

Wellbeing Policy



St Joseph's Secondary School
Spanish Point,
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WELLBEING POLICY

This document was prepared by the Wellbeing Committee on behalf of, and in consultation with, the staff, students, parents, and board of management of St Joseph's, Spanish Point. This policy will impact our whole school community.

WHY DOES WELLBEING MATTER?

We know that the wellbeing of our students is critical to success in school and life. Wellbeing is an integral part of the school curriculum. Schools play a vital role in the promotion of wellbeing. Students' wellbeing is present when the 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 the wider community. Wellbeing provides life-long advantages, improves students' academic performance, integration and satisfaction. In St Joseph's we also believe that wellbeing is a balancing process between skills and resources, challenges and support. Our priority is the contentment and wellbeing of our students as outlined in our mission statement. St. Joseph's is a Catholic school, based on Gospel Values and in the Mercy tradition under the trusteeship of CEIST.

Our mission is to:

- Develop and promote the personal, academic and spiritual potential of each student in a caring and disciplined environment.
- Foster a sense of self-esteem, honesty and respect among all members of the school community.
- Assist students in developing appropriate life skills and social awareness.
- Offer direction and leadership in the educational field in the local community.

“We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being”. The wellbeing in a school starts with the frontline staff and there is a commitment in St Joseph's to promote the emotional and social wellbeing of all. It is the goal of St Joseph's to create a mutually respectful atmosphere between all individuals involved within our school including management, teachers, staff members, students, parents, and visitors.

We recognise the importance of students having one good adult role model in their lives and seek to provide this within our school community.

OUR VISION

Our Vision in St Joseph's is to create an environment where students want to come to school because they feel safe, connected, supported, cared about, valued and challenged, we aim to cultivate a community where everyone feels they belong, and where our varied experiences enrich the collective whole We hope that students will leave St Joseph's as proud, resilient, respected and respectful of others, able to be responsible for their actions and capable of building positive relationships with a range of people.

Policy informed by:



- Code of Positive Behaviour & Practice Policy
- Homework Policy
- Whole School Guidance Plan
- Attendance Strategy
- Ty Policy
- Extra Curricular Policy
- Acceptable Usage Policy
- 1:1 Digital Device Programme
- Bí Cineálta Policy
- Dignity in the Workplace Policy
- Child Safeguarding Statement
- Critical Incident Policy

ACHIEVING OUR VISION

We aim to achieve our vision through:

1. The use of the School Self-Evaluation process in developing and implementing policies and procedures.
2. Ensuring student well-being is central to all teaching practices and student learning.
3. Building on the good work already happening in our school to ensure that best practice of whole-school wellbeing promotion is embedded and continued across the entire school community.
4. A multicomponent whole school preventative approach to the promotion of wellbeing with interventions implemented where necessary.
5. Embedding the four key areas of wellbeing promotion in our school– Culture and Environment, Curriculum, Policy& Planning, Relationships & Partnerships.
6. School wide inclusion of wellbeing in subject plans and programme plans and appropriate students are offered Level 2 priority learning units including wellbeing.
7. Ensure wellbeing is visible to our students and staff.
8. Establishing an active Wellbeing Team.

STRUCTURE OF THE POLICY

The intention of this Wellbeing Policy is to identify the school systems in place to promote, support and review the provision of Wellbeing in St Joseph's. 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, 2018-2023/2025). It is intended to guide the school community in planning for Wellbeing in St. Joseph's. Our school is committed to providing a broad and balanced Wellbeing Programme for all students at Junior and Senior Cycle.

The Wellbeing syllabus, in conjunction with the Wellbeing Indicators and the updated Junior Cycle Wellbeing Guidelines, embodies a holistic approach to the concept of the Wellbeing of young people. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community (NCCA, 2021). Wellbeing learning opportunities are supported through curriculum, policy, relationships and school culture.

