



Clonturk Community College

Guidance Plan

Approved by the BOM 10 September 2020

Signed: Anne Phelan
Chairperson

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Principal

Guidance Plan

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Introductory Statement

Clonturk Community College operates under the patronage of the City of Dublin Education and Training Board (CDETb) with Educate Together as the Trustee Partner. It is an inclusive school community that enables young people to meet their full potential in society and guarantees equality of access and esteem to all students irrespective of their social, cultural, religious or non-religious backgrounds. It is learner-centered in its approach to education and run with a respectful partnership between School Management, Teachers, Students and Parents and Guardians.

The practical application of the guidance plan is integral to promoting our mission statement and our vision for Clonturk as a welcoming and vibrant school community while at the same time learning to value and respect others and make a positive contribution to society.

Our guidance plan was developed in the academic year 2019/2020. The plan was developed by collaboration with the school Principal, Deputy Principal, Guidance Counsellor, Staff, Parents and students.

The provision of guidance in schools is a requirement of The Education Act (1998). Section 9c of The Education Act states that a school shall “use its available resources to – (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices” (Government of Ireland, 1998).

Ethical Considerations and Accountability

The Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to Department of Education and Skills Directives, the school’s ethos. The Guidance Counsellor of the school must work within the limitations of the Institute of Guidance Counsellors Code of Ethics

The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in ‘loco parentis’ and accepts the responsibilities of this position, keeping the student’s welfare to the forefront at all times. The guidance counsellor is constantly aware of their responsibility to the student, to the school, to their own profession – and the IGC code of ethics, to themselves and to the implementation of this policy. The guidance counsellor will take part in professional peer supervision, which will provide support and feedback for student professional welfare.

The service of the guidance counsellor is provided in a caring, confidential, non-judgmental and objective manner. The counsellor must show students unconditional positive regard, while challenging and reframing things, to help them move forward. The relationship is key in this regard.

- There is a system in place to inform teachers of the necessary information concerning the welfare of students. This reporting system is highlighted in this document. To protect the sensitive nature of certain data relating to students, the information given to teachers is limited. Clonturk Community College has a duty of care to its students, and in certain circumstances, the guidance service will report limited necessary information regarding students to teaching staff. This is done where possible with the permission of the student.

Scope

The Plan applies to:

Guidance is defined as: “a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives...”. (DES, 2005, pg. 4).

Guidance in Clonturk encompasses the three separate, but interlinked areas that will be delivered within a whole school context:

- Personal and Social Development
- Educational Guidance
- Career guidance

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

The plan addresses the guidance needs of all students at all levels within the school.

Members of this team include, among others:

- School Management
- Clann Leaders
- Class Tutors
- Subject Teachers & Departments
- Special Needs Co-ordinator
- Special Needs Assistants
- Parents
- School Staff

Personnel involved in planning the Guidance Programme

Guidance is regarded as a core element of the school’s overall programme. This guidance programme seeks to respond to the needs of the students at all stages of their education

in the school. The guidance programme is a whole school initiative, intrinsically linked with every aspect of the school. The Guidance Counsellor consults with key personnel in the development, implementation and evaluation of the programme:

- Principal
- Deputy Principal
- Tutors
- Year Heads
- CDET Psychological Services
- Subject Teachers
- T.Y. Coordinators (Transition Year)
- Resource Teachers
- Special Needs Assistants
- Learning Support Teacher
- Parent's Association
- School Administrator
- Student Council
- School Auxiliary staff
- N.E.P.S.
- N.E.W.B.
- B.O.M.
- Outside Agencies
- Business and Industry
- Universities/Institutes of technologies/Further Education Colleges and other educational institutions
- Local community

Rationale

Our Guidance Programme was developed in order to promote activities that assist students to make choices; to offer guidance activities that assist students to make transitions and to support other guidance activities that encourage the achievement of our aims. It encompasses a specific set of learning experiences which our school provides in response to the personal, social, educational and vocational guidance needs of our students. There are several principles that underpin our guidance programme.

Principles underpinning our School Guidance Programme

- Accessibility
- Guidance is a whole school activity
- Impartiality
- Student-centered approach
- Transparency

- Balanced approach
- Inclusivity
- Responsive approach
- Respect confidentiality in counselling and assessment activities
- Empower participants to take responsibility for their own development
- Promote equal opportunities
- Deploy and make full use of available resources
- Reviewed on an ongoing basis

To achieve this, it was necessary to write a school plan so that we can integrate Guidance into all school programmes. While our plan involves the guidance counsellor in the first instance, other members of school staff and management also have key roles to play and parents and students are an essential part of this process.

