



**St. Michael's School**

## **Four Stage Approach to Wellbeing**

June 2026



# St. Michael's School

## Four Stage Approach to Wellbeing

### Culture & Environment

- School climate & inclusive environment
- Restorative & relational practice Health & wellbeing supports
- Celebrations & school community
- Student participation & leadership
- Environmental & sustainability initiatives
- Staff wellbeing & school culture

### Culture & Environment

- Mission and ethos
- School & classroom climate & culture
- Quality & use of school buildings & grounds

### Curriculum (Teaching & Learning)

- Extra-curricular learning
- Co-curricular learning
- Planning
- Monitoring

### Curriculum

- SPHE, RSE & Wellbeing Curriculum
- STEM, Creativity & Innovation
- Religious Education & values
- Physical Education & active learning
- Student learning experiences
- Staff training & CPD

### Relationships & Partnerships

- Parent and family engagement
- Student voice and participation
- External agencies and professional collaborations
- Community and sporting partnerships
- Therapeutic and wellbeing partnerships
- Faith and community links

### Relationships & Partnerships

- Student & staff relationships
- Peer relationships
- Student voice
- Partnership - staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports

### Policy & Planning

- All policies relevant to wellbeing
- All plans relevant to wellbeing
- School & centre self evaluation
- Continuing professional development

### Policy & Planning

- Whole school wellbeing planning
- Policies under review/development
- Department and national frameworks
- Strategic school development
- Compliance & governance



## Culture & Environment

### School climate & inclusive environment

- Development of calm, safe and regulated learning environments
- Ball pool and sensory regulation spaces established throughout the school
- Classroom audits and individual student sensory profiling completed
- Creation of a new sensory room and outdoor sensory spaces
- Sensory walk development- panels and communication boards etc.
- Outdoor classroom proposal and development planning- With Parents Association
- Sensory garden proposal with community and parental involvement- Mr Jones
- Library (redesign) and nurture room development
- Updated Home Economics room
- Updated gym equipment and outdoor gym area
- Complete upgrade of woodwork tools, equipment and benches etc.
- School mural initiative (enhance toilet areas etc. and ongoing shelter area murals (Ms Crean/ Ms Wilkinson and Priscilla)
- Whole-school displays promoting kindness, inclusion and belonging
- Sacred spaces, May altars and faith displays throughout the school, prayer room facility
- Promotion of dignity, respect and positive interactions among all members of the school community
- Regular assemblies promoting school community and student voice
- Friendship Week initiatives
- Student voice and leadership opportunities embedded across school life
- Positive behaviour and restorative approaches promoted throughout the school
- Calm and emotionally supportive classroom environments
- Whole-school focus on inclusion and emotional wellbeing
- Yard zones and activities – wide selection and skill development opportunities, social and communication skills development and adult support

### Restorative & relational practice

- Connect RP approaches Year 3 of Journey
- Ubuntu breakfasts for staff

## Culture & Environment

- Afterschool staff meets
- RELATE Explore school 2 year journey
- Restorative conversations & relational approaches used daily - displays visible, use of graffiti, lanyards with RP questions etc.
- Trauma-informed & relationship based approaches promoted
- emotional regulation and co-regulation supports in all classrooms
- Regulation supports & calm spaces available for pupils

### Health & wellbeing supports

- Healthy eating promotion initiatives
- Food Dudes programme
- Healthy Ireland initiatives
- Physical activity and movement opportunities
- Swimming lessons and movement blocks
- Walking groups and community walks
- Sponsored walks and Active Week activities
- Community integration outings
- Phoenix Park walks and recreation activities
- Sensory Bus experiences (07/04/2024 & 14/05/2026)
- Sensory storytellers and creative sensory experiences
- Equine-assisted wellbeing supports and therapy experiences
- Canine-assisted wellbeing supports and school visits – time and cost, HR investment
- Emotional literacy and coping strategy development – NEPS workshop
- Zones of Regulation approaches
- Calm and sensory supports
- Lunch clubs and social clubs
- Buddy systems and peer support initiatives

