



**St Brogan's College  
Bandon  
Co. Cork.**

# **Whole School Guidance Plan**

This whole school guidance plan forms a section of the Whole School Plan and incorporates the School Guidance Plan.

Ratified by BOM – 3<sup>rd</sup> March 2021

# Guidance Planning Folder

General.....	4
Mission Statement.....	4
Scope.....	4
Rationale.....	5
Aims.....	5
Objectives.....	6
Statement of Guidance Policy.....	7
Mission Statement of Guidance Department.....	7
Aims of the Guidance Programme.....	7
Who is involved?.....	7
Resources.....	10
Curriculum content/Guidance Syllabus 1 <sup>st</sup> – 6 <sup>th</sup> year.....	13
First Years.....	13
Second Years.....	14
Junior Certificate.....	14
Senior Cycle.....	15
Transition Year.....	15
Fifth Year.....	16
Sixth Year.....	17
Leaving Cert Applied Guidance Scheme of Work.....	19
Rang Iosaif.....	21
Policy information.....	26
Substance Misuse Policy.....	26
Anti-bullying Policy.....	26
SPHE Policy.....	26
RSE Policy.....	26
Special Education Needs Policy.....	26
Child Protection Policy.....	28
Suicide Awareness.....	35
Suicide - The myths.....	35
Recognition of Students at Risk - Some of the warning signs.....	35
Critical Incident Management Plan.....	39
College Open Days Policy.....	39
Mock Interviews Policy.....	40
Confidentiality Policy.....	40
Procedures.....	41
Student Appointments Procedures.....	41
Care Team weekly meeting procedures.....	41
Pastoral Care.....	42
Psychometric testing procedures (see SEN Folder).....	43
Subject Choice Procedures.....	43
Student Information and Records.....	44
Methods of Referral to Guidance Counsellor (formal and informal).....	45
Time Log/Log of day's work.....	45

In-Career Development.....	45
Links with Staff / Outside Agencies .....	45
Template for Guidance Interviews – JC/TY/SC .....	47
Code of Ethics Booklets.....	47
Bibliography/References.....	47
Work in Progress.....	48
Appendices.....	49
Appendix A - Transfer Programme .....	49
Appendix B- Guidance Planning Meetings .....	52
Appendix C- Guidance Interview Form: .....	53
Appendix D- Extra-Curricular Activities 2019-20: .....	55
Appendix E- ‘Back for the Future’ Event.....	56
Appendix F - Suggestions for Mentoring Leaving Certificate Students.....	57
Appendix G - Whole School Guidance Planning .....	58
Appendix H- Homework Matters .....	63
Appendix I: Transition Year Guidance Module .....	64
Appendix J: Confidentiality Policy.....	66

## General

### Mission Statement

**St. Brogan's College strives to be a happy, safe, caring and inclusive community where everyone is supported to reach their potential.**

St. Brogan's College is a multi-denominational, co-educational school which offers a very comprehensive education embracing practical, academic, technological and scientific strands.

St Brogan's College is a DEIS (Band 2) school and participates in UCC PLUS+ Scheme and CIT's Linked Schools initiative resulting in a number of sponsored activities and events to enable students from under-represented groups to access Further and Higher education.

### Scope

This policy refers to the whole school and provides information on the guidance and pastoral care systems in the College. Guidance in post-primary 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
- 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.

## Rationale

- Section 9 of the Education Act (1998) 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*

*(d) Promote the moral, spiritual, social and personal development of students...in consultation with their parents, having regard to the characteristic spirit of the school.*

- Circular Letter PPT 12/05 from the Department of Education and Science points out that: *each school is expected to develop a school guidance plan as part of its School Plan.*

## Aims

- To identify and facilitate the different vocational / guidance needs and provide a framework for the delivery of the school's guidance programme.
- To respond to the different vocational / guidance needs by planning and implementing appropriate courses of action.
- The plan needs to be inclusive, providing for the junior, senior, minority, special educational needs etc. of all students.
- To optimise the educational experience achievement and holistic development for everyone involved.
- To provide for the personal, social, educational and vocational development of all students at a whole school level.
- The plan will include all guidance activities: classroom sessions, vocational guidance interviews, attendance at career exhibitions, open days etc., meeting with management, support agencies etc., personal counselling etc.

## **Objectives**

- 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.

### **Guidance Counsellors**

Kathleen Murphy B.Ed., M.Ed., MAGC

Emer O Riordan BBS HDGC HDE QMIGC

### **Time Allocation**

Number of hours allocated to guidance = 44 hours per week.

## **Statement of Guidance Policy**

### **Mission Statement of Guidance Department**

The guidance and counselling service in St Brogan's College endeavours to provide for the personal, educational, social and vocational development needs of all students. The counselling service aims to grow and develop in response to the culture and environment of the school.

The College values the individual student and aims to foster a sense of self-worth and self-respect. This plan provides more detailed information on how this is to be achieved.

Guidance is provided to all students at all levels in the school. This includes curricular guidance (Social, Personal and Health Education, LCVP, LCA, Transition Year Programme, JCSP) pastoral care (Care Team, Class Teachers, Year Heads and Subject Teachers), counselling and career guidance.

### **Aims of the Guidance Programme**

Guidance is an ongoing process involving a wide range of learning activities such as information giving, counselling and assessment. These are offered in a developmental sequence appropriate to the age and needs of the student. The guidance process helps the student to develop and accept a full personal, social, educational and career awareness of his/her personal talents and abilities. It helps people to grow in independence and to make well-informed decisions about their lives.

### **Who is involved?**

Guidance is a whole school responsibility involving all staff members and outside agencies including:

- Board of Management
- School Management
- HSCL Officer
- Year Heads

- Class tutors
- Guidance Counsellors
- SCP Coordinator
- SCP Personnel
- Transition Year Coordinators
- Leaving Cert Applied Coordinator
- SEN Coordinator
- LCVP Coordinator
- SPHE Coordinator
- JCSP Coordinator
- ICT Coordinator
- Special Class Coordinator
- Subject Teachers
- Learning Support Teachers
- Special Needs Assistants
- Students Council
- Parents Council
- NEPS psychologist
- HSE officials
- Education Welfare Officer
- Juvenile Liaison Officer
- Business, Community, Sports and Industry representatives
- Third Level Colleges and Institutions support services
- Local community Services
- Family Resource Centre
- Vincent de Paul
- Citizens Advice
- Local Industry Sponsorship links
- CAMHS
- Jigsaw
- Pieta House



- NCGE
- NCSE
- Family Resource Centre

**Care Team:**

Principal, Deputy Principal, HSCL Officer, Guidance Counsellors, SEN Co-Ordinator, SCP Co-ordinator, SCP Project Worker.

The format of these meetings facilitates teamwork between team members and keeps members informed and up to date. Care team referrals come from Year Head meetings and other staff members. In this way guidance planning becomes an on-going live process in tune with and responsive to the ever-changing needs of the school.

**Home School Community Liaison:**

The HSCL Scheme aims to help children at risk of leaving school early or not being able to participate fully in the education system through active collaboration between schools, families and the wider community. The HSCL co-ordinator works directly with children, schools, parents and the wider community. The HSCL Scheme is a targeted project under the DES Action Plan on Educational Inclusion, DEIS (Delivering Equality of Opportunity in Schools).

**School Completion Programme:**

The SCP is a Department of Education and Skills programme that aims to have a significant positive impact on levels of young people's retention in primary and second level schools and on numbers of pupils who successfully complete the Senior Cycle or equivalent. The SCP Project Worker mentors and advocates the needs of student. A co-operative approach is used in the hope that working with students, parents, teachers, voluntary and statutory agencies will help to build better futures for our students. Some of the support provided by the SCP are:

- Transfer programme (from primary)
- Mentoring programme
- Key Working
- Attendance tracking
- Summer Activities Programme

- Therapeutic supports

## **Guidance Curriculum/Syllabus**

The guidance curriculum is delivered through

- Classroom based guidance classes
- One-to-one counselling career/vocational/educational or personal counselling sessions
- Cross curricular links with other subjects/programmes in particular TY, LCVP, LCA, SPHE
- Invited specialist speakers/workshops and visits out to Career Events

## **Resources**

- Personnel
- Materials
- Facilities
- External

## **Personnel**

Personnel involved include: Guidance Counsellors, Management, HSCL Officer, Year Heads, Class Tutors, SEN Teachers, Subject Teachers, SCP Personnel, SNAs, BOM, School secretaries, Canteen staff, Caretakers.

## **Materials**

- Classroom Guidance
- College Prospectuses
- Career/college Videos
- School emails
- On-line resources
  - St Brogans Guidance Twitter Account @GBrogans
  - [www.qualifax.ie](http://www.qualifax.ie)
  - [www.cao.ie](http://www.cao.ie)

- [www.careersportal.ie](http://www.careersportal.ie)
- [www.nfq.ie](http://www.nfq.ie)
- [www.cork training centre.ie](http://www.corktrainingcentre.ie)
- [www.ucas.com](http://www.ucas.com)
- [www.susi.ie](http://www.susi.ie)
- [www.classroomguidance.ie](http://www.classroomguidance.ie)
- [www.accesscollege.ie](http://www.accesscollege.ie) etc.

