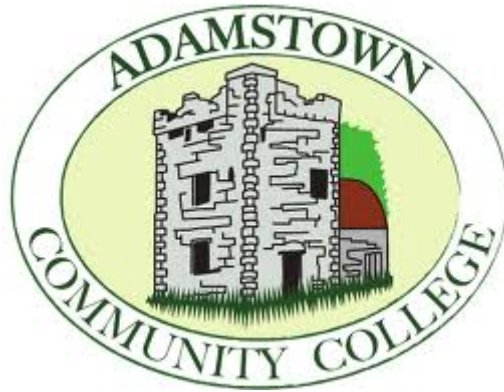


Adamstown Community College



Whole School Guidance Policy

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Section 1: The Whole School Guidance Policy

1.1 Introduction:

Adamstown Community College's Whole School Guidance Policy describes the whole school guidance programme and specifies how the guidance needs of students is being addressed. The school has adopted a working definition of Guidance as '*the student support systems and programmes in our school*'. This definition moves guidance away from being the sole responsibility of the Guidance Counsellors to the whole school staff.

The aim of the guidance plan is to help all students in the school to:

- develop an awareness and acceptance of their talents and abilities.
- identify and explore opportunities.
- grow in independence and take responsibility for themselves.
- make informed choices about their lives and follow through on these choices.

1.2 Guidance Definition

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).

Guidance in schools includes "*...personal and social, educational and career guidance delivered within a whole school context*" (DES, 2016a; pg. 7) and 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).

This definition highlights the holistic nature of guidance in supporting students' personal and social, educational and career development and the important role guidance plays in facilitating decision making and life choices, and in promoting supporting students' wellbeing.

Guidance in schools refers to 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. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling offered within a guidance context 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 has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

1.3 Mission Statement

The Whole School Guidance Policy supports the values of the school outlined in its Mission Statement:

“In Adamstown Community College our mission is to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably, underpinned by the core values of respect, care, equality, community and excellence in education. The ethos of the school is one of equality and inclusiveness, to enable every student to realize their full potential regardless of any aspect of their identity or background”.

As a community we aim to nurture mutual respect amongst all members, helping each student achieve their full potential, academically, spiritually, physically, emotionally and socially, in a happy, secure environment that recognises and values the diversity of our student population. In this context the school is seen as having a central role in the continuous guidance of each individual student, which begins prior to the entry of the student to the school and concludes when the student has left the school. This role can also be expressed and experienced through the nurturing and modelling of caring relationships amongst all students, teaching staff, management and parents throughout our school environment.

Restorative Practice is a values-based philosophy. It aims to build positive relationships and friendships throughout a community and beyond. It also helps to respond to conflict and arguments, if they do occur, in a healthy way that moves us away from blame and attack, and towards connection and healing. Our school is committed to its practice in practical ways to further promulgate and promote our ethos amongst our school community.

1.4 Rationale

The Education Act 1998 requires the Board of Management of a school to develop a school plan based on the needs of the school. This policy is part of our school plan. Schools are required by the Act to “ensure that students have access to appropriate guidance” (Section 9c). Under this plan the school seeks to provide for the personal, social, educational and vocational development needs of all its students.

The DES (2005) Guidelines state that schools should “...develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors” (DES, 2005; pg. 4).

The Guidance Counsellors participate in and co-ordinate the school guidance and counselling service under the following headings: Personal/Social Guidance and Counselling, Educational Guidance and Counselling & Career Guidance and Counselling. This Whole School Guidance Policy links with, and overlaps with, elements of the pastoral care system, SPHE, the code of positive behaviour, critical incident policy, child protection, relationships and sexuality education policies and the SEN policy. This Whole School Guidance Plan is informed by the legislative requirements of: The Education Act (1998), The Education Welfare Act (2000), The Equal Status Act (2000).

Guidance is a whole school activity and this guidance plan has evolved for the purpose of providing guidance to all students. It is important that all members of the school community recognise and ensure that guidance permeates every aspect of school life. Guidance plans outline the school’s approach to guidance and how students can be supported in making informed choices and successful transitions in their personal, social, educational and career development.

1.5 Aims & Objectives

Through the implementation of this policy Adamstown Community College aims:

- To develop the unique potential of each student in a positive manner.
- To provide a structured response to student’s personal, social, educational and career guidance needs.
- To be inclusive, providing for the junior, senior, minority and students with special education needs.
- To assist in the promotion of self esteem within the college community
- To promote caring relationships amongst all students, teaching staff, management and parents.
- To promote self confidence in students with a view to developing independent and resilient young people with a view to lifelong learning.
- To define the priorities of delivery and to determine the resources necessary to effect this policy annually.