### Celebrations & school community

- Wellbeing Week activities (June 2026)
- Graduation celebrations and marble slideshow events
- Awards ceremonies and plaques
- Christmas concerts and raffles – donations, participation etc.
- St Michael's Got Talent
- Community-building activities
- Faith and values initiatives
- Legion of Mary lunchtime club proposal
- STEM Week and STEM Plaques and Awards (back of Assembly Hall), Visit from Engineers
- Grandparents Day and sharing stories; Viewing of Texaco art and displays

## Culture & Environment

- Intercom announcements of events and participation –
- Good news board
- Termly newsletters
- School celebrations promoting connection and belonging

### Student participation & leadership

- Student Council involvement – communication with Board, influence on school tracksuit and school journal
- Student voice consultation – strong
- Student participation in school improvement initiatives and welcoming others e.g. Bus drivers and bus escorts afternoons and involved in fundraising events
- Leadership opportunities for pupils – Active Schools/ Gaisce – lunchtime clubs supervision and supports
- Student involvement in wellbeing initiatives
- Youth Voice Creative Schools project – Creative Schools Initiative
- Student participation in Green Schools/ Active School/ Amber Flag initiatives etc. and collecting of waste daily etc

### Environmental & sustainability initiatives

- Achievement of 5 Green School Flags
- Amber Flag participation
- An Gaisce initiatives
- Biodiversity and environmental awareness activities – Biodiversity centre (Leif Barry); donation of native trees etc. survey of our school grounds etc.
- Outdoor learning and environmental projects

### Staff wellbeing & school culture

- Promotion of staff wellbeing
- Staff support structures and mentoring
- Professional Support Team
- ISMT supports
- Staff wellbeing committee
- Staff lunches and social opportunities
- Opportunities for discreet support and mentoring
- Positive and collaborative school culture
- Supportive communication structures
- Focus on dignity in the workplace and respectful interactions

## Curriculum

### SPHE, RSE & Wellbeing Curriculum

- SPHE curriculum implementation
- RSE teaching and supports
- Emotional literacy development
- Social skills development
- Regulation and coping strategies
- Teaching kindness, empathy and compassion
- Internet safety and digital wellbeing workshops
- Healthy lifestyle promotion
- Wellbeing-focused classroom activities
- Emotional regulation teaching
- Circle time and restorative approaches
- Student engagement in wellbeing learning

### STEM, Creativity & Innovation

- LEGO Spike activities
- Coding and robotics
- Bee Bot activities
- STEAM Week
- Engineers Week
- Photography workshops
- Creative Schools participation
- Youth Voice Creative Schools project
- Music and dance projects
- Published student creative work
- Art, drama and expressive activities

### Religious Education & Values

- Sacramental preparation supports
- Catholic ethos initiatives
- Prayer and liturgical celebrations
- Rosary and Marian traditions
- Moral and values education
- Care and compassion initiatives
- Respect for diverse traditions including Ramadan awareness
- Whole-school faith celebrations

### Physical Education & Active Learning

- Swimming lessons
- Physical movement activities

## Curriculum

- Sports participation
- Table cricket finals (03/12/2024)
- Cycle Right Training Course (May 2024)
- Community walks and outdoor learning
- Active Week
- Sensory movement activities
- Recreation and leisure participation

### Student Learning Experiences

- Community-based learning experiences
- Outdoor learning opportunities
- Leadership and participation opportunities
- Creative and expressive learning experiences
- Real-life and functional learning activities
- Independent living supports
- Digital learning opportunities
- Engagement with curricular and co-curricular learning

### Staff Training & CPD

- CPI training
- CPI Train-the-Trainer development
- Studio Ill training
- Relate Explore training
- Restorative Practice training
- Child Protection training
- Bi Cinealta training
- Trauma-informed practice CPD
- NCSE professional learning
- Oide CPD opportunities
- Wellbeing and mental health CPD
- CPR training
- Buccal Midazolam training
- EpiPen training
- Diabetes and Dexcom supports training
- Asthma management training
- First Aid training
- New reading scheme supports
- Information booklets for new families
- Teaching Council CPD/PL engagement

