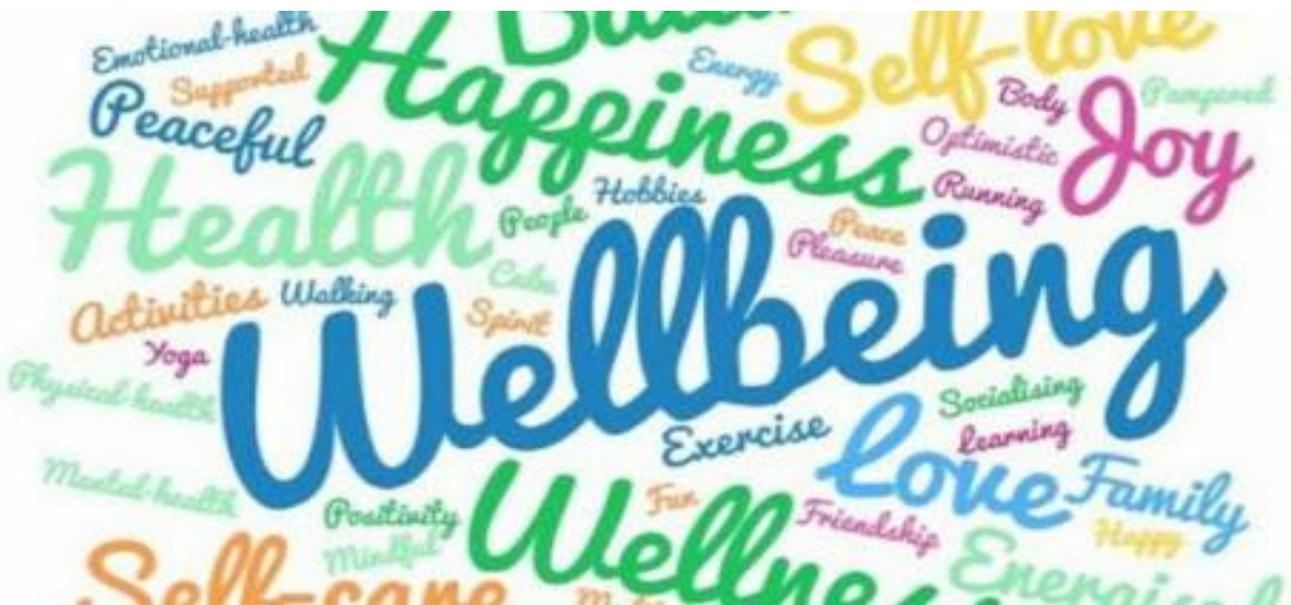


Curragh Post Primary School's

Well-Being Policy

2020-2021

Students 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 wider community (NCCA 2017)



1. C.P.P.S Mission Statement

Our School values the gifts and talents of students and staff in their development in an atmosphere of equity, caring and mutual respect. Can we achieve this? Yes, we can. Is Feidir linn.

In C.P.P.S, students are encouraged to:

Do your best. Show respect. Take pride in your work, your school and yourself.

A holistic approach to teaching and learning is endorsed. Education of the whole person is central to our mission statement. This philosophy focus' on the idea that children have many talents and academics is but one part of that. We strive to develop our students socially, emotionally, physically, creatively, spiritually and intellectually. We aim to do so in a safe and caring environment.

Emphasis is placed on every student reaching their full potential. C.P.P.S promotes an atmosphere of trust and friendliness. We encourage our students to develop responsibility, reward initiative, allow for personal growth and champion leadership qualities so that they can become functional citizens. Wellbeing and its curriculum is a key component of achieving this goal.

2. Why does Wellbeing Matter?

Wellbeing is defined as a state of being comfortable, healthy, resilient and happy.

Wellbeing matters because all students have a right to feel cared for in school. Students who have higher levels of wellbeing tend to have better cognitive outcomes in school. Wellbeing and learning are inextricable linked (NCCA 2017).

Schools provide an important setting for the support and promotion of students learning *about* wellbeing and *for* wellbeing. They learn for wellbeing when their whole experience of school life including all the day-to-day interactions, both within and beyond the classroom, are respectful and caring. How they learn is as important as what they learn (NCCA 2017).