1.6 The model of provision

A continuum of support model is applied to the School guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches.

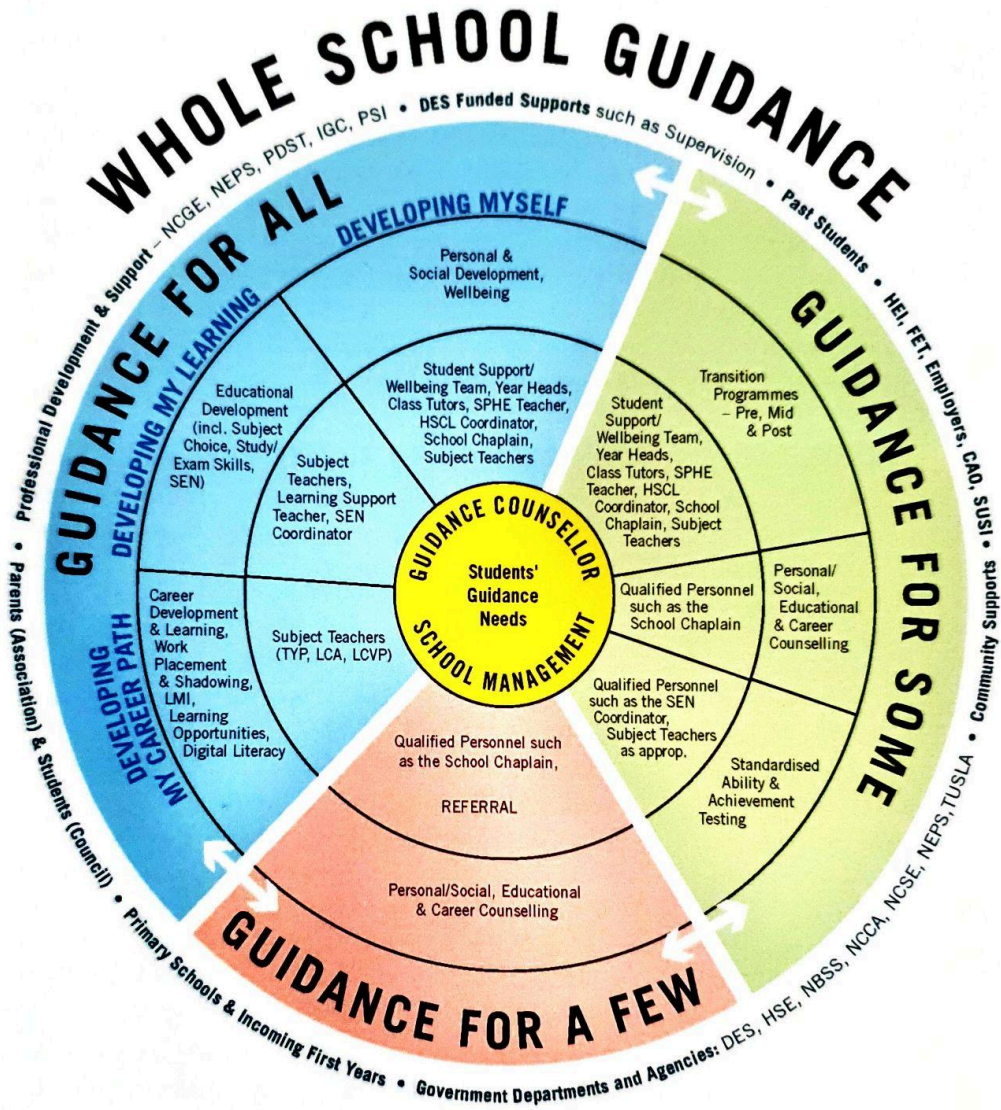
The continuum model can be applied as follows:

A) Guidance 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). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

B) Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the support of school staff, such as the guidance counsellor working in collaboration with the pastoral care team, SPHE teacher, SEN Coordinator, year heads, class tutors and the school Chaplain.

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. This support will require the expertise of school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and support should be employed. In the event of a protracted referral the guidance counsellor/Chaplain/staff member may need to provide continued support to the student.