At Senior Cycle, our students' Wellbeing remains vital to their overall growth and development. Students will engage with RE, RSE, PE, Guidance, TY Modules and Extra-Curricular Activities in order to develop their own Wellbeing while in school. Senior Cycle students also benefit from learning opportunities to enhance their physical, mental, emotional and social wellbeing. Learning in wellbeing involves the acquisition of knowledge, concepts, skills and attitudes, which are central to wellbeing education, together with the recognition of its potential for integration with other curriculum areas. Within our school the student's experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on the collective wellbeing of school, community and society. Student voice is identified as being central to an environment that is supportive of student wellbeing and is promoted in classroom, co-curricular and extra-curricular activities in the school.

The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines the aim of which is to support schools in planning and developing a coherent Wellbeing programme that builds on the understandings, practices and curricular for wellbeing already existing in schools.

The framework for Junior Cycle (2015) provides for a new area of learning at Junior Cycle called Wellbeing. Wellbeing will cross the three years of Junior Cycle and build on substantial work already taking place in schools in support of students' wellbeing. This area of learning will make the school's culture, ethos, and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community. The Wellbeing Policy Statement and Framework for Practice 2018-2023 and extended to 2025 was launched by the Minister for Education in July 2018. The policy includes a set of Statements of Effective Practice in relation to wellbeing promotion within the school system. The statements will support schools in reviewing their current provision in each of the four key areas of wellbeing promotion and in setting goals for improvement. The [Wellbeing Policy Statement and Framework for Practice](#) is available to download.

Key Areas of Wellbeing



Wellbeing Indicators



SUPPORTING & PROMOTING A CULTURE & ENVIRONMENT OF WELLBEING

St. Joseph's promotes a warm, welcoming, encouraging and positive school culture and environment in the following ways:

- Under the trusteeship of CEIST, we actively promote a compassionate, just, and inclusive community that recognises the unique dignity and supports the overall wellbeing of every individual.
- In alignment with these values, the school Prayer Room serves as a dedicated, peaceful sanctuary for students to use as a quiet space during stressful periods.
- St. Joseph's School is a safe place for all students. A copy of the school's child safeguarding policy is available in the school lobby and the names of the DLP and DDLP are on display inside the front door.
- Photographs, posters and student artwork are displayed on the walls around the school to promote a positive atmosphere of school life and inspire pride in our school.
- St. Joseph's Secondary School is a phone-free school.
- All areas of the school building are accessible for all students.
- Students and staff take pride and care in maintaining the physical environment.
- A wide range of curricular and extra-curricular activities are available to all students.
- The school provides Occupational First Aid training and defibrillator training to staff to ensure that the safety of students and staff are catered for on site.
- The student journal contains useful information on wellbeing, healthy eating, and study guides.
- Teachers have high expectations for all students.
- There are open, positive, supportive relationships between teachers and students in class and outside.
- We build open, supportive, and trusting partnerships with families that extend from the classroom into the wider community
- A culture of collaboration and cooperation is promoted through day-to-day teaching, learning and assessment practices.
- Students and staff feel safe, secure and respected on the school premises.

- Students are encouraged to actively engage in their learning so that they may enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Students have regular opportunities to talk about their learning and what helps them to learn.
- Teachers use active methodologies and assistive technology to develop the key skills in their subject.
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.
- Student support meetings are held regularly.
- The school has good connections and working relationships with outside agencies regarding student wellbeing, such as NEPS, CAHMS, TUSLA and the DES.
- Celebrating success through initiatives such as positive behaviour certs and end of year awards.

RECOGNISING THE IMPORTANCE OF RELATIONSHIPS FOR WHOLE-SCHOOL WELLBEING

St. Joseph's recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing, and respectful relationships within our school community.

We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are caring and respectful.
- Ensuring that students are aware of the school's child safeguarding procedures through SPHE and RSE.
- Making sure that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time.