Goals/Aims

Defining Guidance and Counselling

Counselling can be split up into three main areas including:

1. Personal and Social
2. Educational
3. Career

- **Personal & Social** This encompasses developmental skills crucial to the students' education and careers e.g. self-awareness, decision making, planning and coping strategies.
- **Educational Development Skills** This would like such areas as subject/course choices, subject level, motivation and learning, study skills, examination techniques, transition year programmes, learning related problems and psychometric testing. The Guidance Counsellor works in cooperation with the Resource and Learning Support Department, tutors and year heads.
- **Career Transition Programmes** providing the necessary concepts, knowledge, competencies and skills to enable students to make the transition to further and higher education, training and work. The programme aims to encourage students to explore further or third level education appropriate to their interest, aptitudes and abilities. This service aims to provide students with the scope to develop their decision making skills, cope with employment/unemployment, develop job search skills, increase their awareness of employment opportunities within the locality, as well as to look at reports on employment trends nationally.

Aims of the Guidance and Counselling Service

The Guidance Counselling Service is seen as having a central role in the continuous development of each individual student.

The Guidance Counsellor relates to school management through meeting the Principal and Deputy Principal on matters affecting the planning of the school's provision of personal vocational and educational counselling. The guidance counsellor collaborates with the school's care team and all other members of the school community, a positive, constructive, empowering non-judgmental and caring support system for all students. The Guidance Counsellor also liaises with Year heads, Tutors, Learning Support teachers, subject teachers and parents as appropriate.

- To assist each student in realising, accepting and developing their unique talents, skills, aptitudes and abilities
- To assist students in transitioning from primary to secondary and in important moments of transition within their time in secondary school
- To meet the social, personal, educational and vocational needs of each student within the school
- To assist each student to acquire skills in making realistic, appropriate and informed career choices
- To identify and explore opportunities with students.
- To facilitate students to grow in independence and take responsibility for themselves
- To provide an integrative model of counselling based on sound theoretical theory to any student who wishes to avail of such a service

Counselling Aims

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling can only take place in an atmosphere where the young person experiences unconditional positive regard.

Counselling may include:

- Personal Counselling
- Educational Counselling
- Career Counselling
- Or a combination of these

Clonturk CC aims to provide counselling that will help students to explore their own thoughts and feelings about their present situation, about the choices open to them, and the consequences of their choices. The service is to help students bring about meaningful changes in their lives, in areas such as **decision making** and **problem solving**.

Aims:

- To recognise individual student abilities, interests and special aptitudes
- To identify and explore opportunities
- To grow in independence and take responsibility for themselves
- To make informed choices about their lives and follow through on these choices.

These aims are based on lived experiences in the school and intends to engage the whole community in formulating policies and practices that will be owned by all concerned and be for the benefit of all. It is student centered and transferable into practice.

Including the above, the guidance plan aims to ensure the continuum of support model applied to the school guidance programme. In applying the continuum, the whole school guidance programme aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches.

Key Measures (content of plan)

Clonturk Community College adopts the NEPS three-tiered continuum of support model for the promotion of mental health within our school community (NEPS, 2010a; NEPS, 2010b)

- (1) School Support for ALL
- (2) School Support for SOME
- (3) School Support for a FEW

A. Statement of Guidance Policy

Clonturk Community College places the learning needs of students at the centre of the curriculum process and the use of creative and participative teaching and learning approaches in the college reflects this. Clonturk is an inclusive school community that enables young people to meet their full potential in society and guarantees equality of access to students irrespective of their social, cultural, religious or non-religious backgrounds. The practical application of the guidance plan is integral to promoting our mission statement and our vision for Clonturk as a welcoming and vibrant school community in which all members will experience a real sense of active participation and belonging.

1. School Support for ALL

Provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment).

School Support for ALL is a whole-school approach that focuses on promoting Wellbeing for all members of the school community. School Support for ALL is a process of prevention, effective mainstream teaching and early identification and intervention for young people who are showing mild or transient signs of difficulty.