## **Facilities**

- Guidance Offices
- Computers – Desktop/ laptops & Surface Gos
- Printer
- Phone
- Computer Room
- Notice Boards
- Careers library
- School Website
- Web text
- School emails
- Microsoft 365- One Note/ Teams/ Outlook

## **External**

- Careers Events & Open Days
- Guest speakers, e.g. colleges (Third Level & FE), student support etc
- Past pupils
- Parents
- Workshop facilitators
- Work experience
- UCC PLUS+ Access Scheme and associated supports
- CIT Linked School
- Traveller Mentoring Scheme

- Links with local industry
- NEPS
- DEIS status
- HEAR & DARE
- External supports e.g. CAMHS, Jigsaw etc

## Curriculum content/Guidance Syllabus 1<sup>st</sup> – 6<sup>th</sup> year

### **Junior Cycle Schools Programme:**

The JCSP is run in St Brogan's College and throughout Junior Cycle students have the opportunity to take part in the programme and its initiatives.

### **Junior Cycle Wellbeing**

Junior Cycle Guidance is integrated as part of Junior Cycle Wellbeing programme and is delivered as part of it.

### **First Years**

#### **Transfer to Second Level:**

Spring of incoming year:

- Induction and assessment morning for in-coming first years

First Year Induction:

- With Year Head and Class Tutors
- Information Evening for Parents of First Year Pupils in September
- 1<sup>st</sup> year Bonding Day
- Big Brother/ Big Sister

(further details on this process is to be found in the Appendices, titled 'Transfer Programme')

- Daily tutorials with Class Tutor (see Staff Handbook)
- Homework Matters Booklet (see Appendices)
- Classes on Study Skills
- Weekly SPHE class
- Pastoral Care - Year Head & Tutors
- Additional assistance for pupils with transition from primary to post primary as needed
- HSCL
- Subject taster programme for 1<sup>st</sup> years

- Subject choice for second year
- Guidance meeting as required
- UCC Plus Traveller Mentoring Programme
- Xperience UCC/CIT Camp for nominated first years
- Counselling and referrals as required
- Parent, Teacher, Student (PTS) meetings
- Homework Club for selected students
- Supervised Study available

## **Second Years**

- Daily tutorial with Class Tutor - progress monitored
- Regular contact with Year Head
- Homework Matters Booklet (see Appendices)
- Classes on Study Skills
- Weekly SPHE class with SPHE teacher
- UCC Plus Chemistry Camp for nominated students
- UCC Plus Student Special Achievement Awards for nominated students
- UCC Plus Traveller Mentoring Programme
- Guidance meeting as required
- Counselling and referrals as required
- Parent, Teacher, Student (PTS) meetings
- Homework Club for selected students
- Supervised Study available

## **Junior Certificate**

- Daily tutorials with Class Tutor
- Regular contact with Year Head
- Homework Matters Booklet (see Appendices)
- Classes on Study Skills and Revision
- Study Skills workshop with external facilitator – Ray Langan

- Study skills information session for parents/guardians
- Exam preparation and exam techniques
- Weekly SPHE classes with SPHE teacher
- UCC Plus Traveller Mentoring Programme
- UCC Plus Supplementary Teaching
- UCC PLUS+ Good Luck Cards for Junior Cert
- Subject Choice for Senior Cycle in light of academic record and work interests.
- Subject Choice presentation to students and parents
- Guidance meeting as required re subject choice
- Awareness of implications of subject choice for career options
- Counselling and referrals as required
- Parent, Teacher, Student (PTS) meetings
- Homework Club for selected students
- Supervised Study available

## Senior Cycle

### Transition Year

- Daily tutorials with Class Tutor
- Regular contact with Transition Year Coordinator and Year Head
- Guidance Module for Transition Years (see Appendices)
- Transition Year Taster Modules in each subject available for Leaving Cert
- LCVP classes – 2 weekly LCVP classes per each Transition year Module
  - Research skills – Careers Investigation
  - Preparation for Work Experience placement
  - CV preparation and job application,
  - Exploring the world of work
- Career events e.g. visit to Careers Exhibition, TY CIT Open Day, etc
- TY Taster Events in colleges
- Careers Speakers from Third Level Colleges, FE Colleges, training bodies etc

- CIT Exploring Technology Taster Module – one week in CIT campus
- UCC Easter Schools Programme – one week in UCC campus
- Web based resources such as [www.careersportal.ie](http://www.careersportal.ie) and [www.qualifax.ie](http://www.qualifax.ie) .
- The Leaving Cert Points system
- Process of Applying to College
- Career Interest Inventories completed-
  - On-line Qualifax Interest Questionnaire, Careers Portal Occupational Profiler
- Selection of Senior Cycle option from LCA, LCVP, Established Leaving Certificate.
- Subject choice for Senior Cycle finalised.
- Implications of subject choice for career options.
- Guidance Interviews
- Weekly SPHE classes
- RSE classes
- Personal Development opportunities promoting healthy living and positive choices including mental health and wellbeing speakers and activities
- Counselling and referrals as required
- Parent, Teacher, Student (PTS) meetings
- Work Experience
- Gaisce – students have the opportunity the take part in Gaisce, The President’s Award programme.

## **Fifth Year**

- Daily tutorials with Class Tutor
- Regular contact with Year Head
- Subject choice queries addressed
- LCVP class:
  - Curriculum Vitaes
  - Use of Internet for career research
  - Career options
  - Career Planning
  - Careers Investigation



- Preparation for World of Work
- Work Experience
- Study skills
- Guidance Interview with each pupil
- Counselling and referrals as required
- UCC Plus Traveller Mentoring Programme
- UCC PLUS+ Easter Schools Reunion on UCC Campus
- LCA students follow Vocational Preparation and Guidance modules
  - Career options
  - Career planning
  - Use of Internet for Careers research
  - Guidance Key assignments
  - Work Experience
- Visit Out to University of Limerick, MIC, LIT & LSAD Open Day
- UCC Spring Open Day
- Guest speakers from colleges and local industry
- Parent, Teacher, Student (PTS) meetings
- Supervised Study available
- RSE Module

## **Sixth Year**

- Daily tutorials with Class Tutor
- Study skills, motivation & goal setting presentation
- Study skills information session for parents/guardians
- Exam preparation and technique
- Guidance Interviews with each pupil
- College entry and application to CAO
- UCAS - Applications to the UK system
- UCAS References
- EUNICAS- applications to European colleges
- PLC applications and interview preparation

- Preparation for Careers Exhibition/Open Day visit
- Visit out to Careers Exhibition
- Visit out to Cork Institute of Technology Open Day
- Promotion of Open Days
- Visiting speakers Third Level colleges, Solas, local industry apprentices and others
- Information Night for parents, on after school options, CAO, HEAR, DARE, FE, Apprenticeships etc.
- HEAR Scheme speaker for pupils and parents.
- DARE Scheme – consultation with parents, pupils and SEN dept.
- CIT Access Scheme
- UCC Plus Supplementary teaching
- Information Night for Parents on CAO, After School Options & HEAR and DARE applications
- Irish & third language exemptions sought from HEI's
- Applying for grants through SUSI
- Transition from school to work or third level
- LCVP students prepare portfolio and do LCVP interview
  - Curriculum Vitae finalised
  - Career Research
  - Career Planning
  - Careers Investigation
  - Interview skills – recorded interview for portfolio
- Guidance service available on day of Leaving Cert results and day after First Round Offers for college
- Record of final destinations of pupils kept
- Assistance in finding employment for students
- Assistance with College Registration
- Student Grant queries
- Further assistance available to students after the Leaving Cert as required
- 'Back For The Future'

- Current 6<sup>th</sup> years meet past pupils who study/work in a career/course area of interest. Prior to the event the 6<sup>th</sup> years prepare questions to ask them on the night.  
(See Appendices)
- Parent, Teacher, Student (PTS) meetings
- Supervised Study available
- Leaving Cert Mentoring (see Appendices)
- 6<sup>th</sup> year students are mentored by a teacher. Teachers volunteer to mentor a 6<sup>th</sup> year student. The mentor meets with the student a number of times during the year and helps them with any academic issues. They also motivate and support them.
- RSE Module

## **Leaving Cert Applied Guidance Scheme of Work**

- Introducing LCA
- Aims & Objectives
- Format of Year
- Work Experience
  - What is it
  - Finding a placement
  - Letter writing – requesting a placement
- Application Forms
  - Guidelines for form filling
  - Practice forms
- Curriculum Vitae
  - Writing a CV
- Work
  - What is work?
  - Types of work
- Careers
  - Careers investigation on internet
  - [www.careersportal.ie](http://www.careersportal.ie) exercise
- Apprenticeships