- Fully informing students as to where to get support and how to access the care structures in the school such as their Year Head, Mentor, Guidance Counsellor, and members of senior management.
- Fully informing students and parents of the school's anti-bullying Bí Cineálta policy and ensuring that students are aware of how to report incidents of bullying.
- Co-Creating and displaying a student friendly Bí Cineálta policy.
- Teach students about respecting each other and online safety.
- Resolving behaviour issues with care, respect and consistency and ensuring that student voice is heard.
- The school operates a restorative practice approach when dealing with incidents between students.
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities.
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers.
- Providing forums for students so that their voices may be heard, and they are involved in making decisions about their life in school such as the Student Council.
- Making sure that students know that their feedback is valued and, where appropriate, acted upon.
- 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 and sports clubs.
- Monitoring attendance - Updated Attendance Strategy annually. Tyro Management Information System is used, where parents have live access to roll calls, Sign In/Sign Out kiosk is also used daily.
- Monitoring academic progress and liaising with students on their progress. Athena Academic Tracker is now being used.

STUDENT SUPPORT

Once support needs are identified, information is then gathered, and a plan is created. The support offered is broken into 3 categories as outlined below:

SUPPORT FOR ALL At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing (3) early identification and intervention in the cases of challenge.

SUPPORT FOR SOME There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. Our student support team, AEN team and management team also contribute to supporting students in this area.

SUPPORT FOR A FEW This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of an ISP (Individual Student Profile/Plan) and IBP (Individual Behaviour Plan). The details of the development of these plans are outlined in the AEN policy of the school. In some cases, students under the care of the student support team will also have a student support file.

Radharc Na Mara - To cater for 18 students. The aim is to provide an integrated education for students diagnosed with Autistic Spectrum Disorders. The Autism Unit includes a Multi-Sensory Room, A Daily Living Skills Room, A Practical Activities Room, Bathrooms, An Outdoor Play Area, A Sensory Garden and an Indoor Social Area. Weekly Social Trips take place, e.g.

swimming, along with SEN Transition Trips e.g. Aran Islands trip. The AEN co-ordinator supports and explores options after school. The Centre has weekly SNA Meetings, Care team links, Check & connects, weekly wellbeing activities and support classes.

WELLBEING IN OUR TEACHING, LEARNING & REPORTING

School Self Evaluation: Our SSE /School improvement plan focuses on Inclusion and aims to build student wellbeing and confidence in order that teaching and learning may be enhanced.

Mindful of the mixed ability, accessibility and language barrier in all classes, staff utilise a variety of teaching approaches and methodologies to maximise and maintain student engagement, learning and achievement. Emphasis has also been placed in recent years on Active Learning, Sharing of Learning Intentions and Success Criteria, Target Setting and Formative Feedback. The integration of new ICT and Assistive Technology into teaching and learning in the school is always being improved, with Chromebooks introduced for all JC students.

Team teaching support is in place across all year groups. Support is also given to the Gifted and Talented students in our school community. Successful resources, strategies and methodologies.

EAL Classes:Inclusion of students with English as a Foreign Language for all students that need additional support.

Mixed ability class grouping (Apart from the banding of core subjects to allow for uptake at differentiated levels.): This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice, staff view this structure as central to the promotion of student self-esteem.

Athena: The Athena Tracker will be used at JC level to unlock the potential of every student. It will allow teachers, students and parents to track progress and is key to supporting each student to reach their full potential. The Athena Tracker empowers teachers, and it supports the culture of teachers discussing potential with the students themselves and the student's taking ownership for their learning.

Guidance Related Learning: Guidance in schools refers to a range of student-centered learning experiences that help students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas: personal and social development, education. Whole school guidance related learning can be delivered by all staff.