All	The guidance counsellor assists with the implementation of a Whole School Model/Approach to Guidance and Wellbeing. This includes the provision of SPHE, Student Enrichment, Wellbeing, Guidance modules work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).	<p>A whole-school approach is required for the employment of delivering the learning and teaching activities of the school guidance programme</p> <p>When issues arise in particular year groups, advise and support for SPHE teachers may be provided in order for a collaborative approach to take place.</p> <p>Guidance department provide information on educational, external supports.</p> <p>Foster baseline good health and wellbeing</p> <p>Open and honest access to guidance counsellor by all members of the school community.</p> <p>Provide a forum for discussing problems.</p> <p>External agencies can offer addition home supports the school may not be in a position to provide.</p> <p>Help students integrate into the school.</p> <p>Foster a sense of Belonging. To foster positive relationships. Promote organisation and study skills</p> <p>Teach the value of learning</p> <p>Enable independent thinking and self-management skills</p>
	Act as the administrator of all guidance and counselling services that operate within the school.	
	Learning, behavioral or emotional support dealt with through referral to SST (using referral forms)	
	Counselling with guidance counsellor by referral from teacher, parent or self-referral.	
	Individual meetings between students, guidance counsellor, or parents and the guidance counsellor on request. These can be in relation to personal, educational or career matters.	
	Referrals to outside agencies made when school resources and expertise are exhausted in dealing with particular issues.	
	Support the integrated study skills programme	

		Promote critical thinking
<p>B) Guidance For <u>Some</u></p> <p>– Provided to specific groups of students to support personal & social, educational and career development and transition making.</p> <p>School Support for Some is embedded in a whole-school approach and focuses on identifying the smaller number of students who are at risk of developing unhealthy patterns of behaviour or who are already showing early signs of mental health difficulties. A staff member may notice emotional or behavioural changes in a young person. In this case, the staff member will notify the care team through the school care referral procedures. The student support team will agree on the appropriate course of action.</p> <p>In Clonturk, the interventions in providing School Support for Some include:</p> <ul style="list-style-type: none"> • Weekly Care Team meetings involving Guidance Counsellor, Senior Management and CDETB Educational Psychologist. • One-to-one or group counselling • Careful monitoring by class teachers/ tutors • Participation of the young person in a small support group set up to address specific issues, such as bereavement, bullying, substance use, stress management etc • 5th to 1st year mentoring/buddy programme • Participation in relevant interventions, e.g. anger management, social skills training • Engagement with relevant support services, e.g. community projects, youth services, community Gardaí, juvenile liaison officers, health services etc. • Promotion of out-of-school activities for the young person, e.g. drama, sport, public- speaking • Specific support programmes for parents/ guardians of the young person(s) 		
Incoming 1st Years	Support provision of entrance exams in conjunction with SEN department/ Talk for incoming parents.	Useful indicator for tracking and SEN. Information- sharing session to help with transition to secondary school.
	Visits to feeder primary school	
	Visits during 1 st year induction classes	
	School Open Night	
1st Year	Introducing students to the Guidance and Counselling service.	Place a face to the department for students to recognize. Allow for early identification of students for SST.
	Class drop in during induction week.	

	Monitoring of primary school information-sharing for students requiring supports.	Allow students to make informed decisions regarding choices at Junior Certificate.
	Taster subject courses (Sept – Dec) guidance talks.	Help students integrate into the school. Foster a sense of Belonging. Provide a forum for discussing problems. To foster positive relationships.
2nd Year	Parent teacher meetings – liaise with year heads, tutors and SST to address any issues.	Opportunity to host collaborative meetings outside of school time.
	Liaise with student council about organising guidance events throughout the year.	Support school ethos in promotion of guidance events.
	Organising the ‘work experience’ day.	Early identification of career opportunities. Foster baseline good health and wellbeing Promote organisation and study skills Teach the value of learning Enable independent thinking and self-management skills Promote critical thinking
3rd Year	Strong emphasis on students to reach academic achievement and on reaching one’s potential.	Provide upcoming career information and activities, reinforce positive feedback to year groups.
	Study skills workshops	
	Parent teacher meetings	
	Introduction to senior cycle programme and subject options (Transition Year(TY), Leaving Certificate Applied (LCA), Leaving Certificate Applied Programme (LCVP).	Make students aware of their options for senior cycle
	An evening presentation provided for parents to discuss senior cycle options.	Teach them how to find guidance related information using the Web.
	Careers evening. Provide support for teacher discussions with careers.	
	Active involvement in weekly assemblies.	Inform students of Self-awareness and personality

