclusive school. Some of our students have been assessed as having additional needs (including SLD, ASD, DCD, EBD, MGLD, physical/medical conditions, Speech and Language deficits, deemed as gifted etc.) which may impact on their ability to access the curriculum and engage fully with all aspects of the various syllabi being delivered.

9.2 Students may also have a Student Support File (SSF) which may contain their Personal Pupil Plan.

9.3 Teachers operate the whole school systems of referral and can liaise with the SEN Department for investigation and support if necessary.

9.4 In keeping with best practice, colleagues collaborate, sharing resources and examples of methodologies which best support learning and achievement.

9.5 Student support meetings take place on a weekly basis and involve Year Heads, the Chaplain, the Career Guidance Department, the SEN Department and any other relevant teachers.

9.6 Students have access to a psychotherapist, chaplain and two Guidance Counsellors and may be referred by their Year Head.

10. Staff Support

10.1 Staff in Loreto Abbey Dalkey 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 but also in the weekly newsletter, the 'Dalkey Diary' and in person and via email.

10.2 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.

10.3 Teachers engage in Peer Observation in a supportive, collegial environment. Methodologies and approaches are planned and explored at monthly Teaching and Learning Committee meetings.

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

10.5 The Staff Room was recently renovated to include modern facilities and a relaxing communal environment for teachers, there is also a Staff Workroom with relevant technological equipment with up to date software. A locker room is also provided to staff. Staff may also avail of the gym in the Sports Hall subject to completing the relevant training.

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

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

10.8 Communication with staff and the whole school community is via email, the Vsware dashboard, screens around the school and our weekly newsletter the 'Dalkey Diary'.

10.9 The school has a Social Committee who organise events periodically for staff which enhances interpersonal relationships.

11. Promoting Wellbeing Skills in Our Students

11.1 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 place and belonging to a wider community. This is evident in the curriculum through the Key Skill of 'Staying Well' and the Wellbeing indicators which are as follows: Active, Responsible, Connected, Resilient, Respected and Aware.



11.2 The main skills Loreto Abbey Dalkey instils in its students are:

- To realise their potential to do good, to be just, free, sincere, truthful and joyful in the Mary Ward tradition
- To develop relationships that are characterised by respect, honesty, justice, sincerity, courage and compassion
- To become reflective individuals
- To be physically active
- To be confident and skilled participants in physical activity
- To become agents of social change through involvement in initiatives supporting justice
- To feel confident in themselves and have the coping skills to deal with life's challenges
- To show care and respect for others
- To have a generous sense of responsibility towards others
- To develop empathy, loyalty and gratitude
- To recognise the dignity and worth of each person
- To have positive relationships with friends, peers and staff
- To develop self awareness so that they learn how to improve

12. Supporting and Promoting a Culture of Wellbeing in Our School

12.1 Loreto Abbey Secondary School, Dalkey promotes a welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion
- There are a variety of indoor and outdoor spaces for students to congregate socially and to have quiet time
- The school is a safe place for all students
- The school building is accessible for all students
- Students and staff take pride in maintaining the physical environment
- The school environment is conducive to promoting physical activity
- Teachers have high expectations for all students
- There are respectful, positive relationships between students, staff and management
- A culture of collaboration and cooperation is promoted through daily teaching, learning and assessment practices
- Students are encouraged to actively participate in their learning so that they enjoy all that the school has to offer
- Students receive regular formative feedback about their learning and how they can improve
- Students have regular opportunities to discuss their learning and what helps them to learn
- Teachers use active methodologies to develop the Key Skills in their subjects and digital teaching and learning form a crucial aspect of the delivery of our curriculum
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success

13. Relationships and Wellbeing in Our School

13.1 Loreto Abbey Dalkey acknowledges that true wellbeing can only be achieved through the promotion and development of positive, nurturing and respectful relationships within our school community. We strive to achieve this in the following ways:

