

## Scoil Mhuire Moycullen Wellbeing Policy 2025

### 1. Rationale

Schools and centres for education in Ireland play a vital role in the promotion of wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people. (Wellbeing Framework for Practice 2019)

Scoil Mhuire seeks to promote and support all aspects of the children's wellbeing as a core value of our ethos. We strive to ensure that all our students can flourish in an environment that is nurturing, supportive and progressive. We are guided by our mission statement, the aim of which is to ensure that each child, through confidence and self-belief may achieve their full potential and we believe that this can be achieved when wellbeing is present.

#### **Scoil Mhuire's Mission Statement**

We, the staff of Scoil Mhuire, Maigh Cuilinn, are dedicated to the creation of a pleasant, relaxed, safe, controlled learning environment providing for the personal, social, intellectual, moral and spiritual development of each child. We wish to enable each child to realize their maximum potential, to develop self-confidence, security and to develop as well-adjusted human beings and responsible citizens.

Our understanding of wellbeing is in keeping with the World Health Organisation definition of wellbeing being present "when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life." (WHO, 2001)

In the school environment, social and emotional skills do not exist in isolation but interact with cognitive skills development. The role of the school is now understood as a place which develops the 'whole child', who should leave school with a balanced set of cognitive, social and emotional skills to face the challenges of the 21st century (OECD 2014).

Schools play a key role in developing and enhancing young people's wellbeing as they spend a large proportion of their time in school during their formative years. Children and 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. National and international research highlights that the wellbeing of our children and young people is critical to their success in education and in life (Wellbeing Policy Statement and Framework for Practice, 2018).

Scoil Mhuire has already developed innovative approaches to wellbeing promotion supported by strong leadership and quality teaching and learning. We aim to further support children by optimising opportunities to learn about their own wellbeing. As well as being a place of academic learning, our school provides opportunities to develop friendships and social networks, to respectfully encounter diversity and to access support structures. We aim to cultivate an environment that enhances wellbeing for all who learn, work and visit here.

Staff Wellbeing, which was the focus of the School Self Evaluation process for the 2023/24 school year, is an essential element in the culture of a progressive school. We aim to provide a safe and supportive environment for all staff members whereby people feel valued and connected to the school community as a whole. This policy documents existing and developing work in wellbeing promotion in Scoil Mhuire. Its implementation is an ongoing, reflective and self-evaluative process.

## 2. What is Wellbeing?

Wellbeing does not necessarily mean the absence of stress or negative emotions in life or the absence of mental health difficulties. Everyone experiences vulnerability and a need for care at some stages in their journey through life. All children and young people may be vulnerable at different stages of their development, and their sense of wellbeing may vary from time to time. Developing, nurturing and sustaining our wellbeing is a lifelong process.

*Wellbeing is comprised of many interrelated aspects including being active, responsible, connected, resilient, appreciated, respected and aware (DES & NCCA, 2017).*

*Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life. (World Health Organisation, 2011)*

For the purpose of the context of school systems, wellbeing may be defined as: “the presence of a culture, ethos and environment which promotes dynamic, optimal development and flourishing for all in the school community. It encompasses the domains of relationship, meaning, emotion, motivation, purpose, and achievement. It includes quality teaching and learning for the development of all elements related to healthy living whether cultural, academic, social, emotional, physical or technological with particular focus on resilience and coping.



### 3. The Policy

#### Our Wellbeing Policy is:

- Child Centred  
The wellbeing needs and the best interests of our children are a central focus of this policy. This requires us to respect and value the voice of children and young people and foster their belonging and connectedness to our school community.
- Fair and Inclusive  
All children receive fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their particular needs and contexts. Practices are tailored and relevant, building on the existing strengths of children, school staff, families and school communities.
- Evidence Informed  
This policy promotes the use of evidence-informed practice, which brings together local experience and expertise with the best available evidence from research.
- Outcomes Focused  
This policy promotes continuous improvement practices and the use of data relating to outcomes to guide practice in our school in relation to the promotion of wellbeing for all staff and children.
- Collaborative  
The wellbeing of our children is a shared responsibility. Working in partnership with parents, guardians, school staff and external agencies is key to ensuring this policy is implemented.