- What is an apprenticeship
  - Apprenticeship worksheet
- Job seeking skills
  - How to find a job.
- Interview Skills
  - Interview skills worksheet
- Defence Forces
- Army, Navy, Air Corps
- Work Experience Review
- Work experience Review worksheet
- Transitions
- Changes from school to work
- Key assignments
- Visit to Careers Exhibition
- Career Investigation
- Career Action Plan
- Survey on some aspect of work
- Careers File
- Writing a CV
- References, copies of birth certificates, A4 envelopes, stamps etc
- How to apply to a PLC college
- Online application system
- Interview preparation
- Portfolio preparation
- Acceptance procedure
- Student Grant applications
- SUSI
- Application Process and important dates

**Visiting Speakers may include:**

- Solas

- Defence Forces – Army- Navy- Air Corps
- PLC Colleges St John’s Central College, Colaiste Stiofan Naofa, College of Commerce, Kinsale College, McEgan College, Macroom.
- Youth Health Services – information on services provided
- Motivation and goal setting workshop Stephen McDonnell

**Visits out may include:**

- PLC Open Days – Cork College of Commerce, St Johns Central College, Colaiste Stiofan Naofa, Kinsale College
- Careers Exhibition, Cork
- Cork Training Centre – apprenticeships and courses
- Agricultural College

**LCA students complete Vocational Preparation and Guidance modules**

- Career Planning
- Filling application Forms
- Apply for PLC courses
- Apply for Further training options
- Job search skills
- Interview Preparation

**Rang Iosaif**

Rang Iosaif is a class for students with special needs. Guidance Counsellors work with the Class Co-ordinator and SEN department regarding progressions opportunities. They also liaise with parents and outside agencies as appropriate.

- Level 2 Learning Programme Preparing for Work Unit
- Participation in one-hour work experience every week for students over sixteen. These students are accompanied by an SNA.
- Some TY students operate a shared reading programme with Rang Iosaif class.

**The following DEIS activities are embedded in the Guidance Plan and are delivered as part of the Guidance syllabus in St Brogan's College.**

*These activities are subject to availability each year.*

## **CIT ACCESS SERVICE LINKED SCHOOLS PROGRAMME**

### **September:**

- Orientation Programme for in-coming First years on campus in CIT
- Guidance Counsellors Review Meeting in CIT
- CIT Careers and course information talk for 6<sup>th</sup> year students in St Brogans
- Talk to 6<sup>th</sup> years on CIT Progression Links Scheme in St Brogans

### **October:**

- Study skills workshops for senior students in CIT

### **November:**

- DARE Advice Clinics (Disability Access Route to Education) in CIT
- Parents Information Morning in CIT
- CIT Open Day on campus
- College Awareness Week linked activities [www.collegeawarenessweek.ie](http://www.collegeawarenessweek.ie)
- Parents CAO & College Applications Information Session, St Brogan's @ 7pm, CIT & UCC also attend
- Parents Study Skills Workshop in CIT

### **December:**

- Guidance Counsellors Information Day in CIT
- DARE Advice Clinics (Disability Access Route to Education) in CIT

### **January:**

- Chemistry & Physics Lab practicals in CIT for 6<sup>th</sup> year students
- Biology, Maths revision workshops for 6<sup>th</sup> years

### **February:**

- 1<sup>st</sup> CAO deadline
- Parents Information Session in CIT

- DARE Advice Clinics (Disability Access Route to Education) in CIT

**March:**

- March 1<sup>st</sup> DARE on-line Application deadline
- Profiling of SUSI grant system
- 6<sup>th</sup> Year Maths Revision days in CIT
- Lifelong Learning Festival on campus
- Parents Information Sessions
- Art Exhibition in CIT
- A Day in the Life of a CIT Student in CIT – fifth year students targeted
- Train with your Sporting Heroes in CIT
- Maths revision day for 6<sup>th</sup> years in CIT
- March 15<sup>th</sup> HEAR & DARE documentation deadline

**April:**

- Science Fest in CIT
- Exploring Technology Week in CIT for 10 Transition year students on campus
- Engineering & Innovation Exhibition in CIT
- Art Portfolio scholarship competition for 5<sup>th</sup> years
- Follow up visit from Elaine Dennehy CIT re 6<sup>th</sup> year Progression Scheme applications and form filling
- Compilation of progression Scheme school references in consultation with year head, teachers and students

**May:**

- CIT Progression Scheme application deadline

**June:**

- Xperience UCC/CIT Camp for 1<sup>st</sup> years
- Scholarship for Summer Portfolio Preparation course

**July:**

- Assistive Technology Summer Sessions for parents & students

**August:**

- Leaving Cert Results
- Follow up contact to ascertain student destinations

**September:**

- Liaise with students and parents re linking in with support services in college e.g. Learning support and CIT Access services
- Provision of copies of educational reports to students or parents for accessing
- Disability Support services
- On-going support for student/parent queries



## **Wellbeing Activities & Initiatives:**

- Targeted awareness days/weeks e.g. LGBTI+, Mental health etc
- Amber Flag Initiative
- Wellbeing Wall
- End of term fun day
- Guest speakers- personal development, mental health, relationships etc.

## **Extra-curricular options:**

Extra-curricular activities include a variety of social, sporting, creative and personal development activities (see appendix)

## **School Competitions:**

Students have an opportunity to partake in school competitions throughout the year e.g. BT Young Scientist, Amber Flag initiative, MUN etc

## **Homework Procedures**

Formal homework is not usually given. Transition year, LCVP and LCA students' complete careers investigation and course assignments in class.

Student follow up Vocational Guidance Interview by putting into action recommendations made e.g. further career/course research and study/revision techniques.

Senior students complete practice CAO forms

LCA students complete Key Assignments.

## Policy information

### **Substance Misuse Policy**

(See school planning folder)

### **Anti-bullying Policy**

(See school planning folder)

### **SPHE Policy**

(See school planning folder)

All First, Second, Third and Transition Year Students have weekly SPHE classes. SPHE and guidance programmes enhance one another and give an opportunity to focus on important aspects of guidance programme e.g. transition from primary to post-primary school, organisational skills, goal setting and motivation, study skills and revision, bullying, belonging and integrating etc. SPHE enhances and supports guidance programme. Junior Cycle Students complete the short course in SPHE.

### **RSE Policy**

(See school planning folder)

### **Special Education Needs Policy**

(see school planning folder)

- RACE
- Assistive Technology Information Sessions
- Tuition Classes
- Team teaching
- SEN Mentors
- EAL
- ASD Unit

- Sensory Room

## **SEN Links with Guidance as follows:**

Collaboration with SEN department is varied and ongoing to include the following:

### **DARE (Disability Access Route to Education) Scheme Applications -**

- Guidance Counsellor liaises with SEN department in preparing school-based DARE application documents in compliance with current DARE Scheme requirements. This involves consultation with SEN Co-ordinator, RACE administrator, 6th Year SEN mentor, learning support and resource teachers, subject teachers, CAO applicant, parents/guardians and principal in stating supports received to date and future supports being applied for in third level. Current DARE Scheme details and documentation downloads available on [www.accesscollege.ie](http://www.accesscollege.ie)
- A presentation on the DARE Scheme is made at the CAO & After School Options Information Night for parents.
- Guidance counsellor promotes attendance at DARE Clinics held on campus in UCC and CIT to encourage prospective students and their parents to see at first hand supports available to SEN students at specific third level colleges and also give the opportunity to meet key staff.

### **CIT Access Programme and UCC PLUS+**

- Guidance counsellor promotes attendance of students and at CIT Access and UCC PLUS+ on- campus learning support events i.e. CIT Study Skills workshops, UCC Master Revision Classes in physics, chemistry and biology etc and HEAR & DARE advice clinics.
- On occasion learning supports are outreached to schools e.g. CIT's Study Skills workshop and UCC Disability service SEN assistive technology in-service to staff. All on campus college events aim to ease transition from post primary to third level for SEN students.

**Language Exemption Applications** for third level colleges and universities.

- Guidance counsellor consults with SEN department in preparing documentation for language exemption applications for third level colleges and universities for sixth year students.

### **Future third level destinations of SEN students**

- Consultation to identify further education/ training options appropriate to student needs and support in application and transition process

### **DEIS Student Mentoring Supports**

- Consultation regarding allocation and delivery of DEIS student supports e.g. UCC Plus supplementary teaching hours, Traveller Mentoring hours. Current information available on [www.accesscollege.ie](http://www.accesscollege.ie)

### **Psychological Report Recommendations**

- Consultation with guidance counsellor with reference to psychological report recommendations as set out by psychologist/consultant as appropriate.
- Ongoing two-way SEN and guidance counsellor consultation and referrals regarding student needs as issues arise

## **Child Protection Policy**

(See school planning folder)

The Children's First Act 2015 provides for a number of Key Child Protection measures that are relevant to schools and registered teachers, including:

- A statutory obligation on schools to keep children safe from harm and to prepare and display a child safeguarding statement.
- A statutory obligation on registered teachers to report child protection concerns at or above a defined threshold to Tusla.
- A statutory obligation on mandated persons to assist Tusla in the assessment of a child protection risk, when requested to do so by Tusla in accordance with the act.
- All members of staff should be aware of Child Protection. All members of staff have been provided with the up to date guidelines.