Transitioning from Primary to Post Primary: At all times we as a school are mindful of our new students transferring to Spanish Point from primary school. Students can be anxious and fearful. This is a natural reaction to a new situation. However, we believe a student's Transition Experience can influence their overall Academic Progress, Personal Development, Social Confidence. Our research has shown that a good transition can help a student achieve their full potential and be a happier student. A difficult transition can lead to educational difficulties and falling levels of achievement. Initial settling in problems, which are common, are highlighted and earmarked from the onset such as getting lost, lockers, books/Chrome books, teachers' names, longer days, more homework, making friends, subject options, etc. Internal school supports are in place to help the students settle in and the new first years are regularly reminded of who and where to go to if life gets difficult for example Class tutors, Teachers, Year heads, Chaplain, Guidance Counsellor, SNA'S, Mentors. This is further enhanced by the open-door policy of our principal, deputy principal and office staff all of whom students see and meet along the corridors of Spanish Point daily. Strategies are also in place to support students initially through the school's Open Evening followed up with the August Visit/Tour of the school. The Cairdeas programme, The Guidance Related Learning programme through Careers Portal, SPHE classes, class tutors, year heads, classroom visits from Sr Martina and Guidance Counsellors. Our school aims to ensure that every day in every classroom every student is happy, learning and achieving to the best of their ability.

Website

To ensure that comprehensive wellbeing resources are accessible to our entire school community at any time, St Joseph's maintains a dedicated Wellbeing page on our school [website](#), which directly hosts our comprehensive wellbeing padlets for both [parents](#) and [students](#). This interactive digital portal serves as a central hub for students, parents, staff, and the wider community, providing easy access to Department of Education guidelines alongside practical, everyday tools for self-care. Through this Padlet, visitors can instantly explore evidence-based tips for better sleep, guided podcasts for mindfulness and meditation, and the official Mental Health and Wellbeing Information Leaflet. Additionally, the platform features vital toolkits and guidebooks designed to build resilience and emotional regulation, including the 'Let's Get Set' initiative, 'Managing your thoughts and feelings', 'Dealing with Anxiety', 'Coping with Fear', and targeted strategies for 'Managing Panic'. By consolidating these interactive resources into one easily accessible space, we aim to empower our community with the skills and support needed to navigate life's challenges.

WHOLE SCHOOL WELLBEING & OTHER AREAS OF LEARNING (OAL'S)

The Management Team: Weekly organisational and developmental meetings take place. Check and Connect is discussed at this level and shared with staff.

The Student Support Team: The Student Support Team consists of the Principal, Deputy Principal, Guidance Counsellors, behaviour support teacher, representatives of the SEN department and teachers of Wellbeing subjects. The team meets regularly to discuss students about whom staff have concerns, academically, emotionally or in terms of behaviour. Referrals for students in need of additional support/guidance are made through SST & Management Team. The SST teacher works with the students identified and offers feedback to the team and to the staff member who referred the student (while keeping within the confines of confidentiality) through a check and connect system. Student support files updated regularly. Pastoral Care Star System shared with staff and updated regularly by SST. Check and Connect students discussed.

The AEN 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. Link with outside agencies. Attend Meitheal Meetings.

Special Educational Needs Co-Ordinator: AP1 Post Holder. Responsible for overseeing the provision for students with AEN.

The Year Head: The role of the Year Head is essential in the school community. The role of the Year Head is also crucial to the successful implementation of the student support system. They monitor the students in their year group, ensuring that they are supported throughout their time in the school. Year Heads work closely with the Principal, Deputy Principle, the Student Support Team, the AEN Team, Guidance Counsellors, Class Mentors and Class teachers to ensure the wellbeing of the students in their care. The Year Heads have regular meetings with the Principal, Deputy Principal and all AP1 post holders.

Class Tutors: Tutors are an additional point of contact and support for our students. Tutors engage with their tutor group Monday- Thursday 8:45-8:55. Class tutors aim to foster a pastoral relationship with students, monitor attendance, assist students with school organisational skills and take on a basic administrative role.

Guidance Counsellors: The Guidance counsellors assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance encompasses the three separate but interlinked areas of Personal and Social Guidance, Educational Guidance and Career Guidance. The Guidance Counsellors in conjunction with staff and management are central to, and supportive of, the care system and policies which aim to deal with student support issues.