#### Documents that have informed our Wellbeing Policy planning

- Wellbeing Policy Statement and Framework for Practice (DES, 2018)
- Schools for Health in Ireland: Framework for Developing a Health Promoting School (HSE, 2013)
- Looking at Our School: A Quality Framework for Primary Schools (DES, Inspectorate, 2016)
- Well-Being in Primary Schools Guidelines for Mental Health Promotion (DES, DOH & HSE, 2015)
- Aistear: The Early Childhood Curriculum Framework (NCCA, 2009)

#### 4. Wellbeing Protective and Risk Factors

Risk and protective factors relating to wellbeing promotion that are specific to our school setting have been identified. Protective factors have been found to promote positive outcomes for children and young people, even when they have been exposed to risk factors (Cooper, Jacobs, 2011).

In Scoil Mhuire, we implement a preventative wellbeing promotion process that has a focus on strengthening school-based protective factors and minimising school based risk factors.

**In Scoil Mhuire, Wellbeing Protective Factors include:**

- positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents
- a sense of belonging, security and connectedness to our school through the creation of a positive school climate and participation in school and community activities
- opportunities for social and emotional learning including the development of attention and planning, self-awareness, emotional regulation, relationships, responsible decision making and problem solving skills
- opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy
- fostering expectations, recognising contributions, effort and achievement and providing opportunities for success
- protocols and support systems that proactively support children and their families should difficulties arise
- opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- wellbeing of school personnel and professional development for teachers and staff in our school setting

**In Scoil Mhuire, Wellbeing Risk Factors include:**

- disengagement, absenteeism, isolation and alienation
- bullying and relationship difficulties
- Low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs
- cultural differences
- school transitions
- poor connection between home and school
- inconsistent application of the Code of Positive Behaviour
- lack of opportunity to develop social and emotional learning, including problem solving and coping skills

**5. A Whole School Approach**

Our Whole School Approach involves the active participation of all members of the school community in a collaborative process of change and improvement aimed at enhancing areas of school life that impact wellbeing. By adopting this approach, we seek to create a wide range of educational and social benefits for our students, such as fostering a culture of positive, pro-social behaviour, promoting inclusion, providing optimal learning experiences, strengthening social cohesion, increasing social capital, and ultimately laying a strong foundation for mental health and wellbeing.

**School Self-Evaluation**

Department of Education Circular 0056/2022 directed all primary schools to engage with a process of SSE by 2025, using the Wellbeing Policy Statement and Framework for Practice.

Our school used the SSE Process, with reference to the Wellbeing Policy Statement and Framework for Practice, to consider our existing provision for wellbeing under each of the Four Key Areas of Wellbeing (Culture & Environment, Curriculum and Policy & Planning, and Relationships and Partnerships), and a School Improvement Plan was drafted and implemented.

Staff Wellbeing the focus area for School Self-Evaluation in the 2023/24 School Year (SSE Y1) and progressed to focusing on Pupil Wellbeing during the 2024/25 School Year (SSE Y2).

### **School Support for All**

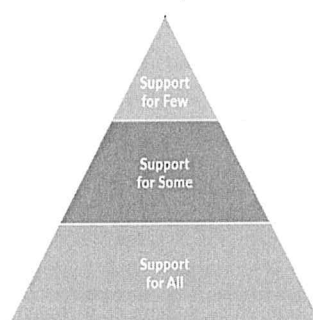
Students thrive in an environment where the entire school community is committed to supporting their growth and wellbeing. Scoil Mhuire implements School Support for All as a Whole School Approach to promoting Wellbeing for all members of the school community. School Support for All in our school encompasses effective mainstream teaching, early identification and intervention in the case of children experiencing difficulty or presenting with indicators that they may experience difficulty. Our SEN Team, in cooperation with our Mainstream Class Teachers, works to ensure that all children are supported in their growth and wellbeing.

### **Continuum of Support**

The Continuum of Support recognises that individual children can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups.

Research advocates for the inclusion of both universal and targeted approaches and there is evidence that both universal (support for all) and targeted group support (support for some & few) in schools can effectively prevent and address anxiety and low mood for many children and young people. Some children will still require additional support from specialist support services external to the school

Table 1: Continuum of Support



**School Support Plus for Few:**  
Individualised, targeted intervention for children and young people with more complex and enduring needs.

