



Scoil Naomh Bríde

Our Self-Evaluation Report and Improvement Plan – Wellbeing Promotion (2022/2023)

Introduction

This document sets out the targets and actions in regards to enhancing wellbeing among the school community.

1.1 School Details:

Scoil Naomh Bríde is a Roman Catholic School aiming to promote the full and harmonious development of all aspects of the pupil. There is a current enrolment of 192 children in the school. There are 12 teachers consisting of 8 mainstream teachers, 3 full time SET teachers and an Administrative Principal. There is 1 Special Needs Assistant. There are also ancillary staff employed by the school, a secretary, a cleaner and a caretaker. Scoil Naomh Bríde has a very dynamic Board of Management who meets regularly during the school year. The board plays an active role in all aspects of the management and running of the school while at the same time forward planning for the development of the school as a whole. There is also a very committed Parent's Association who is available to assist with school initiatives, transport, fundraising etc. The school is an integral part of the community, a typical rural Irish parish where many of the children's parents and grandparents attended the school throughout the years. The school actively promotes school initiatives to the wider community as a whole and recognises the importance of the role that the school plays in the community.

1.2 School Vision:

- We want to develop a multi-component, preventative, whole school approach to the promotion of wellbeing in Scoil Naomh Bríde. This whole school approach will involve all members of the school community engaging in a collaborative process to improve specific areas of school life that impact on wellbeing. We realise that students flourish where there is a whole school approach to supporting their growth and where there is a shared belief in their potential for development, learning and wellbeing. By adapting a whole school approach, we aim to produce a wide range of educational and social benefits for our pupils, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and emotional resilience.
- The Department's '*Wellbeing Policy Statement and Framework for Practice*' highlights that 'the qualified classroom teacher is the best placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education'. We want to ensure that all teachers are vigilant of the wellbeing protective and risk factors for pupils as outlined in the departments '*Wellbeing Policy Statement and Framework for Practice*' and in our school Wellbeing Policy. The framework sees wellbeing as both an enabler of learning and an outcome of learning.
- We want to build emotional resilience and enhance emotional literacy and wellbeing among our pupils to equip them to take care of their own mental health now and in the future.
- We want to educate pupils about the importance of wellbeing and equip our pupils with the tools to nurture their own wellbeing now and in the future.

1.3 Brief account of our wellbeing practice in the school to date:

- **S.P.H.E.:** In all classes in our school, the S.P.H.E. curriculum strongly supports the social and emotional wellbeing and health of our pupils. The S.P.H.E. curriculum provides particular opportunities to foster the personal development and health and well-being of the individual child. All teachers follow a structured S.P.H.E. school plan and use Stay Safe, Walk Tall and RSE materials. There is an anti-bullying week each term, children are not given written homework on one night during this week. Instead, children discuss anti-bullying lessons and any issues that may have arisen with their parents.
- **Continuum of Support:** In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including the wellbeing needs of our pupils. There is a whole school structure in place to support the early identification of children experiencing social, emotional, behavioural or learning difficulties. (**Please refer to 'Special Education Needs Policy' for further information*).
- **Aistear:** The foundations of wellbeing are developed through the Aistear Programme which is implemented in Junior and Senior Infants.
- **Active Schools:** We have an active schools committee in the school. We have been awarded an active schools flag and children are encouraged and given many opportunities to be active at school. There is a very important link between physical and mental wellbeing.
- **Sports day:** We hold a sports day each year and parents are welcome to attend. The Parents Association provides drinks and snacks for the pupils.
- **School sports:** There is a wide variety of competitive and non-competitive sports available for children to participate in: cross country, Gaelic football, hurling, camogie, soccer, community games. There is also a focus on providing individual and team competitions.
- **After school activities:** Irish dancing lessons have been held in the school for many years in the past.
- **Green Schools:** There is a green schools committee in the school involving children in different classes and their focus has been on protecting the environment and conserving and energy water.
- **School garden:** Pupils plant, weed and take care of the garden and the polytunnel. The pupils in some of the senior classes have planted a variety of fruits and vegetables in our new polytunnel and are responsible for maintaining and looking after them.
- **Orchard:** Pupils can sit on the benches and be mindful in the orchard during their lunch breaks.
- **Healthy eating:** The school follows a healthy eating policy which promotes healthy eating and physical wellbeing among the pupils of the school. Children learn about the food pyramid and healthy lifestyle choices as part of the S.P.H.E. curriculum.
- **Food Dudes:** The school has participated in this programme in the past which encourages pupils to eat more fruit and vegetables.
- **Parental Education:** The Parents Association organised a psychologist named David Coleman to be a guest speaker for parents in the school hall in the past. He spoke to the parents about bullying and cyber bullying.
- **Cycling safety:** Children in 3rd class participate in this scheme run by Meath County Council.
- **School choir:** Children in senior classes sing at school masses and events and are provided with many opportunities to showcase their musical talents.
- **Staff social activities:** The staff have many social outings and have an annual Christmas party. Other staff nights out organised during the year. Special events are celebrated.
- **Droichead:** Newly qualified teachers are fully supported by mentors from the PST team in the school.