## **Categories of Child Abuse**

Chapter 2 of Children First outlines the four main types of abuse and how these may be recognised. It is expected that all school personnel would familiarise themselves with this information to enable them to meet their reporting obligations. These four types of child abuse are:

### **Neglect**

This occurs where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, and/or medical care.

### **Physical Abuse**

This is actual or potential physical harm from an interaction, or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust.

### **Sexual Abuse**

This occurs when a child is used by another person for his or her gratification or sexual arousal, or that of others.

### **Emotional Abuse**

This is normally to be found in the relationship between parent/carer and a child rather than in a specific event or pattern of events. It occurs when a child's developmental need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms.

All school personnel should be familiar with signs / symptoms of abuse.

## **Indicators of Abuse**

### **Neglect**

#### **Behavioural Indicators &**

Exposed to danger, lack of age appropriate supervision/

#### **Physical Indicators**

Tiredness, listlessness

Over protection – extreme control/  
Low self-esteem Dental  
Child as parent (parentified)  
Caring for younger siblings/  
Accident prone/  
Poor hygiene, lack of self-care/  
Untreated illness/  
dress/

Hunger  
issues  
Dirty / smelly  
Bed wetting / soiled  
Failure to thrive  
Lack of provision of health care  
Age inappropriate appearance –  
style.

### **Physical Abuse**

#### **Physical Indicators & Behavioural Indicators**

Scratches  
Self-mutilation tendencies  
Bite marks or welts  
Poor concentration / learning  
Bruises in places difficult to mark  
Chronic runaway  
Burns, especially cigarette burns  
Aggressive or withdrawn  
Under nourishment  
Undue fear of adults  
Untreated injuries  
Bullying / being a victim

### **Sexual Abuse**

#### **Physical Indicators & Behavioural Indicators**

Soreness, bleeding, itching in genital / anal area  
Inappropriate language, sexual knowledge for age group  
Sexually transmitted infections  
Chronic depression / low self esteem  
Pregnancy  
Inappropriate sexual behaviour

Genital injury  
Substance / drug abuse  
Stomach pains or headaches  
Self-harm  
Bruises on inner thighs or buttocks

### **Emotional Abuse**

#### **Physical Indicators&**

Sudden speech disorders  
Mood change e.g. depression, failure  
to communicate  
Eating disorders  
Rocking, thumb sucking  
Self-harm  
Fear of change  
Wetting and soiling  
Chronic runaway  
Signs of mutilation  
Poor peer relationships / isolation  
Attention seeking behaviour  
Truancy  
Frequent vomiting  
Delinquency

#### **Behavioural Indicators**

### **Responsibilities of School Personnel**

School personnel are especially well placed to observe changes in children's behaviour, their lack of development or outward signs of abuse. As a member of the school personnel there is an expectation that you would be familiar with your school's Child Protection and Welfare Guidelines.

- In any situation where a member of school personnel (including a registered teacher) receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, he or she shall, without

delay, report the matter to the Designated Liaison Person (DLP) in accordance with the procedures outlined in Chapter 5 of these procedures.

- As a teacher registered with the Teaching Council you are considered under the Children First Act 2015 to be a Mandated Person. A mandated person now has the statutory obligation to make their own mandated report to Tusla, where the concern about the child is at or above a threshold of harm as defined in the Children First Act. Therefore, in addition to recording their concern to the Designated Liaison Person (DLP), a registered teacher must also consider whether or not the concern is at or above the defined threshold of harm.
- The threshold of harm for each category of abuse at which registered teachers are obliged to report are set out in Chapter 3 of the Children's First National Guidance 2017.

### **Reporting Concerns**

Again, every teacher in the school should be familiar with the school's Child Protection and Welfare Policy, which outlines the procedures to be followed along with the roles and responsibilities of those involved. When any teacher or member of school personnel receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect they should, without delay, report the matter to the DLP in the school who is responsible for ensuring that the reporting procedures are followed. Please note that if concern is at or above the 'Threshold of Harm' then as a mandated person you are statutorily obliged to make a report to Tusla.

### **Making a Report to Tusla**

A concern may be made known initially to Tusla either in person, by phone or in writing, to the local social work duty service in the area where the child lives. It is generally most helpful if persons wishing to report child abuse concerns make personal contact with Tusla. This will facilitate the duty social worker in gathering as much information as possible about the child and his or her parents/carers. We are in the South Lee Social Work Area.

Please remember that under no circumstances should a child be left in a situation that exposes him or her to harm or risk of harm pending intervention by Tusla. If it is considered that a child is in immediate danger and Tusla cannot be contacted, An Garda Síochána should be contacted



without delay.

## **How to handle a disclosure**

An abused child is likely to be under severe emotional stress and a member of staff may be the only adult whom the child is prepared to trust. Great care should be taken not to damage that trust.

### **Do:**

- Listen carefully and compassionately – allow the child to talk and take what is said seriously.
- If what is being reported by the child is unclear, use open ended, non-specific questions to establish the issue such as ‘Can you explain to me what you mean by that?’
- Make a careful record of the disclosure immediately afterwards using the child’s own words as much as possible.
- Report the disclosure to the Designated Liaison Person or Deputy Designated Liaison person immediately.
- Give the child an indication of what will happen next, such as informing the DLP/HSE/Gardai.

### **Do Not:**

- Do not question the child who is making a report other than to seek clarification.
- Do not make judgemental statements about the person against whom the allegation is being made.
- Do not give any undertaking of confidentiality. The child should understand that it is not possible to keep the information secret.
- Do not start to investigate. School personnel have a supportive, not an investigative, role.

## **Reporting Concerns**

If a member of staff receives an allegation or has a suspicion that a child may have been abused or neglected, or is being abused or neglected, or is at risk of abuse or neglect he/she shall, without delay, report the matter to the DLP.

The DLP will then:

- Report the matter to the HSE immediately if they believe there are reasonable grounds for

suspicion

- Seek advice on the matter from the HSE.

If the DLP believes the concerns of the staff member should not be reported, the DLP will provide a clear written statement to the staff member outlining the reasons for not reporting. The reporter can then make a judgement as to whether or not they wish to make a report themselves as a mandated person.

### Summary

<b>DON'T</b>	<b>DO</b>
Panic	Stay calm
Promise to keep secrets	Listen
Ask leading questions	Believe
Make the child repeat the story unnecessarily	Reassure
Delay	Report in writing
Start to investigate	Discuss
	Report

**Designated Liaison Person:**

**Helen Cadogan**

**Deputy Designated Liaison Person:**

**Derry O'Donovan**

## **Suicide Awareness**

### **Suicide - The myths**

Myth: People who talk about suicide don't commit suicide.

Truth: People who kill themselves give definite warnings about their intentions

Myth: Suicidal people are absolutely intent upon dying

Truth: Most suicidal people are ambivalent about living and dying

Myth: Suicide happens without warning

Truth: Suicidal people often give intentions and thoughts by words and actions

Myth: Once a person becomes suicidal he/she is suicidal forever

Truth: Suicidal thoughts may return but they are not permanent

Myth: After a crisis improvement means the suicide risk is over

Truth: Most suicides occur in a period of improvement

Myth: Suicidal behaviour is a sign of mental illness

Truth: Suicidal behaviour indicates deep unhappiness, not necessarily mental illness

Myth: It is felt you are either the suicidal type or you are not

Truth: Suicide could happen to anybody

### **Recognition of Students at Risk - Some of the warning signs**

- Withdrawal from friends and family
- Loss of interest in favourite activities
- Change in eating and sleeping habits
- Difficulty in concentrating and "boredom"
- Sudden decline or improvement in their schoolwork
- Comments about not being missed if gone

- Low self-esteem / No interest in praise or rewards
- Rebellious actions and behaviour
- Giving away cherished personal belongings
- Talking about taking their own lives
- Deliberate laceration or other acts of bodily self-harm
- Running away from home
- Using illegal drugs and alcohol or abusing prescriptive drugs
- Unusual neglect of personal belongings
- Significant dramatic personality changes e.g. sudden elation or deflation
- Preoccupation with death and dying in conversation, letters, diary
- Seeking or discussing methods for suicide
- Students who present with learning difficulties

To address the issues of suicide prevention and the promotion of the mental and emotional well-being of students, there are three areas of concern

- Prevention
- Intervention
- Postvention

## **Prevention**

Health promotion in schools. Encouraging the physical and social development of a school, its staff and students. This is achieved through:

- Sharing school goals and vision
- continuing academic and social growth
- Mutual respect and caring
- A pleasant and stimulating environment
- A clearly defined and consistently applied discipline

Social and Personal Health Education (SPHE) and RE curriculum

- To promote the holistic development of the student
- Enable students to engage in reflection, discussion and responsible decision making

Promote **physical** (Physical Education, participation in sport) **mental** (academic attainment) and **emotional** health and well-being.