Bronfenbrenner's Ecological Model of Human Behaviour (see figure 2.1) puts schools in a person's microsystem; highlighting the huge importance schools hold in the development of the person. There is a great link between a young person's mental health and them having 'one good adult' whom they can turn to. Teachers are listed as being an example of those 'one good adult's' for some young people, further highlighting the important link between education settings and wellbeing.

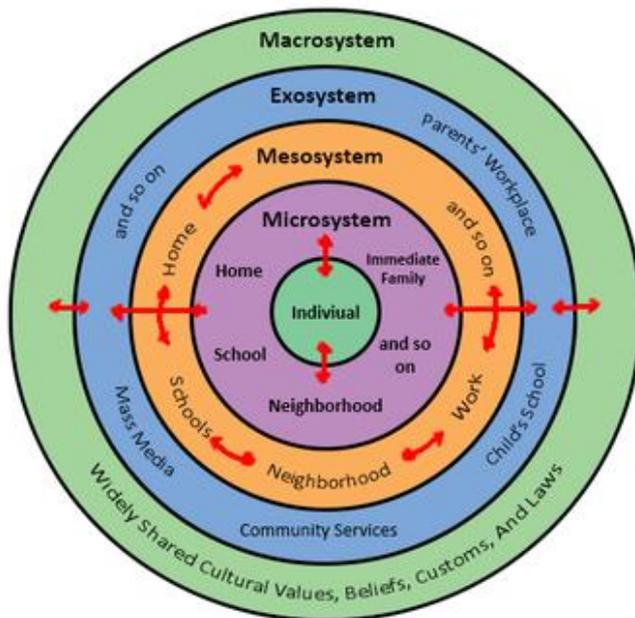


Figure 2.1 Bronfenbrenner's Ecological Model of Human Behaviour

3. Wellbeing - An Overview

Wellbeing has always been part of a school's curriculum - all be it in an undocumented manner. Now however, as part of the Junior Cycle Programme, Wellbeing will form a substantial component.

Across the 3-year cycle, students will engage with the provision of 400 hours of 'wellbeing'. This involves the provision of learning opportunities to enhance the physical, social, emotional and mental wellbeing of our students and to enable them to build the necessary life skills to cope with day today stresses in a healthy manner. It will encourage students to develop a strong sense of connectedness to their school and their community.

The indicators for wellbeing as outlined in the new framework for Junior Cycle (see figure 3.1) underpin C.P.PS's curricular provision for well-being.



Figure 3.1 Indicators of Well-Being (JCT.ie)

4. Wellbeing - Whole School Approach

Schools have a central role to play in supporting and promoting students learning about wellbeing and for wellbeing, in the classroom and all school activities. Wellbeing can be taught explicitly through curriculum, but it can also be modelled by those working in the school as they show care, respect and consideration in their interactions with students.

A whole school approach to wellbeing is encouraged in C.P.P.S. With this in mind, all teachers are aware of the importance of wellbeing and support its place in the school's ethos. They are encouraged to plan for wellbeing within their subject areas and assist whole school initiatives for wellbeing. They should embed wellbeing into their curriculum and make it visible to students. This is particularly noted in the calendar for wellbeing themes across the school year, whereby all teachers engage in monthly themes (see appendix 1).

It is our aim in C.P.P.S to create an atmosphere of mutual respect between all individuals involved within our school including management, students, teachers, auxiliary staff, parents and visitors.

5. Policies informed by Wellbeing

With wellbeing working best on a whole school approach, it must be noted that it informs a number of other school policies which include:

- Code of behaviour
- Homework policy
- Child safeguarding statement
- Anti-bullying policy
- Admissions policy
- SPHE policy
- RSE policy
- SEN policy
- Internet safe usage policy
- Mobile phone policy
- Critical incident policy

Student wellbeing is central to all of the above through protection of their rights to feel safe, cared for, valued, respected and happy in their school.

6. Looking at Our Schools (LAOS) & Wellbeing

LAOS recognises a holistic view of learning, that the curriculum should be broad, challenging and responsive to learners needs. Students wellbeing is intrinsic to this holistic view of learning - it is needed to enable learning but is also an outcome of learning. Schools are recognised as playing a crucial role in promoting and nurturing wellbeing through their practices in key the

key areas of school environment, curriculum, policies and partnerships. In C.P.P.S we strive to follow best practice in all aspects of our work and this policy and our work on wellbeing has been developed with such documents in mind.