	Administer Eirquest testing for those going directly into 5th year.	Teach the importance of Values and Interests
	Junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment.	Teach Study skills techniques Promote informed decision-making
Transition Year	Introduction to senior cycle programme and subject options (Transition Year(TY), Leaving Certificate Applied (LCA), Leaving Certificate Applied Programme (LCVP).	To enhance self-awareness. Inform subject choice
	Careers evening. Provide support for teacher discussions with careers.	To inform career decision making.
	junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment.	Foster good health and wellbeing.
	To provide appropriate psychometric testing and interest inventories (Eirquest and MyAptitude tests- give feedback.)	Monitor progress. Create awareness about the world of work
	Support the work experience programme.	Teach how to use the Web for career decision making.
	How to use Qualifax for careers research and subject choice analysis	Give an insight into careers and the World of Work.
	Undertake the Reach + Programme.	
	Parent teacher meetings	
	Supporting the work experience programmed in TY.	
5th Year	Promotion of Open Days, career events and organisation of guest speakers	To highlight staying well – emotionally and physically
	Careers Evening	
	Supporting the LCA programme.	To encourage discussion and debate and develop language around mental health.

	To explore stress/anxiety in young people's lives	<p>Develop strategies to manage and cope with stress/anxiety</p> <p>To recognise the importance of physical activity</p> <p>Develop their knowledge and understanding of information about CAO/PLC/EUNICAS/UCAS</p> <p>Learn about personality types and about the importance of exploring one's own personality.</p> <p>Identify ways of learning that suit them</p> <p>Students manage, gather, and evaluate information</p> <p>Use digital media to find appropriate information.</p> <p>Gain knowledge and information about the various application processes.</p>
	Introduce the concept of emotional first aid	
	Introduce Personality Types and Learning Styles, emotional intelligence and empathy	
	Discuss Intelligence	
	Research + Programme	
	Complete interest Inventories	
	Application process to UCAS, study abroad options including Europe and US.	
6th Year	Provision of Guidance Classes on CAO, PLC, UCAS, EUNICAS, World of work and apprenticeships	To heighten awareness of the need for balance in their lives
	Hosting CAO Information Night	To reflect on and evaluate own learning, current expectations and realistic hopes for the future.
	Promote Career events – Higher Options, Open Days	
	Guest Speakers – HEIs, PLCs	To teach being positive about learning.
	Identification & support of early school leavers	
	group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions.	

	Support LCA programme.	<p>Setting and achieving personal goals.</p> <p>Being healthy, physical and active</p> <p>To understand how to set SMART goals</p> <p>To recognise how to ‘chunk’ information and use study methods to enhance study</p> <p>To engage in self-evaluation and reflection</p> <p>To understand the word ‘resilience’.</p> <p>To recognise the tools and skills that will be helpful in an exam situation – self care</p>
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C) Guidance for a Few

- Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools.
- In the event of a young person presenting with mental health concerns, which are above and beyond the capacity and ability of the school to provide support, our school may, with the consent and collaboration of parents/guardians, refer the young person to external agencies, who are best placed to make an initial assessment and advise on appropriate referral pathways for the young person concerned.
- Where a student is referred to an outside agency, they will be monitored on an ongoing basis by the care team. **In instances where the student is receiving outside counselling support from CAMHS, etc., this should be the only counselling support the student is offered.** However, the school will continue to support the student in such cases by offering a “check-in” support. This “checking in” can be facilitated by a tutor/guidance counsellor/trusted teacher in close collaboration with the school's care team.

B. Guidance Programme

The management and staff of Clonturk Community College aim to use available programmes and resources to address the personal and social development of students, to enhance a sense of safety and security in the school and to provide opportunities for reflection and discussion. The following measures are put in place in Clonturk to promote the psychological safety of the school community.

- Staff are familiar with the **Child Protection Procedures** and the name of the Designated Liaison Person.
- Staff have **access to training for their role in SPHE**. Social, Personal and Health Education
- (SPHE) is integrated into the curriculum of the school.
- The school further promotes positive mental health through its **Wellbeing week**.
- The school has developed links with a range of **external agencies**.
- The school has an **anti-bullying policy** and deals with incidents of bullying in accordance with this policy.
- Staff are informed about how to access support for themselves.
- A peer mentoring system has been developed between senior students and 1st years.
- Transition programme from primary schools
- After school study
- Choice of subjects/levels and awareness of any implications for later third-level or career choice
- Study Skills Week/Study skills, including time management
- Introduction to the world of work, including learning about employment rights and responsibilities
- Career events
- Higher and further education events
- Research and ICT skills so that students can be self-directed in their career exploration and development
- Tracking of students (DATS & CAT4)
- Friends for Life
- Well-being week
- Guest Speakers
- Anti-Bullying Policy
- Restorative practice training
- Student voice
- Clann System
- Tutor System
- Student Council
- Lunch Time Club
- Induction Days
- Charity Fundraising
- School Tour and Trips

- Parents Council
- TY Programme/LCA Programme
- Pre-mock examinations
- Work Experience
- Merit/Reward System
- LGBT Awareness Week
- Student Awards
- Mock interview & oral presentation

Reference Clonturk MIC Provision Map

C. Guidance Resources

The Guidance Service

There is one Guidance Counsellor and there are 0.49 allocated to the provision of Guidance in the school.