2. The focus of this Wellbeing Improvement Plan

We undertook a wellbeing evaluation in our school during the period September- November 2022 among the teaching staff and pupils. A digital wellbeing questionnaire was conducted with a sample group of children from 3rd-6th class. There were a total of 33 children in this group. A mixture of boys and girls were selected. The children in this sample group also had a meeting after they had completed their questionnaire and discussed ways in which the wellbeing of the pupils in our school could be enhanced. The results of their questionnaires and the points they raised during their meeting with Mrs. Rogers were recorded, analysed and discussed at a staff meeting.

A meeting was also held with the teaching staff in which the staff collaborated and discussed ways of enhancing mental health and wellbeing among the school community .The staff also completed a wellbeing questionnaire.

We evaluated our progress using the following sources of evidence.

- Teacher observations of children in their class
- Observations of SET teachers
- Discussions among whole staff
- Wellbeing questionnaire completed by teaching staff
- Wellbeing questionnaires conducted with a sample group of children from 3rd-6th class.
- Discussions and feedback from pupils in aforementioned sample group during a meeting with Mrs. Rogers.

Online Wellbeing Pupil Survey – Results

The following wellbeing questionnaire was conducted in September with a sample group of children from 3rd-6th class. 33 pupils from third, fourth, fifth and sixth class were in this sample group. A mixture of boys and girls were selected. These are the results that were recorded.

1. The adults in my school care about me. -31 pupils agree & 2 disagree.
2. We learn that we are all special and it is ok when people are different. – 32 pupils agree & 1 disagrees.
3. We do SPHE lessons in class. – 33 pupils agree & 0 disagree.
4. We are taught about bullying and that cyber bullying is wrong. – 33 pupils agree.
5. Bullying is not allowed in our school. – 32 pupils agree &1 disagrees.
6. The adults in our school encourage us to do sports - 32 pupils agree & 1 disagrees.
7. I have friends at school. – 33 pupils agree.
8. I feel safe at school. – 30 agree & 3 disagree.
9. My school has lots of activities such as sports, art, drama and music. –30 agree & 3 disagree.
10. The adults in our school encourage us to eat healthy foods. –33 agree & 0 disagree.
11. The adults in our school encourage us to work hard and try our best. – 32 agree &1 disagrees.

A discussion was conducted with the 33 pupils from the sample group after they completed their wellbeing questionnaire and their responses were recorded. They were asked how we could enhance the wellbeing of pupils in the school and their suggestions were as follows:

- Have more whole school activities where all classes in the school come together.
- Have a soccer tournament among the senior classes. This tournament had been conducted during lunch breaks in the school before Covid-19 regulations and safety measures had prevented it from resuming in recent years.
- Have more afterschool clubs such homework club, dancing and drama activities.
- Less homework to be given to pupils across the school.
- Fix the net for the goals in the field.