7. School Self Evaluation (SSE) & Wellbeing

The process of developing our wellbeing programme follows the six step procedure outlines in the School Self Evaluation guidelines (see figure 7.1). It is a collaborative, reflective and inclusive process. In CPPS, the data gathering process is through the DEIS planning in school.



Figure 7.1 SSE Guidelines

1. **Focus** -the wellbeing team aims to lead the school in the delivery of a programme whereby students want to come to school; feel safe, connected, cared for and challenged. That they are equipped with life skills to cope with everyday life challenges in a healthy way.
2. **Information** - relevant documents are consulted with for the writing of wellbeing programmes. Best practice from other schools is also considered. The student council, parents working group and teachers are all consulted in relation to delivery of the programme.
3. **Decisions** - after consulting the above a plan and programme is developed on a yearly basis.
4. **Share** - the wellbeing plan is shared with all stake holders in the school community. The programme is evaluated yearly and changes for improvement suggested.
5. **Improved Action** - In lieu of evaluations, the wellbeing programme and policy is updated to include changes.
6. **Monitor** - changes made are monitored and their impact evaluated.

8. Junior Cycle Framework & Wellbeing

The framework for Junior Cycle is underpinned by 24 statements of learning (SOL's) (see appendix 2). Six of these SLO's pertain to wellbeing, namely SOL 5, SOL 7, SOL 10, SOL 11, SOL 12 and SOL 13.

Eight key skills are outlined within the framework (see figure 8.1), one of which is 'staying well' suggesting the weight of importance wellbeing holds within the new framework.



Figure 8.1 Junior Cycle Key Skills (JCT.ie)

9. Wellbeing & The Curriculum

The curricular provision for wellbeing highlights the strong priority C.P.P.S has placed on catering for such in our school. It will make the school's commitment to wellbeing visible to students. It will enable students to build life skills and develop a strong sense of connectedness to their school and their community. Wellbeing provision is delivered through:

- CSPE, SPHE & PE
- Guidance related learning
- Time-tabled wellbeing classes
- Tutorial Programme (see appendix 3)
- Whole school resilience and wellbeing activities
- Extra-curricular and co-curricular learning

All students at Junior Cycle engage with learning in CSPE, SPHE and PE. These subjects support the general wellbeing of our students. CSPE allows students to make connections between personal wellness, the wellness of others and the wellbeing of the environment. PE highlights the link between physical activity and mental health. SPHE seeks to encourage students to have a positive self-image and to develop their emotional wellbeing; it includes learning in relation to RSE. Junior Cycle framework stipulates that a minimum of 400 hours of wellbeing learning should be delivered. See figure 9.1 for curricular delivery for 2020/21.

Subject	First Years	Hours	Second Years	Hours	Third Years	Hours	Total JCT
PE	Triple class	66	Double class	44	Double class	44	154
CSPE Short course	Single class	22	Double class	44	Single class	22	88
SPHE short course	Single class	22	Single class	22	Double class	44	88
Well-Being	Single class	22	Single class	22	Single class	22	66
Tutorial		8 min		8 min		8 min	4
Whole School Events	Sports day	4		4		4	12
	Resilience Day	4		4		4	12
Approx. Total							424

Figure 9.1 Delivery of Wellbeing Hours 2020/21

A modular based wellbeing programme is also engaged with, whereby students explore new ways to support their own wellbeing. These modules are delivered by existing teaching staff, where the necessary skills set is available and also by outside bodies. Figure 9.2 is an example of the modules which the school may deliver.