Time Allocation and timetabling:

- 1st, 2nd and 3rd Years: Rotation module as part of Student Enrichment
- T.Y.: One class every week
- 5th Years: One class every week
- 6th Years: One class every week

- **Personnel**

- Board of Management & Principal
- Subject teachers and learning support teachers
- Teachers of SPHE & Student Enrichment
- Staff with formal roles (year head, class tutor)
- Parents
- Students
- SST
- Guidance Committee
- Wellbeing Committee

- **Materials**

- Study Skills resources
- Guest Speakers
- School budget e.g. psychometric testing, career materials
- ICT
- Testing materials
- REACH Programme

- **Facilities**

- Guidance Office

- Guidance Room
- **National Resources**
 - NCGE
 - CDETB Psychological Services
 - Institute of Guidance Counsellors (IGC)

Junior/Senior Cycle Subject Choice

Students make Subject Choices on two different occasions in Clonturk Community College. Below is an outline of the choices and procedures in place at junior and senior cycle.

Junior Cycle Subject Choice Procedures

Prior to entering Clonturk, students will be asked to complete a subject choice form. Families are asked to list in order of preference their choice between three languages (French, Spanish & German) and also their choice of optional subject.

Subjects at Junior Cycle

Core	Short Courses	Optional (Pick 2)
English	Digital Literacy	Business Studies
Irish	Physical Education	Home Economics
Maths	C.S.P.E	Art, Craft & Design
Science		Music
Student Enrichment		Materials Technology Wood
S.P.H.E		Technical Graphics
Physical Education		
Geography		
History		
French/Spanish/German		

Leaving Certificate Subject Choice Programme

Clonturk Community College recognises the importance of good decision making in terms of Leaving Certificate Subject Choice in the transition between the junior certificate and senior cycle, especially regarding choosing a programme and/or subject options. The following is

the sequence of events regarding subject and programme choice information for our students:

1. Careers classes on subject choice
2. Individual subject departments will give a presentation on their subject
3. Subject choice information evening
4. Eirquest Administration
5. Individual/small group appointments with Guidance Counsellor, if required.

Subjects at Senior Cycle

Core	Optional (Pick 4)
English	Business Studies
Irish	Home Economics
Maths	Art
Student Enrichment	Music
S.P.H.E	Design and Communication Graphics
Physical Education	Construction Studies
	Geography
	History
	French
	Spanish
	German
	SC Physical Education
	Biology
	Chemistry
	Physics
	Applied Maths
	Economics
	Accounting
	LCVP
Additional Options: Transition Year and Leaving Certificate Applied	

Links to Other Policies and to Curriculum Delivery

The school has formulated several policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and students during the normal course of the school day. Such policies include but are not limited to:

- Code of Behaviour
- Anti-Bullying
- Child Protection
- Acceptable Usage Policy
- Health & Safety Policy
- SEN Policy

*(Note: The **Guidelines** recommend that staff members involved in SPHE and Student Enrichment, as well as SEN Co-ordinators should work together with guidance counsellors and others involved in guidance provision, since they share the objective of promoting the students' personal development and growth.)*

Implementation Arrangements, Roles and Responsibilities

Action	Role & Responsibility
Transition from Primary to Secondary	<i>Deputy Principal, SEN Co-ordinator, Guidance, SPHE & SE Teachers, Year Heads, Class Tutors</i>
Anti-Bullying	<i>Principal, Deputy Principal, Anti-Bullying Committee, Year Heads, Class Tutors, Parents</i>
Wellbeing	<i>Class Teachers, Wellbeing Committee</i>
Role of Year Head/Class Tutor in Guidance system	<i>Principal, Guidance Department</i>
Subject Choice Junior <ul style="list-style-type: none"> • 1st Year option choice (Language choice and Option subject). 	<i>Guidance, Class Tutors, Student Enrichment Teachers, Deputy Principal</i>