Figure 1: Whole School Guidance

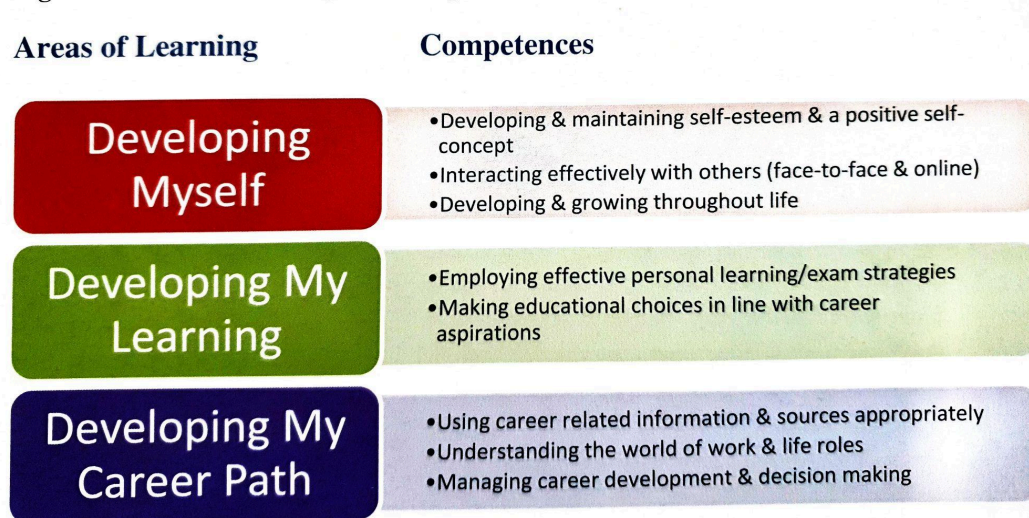


Note: the listing of school programmes and staff in Figure 1 is not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. Figure 1 intends to highlight programmes / staff who may be involved in the delivery of a whole school guidance programme.

1.7 Established features of the Whole School Guidance Policy

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Adamstown Community College are exposed to three areas of guidance-related learning so as to allow them to develop in eight areas of competence (Figure 2 below courtesy of NCGE: A Whole School Guidance Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Figure 2: Areas of Learning and Competences



Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others. The whole staff have a role in planning, coordinating and delivering guidance-related-learning associated (Guidance for All) in terms of the relevant Key Skills, with the student support team coordinating and providing more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

Wellbeing - There is considerable overlap between the competences and associated learning outcomes presented under Developing Myself, Developing My Learning and Developing My Career Path and the Wellbeing programme in Junior Cycle (SPHE and guidance related learning are two of the main pillars of Wellbeing). Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle (NCCA, 2017; pg. 22). The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware (presented on page 45 of the Wellbeing Guidelines). The guidance counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle the SPHE curriculum can be used to plan learning outcomes in Developing Myself for students in senior cycle. The SPHE curriculum is available from http://ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/SPHE framework. It is important that all school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration will also help to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

1.8 Whole School Overview

Within Adamstown Community College guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

- A. Personal and Social Development
- B. Educational Guidance
- C. Career Development

A. Personal and Social Development - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle in R.E. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. The Pastoral Care team includes modules during the course of a school year e.g. Stress Management, Internet Safety, 'Friends for Life' and numerous outside speakers. The Mentoring programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school

system. Every opportunity is used in Adamstown Community College to develop the skills, potential and resilience of students.

B. Educational Guidance - Educational Guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In Adamstown Community School Educational Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

C. Career Guidance – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY and LCA have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Careers Portal, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of school is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore.

1.9 Roles and Responsibilities

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our school to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students. However it is the responsibility of the Guidance Department to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students.

Principal:

The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principals are in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principals, an Assistant Principal is placed in charge of the school. The Senior Management team also has a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance department, school staff and other school stakeholders.

The Deputy Principal:

The Deputy Principals (DPs) are involved in the welfare of all students throughout their time in the college. The DP monitors the progress and welfare of each student in cooperation with the Principal, year heads, guidance counsellors, tutors and teachers to support students and make interventions where necessary. Meeting the academic and pastoral needs of each student is an important part of a Deputy Principal's role.

Pastoral Care Team:

The Pastoral Care Team is made up of Management, Year Heads, Guidance Counsellors, SENCO and other representatives from the staff body. The team meets regularly to review the needs of students and referral is made through the Treoir referral system (Appendix 1). The team strives to provide a response to students' needs by liaising with other school stakeholders and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at the student support team meetings relating to individual

cases is confidential to the team and any follow up is decided upon and assigned to a member of the team.

The Year Head:

All year heads monitor the attendance, academic progress and discipline of their students. They support by putting interventions in place in cases of concerns or under-achievement.

Student attendance is monitored through feedback from the tutor system and through our student management system. Also, Year Head's attend the Pastoral Care Meeting and any referrals are made using the Treoir referral form at this meeting.