First Years	Second Years	Third Years
Transfer to Secondary (2 weeks)	Restorative Practice (4 weeks)	Study Skills & Personal Organisation (4 weeks)
Guidance - subject choices (2 Week)		
Being Safe Online - to include parent workshop (5 weeks)	'Think before you click' - to include parent workshop (5 weeks)	#Up2Us - anti bullying programme (5 weeks)
Kick boxing/Jiu-Jitsu (7 weeks)	Kick boxing/Jiu-Jitsu (7 weeks)	Kick boxing/Jiu-Jitsu (7 weeks)
Mindfulness (5 weeks)	Art Therapy (5weeks)	Music Therapy (5 weeks)
Guidance Related Module (5 weeks)	Guidance Related Module (5 weeks)	Guidance Related Module - emphasis on senior cycle subject options and implications for college (5 weeks)
First Aid/CPR (CPR for schools programme) (3 weeks)	Team Building (3 weeks)	Stress Management (3 weeks)
Yoga (3 weeks)	Yoga (3 weeks)	Yoga (3weeks)

Figure 9.2 Modular Based Wellbeing Programme

10. Assessment & Reporting of Wellbeing

As per JCT wellbeing guidelines, there is flexibility in the assessing and reporting of the learning students gain from our wellbeing programme. Evidence of learning is gathered and relates to the knowledge and skills developed through the programme.

As part of assessment, student reflection is used. It is ongoing and usually takes place within the classroom setting. Whole school activities and their value and learning to student wellbeing are accounted for through the documenting of Appendix I's, as per Department Guidelines.

The curriculum components of wellbeing are assessed in a variety of ways as decided upon by individual class teachers - formats such as assignments, project work, presentations, performances, peer assessment are but some. Where possible the six indicators of wellbeing (active, responsible, connected, resilient, respected & aware) are identified and linked to learning and said assessment of it.

There is scope for wellbeing to be reported on within student's school report. This will form basis for conversation with school management as wellbeing becomes further embedded into the curriculum. Presently it is commented on through subjects of SPHE, CSPE and PE in an indirect way.

The JCPA accommodates an area for documenting Other Areas of Learning (OAL's). Learning in wellbeing could be accounted for here where relevant.

11. The Wellbeing Team

The wellbeing team is made up of one teacher from each subject department directly involved in the delivering of wellbeing hours (SPHE, CSPE, PE & Guidance) and the wellbeing co-ordinator. Members report back to relevant departments of updates and changes following from wellbeing meetings. It is envisaged that teachers can share this role and take turns on a rota basis for the attendance of meetings.

Meetings will take place at a minimum of 1 per school term with its purpose being the ongoing evaluation and evolution of wellbeing provision in C.P.P.S.

12. Aims of Wellbeing Team

The wellbeing team aims to lead the school in the delivery of a programme whereby students want to come to school; feel safe, connected, cared for and challenged.

We hope when our students leave us they:

feel proud and respected and show respect to others, have the ability to be responsible for their actions, are aware of who they are as people, are connected and capable of developing and maintaining healthy relationships, are resilient to normal stresses of everyday life and become active citizens.

13. Achieving Our Vision for Wellbeing

Wellbeing is at the heart of all that we do in Curragh Post Primary School. Our central goal is for our students to be happy. We hope that our focus on wellbeing is visible to them. It is our wish that the wellbeing programme we design and deliver is engaging and responds to their needs. To allow for this:

- Students have the opportunity to express their needs either informally to teachers or formally through work with the student council.
- Parents working group is consulted with regard to what they foresee the needs of our students being. They are asked to identify gaps or areas for improvement and appropriate actions are taken.
- The programme delivered evolves with changing times. Topics of concern to teenagers in real time are incorporated into our programme of themes and modules.

14. Staff Wellbeing

Teacher wellbeing is vital if they are to effectively lead learning and support and facilitate students in this endeavour (NCCA 2017).

Staff in Curragh Post Primary School work in a supported environment. School management work collaboratively with the whole staff. Management respect the professional commitment of each staff member. They are understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion. Staff are encouraged and supported to take new roles, gain further qualifications and attend relevant CPD courses.

C.P.P.S is a small staff but enjoys a fantastic sense of team spirit. Staff social outings are planned across the academic year to enhance personal relationships between staff members.

Carecall, a service provided through the ETB, is available to all teachers who may require support for various reasons.