Students choose one language and 2 optional subjects)	
<p>3rd Year:</p> <ul style="list-style-type: none"> • level choice. • Senior Level choice (TY, LCA, LCVP) 	<i>Student Enrichment (Guidance programme), Guidance Department</i>
Guidance Provision for students with special educational needs	<i>SST, SEN Co-ordinator</i>
<ul style="list-style-type: none"> • Subject Choice Senior <ul style="list-style-type: none"> ○ 5th Year subject choice (Students choose 4 optional subjects) 	<i>Guidance, Class Tutors, Student Enrichment Teachers, Deputy Principal</i>
Transition Year - Work Experience (Links with Businesses)	<i>World of Work Teachers, Guidance Class Teachers</i>
<ul style="list-style-type: none"> • Weekly meetings to coordinate the support available for students in the school through referral process • Facilitate links to the community and other non-school support services such as HSE, Tulsa, GP, Arduna etc • Ensure staff members are briefed about policies and procedures relating to student wellbeing and support through information on VShare and via communication with teachers • Review policies relating to student wellbeing 	<i>Student support Team, Guidance Department</i>
<ul style="list-style-type: none"> • Will collate information from teachers concerning students or issues. • Give feedback to individual staff re students. • May contact parents/guardians. • Liaise with the class teacher; the school psychologist, or other professionals. 	<i>Year Heads, Tutors</i>

<ul style="list-style-type: none"> • Be available to monitor/support individual students where appropriate. 	
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Referral Procedures

- Referral to the guidance counselor can be made by student self-referral, by a parent, by a staff member or directly to the guidance counsellor. **However, it is recommended that referrals should be made to the relevant tutor in the first instance.**
- A person may choose to refer using the specified student support team email, by contacting the student support team or guidance counsellor directly or by placing a note in the designated 'postbox' outside the office.
- Copies of Care team Referral Forms are left outside the guidance office.
- Once referral has been made the student is brought to the student support team to discuss. The Student Support Team meets weekly to discuss the care needs of students
- Individual or group counselling may be set up to facilitate personal and social, educational and career development and at moments of personal crisis.
- **For students requiring ongoing support a student support plan is written to track progress and evaluate effectiveness of supports.**

Procedures for Communication of information re students

1. To increase communication to class teachers regarding students and maintain student confidentiality the following system in place:
2. A list of students the care team is monitoring will be placed on VSware with the heading STUDENT LIST
3. A number(s) (1-6) will be placed beside each student corresponding to a general area of concern for this student
4. A note will be placed on the notice board in the staff room explaining what each number represents (see below)
5. Students will be added and taken off this list as necessary
6. Notices regarding individual students will also be placed on VSWARE notice board if necessary

Code for Student Support Team List

1 = Ongoing long-term mental health issue such as depression/anxiety/eating disorder/self-harm etc

2 = Ongoing Family-related problem

3 = Peer related difficulties

4 = Significant Academic related stress

5 = Behavioural issue

6 = Recent significant trauma/bereavement etc.

This list will be updated weekly. Students will be informed before their names appear on this list, and their views will be considered regarding their inclusion in this list. However, the school reserves the right to include a student in this list without a student's express permission if it feels that this is in the best interest the student.

Procedures for Referrals to outside agencies

After the initial consultation, the guidance counsellor may decide it necessary to refer students on to relevant outside agencies and relevant specialised service as set down in Article 2.2 of the I.G.C.'s Code of Ethics. The Guidance Counsellor refers a student to the student support team and will continue to monitor the student. They will co-operate with the specialised service to provide for the needs of the students concerned. The relevant parental permission will be sought by the Guidance Counsellor when they are referring a student to a specialised outside service. The Guidance Counsellors will work to maintain links with the local H.S.E. (Health Service Executive) and other organisations that students may need to be referred to.

Reporting Procedures

In both the Personal Counselling and Vocational Guidance interviews, the confidentiality rule is upheld, i.e. school management, class teacher, tutors and/or parents/guardians are informed if it is felt that the student is a danger to herself and/or to others. As previously mentioned, the student is informed of matters pertaining to confidentiality but also of the limits of confidentiality. This is always done at the beginning of the initial session. If the Counsellor feels that it is in the best interests of the students to inform a Teacher/Parent/Guardian/School Management of a difficulty, this is only done with the knowledge and hopefully agreement of the student.

Where the student support team feel it is necessary to inform teaching staff of concerns regarding students, this will be done on a need to know basis and using the reporting system devised by the Guidance Counsellor. Minimum information may be disclosed to the staff regarding difficulties students may be having using this agreed procedure. This proposal acknowledges that Guidance is a whole school issue and as such it is the responsibility of all staff of the school to adhere to the Child Protection Guidelines and report their concerns about a child to the Designated Liaison Person (Principal).