Guidance Counsellors:

The role of the Guidance Counsellor team is to ensure that all staff are informed and aware of the Whole School Guidance Policy. In order to monitor the whole school Guidance and Pastoral Care Team, the Guidance Counsellor team hosts a Senior Cycle Care Team meeting and a Junior Cycle Care Team meeting at least twice per term. These meetings are attended by the relevant Year Heads, the Deputy Principal and the Principal. They deliver the Guidance Curriculum/Program. They implement, develop and review this policy with other appropriate members of staff.

The guidance professional role focuses on the three main areas of guidance: personal and social, educational, and career. Personal and social roles for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as induction of first years, liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation. Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum.

Senior management supports the opportunity for Guidance Counsellors to attend supervision with Dublin West Education Centre as well as appropriate CPD opportunities and attendance at Guidance Counsellors College and CAO events..

SENCO:

The SENCO directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaise with the Principal, Deputy Principal SET and EAL team and all staff, parents/guardians and outside agencies. They apply for resources including resource hours, special needs assistants and assistive technology. The SENCO oversees timetables for students requiring learning support and assistance. They plan for the transition of students identified as having special educational needs to and from post primary school. They take a lead role in making arrangements for planning, implementation and review of student support plans. They support the communication of information regarding students' needs to subject teachers and year heads. They make applications for reasonable accommodations in the State Examinations for students with special educational needs. Also, the SENCO and Deputy Principal liaise with special needs assistants, Guidance counsellor, Chaplain, Year heads, subject teachers and Principal

Tutor:

The tutor structure is the bedrock of all we do in Adamstown Community College. Each class group is assigned a tutor at the start of the school year. The tutor is the pastoral link around issues for this group of students. The Year Head liaises with the six tutors / tutor groups and also assists the Deputy Principal assigned to the year group.

The role of the class tutor demands greater contact and understanding of students and their behaviour than is demanded in the case of a subject teacher. Tutors are scheduled to meet their tutor class four days per week and for Junior Cycle students every effort is made to timetable class tutors as subject teachers of their own class group. This daily contact affords the tutor the opportunity to build a strong relationship with their tutor group and the chance to address issues for students as they arise. Tutors work very closely with their year head for this purpose.

Subject Teacher:

Subject teachers have the final responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Each subject teacher has responsibility for creating a safe and secure classroom environment and shares a common responsibility for pastoral care and good order within the school. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, coordination roles and through participation in programmes such as SPHE. Teachers interact with students primarily in academic areas but by employing a pastoral approach can affect student welfare in a positive way through our many

extra-curricular programmes including sport coaching, various clubs e.g. science, chess, music and drama activities, trips abroad, all which improve the quality of relationships within the school. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor/AEN Coordinator when specialist competence is required with due regard to confidentiality

SET Team

This department supports students with learning difficulties. All incoming students take standardised literacy and numerical assessments and the results are used to help create mixed ability class groups as well as to help identify students' strengths and weaknesses. These tests, combined with the information gathered from the primary schools can be used to identify students who may need extra supports to be put in place. Where teachers observe students having difficulties in day-to-day lessons they liaise with the learning support link teacher. It is our policy to bring every child to their full potential in order to assist their learning throughout the curriculum. We believe that early intervention is the key to improvement and success. SETeachers provide Learning support and/or resource teaching by withdrawing students from mainstream classes or by providing a team teacher in their mainstream class. The support provided can be both academic and social. Our college prepares planning documents for individual students.

Students who are eligible for Reasonable Accommodations in their certificate exams are prepared in the use of assistive technology where appropriate. The department liaises with parents and outside agencies such as the State Examinations Commission, when applying for Reasonable Accommodations in certificate exams, educational psychologists, speech and language therapists and others.

Inclusion support assistants:

Inclusion support assistants provide particular support to the students under their care and form a very special link with these students. The team is consulted when a learning plan is being drafted for any student. The team also operates Room 5 which is a space that facilitates student social integration especially during Junior cycle into school life.

Parents:

This plan adopts the legal definition of parent as set down in the Education Act, 1998. The whole school guidance plan recognizes that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in

shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this guidance plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. Parents can also participate in the guidance process through: (i) Consultation with the guidance counsellor and other school staff. (ii) Attendance at relevant information and other meetings at school. (iii) Contributing to the development and review of the school guidance plan and (iv) participating in school life in order to facilitate the development of mutual and beneficial links between home and school.