Wellbeing Subjects:

We create strong links between PE, SPHE, CSPE, Guidance Related Learning to ensure a more cohesive wellbeing curriculum rather than treating them as isolated subjects. Meetings are arranged specifically for the teachers of PE, SPHE, CSPE and Guidance. Wellbeing teachers share resources, discuss student engagement, and map out the year together to avoid repetition or "wellbeing fatigue" among students. Wellbeing develops termly plans based on the Department of Education's 6 Indicators of Wellbeing (*Active, Responsible, Connected, Resilient, Respected, Aware*).

Wellbeing Core Team: A Wellbeing Committee is established at the start of each school year. All members of this team have an interest in promoting Wellbeing in the school community. All staff within the school are involved in the promotion of Wellbeing activities and Mentoring throughout the year.

St. Joseph's Secondary School Wellbeing Core Team	
<i>PE</i>	Tom Dillon, Rachael O'Halloran, Eimear Considine
<i>SPHE</i>	Catherine Clair
<i>CSPE</i>	Sinéad Gardiner
<i>GUIDANCE</i>	LyzAnne King, Sarah Guilfoyle
<i>SSE</i>	Mary Thynne
<i>SENIOR MANAGEMENT</i>	Paul Reidy, Sile Neylon

Testing: To identify the students that are eligible for learning support and language exemptions we screen all incoming first years using the PPADE literacy test. To further identify students who may qualify for RACE we also use the WIATT test. Learning support classes are created using the results of the PPADE and also the CAT4 assessment which is administered to all incoming first years in the Spring before they start in St Josephs.

Student Voice: Student Voice involvement and leadership are an essential part of wellbeing in our school community. The Student Council meets on a regular basis and considers issues that affect the student population. It provides students with a voice to bring any issues they may have to the wider school community and organise events such as Secret Santa, Random Act of Kindness. The Student Council is also involved in reviewing school policies. The Cairdeas mentors arrange activities throughout the year to engage with and support first year students as they transition from primary to secondary school, e.g. welcome postcard, Halloween games, Christmas cards for parents, animal roadshow, etc. Our students are actively involved in Open Night, give guided tours, and participate in classroom activities. All these initiatives give a great opportunity to listen, encourage and support student voice. It is proposed that when Athena is rolled out in September '26 that students will work with teachers to co- create their target grades. Student Wellbeing Coffee/Games Mornings are hosted by the RE department at various times of the year, allowing for an informal space for student voices to be heard.

WELLBEING



WHOLE SCHOOL

- Phone Free- School
- Science Week
- Maths Week
- Christmas Card Campaign
- Careers Fair
- Student Council
- Creative Schools
- Christmas Markets
- Spanish Points Got Talent
- Christmas Jumper Day
- After school study
- Green Schools Committee
- Halloween Dress Up
- Cardiac Screening
- Awards
- Monthly Positive Contribution Certs
- Pastoral Care Team
- SEN Team
- Year Heads
- Tutors
- Guidance Counselor
- Wellbing Committee
- Trad group
- School Shop

TRIPS

- School Tours
- 1st Yr History Trip to Scattery Island
- Music/History Theatre Trip
- Retreats- Derg Isle, Holy Island
- Art- Hugh Lane Gallery trip
- Woodwork-CBA trip-The Glen Ennistymon
- Missionvale
- Radharc na Mara overnight trip to Aran Island
- Comhairle na Nog
- TY Business and Future Leaders- Butlers and Croke Park
- TY Enterprise Glor
- Radharc na Mara Christmas trip to Ennis
- TY- Ice Skating
- 2nd Yr Business Trip
- TY Foreign Trip

STAFF

- Big birthday Celebrations
- Card and gift for births, retirements, illness
- Food provided at certain times of the year
- New staff induction

EXTRA- CURRICULAR

- Christmas Carol Service
- Boys Hurling
- Girls and Boys Football
- Girls Basketball
- Boys Basketball
- Boys Volleyball
- TY and LCA work experience
- TY Community Placement
- Mocks care packets
- 1st/2nd Yr Homework Club
- 1st Year Enterprise Club