Procedure for students giving up a subject/Changing Subject/Changing levels/Changing Programme

A student may be referred to the Guidance Counsellor in the event of that student wishing to drop a subject, to ensure they understand the implications, of their actions. Equally in the event of a change from higher to ordinary, ordinary to foundation, or any other request for a change in level, a student may be referred to the Guidance Counsellor for advice and guidance. The Guidance Counsellor will consult with the Principal and with the relevant subject teacher. The Principal makes the decision as to the change of subject. Where a student is changing subject a note is required from parents outlining that this change is agreeable to them.

Administration of the Guidance and Counselling Service

Guidance administration

Administration of the service necessitates time spent each week by the Guidance Counsellor in carrying out clerical and administrative duties. The following gives a brief outline of these duties:

- School planning evaluation
- Report writing
- Information collation and Organisation
- Managing Guidance Information for Students
- Parent/Teacher Meetings and Parent Information Evening
- Administration for testing
- Guidance Review, Planning and Evaluation
- Record Keeping and Data Protection Procedures-one to one counselling and other data
- Cross-Curricular Planning Subject Planning for a Culturally Diverse Society
- Guest Speakers for career guidance
- Monitoring and Reviewing Guidance
- Evaluation of Guidance and Feedback.
- Teacher In-Career Development

Other Guidance and Counselling Service Activities

- Networking with local Guidance Counsellors
- Report to B.O.M. on school guidance and counselling programme
- Presentations at staff meetings on areas such as dealing with emotionally challenged students
- Liaising with HSE/NEPS/NEWB
- Monthly personal supervision and counselling
- Annual evaluation of school guidance and counselling service using feedback from students, parents, tutors and management
- Ongoing maintenance of careers resources
- Keep up to date on courses and entry requirements
- Networking with local employers to keep the channels open for work experience placements
- Weekly meetings with students care team, making sure that it is preventative rather than reactive.
- Attend branch meetings and AGM of IGC (Institute of Guidance Counsellors), Winsted/CDET Psychological services.

Record-keeping procedures

The Guidance Counsellor shall keep such records as relate to her role.

Records are kept in two forms:

- Electronically, or
- Hard copy.

All personal contact details are accessed on the school's Vsware system.

Electronic records are kept with due regard to the provisions of GDPR.

All files pertaining to an individual student kept by the Guidance Counsellor are available to be viewed by that student. All files are kept in accordance with The Freedom of Information Act and GDPR.

- Records of all personal counselling and careers/vocational guidance interviews are kept.
- Guidance records are kept for seven years after the students leave school.
- The records of personal counselling sessions should contain some of the actual words and phrases used by the student, and the student should be informed of all matters pertaining to confidentiality between the counsellor and the student.

- The Guidance Counsellor will seek the consent of both the student and the student's parents or guardians before any personal data is disclosed to third parties such as Tusla or any outside counselling service the student may be referred to.
- Data relating to students will only be obtained for a specific purpose or purposes and justifiable reasons
- Access to manual and electronic records will be strictly limited and password protected, only those with a need or authorisation to do so will be able to see and modify this data.
- During the Guidance Counsellor's work with the students, they will be expected to disclose their information to other organisations, e.g. prospective employers, work experience assignments, etc. The Guidance Counsellor will only disclose the minimum of student data required by these parties, to fulfil their obligations to their students.

Assessment Procedures

A range of assessment tools is used in the Guidance Programme to supplement academic and teacher reports. The Athena tracking programme is used to track students' progress from 1st year. All teachers have access to this programme. Data is based on Winter and Summer Assessments.

- **Assessment of Incoming First-Year Students**

Currently, the assessment test is administered by the guidance counsellor and the SEN Department as part of the entrance procedure that incoming First-year students are asked to take. The test administered is the Cognitive Ability Test (CAT 4).

- **Assessment during Transition Year**

In October of Transition Year, students are tested using Eirquest. This is used to help the gathering and processing of information which is used for consultative purposes regarding subject choice for 5th year and indicates potential career suitability.

- **Assessment during Fifth and Sixth Year**

Leaving Certificate students use the Careers Portal website which has vast resources concerning pursuing college courses and future careers. All sixth-year students have access to the Reach programme which contains several career interest/personality/values tests.

Student counselling meeting protocols and procedures

Students may make an appointment to see the Guidance Counsellor at any time. An appointment will be arranged as soon as possible. Below is a summary of the one-to-one guidance appointment procedures in Clonturk Community College and should be understood in the context of the overall guidance plan of the College.