Findings;

- We need to prepare and implement a Wellbeing Policy for the school.
- We need to establish a Wellbeing Week in the school and develop a whole school structure of lessons for our Wellbeing Week.
- We need to establish a Wellbeing Wall in the school which illustrates to the pupils the importance of wellbeing and taking care of your body and mind.
- We need to establish a Students Council in the school to ensure there are adequate structures in our school which allow students have a voice.
- We need to assemble together more as a whole school and have more whole school activities like we did in pre-Covid times.
- We need to build some pupils emotional resilience and emotional literacy and equip our pupils with the tools to look after their own wellbeing now and in the future. We will implement the *A Lust for Life Programme*. This programme will be implemented in fourth and sixth class.

A Lust for Life Programme:

- The *A Lust for Life Programme* will be introduced to fourth and sixth classes in January 2023 and completed by the end of March 2023. The *A Lust for Life Programme* was created by teachers, psychologists and educational specialists. This programme aims to build emotional resilience, emotional literacy and enhance wellbeing among school children. The programme consists of a series of ten lessons with a built in mindfulness programme designed to complement the S.P.H.E. curriculum. Each lesson has a video, mindfulness exercises and a try it at home series if parents want to get involved. This programme will be conducted with fourth and sixth classes during the months of January, February and March 2023.

2.1 The domains and standards being selected are:

Learning & Teaching ; Learner Outcomes

2.2 The standards and statements being selected are:

Standard	Statement(s)
Foster a commitment to inclusion, equality of opportunity and the holistic development of the child.	The board of management and principal foster pupils' holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities.
Pupils enjoy learning, are motivated to learn and expect to achieve as learners.	Pupils' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.
Promote and facilitate the development of pupil voice, pupil participation and pupil leadership.	Those in leadership and management roles values pupils' views and support pupil's involvement in the operation of the school.

2.3 These are a summary of our strengths with regards to wellbeing in the school.

Key Area 1 – Culture and Environment Strengths

- The wellbeing of the whole school community is central to our school's ethos/mission statement and it is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.
- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available if applicable: sensory room, room for meeting with parents, visiting professionals and specialist technology.
- School staff understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment. Indoor and outdoor space is provided to facilitate social interaction and physical activity and quiet time. The indoor space displays the work, talents and accomplishments of the children. The school building is accessible for all children and accommodation is modified to meet the needs of all.
- The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food such as class and principal REF Awards are used to motivate children.

Key Area 2 - Curriculum (Teaching and Learning)

- The teaching and learning in Scoil Naomh Bríde aims to be democratic, inclusive, engaging, differentiated, fostering expectations of high achievement and providing opportunities for success.
- Pupils access a range of curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
- Teachers use opportunities to promote wellbeing across the curriculum.
- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.
- The S.P.H.E. curriculum in our school strongly supports the social and emotional wellbeing and health of our pupils.
- In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including the wellbeing needs of our pupils. (**Please refer to 'Special Education Needs Policy' for further information*).

Key Area 3 - Policy and Planning

- In Scoil Naomh Bríde, we regularly review our school policies for staff and pupils that are in accordance with the school aims, vision and ethos. The wellbeing of the whole school community underpins all school policies and plans. We have appropriate wellbeing policies in place (for example, SPHE Policy, RSE Policy, Anti Bullying Policy, Cyber Bullying Policy, Healthy Eating Policy, Oral Health Policy, Stay Safe Programme, Child Protection Policy, Critical Incident Policy) and these are made available to staff, parents and relevant school community partners.

Relationships and Partnerships

- The school continues to develop strong partnerships and relationships with parents/guardians and the wider community, which is a central part of the wellbeing process. We efficiently engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing, teaching and learning.