- Through our lived Ethos and Mission Statement
- Informing students how and where to access the support and care structures in the school
- Providing forums for students such as the Student Council so that their voices may be heard and that they are involved in decision making
- Ensuring that students know their feedback is valued and, where appropriate, acted upon
- Resolving disciplinary issues with care, respect and consistency
- Ensuring that student-teacher relationships are caring and respectful
- Encouraging students to show respect, care and empathy for each other so that they feel safe and supported amongst their peers
- Students at Senior Cycle participate in a Mentoring programme
- Peer to peer mentoring occurs in the form of the CARA Programme between 6th and 1st Years to assist in a smooth transition to Second Level
- Ensuring that parents feel welcome, respected and listened to as partners in the education of their children
- Sharing information with parents as to how they can support their child's wellbeing
- Maintaining strong links with the local community

14. Wellbeing and the Curriculum in Our School

14.1 Wellbeing is reflected strongly in our curricular provision:

- A coherent and coordinated approach is taken to the provision of SPHE, CSPE, PE and Career Guidance as part of the relevant Wellbeing programme at Junior and Senior Cycle.
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively sought out and supported.
- Guidance related learning forms an integral part of the Wellbeing curriculum at Junior and Senior Cycle.
- The Wellbeing Coordinator coordinates the staff Wellbeing Committee and the student led SPHE Group.
- The Wellbeing Coordinator oversees the different strands of Wellbeing planning to create a clear plan for each Year group and carries out an annual review. He/she liaises with the Year Heads and wider staff to ensure that Wellbeing forms an integral aspect of subject planning.
- Digital Learning is central to the delivery of our curriculum, in particular the creative use of the Ipad forms a significant aspect of our SSE focus from 2023-'24.

14.2 Wellbeing Timetabling Provision:

There is provision for 400 hours of Wellbeing curriculum contact over the course of the Junior Cycle in line with DES recommendations.

Junior Cycle Wellbeing provision is as follows:

	1st Year	2nd Year	3rd Year	Total
SPHE	1 hour	1 hour	1 hour	
CSPE	1 hour	1 hour	1 hour	
PE	2 hours	2 hours	1 hours	
Career Guidance	10 hours * <i>(1 hour weekly rotation)</i>	0	0	
Total	200	100	100	400

*First Years complete a Wellbeing module rotation of 10 weeks in Choir, Digital skills and Career Guidance throughout the year

15. Wellbeing Initiatives in Loreto Abbey Secondary School, Dalkey

- Wellbeing Week: The aim of this annual week is to support students' emotional, physical and mental wellbeing through a host of activities with a particular focus on Junior Cycle and Leaving Certificate students. Activities include: 'Cuddle Corner', affirmations, gratitude exercises, 'Funky Foot Friday'.
- Merit System: Students are affirmed by their teachers for consistent diligence, creativity, social responsibility, inclusion and environmental awareness among other wellbeing related behaviours.

- Subject Weeks: Weeks such as Science Week and Maths Week build positive relationships, improve self esteem and develop transferable skills. They contribute to students' wellbeing by offering them the opportunity to take part in activities within and without the classroom.
- Creative Schools Week: 2023 marked our inaugural participation in The Arts Council's Creative Schools Week which offered a wide variety of artistic opportunities which support wellbeing including an author's visit and poetry workshop, mandala art, a digital animation workshop and a creative writing workshop.
- Additional initiatives that support Wellbeing in our school include:
 - Mentoring Programmes: CARA, Amigas
 - School library: Book Club, Creative Writing Club
 - Supervised Study: Available to 2nd, 3rd, 5th and 6th Year students
 - Student Council: Enhances student voice and involves students
 - Parents' Association: Organises events, assists policy development in order to sustain and enhance wellbeing in the school community
 - Wide range of co and extracurricular activities
 - Intercom: Used to regularly acknowledge achievements and to encourage students
 - Principal's Board: Also used to regularly acknowledge achievements
 - Media: Twitter, Instagram and 'Dalkey Diary' highlight student and community achievement and progress
 - Year Assemblies: Held intermittently to support students
 - Study Skills Seminars: Organised annually to support and enhance student attainment and wellbeing
 - Internal School Supports: Chaplain, Guidance Counsellors, Psychotherapist, Year Heads
 - School Tours: London, Italy, Spain
 - Exchange Programmes: Loreto Seville, France

16. Wellbeing Links with School Policies

16.1 All school policies should relate directly to Wellbeing and will be updated accordingly.

Wellbeing Related School Policies
● Acceptable Use Policy
● Admissions Policy
● Career Guidance Policy
● Code of Behaviour
● Child Protection
● Data Protection Policy
● Health and Safety Policy
● Special Educational Needs Policy
● SPHE Policy
● Substance Use Policy
● Sustainability Policy

17. Co and Extracurricular Activities and Wellbeing

17.1 Loreto Abbey Dalkey has enjoyed notable success on the sporting fields at County, National and International level in sports such as basketball, hockey, sailing, GAA, golf, tennis and athletics among others.