## Policy & Planning

### Whole-School Wellbeing Planning

- Whole-school wellbeing planning and review
- Annual review of wellbeing priorities
- Development and review of wellbeing targets
- Wellbeing action planning
- School Self-Evaluation (SSE) wellbeing focus
- Promotion of attendance and participation
- Timetabled planning reviews
- Documentation collation and review
- Evidence gathering for inspection processes
- Annual mandatory policy review cycle
- School improvement planning linked to wellbeing

### Policies Under Review / Development

- Child Safeguarding Statement and Risk Assessment
- Bf Cineálta policy and procedures
- Code of Behaviour
- Anti-Bullying Procedures
- Critical Incident Management Plan
- Dignity in the Workplace policy
- Staff wellbeing supports and procedures
- Student support documentation and support files
- SEN and inclusive education policies – Assistive Technology, ASD Policy and MDT facilitations
- Restorative Practice and Relate approaches and supports integration into policies
- Working Together documentation
- Community care and multidisciplinary supports documentation

### Department & National Frameworks

- Looking at Our School (LAOS) 2022
- Wellbeing Policy Statement and Framework for Practice
- NCSE Inclusive Education Framework
- Relate Explore Framework
- Connect RP approaches
- SSE process and School Improvement Planning
- New Child Protection Procedures

## Policy & Planning

- Circular 42/2026: Understanding Behaviours of Concern and Responding to Crisis Situations update and approaches to behaviours
- NEPS continuity and wellbeing supports
- Continuum of Support approaches
- Distributed leadership approaches
- Leadership capacity building
- Quality assurance processes

### Strategic School Development

- Primary curriculum redevelopment planning
- Junior Cycle changes and curriculum review – integration level 3 short courses/CBAs etc.
- Senior Cycle and LLLP/L2LP planning – core modules and electives
- Broad and balanced curriculum, spiral approach
- Spectrum of development – key skills, competencies, dispositions, attitudes etc.
- Teacher agency and autonomy regarding content and meeting learning objectives
- Additional targeted support for pupils presenting with ASD, Trauma issues
- Supports from NEPS re Self harm, self care and mental health supports
- QOI NABMSE Co-operative developments – Quality Assurance and Evaluation and re-engagement processes
- Teacher learning and guidance planning framework
- Irish and parental wishes regarding this subject/language – Irish Cultural Awareness policy and all approaches to promote Irish culture within the school
- Parent feedback surveys
- Use of student, parent and staff feedback to inform planning

### Compliance & Governance

- Inspection preparation and evidence collation
- Safeguarding reviews and annual updates
- Attendance monitoring and support planning
- MDT (multi-disciplinary team) engagement
- Review of student support files and systems
- Green Schools and sustainability planning
- Health and safety planning and fire drills

## Relationships & Partnerships

### Parent & Family Engagement

- Active Parent Association involvement
- Parent consultation on:
  - Child Safeguarding Statement
  - Risk Assessment
  - Bí Cineálta policy
  - Code of Behaviour
- Parent communication through:
  - Aladdin
  - Email
  - School reports
  - Meetings and review processes
- Monthly parent-related events and engagement opportunities
- Parent involvement in wellbeing and school events
- Family participation in celebrations and community initiatives
- Learning conversations and parent feedback surveys
- Supportive home-school communication structures

### Student Voice & Participation

- Student Council consultation
- Student feedback on anti-bullying and wellbeing approaches
- Student participation in wellbeing initiatives
- Student leadership opportunities
- Restorative and relational conversations with pupils
- Student involvement in policy review and school improvement
- Administration and health support awareness
- Focus on pupil participation and agency

### External Agencies & Professional Collaboration

- NCSE collaboration and support
- NEPS engagement
- Oide professional support
- Teaching Council engagement
- Professional Support Team collaboration
- Therapeutic support consultation
- Behaviour support collaboration
- Multi-disciplinary team involvement
- Community care supports