**School Support for Some:**  
Identification, targeted prevention and early intervention for those at risk.

**Whole School and Classroom Support for All:**  
Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

### **Elements of our Whole School Approach to Wellbeing**

- Appointment of a person responsible for Wellbeing Promotion from among the School Leadership Team
- Establishment by the School Leader responsible for Wellbeing Promotion of a Wellbeing Focus Group from among the teaching staff of the school
- Raising awareness of wellbeing promotion among the school community
- Regular review and development of policies relating to Wellbeing, e.g. Critical Incidents, Bí Cineálta, Child Protection and Safeguarding Procedures, etc.

- Facilitating School Leaders and staff in availing of CPD relating to Wellbeing Promotion
- Full implementation of the SPHE curriculum
- Establishment of a Student Council to promote student voice
- Student committees: Student Council, Green School Committee
- Regular Staff Meetings
- Regular meetings of the School Leadership Team
- Liaising with appropriate external agencies and services e.g. NCSE, NEPS psychologists, etc.
- Planning, collaborating, and sharing relevant information between schools during transitions, such as moving into primary school or progressing to post-primary school.
- Kindness / Friendship Week
- Culture Week
- Movement Breaks, Busy Breaks, Go Noodle
- Wellbeing Displays, Art Projects and Kindness Tree
- Project based learning
- Outdoor learning
- Partnership with the local Sports providers
- External PE coaches e.g. GAA, soccer, rugby
- Our Healthy Eating Policy
- Arts Weeks celebrating Multi-culturalism, Diversity and Inclusion, Sustainability and Citizenship
- Culture Day celebrating all our students.
- Active School Flag
- Active Weeks/Sports Days
- Regular class-group assemblies
- Themed weeks (e.g. Maths Week, Science Week etc)
- Promoting the Arts: Christmas Concerts, purchase of school musical instruments, Children's Choirs, entry into art competitions, Art Gallery walls established within the school etc

### **Objectives of a Whole School Approach**

- better learning experiences and outcomes for children
- increased self-esteem among children
- improved behaviour
- fewer incidences of bullying
- more inclusion/less exclusion
- a safer, happier and more secure school environment
- improved relationships within the school
- more involvement of parents/guardians
- more effective collaboration with outside agencies
- proactive efforts to promote staff wellbeing

## 6. The School Support Plan

### THE STUDENT SUPPORT TEAM

The Student Support Team (SST) consists of the Principal, Deputy Principal, Assistant Principals, SET Co-ordinator and the Special Education Team, who provide one to one and group support to pupils with identified needs. The purpose of the SST is to provide for students who have a greater need for a higher level of intervention from the school community. The SST meets regularly to discuss the needs of pupils in the school as a whole, under the continuum of support model. Children may be identified through this process that would benefit from further support in school, at home and/or from external agencies.

### SST TEAM RATIONALE AND OBJECTIVES

Students who experience difficulties in life will find it difficult to have cognitive space for learning, therefore the rationale of the SST is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning. The SST undertakes the following:

- to liaise with external professionals about the welfare of the child
- to liaise with the parents/ guardians of the child
- to share information in a confidential setting
- to coordinate a targeted response to the needs of a student
- to review and monitor the students with care needs.

### REFERRAL TO THE SST

- all staff members of the school community have a responsibility to be observant of the needs of our students.
- the class teacher will refer a student directly to the Special Education Co-ordinator
- the Special Education Co-ordinator will forward information to the Principal
- a parent may also raise concerns regarding their child to the class teacher, Principal or Deputy Principal

Once a student is referred to the Student Support Team:

- the teacher may call to arrange a meeting with the parents/guardians to discuss concerns
- a classroom support or school support plan may be initiated for the child
- intervention plans and individual targets are developed
- specific needs may be discussed with external agencies or professionals such as National Educational Psychology Service (NEPs), HSE personnel (Primary Care Team, Assessment of Need Team, Early Intervention Team, School Age Team), TUSLA/National Educational Welfare Board, National Council for Special Education (NCSE)

Student support plans are reviewed and updated throughout the school year.