- Anti-bullying policy
- Suicide Prevention Policy
- Crisis Management Team
- Training for staff
- The provision of a ‘space’ for students
- Identification of those at risk
- Suicide awareness programmes for students, staff and parents

## **Intervention**

Assessing suicidal risk in young people is not part of the job of the teacher. It is useful however for the teacher to be aware of what situations may put a young person at risk, and some of the warning signs of suicidal behaviour.

- A good knowledge of what support is available to a teacher within the school and from statutory health authorities is necessary
- An understanding of the limitations of the support a school can offer to a young person should be indicated
- Outside professional help is of the utmost importance for the teacher and the well-being of the student

## **Implementation**

### **Level 1- Observation of warning signs**

- Person who observes/learn of risk behaviours shall notify designated crisis team member
- Crisis team member shall meet with student to determine extent of the problem and to evaluate if there is a crisis
- Depending on outcome:
  - Dismiss student, monitor situation and follow up as appropriate

- Contact student's guardians to inform them of the situation (if parents/guardians are uncooperative and the crisis team members feel the situation is serious, child protective services will be contacted) encourage further evaluation, provide family with appropriate resource contacts
- Inform principal of situation
- Document incident

### **Level 2- Student has voiced a threat/written intent**

- Continuous adult supervision for student
- Principal and designated crisis team member should be informed of situation
- Crisis management team shall meet with student
- Parent/guardian contacted immediately
- Recommend parent /guardian bring student to GP to arrange psychiatric or psychological assessment. If the parent does not inform school of their results of screening, crisis team member will contact parent to determine recommendations from referral and ascertain if there is any ongoing role for the school
- Crisis management team will monitor situation on an on-going basis
- Documentation (See Appendix 3 Report of Suicide Risk)

## **Postvention**

Postvention includes those activities undertaken in a school following an adolescent suicide death. Ideally the postvention package will operate in a climate where staff are aware of and are practising suicide prevention.

There is a need to have a school policy for coping with other unexpected deaths such as those from road traffic accidents and natural causes so that all traumatic loss is dealt with in a standard framework (see Appendix 4 – Bereavement Policy)

Goals of suicide postvention are to:

- Facilitate expression of grief and mourning
- Support the staff and students in the crisis

- Prevent copycat suicides

### **Level 3 – Student has attempted a suicidal act**

- Principal notified, medical resources made available, steps taken for transport to hospital
- Crisis management team to be notified
- Designated Liaison Person (DLP) shall notify parent / guardian
- Decisions for further school intervention based on recommendations of medical / mental health personnel
- Crisis impact team shall determine impact of the incident on school/community and respond accordingly.

### **Level 4 Student has completed suicide**

- See Critical Incident Plan in planning folder

## **Critical Incident Management Plan**

- See school planning folder

## **College Open Days Policy**

### **Careers Exhibition**

Transition Year, Sixth Year and LCA6 students attend the annual Careers Exhibition in Cork. All students travel as a group on school organised bus. Tickets are distributed to students as they alight from bus. Non-attenders have class as usual.

### **Open Days**

Senior students are informed of Open Days of local colleges e.g. UCC and CIT and encouraged to attend Saturday events. A school organised trip is arranged for CIT.

Visits out include Careers Exhibition, University of Limerick Open Day, Cork Institute of Technology Open Day, PLC colleges.

## **Mock Interviews Policy**

Students following **LCVP Programme** complete a video taped interview as a component of their LCVP portfolio and this is submitted to State Exams Commission to be graded. All LCVP students complete a practice interview in preparation for recorded interview.

The recorded interview is done in school in the spring of the Leaving Cert year.

This usually links in with Leaving Cert Oral exams and is held in advance of Leaving Certificate Orals giving great opportunity to prepare for all interviews.

## **Confidentiality Policy**

Absolute confidentiality cannot and should not be guaranteed. If a pupil is in danger, the holder of the information is duty bound to report the situation to the relevant body. (See child protection guidelines.) All such information is handled with discretion. See Appendix J.



## Procedures

### **Student Appointments Procedures**

**Senior Cycle:** Fifth and sixth-year pupils have at minimum one guidance interview per year and can request more. HEAR, DARE, SUSI grant and UCAS applicants are likely to need many meetings and often consultations with parents are required also. Appointments are available to transition year students on request. Interviews last one class period.

**Junior Cycle:** Third years have presentations on subject choice for senior cycle and can request interviews as required.

Guidance interviews are arranged with pupils on a daily basis, usually at morning tutorial.

Guidance counsellor visits class and sets up appointments for that day. Pupils get their teacher's permission before they present themselves for guidance interview. This procedure is vital for courtesy and for Health & Safety so that the teacher can account for each pupil.

Pupils can request appointments themselves.

Referrals come from staff and parents and outside agencies e.g. CAMHS and NEPS.

Onward referrals to outside agencies are recommended as appropriate.

### **Appointment Procedure with Parents**

Parents/guardians can contact guidance counsellor and arrange an appointment at a suitable time.

This can be done by pupil on behalf of parent/guardian. Contact is via school phone number and/or email. Guidance counsellor attends all Parent/Teacher/Student meetings and is available to meet with parents/guardians.

### **Care Team weekly meeting procedures**

#### **Care Team Meetings**

As already stated in Section 13 of Guidance Plan care team meetings are held weekly in Principal's office. These meetings are minuted and minutes are kept on One Note, which is password protected.

At these meetings issues emerge and this has become a vital guidance planning arena. Gaps in our current provision are identified (or present themselves) and solution/support strategies are worked out by the guidance/care team members. In this way guidance planning is fluid and responds to the current and immediate needs of the school.

New supports can be implemented straight away. Formative evaluation is occurring all the time as what isn't working well is dropped and new coping supportive measures can be tried out and adopted.

**Team members include the following:**

Principal, Deputy-Principal, HSCL Officer, SCP Co-ordinator, SCP Project Worker, SEN Co-ordinator, Learning Support Teacher and Guidance Counsellors.

**Format:**

Team members identify students with care issues and decide a strategy. A team member(s) is assigned to each student and will implement the agreed action. Parents, teachers and outside agencies may need to be alerted/involved in some cases. Information is treated with sensitivity and in accordance with Child Protection Policy guidelines.

Meetings are minuted and written record kept on One Note, which is password protected. Team members generally keep their own record of meeting. Follow up report is given at next meeting and a modified plan of action may be decided upon.

Referrals may come from teachers, parents, noted absenteeism, life events, etc.

## **Pastoral Care**

(see school planning folder)

Daily tutorials, on-going Year Head monitoring and contact and teacher observation create a strong pastoral care ethos in the school. Students may be referred to the care team and guidance

counsellors by Management, Year Heads, HSCL Officer, Class Tutors and subject and learning support teachers.

Referrals may be from a pastoral care, educational, vocational, behavioural and family circumstance perspective.

## **Psychometric testing procedures (see SEN Folder)**

- CAT on-line testing is carried out by SEN department.
- Guidance counsellor is present at In-coming first year on-line assessment procedure.

### **Entrance Induction and Assessment Procedure**

All enrolled prospective first year pupils complete an Induction and assessment morning in the spring preceding their entry to school. This is usually held on a Saturday morning and takes approximately 4 hours.

Students complete on-line General Reading assessment tests in the computer room and have 3 other practical activities as part of the Induction Day also. Results are passed to Learning Support Department and to Management.

## **Subject Choice Procedures**

### **First Year**

First year pupils take all subjects available for Junior Cycle. Towards the end of First Year students are asked to indicate their subject selection for JCT programme. Students are given presentations on subject choice and additional consultations with students and parents is available to help with the decision-making process. Those who choose to drop French (third language) are informed of the consequences i.e. exclusion from entry to **some** National Universities of Ireland degree courses. Students and parents who experience difficulty with choosing subjects can consult with guidance counsellor and subject teachers.

### **Second Year**

Consultation with guidance counsellor is available re subject choice and implications for future career options and sometimes regarding SEN students.

## **Junior Certificate**

Towards end of third year pupils make initial subject choice for senior cycle.

Subject choice presentations are given to outline a description of each subject at senior level and how it is assessed. Students are encouraged to choose subjects that are in line with their learning style and career interests.

Entry requirements for college are indicated and explained.

An information session is held for parents and students and presentations on subject choice for Leaving Cert, LCA and LCVP Programmes are given.

## **Transition Year**

Transition year pupils do a taster module of every subject available for Leaving Cert until Christmas and then senior cycle subject choice is finalised. Each subject teacher gives an outline of course content of their subject for Leaving Cert.

All transition years partake in a Guidance Module. In Transition Year entry requirements for Third Level colleges and Institutions are revisited to include minimum entry requirements for HEI's, specific course subject requirements and the implications of subject level on career and course choices.

Pupils use multiple on-line resources including [www.Qualifax.ie](http://www.Qualifax.ie) which gives detail of subject end level requirements for third level courses and further education training and [www.careersportal.ie](http://www.careersportal.ie)

In planning and preparing for work experience placements pupils are asked to identify their career aspirations and consider the **helpful** and/or **necessary** subjects for the corresponding courses or training procedure.