## Relationships & Partnerships

### Community & Sporting Partnerships

- Tennis Ireland
- Leinster Rugby
- Rowing Ireland
- Special Olympics involvement
- Creative Schools partnership
- Librarian visits
- Community arts and dance initiatives
- Music and dance projects
- Community integration activities
- Phoenix FC involvement
- Aviva and Croke Park educational experiences
- Fingal Campus events
- External creative and wellbeing facilitators

### Therapeutic & Wellbeing Partnerships

- Canine Therapy Ireland
- Equine-assisted interventions
- External wellbeing agencies
- Emotional wellbeing supports
- Therapeutic collaborations
- Community integration programmes

### Faith & Community Links

- Collaboration with diocesan advisors
- Parish links and faith community engagement
- Sacramental preparation supports
- May altar and prayer initiatives
- Friday prayers and reflection opportunities
- Inclusion of diverse faith traditions and awareness of Ramadan and other traditions

### **Ratification / Communication**

This document was ratified by the Board of Management at a Board meeting on 24<sup>th</sup> June 2026.

A copy of this document will be placed in all Policy Folders throughout the school and will be available on Aladdin and on our school website ([www.stmichaelsholyangels.com](http://www.stmichaelsholyangels.com)). A digital copy will be displayed as well as hard copies in the school.

  
**Signed:**  
**Chairperson, Board of Management**

**Date: 24<sup>th</sup> June 2026**



# Restorative Practice

Our 3-year journey with Connect RP

2023-2026



## What is Restorative Practice?

Restorative Practice is a values-based way of thinking and acting that focuses on building positive relationships and dealing with conflict in a respectful, caring way.

### OUR FOCUS

Embedding Restorative Practice (RP) as a whole school approach to relationships, wellbeing and behaviour through the Connect RP programme.

### OUR JOURNEY SO FAR...

#### 1 Year 1 2023-24

- All staff completed Restorative Me training (7-hour CPD)
- Established an Ubuntu Team to lead RP
- Ubuntu Team completed Restorative Us training
- Introduced the giraffe as school symbol
- Ensured access to Connect RP platform for training and resources for all staff

#### 2 Year 2 2024-25

- Introduced and modelled circle practice in classrooms and staff meetings
- Developed classroom RP resources and visual supports
- Displayed and used RP Questions when dealing with conflict

#### 3 Year 3 2025-26

- Shared good practice through observation, modelling, and staff meetings
- Provided staff with RP lanyards for consistency
- Introducing RP student curriculum across the school
- Shared Kindness Breakfasts with staff

### Practical Supports for Classrooms

- Created resource packs for classrooms
- Visual displays and posters throughout school
- Supplied giraffe 'talking' piece for classrooms
- Displays of RP Questions and problem solving wheels in corridors and yard



### UBUNTU TEAM

Made up of a cross section of our school community  
Team Leaders:

- Karen Quinn
- Ciara Wilkinson

Team:

- Martina Gleeson
- Jackie Corrigan
- Ciarnait McLaughlin
- Mary Joyce
- Joan Ryan

### Embedding RP across our school

- Whole School policies
- Linking RP with RELATE, Code of Behaviour, SPHE/Wellbeing Framework, Bí Cineálta
- Whole-school approach a consistently inclusive culture of wellbeing, respectful relationships, and shared responsibility.



Positive Relationships



Caring Culture



Connected Communities

### THE 6 RP QUESTIONS

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you did, and in what way?
5. What do you think you need to do to make things right?
6. What needs to happen now to move forward?

### IMPACT SO FAR

- Strong staff engagement and shared understanding of RP
- Increased use of restorative language and approaches
- Positive school climate and relationships
- Clear systems to support consistency and sustainability

### NEXT STEPS

- Ensure weekly circle practice in all classrooms
- Embed consistent use of the 6 RP questions
- Further develop student ownership of RP language
- Fully implement the RP student curriculum
- Induction process for new staff
- Share Connect RP journey with parent/guardians & Board of Management