Students:

This guidance plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of Adamstown Community College. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School. Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. As Adamstown Community College adopts a whole-school approach to guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, year head, guidance counsellor, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficult situations.

Caire Aire and Mentor programmes

These programme involve Senior students in Well Being Initiatives throughout the school to achieve many Guidance goals, including supporting primary school transfer, providing education programmes to Juniors on the dangers of bullying, assisting parents to negotiate PTM and enrollment events in the school building..

1.10 The nature and range of Whole School Guidance activities

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of guidance counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The school counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs.

Group work is offered under the direction of the counsellor. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission.

Class group support is timetabled in nature under the supervision of the Guidance Counsellor and by the allocation of the Principal. The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

The 2017 and 2018 Allocation Circulars state:

“The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”

Guidance is a whole school activity in Adamstown Community College. Guidance at Junior Cycle is linked to SPHE and/or Ethical & Spiritual Wellbeing. First year students are scheduled for Wellbeing class once a week. LCA & TY have a dedicated weekly guidance class, whereby all fourth year students follow the REACH+ programme. While senior cycle guidance is aligned to RE, all senior students have a vocational meeting 1v1 with a member of the Guidance Department. These classes complement the work carried out within the wider pastoral care and guidance programme of the school.

Junior and Senior Cycles Programme

The school vision is to supply an effective and comprehensive whole school guidance plan which enables our students to acquire knowledge and develop competencies for personal development, educational growth and to strive to be successful on their pathways in life. The programme aims to

address the needs of all students within the school community. The nature and range of activities are based on the premise that guidance is both a whole school concern and a specialist area within education. (NCGE 2004).

Section 2. Whole School Guidance Programme

2.1 First Year Programme

Main aims of the First Year Programme are:

- Assessment prior to entry and on-going assessment afterwards.
- Information evening for parents/guardians of incoming First Year students on the transition from primary into secondary school.
- Induction programme to secondary school, supporting students to adjust to their new school.
- Introduce students to the school. School supports, extra curricular activities etc.
- Foster the growth of self-esteem and confidence.
- In the implementation in the SPHE / Wellbeing Programme to include the foundations for good study habits, homework organisation as well as the overall wellbeing needs of students.
- Information about the school Guidance Counselling Services to First Year parents/students.
- Identify any student thought to be “at risk” or who may have particular needs.
- Monthly Pastoral Care meeting.
- On-going evaluation and re-planning of the First Year Programme. This will review settling into school, friendships and subject choice.

Implementation of the above aims:

1. Liaise with primary school teachers and assist in an information session for prospective parents before incoming First Year students enter Adamstown Community College.
2. Welcome new students to the school on their first day in September.
3. Year Head, tutor to support and to ensure that each pupil is made to feel that he/she belongs in the school community.
4. Students to be informed of the location of the Guidance Counsellor’s Office and that the service is available to all pupils, self-referred or referred by tutor, YH or DP.
5. Develop greater social and personal understanding and competency by means of both formal and informal group activities during the school year.
6. Build up a personal record / file for each student. Assess each student’s numerical and verbal ability using standardised tests e.g. CAT 4 Numerical and Verbal Reasoning tests and put results on file.

2.2 Second Year Programme

Main aims of the Second Year Programme are:

- SPHE / Wellbeing programmes support the continued personal development and relationships established in First Year.
- Help students develop a positive self-image.
- Help students set goals and targets both personally and academically.
- Reinforce the study skills programme started in First Year.
- Subject choice support available when required.
- Monthly Pastoral Care meeting.
- On-going evaluation and re-planning of the Second Year programme

Implementation of the above aims:

1. Tutors and SPHE teachers deliver and support the implementation of the SPHE and Wellbeing Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.
2. Continue to add further personal details, supports accessed, achievements, examination results to each student's personal record.
3. On-going liaison with parents, fellow staff members and SET department.
4. Study skills workshops organised with Second Year groups.
5. Continue support through community links with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
6. Individual Counselling as required.

2.3 Third Year Programme

Main aims of the Third Year Programme are:

- Delivery of the SPHE/Wellbeing Programme, with particular emphasis on decision-making and realistic self-evaluation.
- Assist students in the development of effective study habits, and examination techniques by providing workshops on study skills.
- GAT (Gifted & Talented) mentoring programme.
- Introduce Third Years to Careersportal website and conduct interest assessment.
- Information evening on Senior Cycle Program Choice.
- Information evening for the parents/guardians of 3rd year students transferring to 5th year regarding subject choice.
- Provide information and guidance on subject choice.
- A presentation on Leaving Certificate subject choice is delivered to all 3rd year students.
- Monthly Pastoral Care meeting.
- On-going evaluation and re-planning of the Third Year programme.