## DOCUMENTATION AND COMMUNICATION OF STUDENT SUPPORT PLANS

- support plans are drafted, shared with parents for consultation, and then finalised before a programme of support commences
- support plans are uploaded to the child's Document Section on Aladdin
- information regarding additional support is included with the handover documents which are shared between teachers at the commencement of each school year
- any confidential information or information which evokes the implementation of the Child Safe Guarding Policy are dealt directly by the Designated Liaison Person – DLP, (or Deputy DLP in their absence), and communicated with parents/guardians External Agencies and Specialist Support Services

Some children will require additional support from specialist support services external to the school. In the event of a child presenting with mental health concerns, which are above and beyond the capacity and ability of the school to provide adequate support, the school may decide upon either of the following courses of action:

- follow existing policies which enables staff to access and refer directly to an external service. In Scoil Mhuire, we have established essential relationships with local agencies and have names and contact details readily available for onward referrals
- when deemed necessary, the school team, with the consent and collaboration of parents/ guardians, may recommend a referral to the local General Practitioner (GP) or other appropriate professionals who can advise on referral pathways. For children with mental health difficulties, the referral will likely be made to the local HSE Psychology Service/Primary Care Team or the Child and Adolescent Mental Health Service (CAMHS).

## INDIVIDUAL AND TARGETED SUPPORT

The Continuum of Support recognises that individual children and young people can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups. Children and young people with additional needs and vulnerable groups are particularly at risk in the area of wellbeing (NCSE, 2014). The National Educational Psychological Service (NEPS) supports schools in promoting the wellbeing and mental health of all children and young people. While supporting all, NEPS prioritises support for those at risk of educational disadvantage and those with special educational needs.

### **7. The Role of the Teacher**

The role of the teacher has been found to be paramount to children's wellbeing and reaches beyond teaching and learning. The relationship that teachers develop with the child has a key influence on wellbeing development. Access to 'one good adult' that can guide and support a young person at a vulnerable time is an identified protective factor.

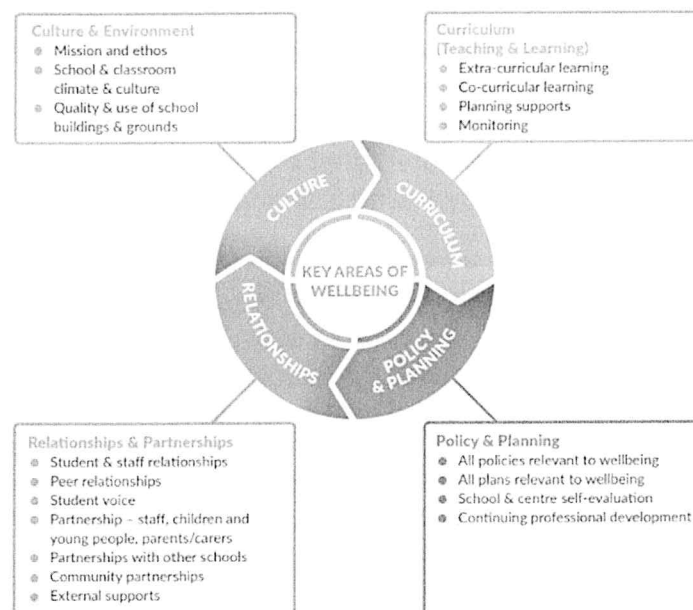
The presence of one supportive adult is critically important to the child’s wellbeing, sense of connectedness, self-confidence and ability to cope with difficulties. Teachers are sometimes that ‘one good adult’ acting as a protective force in a child’s life. The classroom teacher is the best placed professional to work sensitively and consistently with students and he/she can have a powerful impact on influencing students’ attitudes, values, and behaviour in all aspects of wellbeing education. It is essential that all staff continue to develop their competence and confidence in the promotion of wellbeing. This can be achieved through accessing continuing professional development (CPD) which includes the sharing of expertise and learning, and having opportunities to model and engage in collaborative working. (Wellbeing Framework for Practice 2019)

The teachers of Scoil Mhuire strive to nurture and support all children in their care. Teachers, SETs and SNAs all work together and collaborate to ensure all areas of wellbeing are met. We collaborate as a staff and work together to share ideas and resources. We teach stay safe and RSE to ensure the curricular areas of well-being are taught.