SUBJECT RELATED

- CBA Showcase
- LC Engineering Trip
- 5th Year Money Smarts
- LC Theatre Trips e.g Sive, Macbeth, Small Things Like These
- Seachtain na nGaeilge

IN-SCHOOL ACTIVITIES

- TY- Personal Safety
- Cairdeas- Welcome postcards, Halloween games, animal roadshow, Christmas cards for parents
- SVP
- TY First Aid
- TY Rowing
- TY Driving Ed and E-Scooter
- Graduation
- RE Coffee Mornings
- Retreats- An Tobar Nua
- Exam care packages
- Movement Breaks

SPEAKERS

- Brendan Smith- Internet Safety
- Garda Talks
- 2nd Yr History Talk- Clare Museum
- Marie Keating
- Odd Balls

STAFF WELLBEING

Staff wellbeing and student success are directly linked. Ensuring educators have the support and resources they need is an effective way to foster a healthy, productive learning environment for students. At St. Joseph's, we recognise that the wellbeing of our staff is foundational to a flourishing school environment.

Induction

We believe a healthy school starts with supporting our staff, which is why our Droichead-trained mentors provide a clear roadmap for Newly Qualified Teachers (NQTs). Instead of navigating their first year alone, new teachers get an immediate support network that includes:

- An **induction day** before the school term starts.
- A practical **induction handbook** and **digital toolkit**.
- Regular **termly meet-ups** to check in and share ideas.

When our early-career teachers feel backed by experienced colleagues and the right resources, they gain the confidence and peace of mind needed to run happy, successful classrooms.

Social Committee

We are deeply committed to fostering a supportive workplace through an active, open-door Social Committee that welcomes any staff member to join and contribute. To promote connection, camaraderie, and a healthy work-life balance, the committee organises multiple all-staff outings throughout the year, including Christmas, Midterm, and Summer Parties. The committee also seeks to regularly brighten the working week with thoughtful treats to mark various occasions, introducing fun activities such as "random acts of kindness" that uplift morale. Furthermore, we value our staff as individuals and ensure that major life milestones—such as milestone birthdays, the birth of children, engagements, weddings, and retirements—are warmly celebrated and marked by the school community. On a day-to-day level, practical support is provided by ensuring basic comforts like tea, coffee, and milk are

always fully stocked, creating an environment where every staff member feels seen, valued, and looked after.

Dignity in the Workplace Policies

Our Dignity in the Workplace policy serves as a foundation for school wellbeing by clearly defining our commitment to a safe, respectful environment. By establishing zero tolerance for bullying, harassment, and discrimination, the policy ensures that every staff member feels secure and valued. Providing clear pathways to address conflicts early prevents workplace stress and builds a culture of mutual respect where everyone can focus on their work with peace of mind.

CURRICULAR PLANNING OF WELLBEING

Timetable for Wellbeing in Junior Cycle In St. Joseph's Secondary we have a total of Hours of Wellbeing in Junior Cycle (complying with DES Circular 0015/2017). Below is the breakdown of this information.

Use of Wellbeing Hours:

	1st Yr	2nd Yr	3rd Yr
SPHE	1X 60 min class	1X 60 min class	1X 60 min class
CSPE	1X 60 min class	1X 60 min class	1X 60 min class
PE	2 X 60 min class	2 X 60 min class	2 X 60 min class
Total	133.6	133.6	133.6
	400.8		

LINKS WITH OTHER POLICIES

All School Policies are developed with staff, parents/guardians, students and the Board of Management and should relate directly to wellbeing and have been updated accordingly.

POLICY PROTOCOL

All elements of this policy are reviewed periodically, through formal and informal student, teacher, and parent feedback. The policy document will be formally reviewed every 24 months from the time of ratification.

Ratified by the Board of Management: 16/06/26

Review date: June 2028