Implementation of the above aims:

1. Pastoral Care tutors supporting the third year programme, areas include study timetables, time management, forward planning and good organisation skills.
2. Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the Wellbeing Programme.
3. Continue to update student's personal records.
4. Continue support through community links with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
5. Study skills workshops organised with Third Year groups.
6. Individual Counselling as required.

2.4 Transition Year Programme

Main aims of the Transition Year Programme are:

- Assist students to develop a sound knowledge of self support by the TY guidance module.
- Social & emotional aspects of personal development are supported by SPHE/RSE programme
- Students are supported to discover and develop their own individual talents, aptitudes, and abilities with regard to future educational and vocational participation.
- Information evening on Senior Cycle Program Choice.
- A presentation on Leaving Certificate subject choice is delivered to all TY students.
- Information evening for the parents/guardians of 3rd year students transferring to 5th year regarding subject choice.
- Help students appreciate the importance of a healthy, balanced lifestyle and to encourage the development of leisure activities.
- Assist them in their pursuit of work experience.
- Involve parents, who can contribute time and expertise to the Transition Year Programme.
- Monthly Pastoral Care meeting.
- On-going evaluation and re-planning of the Transition Year programme.

Implementation of the above aims:

1. Guidance module facilitates the administer of Interest Inventories such as Careers Portal. Students may discuss the implications of these results to career choice.
2. Instruct students in the use of Careers Portal as an aid for research in course choice
3. Guidance module facilitates the Reach+ programme which covers career planning, self-assessment, study skills, the world of work and the world of education.
4. Other areas of focus include the National Framework of Qualifications, preparation for work experience, interview skills, cover letters and curriculum vitae preparation.
5. Work experience is provided to transition year students for two by one week periods.
6. Education guidance meetings to support subject choice.
7. Continue support through community links with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
8. Individual counselling as required.

2.5 5th Year Programme LC and LCA

Main aims of the 5th year Year Programme are:

- Help students develop and accurately define their occupational self-concept clarifying their interests, abilities, and goals.
- Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the SPHE/RSE Programmes.
- Continue developing effective social skills with students in individual or group work.
- Provide detailed information on careers and third-level education.
- Completion of VPG LCA Task
- Advice and guidance on LCA work experience opportunities.
- Monthly Pastoral Care meeting.
- On-going evaluation and re-planning of the 5th year Programme.

Implementation of the above aims:

1. Reinforce the importance of good study habits, time management, and forward planning in individual \ group work.
2. Encourage students to attend open day, attend educational/career information days.
3. Provide opportunity for individual interview to discuss career options, subject levels and the implications thereof, etc.
4. Introduce students to computer software which assists matching interests, aptitudes with career and course requirements such as Careers Portal.
5. Class work in topics such as the points system, minimum entry requirements, grants and maintenance scheme, possibilities of studying in another country i.e. UK/ Europe and the UCAS system.
6. Continue support through community links with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
7. Individual counselling on request.
8. The year group join a Guidance Virtual Classroom where a selection of dates re Senior Cycle transfer to Further Ed Higher Ed Apprenticeship and employment as well as Careers events, College events, application deadlines, Information re HEAR DARE SUSI CAO HPAT are posted weekly

2.6 6th Year Programme LC and LCA

Main aims of the 6th Year Programme are:

- All sixth year students attend a guidance meeting on a one to one basis throughout the year covering educational, personal and career issues.
- Review all work done on study skills, learning, and exam techniques
- Final preparations with LCA students for progression to further Education, training or work placements.
- Facilitate the transition from school to work, Further Education / Third Level Education.
- Provide detailed information on homework, study, mock / LC exams, to include course application, CAO, PLCs, RACE, DARE, SUSI.
- Highlight the importance of a healthy balance between study, relaxation, and leisure activities to include study habits and effective time management.
- On-going evaluation and re-planning of the 6th year Programme

Implementation of the above aims:

1. Reinforce the importance of good study habits, time management, and forward planning in individual \ group work.
2. Encourage students to attend open day, attend educational/career information days.
3. Provide opportunity for individual interview to discuss career options, subject levels and the implications thereof, etc
4. Provide an appointment for an individual interview for each student to discuss aptitudes, interest, abilities, to assess past achievements and future goals.
5. Study skills classes, small workshops and extra support classes provided this year.
6. 6th year Parents evening to facilitate the distribution of the following information: such as homework, study, house and mock exams, CAO, PLCs, RACE, DARE, SUSI.
7. Evaluate the programme with the students and adapt to improve.
8. Referral to services for students who access further opportunities outside the mainstream including the National Learning Network and HSE day services.
9. Continue support through community links with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
10. Individual counselling as required.
11. The year group join a Guidance Virtual Classroom where significant dates re Senior Cycle transfer to Further Ed Higher Ed Apprenticeship and employment as well as Careers events, College events, application deadlines, Information re HEAR DARE SUSI CAO HPAT are posted weekly and parents are texted re CAO HEAR and DARE deadlines.