The Department of Education and Skills Wellbeing Policy Statement and Framework for Practice assist schools in ensuring that wellbeing promotion is embedded within the school’s existing practice. They advocate a multicomponent approach to wellbeing promotion to ensure that all of the key areas that contribute to wellbeing promotion are given a focus.

### 8. Key Areas of Wellbeing

As a school, we believe to best to support a whole school approach is to follow the Four Key Areas of Wellbeing Promotion, as outlined below:



## **Key Area 1: Culture and Environment**

Scoil Mhuire is dedicated to creating an environment that supports the wellbeing of everyone who learns, works, and visits our school. We prioritize building positive relationships, encouraging active participation, fostering autonomy in both pupils and teachers, and ensuring clear boundaries, rules, and expectations are in place.

Our school provides a safe, secure, and engaging space that supports and motivates pupils, staff, and the entire school community, both inside and outside of school hours. We promote a culture of respect, kindness, and cooperation, where individuals are encouraged to contribute meaningfully through their unique skills and talents.

School Leadership and Board of Management are committed to promoting wellbeing, and our School Leadership Team works to establish a supportive and inclusive atmosphere for students, staff, and parents. By nurturing strong, positive relationships, we create an environment that fosters the wellbeing of everyone involved and encourages collective responsibility for maintaining it.

## **Key Area 2: Curriculum**

Promoting wellbeing is at the heart of all teaching and learning at Scoil Mhuire. Our approach to teaching is democratic, inclusive, engaging, and tailored to meet the needs of all students. We offer a comprehensive curriculum that celebrates the individuality of each student through differentiated methods, ensuring that every student has access to high-quality learning experiences. Wellbeing is woven throughout the curriculum in the following ways:

### **SOCIAL PERSONAL AND HEALTH EDUCATION**

Key features of the SPHE programme at Scoil Mhuire:

- SPHE is recognized as an ongoing and developmental process
- it includes high-quality programmes such as Stay Safe, RSE, and Walk Tall
- we acknowledge the shared responsibility of families, schools, health professionals, and the community in supporting children's wellbeing
- the programme is tailored to meet the needs of each child
- it is delivered effectively and consistently
- it has been developed in an integrated and cross-contextual manner
- it encourages active, activity-based learning for children (NCCA 1999)

### **LITERACY**

Literacy: Children who engage with reading are three times more likely to have high levels of mental wellbeing than those who do not (UK National Literacy Trust, 2018). Scoil Mhuire consistently advocates for the lifelong benefits associated with reading with both students and parents. We strive to foster a love of reading and provide opportunities for a culture of reading to flourish in our school through explicit literacy teaching and the integration of Literacy Lift-Off, Story Time, DEAR time, Library time, AR programme, Book Talk, Book Clubs, Links to local libraries, visits from authors, Book Week, World Book Day etc into our programme for literacy.

We explore issues around diversity, emotional regulation, bereavement and empathy through high quality picture books in our Wellbeing Resource library. We use a range of assessment tools to carefully monitor each child's progress in reading attainment and to provide additional supports where needed.

## ARTS

Arts Education: Arts education enables the child to explore alternative ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of intelligences. A purposeful arts education at primary level is life-enhancing and is invaluable in stimulating creative thinking and in promoting capability and adaptability. It emphasises the creative process and so ensures that the child's work is personal and has quality. Attempts at artistic expression are valued, self-esteem is enhanced, spontaneity and risk-taking are encouraged and difference is celebrated. It is this affirming aspect of the creative arts that makes participation such a positive experience. Arts education is integral to primary education in helping to promote thinking, imagination and sensitivity, and arts activities can be a focus for social and cultural development and enjoyment in school. Arts education encompasses a range of activities in the visual arts, in music, in drama, in dance and in literature. (Primary Curriculum)

Scoil Mhuire has a strong tradition of celebrating creativity and nurturing the imagination through our Visual Arts, Music, and Drama programmes. Beyond the curriculum, the school engages in a variety of arts-related activities, including, but not limited to:

- Arts Week focused on themes such as Multi-Culturalism, Diversity, Sustainability, and Citizenship.
- Participation in School Choirs and Music Groups
- Culture Week – a celebration of culture
- Friendship Week – Kindness week
- Celebrations during Seachtain na Gaeilge, including Céilí and Taispeantas
- Class plays and musicals
- Involvement in Art and Drama competitions

## SESE

Social, environmental and scientific education (SESE) provides opportunities for the child to explore investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments; to learn and practise a wide range of skills; and to acquire open, critical and responsible attitudes. SESE enables the child to live as an informed and caring member of local, national, European and global communities. (Primary Curriculum).