## **Student Information and Records**

- A school file is kept on every student in the principal's office. Communication from parents/guardians is kept on this file and teacher reports on pupils, pupil achievements etc. All files are kept under lock and key.
- A vocational interview form is filled for each student interview and kept on file by guidance counsellor.

- Brief notes are kept after each counselling session. These notes are confidential documents and are kept under lock and key.

## **Methods of Referral to Guidance Counsellor (formal and informal)**

- All senior pupils have a minimum of one guidance interview and request others as required.
- Referrals come from management, year heads, class tutors, HSCL officer, staff, parents and care team.
- Guidance counsellor can request meeting with a specific pupil.
- Pupils request interviews.
- A dated record of each meeting is kept by guidance counsellor.

## **Time Log/Log of day's work**

A log of guidance counsellor's day is recorded. This includes timetabled classes, one-to-one vocational, personal and educational guidance work, administrative work, phone calls, meetings with parents and outside agencies etc.

## **In-Career Development**

Ten hours of in-service training annually is required to maintain qualified membership of the Institute of Guidance Counsellors. Because of the changing nature of Guidance information in-service is on-going. Attendance at local IGC branch meetings and Counselling Supervision is facilitated by school timetabling.

Attendance at guidance counsellor information days constitute in-service and is facilitated by school authorities by provision of substitution cover for classes missed.

Log of In-Career Development is filed in Guidance folder.

## **Links with Staff / Outside Agencies**

The work of the guidance counsellor involves collaboration with the following:

- Management
- HSCL Officer
- Year Heads

- Class Tutors
- Teaching Staff
- Learning Support Teachers
- Pastoral Care Team
- SCP Personnel
- Transition Year Co-ordinator
- LCVP Co-ordinator
- LCA co-ordinator
- JCSP Co-ordinator
- PLC Co-ordinator
- Special Class Co-ordinator
- IT Co-ordinator
- SEN Co-ordinator
- SPHE Co-ordinator & teachers
- Canteen/Caretaking Staff
- Pupils/Students Council
- Parents/ Parents Association

#### Outside Agencies

- NEPS
- Social Workers
- DES
- SEC
- Colleges/Admissions Officers
- Solas
- HEI's
- Colleges of Further Education
- Garda Youth Worker
- Youth Information Centre
- Citizens Advice

## **Template for Guidance Interviews – JC/TY/SC**

- See Guidance Folder
- See Appendices

## **Code of Ethics Booklets**

- Guidance Counselling: Core Competencies & Professional Practice 2016 - Institute of Guidance Counsellors
- Copy of Constitution and Code of Ethics 2007 - Institute of Guidance Counsellors
- See Guidance Folder

## **Bibliography/References**

Sources of information used in putting together this plan include the following:

### **References**

The Education Act, 1998 [www.oireachtas.ie](http://www.oireachtas.ie)

A Whole School Guidance Framework: National Centre for Guidance in Education [www.ncge.ie](http://www.ncge.ie)

Planning the Guidance Plan, School Planning Development Initiative (SDPI) [www.sdpi.ie](http://www.sdpi.ie)

Circular Letter No. PPT12/05: Guidance Provision in Second Level Schools

Constitution and Code of Ethics 2004 - Institute of Guidance Counsellors  
Guidance Counselling  
Core Competencies & Professional Practice 2016 - Institute of Guidance Counsellors

### **Websites**

Department of Education and Science [www.education.ie](http://www.education.ie)

Institute of Guidance Counsellors [www.igc.ie](http://www.igc.ie)

National Centre for Guidance in education [www.ncge.ie](http://www.ncge.ie)

National Educational Psychological Service [www.neps.ie](http://www.neps.ie)

National Qualifications Authority of Ireland [www.nqai.ie](http://www.nqai.ie)

Central Applications Office [www.cao.ie](http://www.cao.ie)

Solas [www.solas.ie](http://www.solas.ie)

Qualifax [www.qualifax.ie](http://www.qualifax.ie)

Careers Portal [www.careersportal.ie](http://www.careersportal.ie)

SUSI [www.susi.ie](http://www.susi.ie)

## **Other**

NCGE Webinars

Attended NCGE CPD on ‘Step by Step Approach to Guidance Planning using the Whole School Guidance Framework’

Attendance at IGC Branch Meetings on Guidance Planning

IGC Conference – Workshop on Guidance Planning

DES Inspection Reports

Consultation with colleagues.

## **Work in Progress**

- Streamlining of UCAS Applications
  - Streamline HEAR, DARE and HEI language exemptions applications.
  - Guidance planning for Wellbeing
  - Increasing contact with parents re careers and college e.g. Improving parental attendance at UCC PLUS HEAR & DARE speaker event and CIT Access Scheme speaker event.
  - Ongoing JCT Wellbeing Planning
- Guidance Module Planning
- On-going development of Guidance Department



## Appendices

### Appendix A - Transfer Programme

1. The first encounter prospective students have with St. Brogan's College is when they are in fifth class in primary school. All fifth-class students from feeder schools are brought into the school to 2 hours where they do some PE, some woodwork and some Science. This gives them a feel for what a secondary school might be like.
2. In September when prospective students are in sixth class the principal and deputy principal visit the school and provide students with a presentation on a day in the life of a St. Brogan's student which includes lots of pictures and allows for questions.
3. The open evening gives all prospective students another chance to view the school and to speak to students already there and also teachers.
4. Once students have been enrolled in the school, they are invited in on the first Saturday in February. This is an induction morning. The students are divided into teams and get five different experiences on the morning – some home economics, woodwork, maths, typical school day and a reading age test on computers – NGRT.

The purpose of this morning is to put students at ease as many of them come from small primary schools. Students from the same primary schools are put together in the teams. It allays a lot of worries.

5. A lot of meetings are held with parents of incoming first years especially those with additional needs. Notes are taken at these meetings and added to a shared file.
6. The principal goes to visit each primary school where students are going to be attending the school and meets the sixth class teacher and/or SET teacher. The teachers provide

information on the students that will help place them in classes and identify any additional needs.

7. The SEN co-ordinator gathers all information regarding students with additional needs and makes applications for SNAs and transport. Both the principal and the SEN co-ordinator put all the information gathered on the students in a shared file.
8. There is a meeting held with the year head for incoming first years, SEN co-ordinator, SEN mentor for incoming first years, principal, deputy principal and guidance counsellor where the first years are divided into classes. The classes are divided based on the following information gathered by the principal or the SEN co-ordinator:
  - a. Ensuring there are mixed ability classes.
  - b. Ensuring that if there is a cohort with significant needs they are placed together to allow for team teaching and additional supports.
  - c. Ensuring that students who require SNA access are in classes where we can put in an SNA.
  - d. Ensuring we take account of parents' wishes regarding not putting their children in with students where there were difficulties in the past or where parents ask that their children be in with another child who is their friend.
  - e. Considering all the information received on the incoming students to make classes of students with similar personality traits.
9. If any students have been identified as being anxious or on the ASD spectrum they are referred to the co-ordinator of the ASD classes who works with the primary school and parents to bring the students into the school on numerous visits to help allay fears.
10. If any student is entering the special class for students with moderate learning difficulties they are also helped with visits to the school to help with settling in.

11. In early June a booklet is send out to all new parents giving details on uniform, school rules, books etc.
12. All first years are brought into the school for a half day before the other students return. The year head for the group arranges an induction morning. New students spend the morning with their class tutors who explains, timetables, journals, tours of the school, arranges lockers etc.
13. Each group of 24 first years has a class tutor who meets them every morning and who gets to know them and their parents very well. The students know that each morning they will meet the same teacher who will help, support and answer any questions or worries.
14. On their second or third day all first-year students are given the CAT test.
15. On the Thursday night of the first week back a meeting is held for first year parents where they are introduced to the year head and given information on all school procedures, sample timetables and so on. They are also given the results of the CAT test.
16. A few weeks into their time in the school the school pays for all first years to go on a bonding day to an adventure centre to help them to get to know each other better.

## **Appendix B- Guidance Planning Meetings**

Minutes of Guidance meetings pre 2019 are kept on file.

From 2019 minutes of guidance meetings are stored on OneNote.