Section 3. Other Considerations

3.1 Whole School Overview

Adamstown Community College respects diversity and challenge and act on all forms of bullying, discrimination and inequality. We work actively to celebrate difference and challenge all forms of prejudice. It actively promotes harmony and positive attitudes towards life in a multicultural and multi-denominational setting through student assemblies, the curriculum and special projects throughout the year.

The student population of Adamstown Community College is divided into classes and each class group has a Class Tutor who has a pastoral role and takes particular care of their class. They look after their personal, social, health, welfare and monitor student journals at regular intervals. A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in constant contact with their Class Tutor as well as parents throughout the year. Pastoral Care meetings allow coordination with School management, while recognising the importance of this system in our school and fosters a cooperative relationship with all stakeholders in order to best meet our student's needs.

3.2 Counselling:

We aim to provide a caring and supportive service across the following three areas

1. Personal and Social
2. Educational
3. Vocational

Personal and Social: This encompasses developmental skills crucial to the students' education and future career eg. self-awareness, decision making skills, transition, planning, coping strategies.

Educational: This includes such areas as subject / course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.

Vocational: includes areas such as employment rights and duties, job opportunities, vocational education and training, college transfer, further education, job and interview preparation, career research and career / course information.

To support the aims stated above, one to one counselling and group counselling is provided for students, adopting and modelling an ethos of care and compassion. This service is aimed at helping

students in a variety of areas such as decision making, problem solving and changing behaviours. The aim is to effect meaningful changes in their lives and allow them to cope with emotional struggles, anxieties and possible self harm. Students can self refer to the service or be referred with parental permission through their Tutor, Year Head, Deputy Principal or Principal.

3.3 Referral procedure

Guidance Counselling appointments can be made with the counsellor to discuss career choices, for general information or for personal reasons.

1. Career interviews will typically include an academic review and prediction of future grades. Priority for appointments will be given to 6th Year students.
2. The guidance department is an easily accessed source of information for all students and students are encouraged to make appointments, particularly if they have concerns at any time throughout the school year.
3. The pastoral care team meeting supports the referral of students to the guidance counselling service. Referral with parental permission by Tutor, Year Head, Deputy Principal or Principal.
4. A list of all external referral agencies is available in the Guidance Counselling department, resources shared with all members of the pastoral care team.

3.4 Confidentiality

A professional relationship involving confidentiality is at the core of the Guidance Counselling service in Adamstown Community College. The Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, in certain circumstances confidentiality will not be guaranteed. All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting.

Confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others;
- in the case of adhering to “Child Protection Guidelines for Post-Primary Schools” (Department of Education and Science) where mandated reporting to the Designated Liaison Person will take place.

The School in its duty of care adheres to the procedures as outlined in “Children First” (National Guidelines for the protection and Welfare of Children/ HSE) and “Child Protection Guidelines for Post-Primary Schools” (Department of Education and Science) and in accordance with Adamstown Community College Safeguarding Statement and Risk Assessment.

3.5 Procedures pertaining to Mental Health

In the case of a report of a student self harming/thinking about suicide (either from the student directly or another source(other students)).

- The student will be interviewed to verify this is the case. The interview may be conducted by the DLP, DDLP, Counsellor.
- Parents will be contacted in order to convene a parental meeting with the school care team. At the meeting the parents will be advised to see GP and seek referral to CAMHS , Pieta House or A&E as appropriate.
- The student will be monitoring while at school.
- An agreement will be made with the student that he/she will be free to seek the assistance of a staff member if feeling unsafe or unwell or anxious during the school day. The student will also be asked to agree to desist from self harm and if the student has a recurrence of the behaviour to report to parent and/or tutor.
- The student will also be free to access the support services offered by our Guidance department’s support and counselling services.

In the case of a report of a student having a failed attempted suicide episode (either from the student directly, parent or another source).