15. Supporting and Promoting a Culture for Well-Being in C.P.P.S

C.P.P.S promotes a warm, welcoming, encouraging and positive school culture. This is evident in areas such as:

- The school building conveys a message of warmth, welcome and inclusion. Students and staff take pride and care in maintaining the physical environment. It is a safe place for all. A copy of the child safeguarding statement is on display at the entrance to both buildings. The DLP and DDLP are identified.
- Staff are provided with First aid training to ensure the safety of all and appropriate actions occur where necessary. The school is equipped with a first aid bag which is checked and restocked regularly. This is located in a designated area known to all staff.

There are other kits around the school (science, home ec, woodwork). The school owns a mobile AED and it is brought on sporting outings.

- Our 'CPPS Celebrates Board' celebrates student and staff achievements outside the classroom and out in the community. Display of student art around the school building also promotes a positive atmosphere and enriches the wellbeing of all.
- The wellbeing notice board displays key messages relating to student wellbeing such as the Junior Cycle indicators of wellbeing. Support services are highlighted and it is used as a focus for the themes spaced across the school calendar (see appendix 1) of the school.
- A breakfast club runs every morning providing nourishment for students and staff who wish to avail of it. Porridge, toast, juice, tea, coffee and fresh fruit are provided. Students and staff eat in the same area encouraging positive relationships. School lunch bags are provided through the DEIS programme ensuring the physical wellbeing of student
- The Peer mentor programme allows senior students demonstrate leadership qualities. They act as role models to junior students and are an aspiration for them to work towards. They feature in whole school events and are given roles to support the needs of the junior students. This programme enriches the wellbeing of both the mentors and the mentees and demonstrates the caring element within our school.
- Our transitioning programme for first years begins when they are still in 6th class. Enrolled students get the opportunity to spend 'a day in the life of a first year'. They visit a number of classes following a set timetable, changing on the bell. This gives insight into what life will be like for them and removes some anxieties they may be feeling.
- School Counselling and Guidance are available to students who may need it. Counselling is provided through school completion and/or guidance teacher depending on individual needs. Students can self-refer or can be referred by class teachers. At weekly pastoral care meetings individual cases will be discussed and a plan to support student wellbeing put in place.
- Check & Connect programme targets vulnerable students and aims to support their needs. Teachers volunteer and are paired to students whom they feel they have the skill set to support. This programme further emphasises the positives of having 'one good adult' and its link to positive mental health in young people.
- After school study is provided for those who wish to avail of it. Snacks are provided. Students can complete homework and study in a quiet designated room ensuring they can focus and maximise learning.
- Teaching and learning is differentiated and provides an appropriate challenge to ensure all students engage and experience success. Students are encouraged to actively engage in their learning so they enjoy being in school. They receive regular formative feedback on their learning and how they can improve. They have regular opportunities to discuss their learning with their teachers.

- C.P.P.S strives to focus and reward good behaviour. We have an active Positive Behaviour Strategy Team (PBST) which has devised a matrix of student expectations for classrooms, corridors, toilets and lunchrooms. These expectations are what we want our students to aim to achieve. Students are rewarded when good behaviours are noted using our 'Yellow Card System' These reward cards are directly linked to expectations and are an immediate visual response to good behaviour. Tokens are counted at the end of terms and students are given a prize or brought on a trip to congratulate their good behaviour. This instils a feeling of positivity in the school which feeds directly into wellbeing.
- Bullying is not accepted in C.P.P.S. Students and parents are fully informed of the anti-bullying policy - supported by the student journal. Behaviour issues are resolved with care, respect and consistency. Student voice is heard throughout the process. C.P.P.S operates a Restorative Practice approach to dealing with conflict amongst students. We encourage students to show respect, care and concern for each other so that they feel supported by their peers.
- Our student council gives students a voice within our school. It is a forum which reinforces that their feedback is valued. They are involved in decision making about life in their school.
- Maintaining strong links with home is important to student wellbeing. At C.P.P.S we ensure parents feel welcome, respected, listened to and reinforce them in knowing that they are important stake holders in the school community. Information regarding student's academics and wellbeing is shared with them on an ongoing basis and the lines of communication are always open. We have a very active parents working group who represent parents voice. Their opinions are sought in relation decisions which will impact on student life.
- Our school enjoys strong links with the local community. We exist within the confines of the Irish Army Buildings and so relations here are excellent. We have business links with Horse Racing Ireland and maintain strong links with the local parish.
- C.P.P.S has good communications and working relationships with outside agencies regarding student wellbeing such as NEPS, CAHMS, TUSLA and the DES.