Guidance Planning Briefing Meeting, Cork VEC Schools 11/12/06

Co-ordinator: Joan Russell

Presenters: Jean Geoghan, Jim O Leary SDPI Regional Co-ordinators

Attended by Kathleen Murphy, Nuala Lupton

*Report overleaf. Inservice notes in Inservice section.*

School Development Planning Meeting: 2006

Subject: Guidance Planning:1<sup>st</sup> to Third Year

*Documentation overleaf*

School Development Planning Meeting 5/12/07

Review and Update Guidance Folder

*Documentation overleaf*

Subject Department Meeting Record 27/8/08

Guidance Department Planning Meeting

Present: Kathleen Murphy

*Report overleaf*

Curriculum Planning Meeting 23/12/08

Guidance Planning 2008-09 First Year to Sixth Year Update

*Documentation overleaf*

## Appendix C- Guidance Interview Form:

<b>Name:</b>	<b>Class:</b>
<b>Country of birth:</b>	<b>Nationality/ Passport:</b>
<b>Do you hold a language exemption?</b>	
<b>Reason for exemption:</b>	
<b>Mobile No.:</b>	

**Date of meeting:** \_\_\_\_\_ **Class missed:** \_\_\_\_\_

**Family Careers:** \_\_\_\_\_

Leaving Certificate details:							
Subject	Level	LC Target grade & points	Results received				
			TY Summer	5 <sup>th</sup> year Christmas	5 <sup>th</sup> year Summer	6 <sup>th</sup> Year Christmas	Pre Exams
1							
2							
3							
4							
5							
6							
7							
8							
9							

<b>What is your study routine? How much? How long? Where? Study plan?</b>

<b>What work experience have you had (this can be paid work or school work experience)?</b>

<b>What are your main interests/ talents/ pastimes?</b>

**Future plans:**

<b>What career areas are you interested in?</b>
---

<b>What third level colleges or courses have you looked into?</b>
---

<b>What further education (PLC) courses have you looked into?</b>
---

<b>If you have not looked into any of the above what research have you done?</b>
--

<b>What are our agreed actions? Decisions made? Student Action Plan?</b>

<b>Signatures:</b>
--------------------

## Appendix D- Extra-Curricular Activities 2019-20:

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	<p><b>Hall:</b> - 1<sup>st</sup> Year <u>boys</u> basketball</p> <p><b>Athletics:</b> - Monday Mile</p>	<p><b>Hall:</b> - 1<sup>st</sup> Year <u>girls</u> basketball</p>	<p><b>Hall:</b> - Senior <u>girls</u> basketball</p> <p><b>Music Room:</b> - Choir (1:30 – 1:55)</p> <p><b>B6:</b> - Big brother big sister</p>	<p><b>Hall:</b> - 1<sup>st</sup> Year <u>boys</u> basketball</p> <p><b>Gym:</b> - Gym <u>open</u> for lunch</p> <p><b>B4:</b> - Chess club</p>	<p><b>Hall:</b> - 2<sup>nd</sup> Year <u>girls</u> basketball</p>
After School	<p><b>Pitch:</b> - U19 GAA training - Ladies GAA training</p> <p><b>Hall:</b> - U16 <u>boys</u> basketball</p> <p><b>Music Room:</b> - Musical rehearsals</p>	<p><b>Pitch:</b> - U16 &amp; U16.5 GAA training</p> <p><b>Hall:</b> - U19 <u>boys</u> basketball</p>	<p><b>Pitch:</b> - U14 &amp; U15 GAA Training</p> <p><b>Hall:</b> - U16 <u>girls</u> basketball</p> <p><b>Athletics:</b> - Cross County training</p> <p><b>Art Room:</b> - Junk <u>Kouture</u> Fashion Design (3:20 – 5:20)</p>	<p><b>Pitch:</b> - Rugby training (all ages)  - Junior <u>girls</u> soccer</p> <p><b>Hall:</b> - U19 <u>girls</u> basketball</p>	<p><b>Pitch:</b></p> <p><b>Hall:</b></p>

## **Appendix E- 'Back for the Future' Event**

Every year St Brogan's College organise an event which is called 'Back for the Future'. This is a careers evening where Leaving Cert students learn about the courses that they are interested in pursuing.

The difference with our event is that the people that come in to talk to our Leaving Cert students are all past pupils of the school!

Each Leaving Cert student is matched with a past pupil who gives them first hand, practical advice and information on their chosen career.

The benefits are twofold, our current pupils get to ask questions of someone who is an expert in that field and gain a real insight in a relaxed environment. The past pupils benefit as they are delighted to be invited back to their old school to impart such information and be maintain that link as an ever important stakeholder in our school community.

The event takes place each November and is an initiative that our students, past and present, our parents and ourselves are very proud of



## Appendix F - Suggestions for Mentoring Leaving Certificate Students

1. Check on the student's ambition.
  - a. What course?
  - b. What college?
  - c. How many points?
2. What points did the student get in their last assessments? What subjects are they doing at honours? What subjects at pass? Which 6 subjects will they count? What do they need to achieve in each subject to achieve their points? Help the student to fill in the target sheet for the next assessment?
3. Has the student made out a study timetable? Please note copy attached. Help the student to fill this out. They need at least 4 hours of work a day including weekends. Get them to get their parents to sign the plan when finished.
4. If the student is not working at this level encourage after school study. Advise student to study in after school study and do homework at home.
5. What subjects are the student struggling in? Get them to speak to their teachers.
6. Encourage the student to have a folder for each subject or one folder with subject dividers. Encourage them to make their own notes on a chapter.
7. Encourage the student to make out study plans to take them to November Exams, then to the pres and then to the final exams.
8. Encourage the student to try doing exam questions in exam conditions when they have covered a topic and mark themselves from the marking schemes.
9. Ask the students about their diet, exercise and relaxation.
10. Above all just chat now and again, praise and encourage and get cross where necessary. If you think nothing is working let Helen or Derry know.
11. Please note below some really good websites on studying which you can direct your sixth years to.
  - <https://www.wikihow.com/Study>
  - <https://www.how-to-study.com/>
  - <https://www.studyelix.ie/> - We would highly recommend that students pay for a year of this and use it to effectively revise for exams.

## **Appendix G - Whole School Guidance Planning**

**The following raw data was gathered at our Staff Meeting 23<sup>rd</sup> October 2019.**

Staff were divided into groups and given a blank 'whole school guidance wheel' to fill in. This information was collated and fed into the whole school guidance plan.

### **Guidance for All**

#### **Developing my Career path**

- Back for the Future
- Open Days
- College talks
- Career Exhibition
- College Speakers
- Hear/Dare
- Back for the Future
- Meet Career Guidance Counsellor
- College Speakers
- College Visits
- Back for the Future
- Subject Choice night
- College Visits
- Career Options nights
- College Open days
- School open night
- School information nights
- One to one with counsellor – advice re careers
- Mentoring for LC
- Work Experience
- Back for the future

#### **Developing my learning**

- PTS Meetings
- JCSP Study Skills
- Subject Teachers
- Mentoring
- Study Skills
- TY
- PTS Meetings
- Journal Layout
- Study Skills
- After School Study

- Flipped Classroom
- Study Skills – visitors in class
- PTS Meetings
- Breakfast Club
- Study plans
- School journal
- Tutorial
- After School Study
- Student Journals
- After School Study

### **Developing myself**

- Student Council
- Extra Curricular
- Donal Walsh Talk
- School Tour
- HSCL
- SPHE
- Pastoral Care/Tutorial
- Guidance
- Mentor
- Self Assessment
- Use of the journal to monitor progress
- Sports
- Pieta House
- Amber Flag Initiative
- Tutorial
- Student Council
- Wellbeing Wall
- Amber Flag Team
- Guest Speakers
- SPHE
- RSE
- PE
- Tutorial
- SPHE
- TY Activities and courses
- Counsellor is always available at any time.
- Pastoral Care
- PE
- Wellbeing days
- 1<sup>st</sup> year bonding day
- Transfer Program

- Free Food
- HSCL
- Extra curricular

### **Guidance for Some**

- LCVP
- LCA
- Hear/Dare
- Leaving Cert Mentoring
- SEN
- Big Brother, Big Sister
- Gaisce
- Homework Club
- TY/Rang Iosaif Initiative
- LCVP
- LCA
- JCSP
- Work Experience
- UCC Access
- LCA Work Experience
- TY Work Experience
- LCVP Work Experience
- RACE nights
- DARE
- Visiting Speakers
- School Initiatives
- Homework Club
- Tuition Classes
- Big Brother/Big Sister.
- Sports/Extra Curricular activities
- LCVP
- LCA
- Team Teaching
- LC Mentors
- Big Brother Big Sister
- Homework Club
- Mentoring for sixth years
- Homework club
- Back for the Future
- Homework Club
- Care Team
- Information evenings on DARE
- JCSP – study skills

- Big Brother, Big Sister
- LCA/LCVP/JCSP
- School Competitions
- Big Brother, Big Sister
- Homework Club

### **Guidance for few**

- SEN
- Rang Iosaif
- EAL
- BT Young Scientist
- UCC Computer Course
- CIT Science Week]
- MUN
- Siamsa
- Schering Plough
- Career Form initiative
- Friends for Life
- NEPS
- CAMHS
- NCSE
- OT
- Speech and Language
- Care Team
- Big Brother Big Sister
- Jigsaw
- Pieta House
- Parent/Teacher/Management meetings
- Big Brother Big Sister
- Giving LC extra Classes
- ASD Unit
- Care Team
- Jigsaw
- CAMHS
- SEN Mentors
- HSCL
- HSCL
- DARE/HEAR
- HSCL
- Guidance with individual students
- MAPS
- Library
- Sensory/ASD rooms

- Rang Iosaif

## Appendix H- Homework Matters

Homework Matters is a short module devised for Junior Cycle, the aim of which is to encourage students and parents develop good study habits from the start of the school year.