- The parents will be contacted by appropriate staff usually the year head, tutor or counsellor if the child is absent from school.
- If the student is present on the day of the report then the student will be interviewed to verify this is the case. The interview may be conducted by DLP, DDLP, counsellor.
- Parents will be contacted if they have not already presented to the school about the issue, and a parental meeting will be convened with the school care team. At the meeting the parents will be advised to see their GP and seek referral to CAMHS / or Pieta House.
- An agreement will be made with the student that he/she will be free to seek the assistance of a staff member if the child/student is feeling unsafe or unwell or anxious during the school day. The student will also be free to access the support services offered by our Guidance department ‘s support and counselling services.

3.6 Whole School Wellbeing

Adamstown Community College has forged close links with Jigsaw, which is a free and confidential support service for young people. The team from Jigsaw have collaborated and spoken to the middle management team to inform them of the services which they provide to support the students in the college.

Also, the school works closely with Jim Breen's Cycle Against Suicide Charity and has recently attained School Ambassador Status. Throughout the year, a well-being week is carried out to promote Positive Mental Well Being and a student mentor team supports this initiative alongside supporting the junior cycle students in the college.

A small team of 5th and 6th year students comprise a care group called "Caire Aire". This group adopts a caring role within the school particularly aimed at junior students in support of their transition from primary to secondary. They act as part of our anti-bullying initiative and pay particular attention to possible incidents of bullying to which staff can be alerted.

Restorative Practice is promoted in Adamstown Community College when dealing with conflict and there are ongoing staff training events in this area.

3.7 Staff Wellbeing

- The Droichead programme is designed to support newly qualified staff.
- Staff have access to Restorative Practice CPD which focuses on enhancing relationships within the school community, as well as providing personal and professional development for teachers thus supporting Wellbeing at work.
- A limited number of one to one counselling sessions are available on an annual basis to teachers through the Department of Education.

3.8 Whole School Guidance Success Criteria

- All students experience helpful and successful transfer from primary school to Adamstown Community College and have access to appropriate guidance and counselling whilst in the college.
- That students will be encouraged to achieve their best academically, reaching their full potential, ultimately integrating fully into the school community as well as contributing their giftedness and talent to the life of the community. This is the essence of our understanding of what a truly educational environment is. The word "Education" comes from the Latin *Educare* to draw out, in other words, that our school community can draw out / help reveal the uniqueness and giftedness of every single student in our care.

- That students will make informed decisions around subject choice, program selection and further progression routes post second level. In this way they will have worked to their strengths as well as achieved their personal and academic goals and are happy in the courses or programmes that they have chosen.
- Students with particular concerns have been supported to deal with these concerns in a respectful way by promoting among our community that difficulty and challenge are also part of life and should be addressed sensitively and with compassion.
- That all final year students' progression routes are recorded so as to ascertain if target goals have been achieved.
- Our school community will grow and develop according to the vision and of our mission statement and through the nurturing and modelling of caring relationships amongst all.

3.9 Monitoring, review and evaluation

This policy statement will be the basis on which a regular review and evaluation of the guidance department will be conducted between the guidance counsellor, the Principal and the Board of Management. A comprehensive review of the entire guidance service within the context of the Whole School Plan will provide an opportunity for the guidance department to give a full report to the senior management team in the school, receive feedback on any shortfalls in the service and agree adjustments for the following year(s). The school guidance plan will undergo constant appraisal by the guidance department and will be fully reviewed every three years.

3.10 Guidance Department Targets 2022 - 2024

The following areas are identified as areas for improvement / further development in the Guidance Department in Adamstown Community School.

Long term

- Develop and integrate Guidance into the Wellbeing Programme at Junior Cycle, focus 1st year programme.

Medium Term

- Review LCA work experience programme to develop new opportunities for students.
- Promote take up by staff of ASSIST/SafeTalk HSE training opportunities.

Short term

- All 3rd year groups will receive a visit from the Guidance Department in November re: Senior Cycle programmes, Subject Options and Career tools.

Appendix

TREOIR referral to PC/WSG Team ACC 2022/2023

Please complete every section that is bolded and underlined

Student Pastoral Care and Concern Referral Form

Student Name.....

Current Year and Tutor Group:.....

Teacher/Tutor Meeting with student Yes/No.....

Tutor consulted? Yes/No.....

Action taken.....

Year Head consulted? Yes/No.....

Action taken.....

Parents consulted? Yes/No.....

Action to be taken.....

Parental consent given? yes or no and date given.....

If no why not ?.....

What is now the issue of concern?.....
.....
.....

What information/insight has been discovered about this concern?.....
.....

Why is the issue an issue?.....
.....

What needs to be done/to happen?.....

Does this case now need to be referred to the Pastoral Care/Whole School Guidance Team

Date referred.....