16. Guidance & Wellbeing

Guidance refers to

'A range of learning experiences provided in a developmental sequence, that assists students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate but interlinked areas of personal and social development, educational guidance and career guidance'. (DES 2005)

In C.P.P.S all students have access to our Guidance Counsellor. Guidance in our school provides academic and personal support. Students can avail of these supports through self-referral or by teacher referral through pastoral care.

First years engage in a subject taster programme. Guidance in relation to subject choices and their long-term impacts are provided to students and parents. In addition, all students in first year are met on a one-to-one basis by the guidance counsellor with the intent of them knowing who she is and the work she carries out. This supports student wellbeing immensely as they settle into their new school.

As part of our wellbeing programme., guidance is delivered during each year of Junior Cycle on a modular basis (See Figure 9.2). The content of the modules is decided upon by the Guidance teacher and related to the specific needs of the group.

Senior cycle students receive timetabled guidance to support them academically and the Guidance counsellor is available to them for personal support also.

17. Student Supports & Wellbeing

Some students will have additional needs. Once identified and concerns arise, information is gathered and a plan is put into place.

C.P.P.S follows the approach outlined in NEPS continuum of support (see figure 17.1) which suggests a support network with an 'all, some & few' structure.

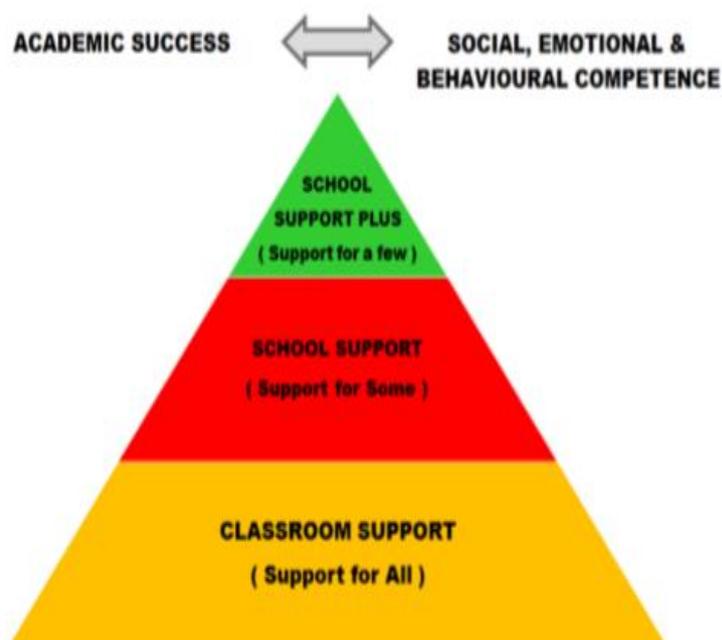


Figure 17.1 NEPS Continuum of Support

- Support for All - involves a whole school approach. It includes policies and procedures that promote the wellbeing of all members of our school. The aim is to create a safe environment that is conducive to wellbeing and works to prevent factors that negatively impact on wellbeing. Our commitment to wellbeing is visible to students and staff alike. All students have wellbeing needs even those who might appear to engage with school with relative ease. Early detection and intervention of challenges is our goal.
- Support for Some - this is a more focussed approach with a number of identifiable students who are at risk of or are showing signs of developing unhealthy patterns of

behaviour or difficulties. Structures are in place to provide additional targeted support to promote and scaffold wellbeing for those identified. Supports such as the pastoral care system, guidance counsellor and check and connect programmes are key components here.

- Support for Few - this involves interventions for students with more complex and enduring needs. Work with these students is structured under the development of Individual Student Plans (ISP's) and Individual Behaviour Plans (IBP's). The SEN team and Behaviour for learning Team are key components to this support. These students may also be receiving or require additional support from external agencies such as CAHMS or NEPS. Students with SEN tend to be more negative about themselves (NCCA 2017) and so a wellbeing programme which is fully inclusive is imperative.