2.4 This is what we are going to focus on to in order to promote wellbeing in our school

- We need to prepare and implement a Wellbeing Policy for the school.
- We need to establish a Wellbeing Week in the school and develop a whole school structure of lessons for our Wellbeing Week.
- We need to establish a Wellbeing Wall in the school which illustrates to the pupils the importance of wellbeing and taking care of your body and mind.
- We need to establish a Students Council in the school to ensure there are adequate structures in our school which allow students have a voice.
- We need to assemble together more as a whole school and have more whole school activities like we did in pre-Covid times such as R.E.F. Awards weekly and musical assemblies monthly.
- We need to build some pupils emotional resilience and emotional literacy and equip our pupils with the tools to look after their own wellbeing now and in the future. We will implement the *A Lust for Life Programme*. This programme will be implemented in fourth and sixth class.
- We need to fix the net for the goals.
- We are going to organise a soccer tournament during lunch breaks for the senior classes.

3. Our Wellbeing Promotion Plan

DOMAIN: Learner Outcomes
STANDARD(S): Foster a commitment to inclusion, equality of opportunity and the holistic development of the child. Pupils enjoy learning, are motivated to learn and expect to achieve as learners. Promote and facilitate the development of pupil voice, pupil participation and pupil leadership.
STATEMENTS: The board of management and principal foster pupils' holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities. Pupils' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing. Those in leadership and management roles values pupils' views and support pupil's involvement in the operation of the school.
TARGETS: Pupils will build emotional resilience and be equipped with the tools to nurture and take care of their own wellbeing now and in the future.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<p>A wellbeing policy needs to be prepared and all staff will need to collaborate and discuss the policy especially noting the importance of being vigilant of the protective and risk factors for pupils which is highlighted in the Department's 'Wellbeing Policy Statement and Framework for Practice' and must be outlined in the policy.</p> <p>Each teacher will be distributed a copy of our school Wellbeing Policy which will be filed in their class folder.</p>	<ul style="list-style-type: none"> December 2022 	<ul style="list-style-type: none"> Mrs. Rogers 	<ul style="list-style-type: none"> All teachers are aware of the wellbeing protective and risk factors for pupils as documented in the school's wellbeing policy. All teachers have a copy of our school wellbeing policy. 	<ul style="list-style-type: none"> Wellbeing Policy Document: The Department's 'Wellbeing Policy Statement and Framework for Practice' Wellbeing notice-board in the school hall Voting Cards Posters and photographs of nominated pupils for students council R.E.F. Awards Prepared Music/Songs Laptop Speakers Personnel Involved; two teachers are needed to operate the 'A Lust for Life Programme'.
<p>We need to establish a Wellbeing Wall in the school which illustrates to the pupils the importance of wellbeing and taking care of your body and mind.</p>	<ul style="list-style-type: none"> Immediately 	<ul style="list-style-type: none"> Mrs. Rogers 	<ul style="list-style-type: none"> Mrs. Rogers will establish a Wellbeing Wall in the school which illustrates to the pupils the importance of wellbeing and taking care of your body and mind. 	<ul style="list-style-type: none"> New net for goals Soccer balls Computer Room Google Forms Wellbeing webinar on PDST
<p>We need to establish a Wellbeing Week in the school and develop a whole school structure of lessons for our Wellbeing Week.</p>	<ul style="list-style-type: none"> Immediately 	<ul style="list-style-type: none"> Mrs. Rogers and all staff 	<ul style="list-style-type: none"> A whole-school structure of lessons for our Wellbeing Week will be prepared by Mrs. Rogers after collaborating with all teachers and it will be discussed at a staff meeting 	<ul style="list-style-type: none"> New net for goals Soccer balls Computer Room Google Forms Wellbeing webinar on PDST