A booklet has been developed for each year of Junior Cycle and will be delivered in the first few weeks of the new school year. Each booklet is eight pages long. The content of the module for each year group is summarised below. Copies of the booklets are available from the Guidance Counsellors.

<b>1<sup>st</sup> year</b>	<b>2<sup>nd</sup> year</b>	<b>3<sup>rd</sup> year</b>
<p><b>Topic: Homework Matters</b>  <b>Resource:</b> Homework Matters booklet- 1<sup>st</sup> year:</p> <ul style="list-style-type: none"> <li>• Journal</li> <li>• Study space</li> <li>• Homework Survival Kit</li> <li>• Home Learning timetable</li> <li>• Key names</li> <li>• Key words</li> </ul> <p><b>Personnel:</b> Guidance Counsellor</p>	<p><b>Topic: Homework Matters</b>  <b>Resource:</b> Homework Matters booklet- 2<sup>nd</sup> year:</p> <ul style="list-style-type: none"> <li>• Journal</li> <li>• Key names</li> <li>• Study space</li> <li>• Homework Survival Kit</li> <li>• Home Learning timetable</li> <li>• Key words</li> <li>• Learn to teach-teach to learn</li> </ul> <p><b>Personnel:</b> Guidance Counsellor</p>	<p><b>Topic: Homework Matters</b>  <b>Resource:</b> Homework Matters booklet- 3<sup>rd</sup> year:</p> <ul style="list-style-type: none"> <li>• Journal</li> <li>• Study space</li> <li>• Homework Survival Kit</li> <li>• Home Learning timetable</li> <li>• Key words</li> <li>• Learn to teach-teach to learn</li> <li>• VARK learning preference</li> </ul> <p><b>Personnel:</b> Guidance Counsellor</p>

# **Appendix I: Transition Year Guidance Module**

## **Introduction**

- Careers News.ie
- National Framework of Qualifications
- NFQ ladder
- Ladder of Progression
- Entry Requirements
- Jargon Buster

## **Careersportal:**

- Create account
- Interest profiler
- Personality profiler
- Matching jobs to profile results
- Career Notepad
- Career Library
- Careers section

## **Qualifax:**

- Interest Assessment
- Open Days
- Course Finder
- Compare & tag courses

## **After school options:**

- CAO & points system
- Apprenticeships
- PLCs
- Costs of going to college/ grants/ scholarships

## **Course investigation:**

- ‘My Career Plan’ – investigate a course of interest





## Appendix J: Confidentiality Policy

### Confidentiality Policy

<b>School Name:</b>	St Brogans College
<b>Purpose:</b>	<p>The purpose of our school’s confidentiality policy is to outline and clarify information and procedures around confidentiality for all stakeholders within our school community.</p> <p>This policy outlines all aspects involved in confidentiality within the school and should be read in conjunction with other school policies.</p>
<b>Context:</b>	<p>St. Brogan’s College is a multi-denominational, co-educational school which offers a very comprehensive education embracing practical, academic, technological and scientific strands. Our Mission Statement states that we strive to be a happy, safe, caring and inclusive community where everyone is supported to reach their potential.</p> <p>St Brogan’s College is a DEIS (Band 2) school and participates in UCC PLUS+ Scheme and CIT’s Linked Schools initiative resulting in a number of sponsored activities and events to enable students from under-represented groups to access Further and Higher education.</p> <p>This confidentiality policy is written in the context of contemporary legislation and other relevant publications. A list of references is provided at the end of this document.</p>
<b>Confidentiality &amp; the role of staff:</b>	<p>The safety and welfare of children is the key principle underlying all decision making within our school in line with the Child Care Act 1991 and the Children First Act (2015)</p>

Our school adopts a student-centred approach to education.

Support of students is paramount in our school community.

The Children First Guidelines (2017) are applied in our school as appropriate.

All staff members must be aware that absolute confidentiality cannot be guaranteed.

In supporting the students of our school, all stakeholders must be aware of the limits to confidentiality.

This includes a legal obligation to share information as follows, where a student's welfare is at risk.

In the case where any member of the school community is aware of a concern to child welfare and safety this concern must be reported to one of the following:

i) The Designated Liaison Person (DLP) in our school: Ms Helen Cadogan, School Principal.

(ii) The Deputy Designated Liaison Person (DDLDP): Mr Derry O'Donovan, Deputy Principal.

(iii) Child and Family Agency Child Protection Social Work Services: Any stakeholder can report a child protection concern about a student or school directly by contacting the local social work office.

Tusla Child and Family Agency,  
Block 36,  
St. Finbarr's Campus,

	<p>Douglas Road, Cork.</p> <p>In cases where school personnel have a concern about a child but are not sure whether to report the matter to Tusla, the designated liaison person shall seek advice from Tusla.</p> <p>In cases of emergency, where a child appears to be at immediate and serious risk, and it is not possible to contact Tusla, An Garda Síochána shall be contacted immediately. This may be done at any Garda Station. Under no circumstances should a child be left in a dangerous situation pending Tusla intervention.</p> <p>It is not the responsibility of school personnel to assess or investigate or to make enquiries of parents/carers, and in some cases, it could be counter-productive for them to do so. It is a matter for Tusla to assess and investigate suspected abuse and neglect and determine what action it shall take.</p>
<p><b>Additional information for learners under 18 years of age:</b></p>	<p>All information regarding concerns of possible child abuse or neglect should be shared only on a ‘need to know’ basis in the interests of the child.</p> <p>Children First: National Guidance for the Protection and Welfare of Children 2017 states that it is good practice to inform the parent/carer that a report is being made and the reasons for the decision to make the report. However, Children First National Guidance 2017 also notes that it is not necessary to inform a parent/carer that a report is being made -</p>

	<p>(a) if by doing so, the child will be placed at further risk</p> <p>(b) in cases where the family’s knowledge of the report could impair Tusla’s ability to carry out a risk assessment</p> <p>(c) if the reporter is of the reasonable opinion that by doing so it may place the reporter at risk of harm from the family.</p> <p>Where there is any doubt as to whether to inform a parent/carer that a report is being made concerning his or her child the advice of Tusla shall be sought.</p>
<p><b>Confidentiality and learners Over 18:</b></p>	<p>It is recognised that the school may also cater for adult pupils with additional vulnerabilities.</p> <p>Where a vulnerable adult may have been, is being, or is at future risk of being abused or neglected - the advice of the HSE, or if necessary, An Garda Síochána should be sought.</p> <p>Further information in relation to the safeguarding of vulnerable adults is available on the website of the HSE <a href="http://www.hse.ie">www.hse.ie</a></p>
<p><b>Links between this policy and other policies:</b></p>	<p>This confidentiality policy should be read in conjunction with the School policies which can be found in the School Planning Folder.</p>
<p><b>Record keeping:</b></p>	<p>Our school recognises the importance of record keeping.</p> <p>Our school keeps records in accordance with Appendix 4 of the DES Child Protection Procedures in Primary and Post-primary (2017)</p> <p>All school records and data pertaining to students and parents/guardians are regarded as highly confidential and are stored in line with are stored in line with GDPR (2018) procedures.</p>

<p><b>Communicating the limits to confidentiality with staff</b></p>	<p>The limits to all staff-student confidentiality are made clear to the staff.</p> <p>Staff should consult a member of management if they have any questions or concerns about our school’s confidentiality policy</p>
<p><b>Communicating the limits to confidentiality with students and parents/guardians</b></p>	<p>The limits to all staff-student confidentiality are made clear to students &amp; parents/guardians in our school in the following ways:</p> <ul style="list-style-type: none"> <li>- A ‘limits to confidentiality’ sign is on display in the Guidance Counsellors offices.</li> </ul> <p>There are limits to confidentiality within our school. Under circumstances where an individual is at risk of significant harm, a duty exists on the part of those with information to alert others to the risk perceived.</p>
<p><b>What to do when an issue arises:</b></p>	<p>The Staff Handbook provides information and guidelines as to how to respond to any issue presented to a staff member. See section titled ‘How to handle a disclosure’.</p> <p>TUSLA the Child and Family Agency and An Garda Síochána are the two key authorities. TUSLA the Child and Family Agency has a duty to assess reports regarding a child’s welfare or safety.</p> <p>The specific focus of An Garda Síochána is on the investigation of alleged offences and whether a crime has been committed.</p>
<p><b>Responsibilities in relation to the policy:</b></p>	<p>Guidance Counsellors have been involved in the drafting of this policy.</p>

<b>Accessibility:</b>	Available online, in the Guidance sub-section of the All Staff Teams folder.
<b>Date policy ratified by BOM:</b>	3 <sup>rd</sup> March 2021
<b>Date for review of policy:</b>	September 2022
<b>SSE</b>	Our school is aware that when conducting a Whole School Evaluation, Department inspectors seek evidence to confirm that a school is complying with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.