18. Additional School Supports & Well-Being

As well as the provisions outlined within this policy, the following are also available to our students to support their emotional, social, mental, spiritual, and physical wellbeing:

- School completion team
- Year head and class tutor structures
- Extra-curricular activities
- Guidance Support Teacher
- Supportive school management
- Yellow token reward system (see appendix 4)
- Student leadership teams i.e. peer mentors, student council
- Check & Connect programme

19. Evidence of Well-Being in C.P.P.S

Activities throughout the academic calendar further enrich the wellbeing of our students. Belonging to a group and achieving a goal lifts morale and creates positive atmosphere. The following are areas which support this:

- Music has strong links to mental health. Many young people find solace in music. All students have the option to join the school choir. They engage in many activities throughout the year including opening of the school gathering, Christmas concerts, carol singing in local centres and school graduation. Students have the opportunity to display their talents and be part of a group.
- Subject related weeks help to build positive relationships, improve self-esteem and develop transferable skills. They contribute to student wellbeing by giving them the opportunity to learn in many different ways. By interacting with their classmates and teachers, and by taking part in activities, students are challenged to problem solve outside their comfort zone.

- Resilience days' focus on building student resilience. This can take on many forms such as team building activities, mental health talks, positive affirmation activities, fitness classes etc. Students and teachers take part in the events enriching relations and encouraging an atmosphere of respect and understanding.
- Reward trips, class outings and senior overnight trip allows students to develop their self-confidence and coping skills.

20. Developing this Policy

This policy was drawn up by the wellbeing co-ordinator, guided and led by the school principal. It is informed by the framework for Junior Cycle alongside the ethos of the school. SSE principles have been used and will continue to be used for future planning. The wellbeing team have been involved in its development and it will be presented to the Board of Management for ratification.

This policy was approved by the Board of Management of the Curragh Post Primary on

Date: _____

Signed _____

Chairperson of Board Of Management

Review Date May 2021

Appendix 1 - Calendar of wellbeing Themes 2020/21

Week	Date	Theme	Possible Activities
	27 th Aug		
1	31 st Aug		
2	7 th Sept		
3	14 th Sept	Friendship Week	<ul style="list-style-type: none"> • Friendship songs played during tutorial • Making a friendship plaque (wood technology) • Poetry competition (anti-bullying) • Poster competition (anti-bullying) • Guest speaker (whole school)
4	21 st Sept		
5	28 th Sept		
6	5 th Oct	Mental Health Week	<ul style="list-style-type: none"> • World Mental Health Day October 10th • Whole school walk • Tutor power-points • Positive affirmations • Worry circles • Funky Feet Friday (wear funky shoes/someone else's shoes/ odd shoes)
7	12 th Oct		
8	19 th Oct		
	26 th Oct - Midterm		
9	2 nd Nov		
10	9 th Nov		
11	16 th Nov	Belong To - LGBTQ Awareness	<ul style="list-style-type: none"> • Rainbow day • Poster competition • Display on well-being board • Love is love awareness • Word wall of terms • Tutor discussions • Raising pride flag • Create a Kite competition! • Bake a Rainbow! • Tutorial power-points

12	23 rd Nov		
13	30 th Nov		
14	7 th Dec		
15	14 th Dec		
16	21 st Dec		
	28 th Dec - Christmas Holidays		
	4 th Jan - Christmas Holidays (return Jan 6 th)		
17	11 th Jan	Healthy Eating Week	<ul style="list-style-type: none"> • 5-minute tutorial power-points • Healthy food available at lunch in room 9 • Model healthy eating • Water only school! • Free Fruit Stations in all rooms • Class quiz on healthy eating • Make a food pyramid competeion
18	18 th Jan		
19	25 th Jan		
20	1 st Feb		
21	8 th Feb	Well-Being Week	<ul style="list-style-type: none"> • Mindful colouring wall • Well-being word of the day puzzle • Wake up - shake up • Power-point on stress management
	15 th Feb - Midterm		
22	22 nd Feb		
23	1 st Mar		
24	8 th Mar		
25	15 th Mar	Seachtain Na Gaeilge	<ul style="list-style-type: none"> • Ceili dancing • Irish cookery • Orienteering • Poster Making • Irish History debates • Trad Music Dem
26	22 nd Mar		
	29 th Mar - Easter Holidays		
	5 th Apr - Easter Holidays		