17.2 While we celebrate these successes, we place a greater emphasis on student participation. Participating in extracurricular activities can be hugely

beneficial to a student throughout their school career. Friendships can be formed and skills can be developed that are transferable into adulthood. We encourage all of our students to become involved in co and extracurricular activities in some way. Student participation in sport and activities carries multitudinous physical, social and mental benefits for their health. It also builds personal capacity, improves attendance and for some, acts as an incentive to engage more fully in daily school life.

17.3 2022/'23 Co and Extracurricular Schedule of Activities

Activity	Time	Organising Teacher	Location	Date Starting	Open to all Year Groups/Specific?
Stem/Lego Club	Wednesday	Mr. Cullen	B11	7th September	All
Young Entrepreneur Scheme (Y.E.S.)	Ongoing outside school	Ms Broderick	N/A	October	All years except 3rd & 6th
Justice and Peace Group	Friday	Mr. Flanagan	B8	September 16th	5th
Hockey	Daily	Ms Coyne	Pitch	September 2nd	All
Cross country	Monday 3:45 - 5:15	Ms Scott	Running track	September 5th	All
Debating Club	Tuesday 3:45 - 4:45	Mr. O'Connor	Lecture Theatre	September 13th	All
SPHE Support Group	Wednesday 1pm-2pm	Ms. Scully	C07		4th-6th years
Spanish Club	Tuesday 3:45 - 4:45	Ms Murray	B04	September 13th	Juniors
School Choir	Wednesday 1pm-2.30pm	Ms Penston	CH	September 14th	All
Art Club	Wednesday 1:15-2:15	Miss Ní Ghabhann	A08	September 14th	All
Basketball	Daily	Mr. Cahill	Sports Hall		All
Volleyball	Wednesday 4pm - 6pm	Ciara Leech	Sports Hall	September 14th	1st to 4th years
Self Defence	Wednesday 1pm - 2pm	Ciara Leech	Studio Sports Hall	September 21st - tbc	Yes, first come, first served - limit 20
Soccer	Tuesday 3:40 - 4:40	Mr. Monaghan	Small hockey pitch	September 14th	1st and 2nd

Table Tennis	Fridays 3.40-5.15pm	Ms Coyne	Sports Hall	January 2023	All
Choir/Orchestra	Wednesday 8am	Ms Penston	Concert Hall	September 1st	All
School Gym	Mornings	Ciara Leech	School Gym	3rd October	All
Book Club	Monday Lunchtimes	Ms Wade	Library	September	All
Creative Writing Club	Tuesdays at 8am	Mr Ryan	Lecture Theatre	September	All

17.4 Non-Competitive Activities

17.4.1 Our main aim is to encourage all students to participate in a wide range of extra-curricular activities.

- Students have access to the school gym in the Sports Hall before school.
- Sunrise Yoga is available to students before school in the Sports Hall.
- A range of whole school activities take place annually including Halloween Dress Up, Dalkey's Got Talent and Spirit Day.
- Creative activities such as Drama, 'Dungeons and Dragons', Art Club, Lego Club, Choir and Debating are available to students.

18. Student Voice

Student voice is of paramount importance in Loreto Abbey Dalkey and is visible in the following forms:

- Senior Student Leadership Team including Head Girl and four Deputy Head Girls, including a Deputy Head Girl for Ethos, a Deputy Head Girl for Junior Leaders, a Deputy Head Girl for Co and Extracurricular and a Deputy Head Girl for Sports
- Team of 6th Year Prefects
- The SPHE Support Group

- The Student Council
- The Justice and Peace Group
- The Ember Group
- The Green Schools Group

This policy was adopted by the Board of Management on 19th June 2023 and will be reviewed in 2026.

Signed: *Elis Humphreys*

Chairperson of the Board of Management

Date: 19th June 2023

Date for review: 2026