- Once a referral is made the guidance counsellor will discuss student at the student support team meeting.
- A guidance appointment slip is issued, which states the student's name, appointment and is signed by the guidance counsellor.
- The guidance appointment slips, or journal is given to the class teacher by the student from whose class the student is absenting themselves. The teacher signs the slip or journal indicating that permission is granted. The class teacher has the right to refuse the student permission for an appointment. In that case, the appointment is rescheduled.
- It is the student's responsibility to inform their class teacher of the appointment assigned to them immediately.
- Where a student forgets their appointment time, the guidance counsellor may go to their assigned class to seek permission for this student to attend their guidance appointment.
- In the case of student absences, their assigned appointment time is given to another student on the list.
- The guidance counsellor will go to this student's assigned class to seek permission to attend their guidance appointment.
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor), concerns are explored, and the appropriate level of assistance and support is provided. A support plan is put in place for students identified as being most at risk. Parents/guardians are informed, and where appropriate, a referral is made to an appropriate agency.
- Where a student is referred to an outside agency, they will be monitored on an ongoing basis by the care team. **In instances where the student is receiving outside counselling support from CAMHS, etc., this should be the only counselling support the student is offered.** However, the school will continue to support the student in such cases by offering a "check-in" support. This "checking in" can be facilitated by a tutor/guidance counsellor/trusted teacher in close collaboration with the school's care team.

Group Counselling Procedures

The Guidance Counsellor, with guidance from the student support team, may offer counselling to groups of students, to:

- Allow students to support each other and feel less isolated and alone.
- Reach a greater number of students.

The Guidance Counsellor will offer group counselling to certain specific groups, for example:

- Students who have experienced the death of a family member.
- Students who have experienced parental separation.
- Groups of students requiring specialised career guidance
- Students experiencing ongoing bullying or difficulties transitioning

Meeting with Parents/Guardians

The Guidance Counsellor is most willing to meet parents or guardians on an individual basis regarding guidance-related issues. Appointments are usually conducted during school hours. All parties are requested to inform each other if a cancellation proves necessary. On occasion, the guidance counsellor may request that another member of staff be present at a meeting, e.g. tutor, SEN department, subject teacher and/or management. The student may be invited to this meeting with the approval of the Parents/Guardians.

Guidelines for the use of visitors to enhance guidance/wellbeing activities. (Circular 0023/2010)

Clonturk Community College uses visitors to supplement the schools SPHE/RSE/Wellbeing/Guidance programme. Outside facilitators who contribute to these programmes can play a valuable role in supplementing, complementing and supporting them within the school. Visitors to the classroom, particularly those engaging directly with students will be made aware of relevant school policies including the school's child protection policy, RSE policy and substance misuse policy. Any such visit must be carefully planned in line with our whole-school SPHE/RSE programme(s) and policies.

D. Guidance Areas for Development

Areas for Development (based on consultation)

- A whole school Guidance Team is to be developed.
- RSE to be delivered in senior cycle as part of SPHE on a modular basis.
- Guidance to be delivered in senior cycle on a weekly basis and in Junior cycle on a modular basis.
- Meetings of the SPHE/RSE teachers to be prioritised at the beginning of the 2020-21 year and an SPHE coordinator selected on a voluntary rotating basis.
- There is a need for the introduction of careers modules from 1st to 3rd year. (DES Inspectorate's recommendations and commendations in Looking at Guidance (2009) p.22) This will be designed by the Guidance Counsellor and will be delivered during Student Enrichment class beginning in early 2020
- A policy on wellbeing is to be developed/ reviewed.
- Transition from Primary to Secondary
- Anti-Bullying
- Referral System Updated
- Role of Year Head/Class Tutor in Guidance system

Ratification & Communication

When the finalised draft plan has been ratified by the Board of Management, it becomes the school's agreed guidance plan. It should then be circulated to ensure that everyone in the school community is aware of it. The guidance counsellor will present to all staff during induction week. The entire staff must be familiar with the plan and ready to put it into practice in accordance with the specified implementation arrangements.

The plan will be communicated to other members of the school community, as appropriate, including representatives of parents, student council, local education partners etc.

Raftied by the Board of Management

Date:10 09 2020

Monitoring the implementation of the plan

The implementation of the plan should be monitored at regular intervals.

Review will take place on an annual basis by the student support team and guidance team in conjunction with the school Principal and Deputy Principal.

Reviewing and evaluating the plan

Practical Indicators to evaluate effectiveness:

- guidance is seen as a whole school activity
- the provision of guidance is a co-ordinated activity
- positive feedback (survey) is received from students, parents and staff in relation to the effectiveness of the school's guidance programme
- the guidance plan is having the desired outcomes e.g. specific targets are being met.