Scoil Mhuire adopts an active learning approach to SESE subjects. Our aim is to foster curiosity, develop language and critical thinking skills and to enable children to acquire knowledge and skills through active participation and engaging learning experiences. In addition to the core curriculum Scoil Mhuire participates in field trips to places of historical and geographical interest, hosts specialist workshops and "STEAM" weeks (learning in an integrated way through Science, Technology, Engineering, Art and Mathematics) and promotes an interest in, and respect for the natural environment in a cross-curricular way.

### **Key Area 3: Policy and Planning**

Scoil Mhuire regularly reviews our school policies to ensure that they are current, relevant and in keeping with the school's priorities, vision and ethos. All aspects of the school planning and self-evaluation process in our school incorporate a health and

wellbeing dimension. Wellbeing promotion is addressed in school policies and plans including, but not limited to:

- Physical Education
- Religious Education
- SEN
- SPHE
- RSE
- Code of Positive Behaviour
- Bí Cinéalta
- Child Safeguarding Statement and Risk Assessment
- Critical Incidents
- Health and Safety Statement

#### **Key Area 4: Relationships and Partnerships**

Scoil Mhuire continues to build strong partnerships with parents/guardians and the wider community, recognizing this as a key element of the wellbeing process. We actively collaborate with relevant agencies and specialist services to provide guidance, support, and contribute to the health and wellbeing of our students, as well as enhancing teaching and learning.

Stakeholders in Scoil Mhuire collaborate regularly throughout the school year, as follows:

- Board of Management Meetings (minimum 1 meeting per school term)
- Staff Meetings (minimum 1 meeting per month)
- School Leadership Team Meetings (minimum 1 meeting per month)
- Staff Croke Park Hours (minimum 1 meeting per month)
- Parent-Teacher Meetings (1 meeting at outset of school year for Senior Infants to 6<sup>th</sup> Class, 1 meeting in November/February for Junior Infants, additional meetings, as required)
- Parents Association Meetings
- Teacher Focus Groups (minimum 7hrs engagement per teacher)
- Student Council Meetings
- Student Committees
- Local School Leaders Meetings
- Voluntary/Sports/Arts groups
- Community Groups, i.e. Parish Groups, Creches and After-School Care
- Support Services and State Agencies, e.g. Education Welfare Officer, NCSE, SENO, NEPS

#### **9. Indicators of Success**

In Scoil Mhuire, we use the Wellbeing Indicators of Success to identify our strengths and targets for improvement, and to actively monitor our progress and outcomes in relation to wellbeing promotion over time.

We achieve this by accessing the opinions and views of all stakeholders throughout the process. The Wellbeing Indicators of Success, outlined in Table 5, are the broad outcomes to which the Department aspires and wants schools and centres for education to accomplish.

Key Areas	Indicators of Success
Culture & Environment	<ul style="list-style-type: none"> <li>Children, young people and staff experience a sense of belonging and feel safe, connected and supported.</li> <li>Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.</li> </ul>
Curriculum (Teaching & Learning)	<ul style="list-style-type: none"> <li>Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.</li> <li>Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.</li> </ul>
Policy & Planning	<ul style="list-style-type: none"> <li>Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.</li> <li>Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.</li> </ul>
Relationships & Partnerships	<ul style="list-style-type: none"> <li>Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.</li> <li>All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.</li> </ul>

#### SUGGESTED MEASURES OF SUCCESS

- Good levels of student attendance
- Successful school completion
- Successful transition of pupils
- Data gathered in school e.g. surveys, interviews, checklists
- Data gathered through consultation with school community
- Information from inspectorate reports

#### 10. Ratification and Review

This policy was ratified by the Board of Management on 23<sup>rd</sup> June 2025. It will be reviewed, following input from our school community, on a regular basis.

Signed:	<i>Christopher O'Neill</i>	Date:	<i>23/6/2025</i>
Chairperson, Board of Management			

Signed:	<i>J. Kingle</i>	Date:	<i>23-06-25</i>
Principal			