<p>We need to conduct a digital wellbeing questionnaire with a sample group of children. We need to conduct a wellbeing questionnaire with the staff also.</p>	<ul style="list-style-type: none"> • Immediately 	<ul style="list-style-type: none"> • Mrs. Rogers and all staff 	<ul style="list-style-type: none"> • A sample group of pupils from 3rd-6th class will complete a wellbeing questionnaire in the computer room. • Staff will complete a wellbeing questionnaire during a staff meeting in October. 	<ul style="list-style-type: none"> • Wellbeing Pupil Questionnaires from PDST • Wellbeing Staff Questionnaires from PDST
<p>We need to establish a Students Council in the school to ensure there are adequate structures in our school which allow students have a voice.</p>	<ul style="list-style-type: none"> • November 2022 	<ul style="list-style-type: none"> • Mrs. O'Regan and all staff 	<ul style="list-style-type: none"> • Children who would like to be elected onto the students' council will canvas in their own classroom. They will give their classmates a speech as to why they would be the most suitable representative for the class for the students' council. Four children in each class will then be voted as possible candidates by their class. The pupils in the whole school will then vote to elect the Students' Council. 	

<p>We need to assemble together more as a whole school and have more whole school activities like we did in pre-Covid times. We will begin to resume our weekly whole-school assembly in the hall to award a pupil in each class in the school with a R.E.F. Award each Friday from September 2022. We will have monthly Music/Singing Assemblies for the whole-school which will be conducted by Mrs. Howard.</p>	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Mrs. Howard, Mr. Battersby and all staff 	<ul style="list-style-type: none"> • Weekly whole school R.E.F. Award assemblies and monthly music/singing assemblies to take place. 	
<p>We need to implement the <i>A Lust for Life Programme</i>. <u>A Lust for Life Programme:</u> The <i>A Lust for Life Programme</i> will be introduced to fourth and sixth classes in January 2023 and completed by the end of March 2023. The <i>A Lust for Life Programme</i> was created by teachers, psychologists and educational specialists. This programme aims to build emotional resilience, emotional literacy and enhance wellbeing among school children. The programme consists of a series of ten lessons with a built in mindfulness programme designed to complement the S.P.H.E. curriculum. Each lesson has a video, mindfulness exercises and a try it at home series if parents want to get involved. This programme will be conducted with fourth and sixth classes during the months of January, February and March 2023.</p>	<ul style="list-style-type: none"> • January – March 2023 	<ul style="list-style-type: none"> • Mrs. Rogers, Mrs. O’Reilly and Mrs. Dobie (4th & 6th class teachers) 	<ul style="list-style-type: none"> • Pupils in fourth and sixth class will build emotional resilience, emotional literacy and enhance their wellbeing. 	
<p>Organise and conduct a soccer tournament among the senior classes during lunch breaks. This tournament had been conducted during lunch breaks in the school before Covid-19 regulations and safety measures had prevented it from resuming in recent years.</p>	<ul style="list-style-type: none"> • June 2023 	<ul style="list-style-type: none"> • Mr. Battersby 	<ul style="list-style-type: none"> • The net in the goals will be repaired. 	
<p>The net in the goals needs to be fixed.</p>	<ul style="list-style-type: none"> • Immediately 	<ul style="list-style-type: none"> • Mr. Battersby 	<ul style="list-style-type: none"> • The net in the goals will be repaired. 	
<p><u>Evaluation Criteria:</u>(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</p> <p>Feedback at staff meetings Cuntas Míósúl Teacher observations Parent teacher meetings Feedback from Students Council Feedback from teachers after covering the ‘A Lust for Life Programme’ with 4th and 6th class.</p>				