27	12 th Apr		
28	19 th Apr	Literacy week - World Book Day Fri 23rd	<ul style="list-style-type: none"> • Stop and read • Book review competitions • Cinema trip! • World book day quiz • World book day dress up
29	26 th Apr		
30	3 rd May		
31	10 th May		
32	17 th May	Get Active Week	<ul style="list-style-type: none"> • Sports Day - Tuesday 18th • Tutorial power-points on benefits of active lifestyle • 5 min HIT activity - 1 a day during random class periods • May 21st intercultural day
33	24 th May		
	31 st May - Exams		

Appendix 2 - Statements of Learning

The student:

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions

19 values the role and contribution of science and technology to society, and their personal, social and global importance

20 uses appropriate technologies in meeting a design challenge

21 applies practical skills as she/he develop models and products using a variety of materials and technologies

22 takes initiative, is innovative and develops entrepreneurial skills

23 brings an idea from conception to realisation

24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).



Name: _____

This is your log book for tutor class. You will fill in it during class each morning. At the end of the week your tutor and parent/guardian will comment on your week.

Each day has an assigned task:

Motivation Monday - this is where you set your goals for the week. These goals can relate to school, home or personal goals (maybe in sport or friendships).



Thoughtful Tuesday - on Tuesdays consider ways in which you could show kindness in the week. Maybe you know someone who is having a difficult time, maybe it is someone's birthday or maybe you just want to show somebody you care. You can also use this space to express a random act of kindness you received. Share stories with your tutor group on Tuesdays about kind things you have done or have happened in the week.



What's Going on Wednesday - this gives your tutor an opportunity to share world news stories with you. It is important we stay connected to what is going on in the news as it affects our own lives. It can also be a space to share personal news e.g. a birth in your family, a special event you attended etc.



Thankful Thursday - this space is for you to practice gratitude. This means considering what you are thankful for. They can be big or small things e.g. a big thing might be family; a small thing might be not sleeping past the alarm!! Practicing gratitude helps to improve our mental health, it creates a positive outlook and makes us feel happy. Space is given to identify 3 things you are grateful for. You might like to share some thoughts with your classmates.



reFlective Friday - reflecting means thinking about how things went, finding things that went well and realising areas for improvement. Reflecting is a life skill that we get better at as we get older but you are never too young to start! It gives us ideas for setting new targets and so it will help you week to week to achieve your goals.



Enjoy!!

<p>Motivation Monday!</p> 	<p>1. _____ _____ 2. _____ _____ 3. _____ _____</p>	<p>I Am</p>  <p>Responsible</p>
<p>Thoughtful Tuesday!</p> 	<p>_____ _____ _____ _____ _____</p>	<p>I Am</p>  <p>Connected</p>
<p>What's Going On Wednesday?!</p> 	<p>Where: _____ What: _____ _____ _____ _____</p>	<p>I Am</p>  <p>Aware</p>
<p>Thankful Thursday!</p> 	<p>1. _____ _____ 2. _____ _____ 3. _____ _____</p>	<p>I Am</p>  <p>Respected</p>
<p>reFlective Friday!</p> 	<p>I enjoyed _____ I Learned _____ I'm proud of myself because _____ _____ was difficult Next week _____ _____</p>	<p>I Am</p>  <p>Resilient</p>

Tutor Feedback: _____

Parents Feedback: _____

Appendix 4 - Yellow Token Reward System



Thank You!

You are
regularly on
time!



You
have made
my day!

Thank you
for being
polite.

You have
your
equipment
regularly!



Well done
on your
great
effort!

Thank you
for wearing
the correct
uniform!

Thank you
for using
the correct
bins!





Well done
for walking
on the left!



Thank you
for using
hands up,
one voice!

You are
super at
feet in, face
forward!

You are
super at
stop and
listen!



Thank you
for being so
helpful!

Thank you
for being so
kind to your
peers!



Thank you
for being
respectful!

Thank you
for your
valuable
contribution
to class!



A massive
well done to
you!

It is great
to see you!



Well done
on caring
for your
environment!

Thank you
for being
honest!