Evidence of our Actions

Action	Specific Task Completed	Evidence	Personnel
<p>A wellbeing policy has been prepared and all staff have a copy of it. The protective and risk factors for pupils which is highlighted in the Department's 'Wellbeing Policy Statement and Framework for Practice' is outlined in the policy. Each teacher has been distributed a copy of our school Wellbeing Policy which will is now filed in their class folder.</p>	<p>A wellbeing policy has been prepared and all staff have a copy of the policy and the protective and risk factors for pupils which is contained in it. After discussing it thoroughly, each teacher has been distributed a copy of our school Wellbeing Policy which is now filed in their class folder.</p>	<p>Each teacher has been distributed a copy of our school wellbeing policy which is now filed in their class folder.</p>	<p>Principal, Mrs. Rogers and all teaching staff</p>
<p>A Wellbeing Wall has been created in the school corridor.</p>	<p>We have established a Wellbeing Wall in the school which contains positive quotes, ways to look after your wellbeing and suggestions for calming activities. It is located outside the school sports hall.</p>	<p>There is now a Wellbeing Wall in the school which illustrates to the pupils the importance of wellbeing and taking care of your body and mind.</p>	<p>Mrs. Rogers</p>
<p>A Wellbeing Week has been established in the school.</p>	<p>We have developed a whole school structure of lessons for our Wellbeing Week which will take place in March.</p>	<p>Our whole-school structure for our Wellbeing Week lessons are now contained in the S.P.H.E. section in each teacher's class subject folder.</p>	<p>Mrs. Rogers and all teachers</p>
<p>Wellbeing Questionnaires have been conducted with a sample group of pupils and all teaching staff.</p>	<p>We have conducted a digital wellbeing questionnaire with a sample group of children in the computer room.</p> <p>We have conducted a wellbeing questionnaire with the staff also.</p>	<p>The result of the wellbeing questionnaires have been recorded and analyzed and all feedback has been taken into account.</p>	<p>Ms Rogers and all teaching staff</p>
<p>A Students Council has been established in the school.</p>	<p>Pupils in each class have given their classmates a speech as to why they would be the most suitable representative for their class for the students' council. Four children in each class who received the most votes were then in the school election. A students council is now in operation after two students from each class were voted on to it by the whole school.</p>	<p>A Students Council is now in operation in our school and they have regular meetings during lunch breaks.</p>	<p>Mrs. O' Regan and all staff</p>
<p>Weekly whole-school assemblies have resumed in the hall to award a pupil in each class in the school with a R.E.F. Award each Friday from September 2022. We now have monthly Music/Singing Assemblies for the whole-school which are conducted by Mrs. Howard.</p>	<p>The whole-school assembles together in the hall. Each class teacher awards a pupil in their class in the school with a R.E.F. Award each Friday. Sometimes the principal, Mr. Battersby awards a pupil with the Principal's Award. The whole-school assembles together in the hall each month for music/singing assemblies with Mrs. Howard where the children learn a variety of songs and raps.</p>	<p>Photographs of the week's R.E.F. Award winners are on the display in the school corridor each week. Videos of our music assembly are on the school website to view.</p>	<p>Mrs. Howard, Mr. Battersby & all teachers</p>

<p><u>A Lust for Life Programme:</u> We have decided that we are going to implement the <i>A Lust for Life Programme</i>. This programme will be conducted with fourth and sixth classes during the months of January, February and March 2023.</p>	<p><u>A Lust for Life Programme:</u> We have researched the ‘A Lust for Life Programme’ in October 2022 and had a staff meeting to discuss the benefits of covering this programme with the pupils in our school. The <i>A Lust for Life Programme</i> will be introduced to fourth and sixth classes in January 2023 and completed by the end of March 2023. programme aims to build emotional resilience, emotional literacy and enhance wellbeing among school children.</p>	<p>Fourth and sixth class teachers have registered their classes online to access the ‘<i>A Lust for Life Programme</i>’ and will receive the login passwords soon to access the programme.</p>	<ul style="list-style-type: none"> • Mrs. Rogers, Mrs. O’Reilly and Mrs. Dobie (4th & 6th class teachers) and all teachers
<p>The nets for the goals have been repaired.</p>	<p>Mr. Battersby asked the caretaker to repair the nets for the outdoor goals. They are completed repaired now.</p>	<p>The nets in the goals have been repaired and are fully functional for games during P.E. lessons and lunch breaks.</p>	<ul style="list-style-type: none"> • Mr. Battersby
<p>A soccer tournament as requested by the pupils will be organised and will take place in June 2023.</p>	<p>Mr. Battersby will organise, monitor and supervise a soccer tournament for the children in the senior classes during lunch breaks.</p>	<p>Mr. Battersby has prepared teams for the soccer tournament.</p>	<ul style="list-style-type: none"> • Mr. Battersby