



Tarbert Comprehensive School

Guidance Plan

Guidance and Pastoral Care Plan

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Introduction

The school was established in 1973 and is comprehensive in the sense that it is a co-educational establishment catering for all ranges of abilities, embracing all social groupings, offering the widest possible range of subjects and being open to all religious persuasions.

The Guidance plan is student-centered in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential -academic, personal, social and emotional - leading to a greater personal autonomy for all students are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Guidance Programme.

This plan forms part of the Whole School Plan, it is not a rigid template and it will be evaluated, reviewed and updated.

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.

Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998: *'to ensure that students have access to appropriate guidance to assist them in their educational and career choices'*

The "Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that *„the school's guidance plan is a whole school responsibility'*

Circular 0009/2012, "Staffing arrangements in Post-Primary Schools for the 2012/13 school year" restates this position: *'each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.'*

Pastoral care in Tarbert Comprehensive School seeks to give a real presence to the values of our mission statement. A strong commitment to pastoral care has been a hallmark of the school community since its foundation in

1973. It is integral to all aspects of the school community, and involves every member of our community as we work towards realizing the pastoral goals of the school.

It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision for ex-quota guidance hours to schools that this guidance and pastoral care plan was prepared.

Legal Framework

This plan is being developed in response to the relevant legislation and resource documents including:

- Section 9 (c) of The Education Act, 1998
- Circular PPT 0009/2012, Staffing arrangements in Post-Primary Schools for the 2012/13 schoolyear
- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004
- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance. Inspectorate Department of Education and Skills, 2005
- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009

Scope

This plan applies to all of the community of Tarbert Comprehensive School. Its interventions and supports apply particularly to junior, senior, further education, minority, special educational or personal needs etc of all students as they progress through their second-level education.

Relationship to Mission Statement

The school Guidance and Pastoral Plan supports the values of the school outlined in its Mission Statement:

In Tarbert Comprehensive School we seek to foster mutual respect and an atmosphere of trust. We promote a healthy work ethic and a love of learning in a spirit of collegiality and co-operation so that all may reach their full potential.

The ethos of the Comprehensive School is one of equality and inclusiveness, welcoming and nurturing all of the diverse abilities and talents of the various communities we serve.

We value each other, facilitate our special needs students, celebrate our achievements and look forward to becoming an increasingly multi-cultural school.

Each day we aim to live up to our school motto: "Mens Sana in Corpore Sano", a Healthy Mind in a Healthy Body.

Formulated by the Students, Parents, Staff and Management of Tarbert Comprehensive School, Partners in Education, April 2006.

Ratified by the Board of Management, May 2006.

Rationale

This plan has evolved for the purpose of providing guidance and pastoral support to students. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents, students and teachers that guidance and pastoral care will be delivered in an integrated and proactive way.

Objectives

The objectives of this Guidance and Pastoral Plan are to enable students:

- to clarify educational, social and career goals
- to address personal issues
- to identify and explore opportunities
- to grow in independence and take responsibility for themselves
- to make informed choices about their lives and follow through on these choices

Furthermore, it seeks:

- to support the development of every student
- to acknowledge and support each person's role in the school community
- to provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- to provide an environment where each individual can develop a place in society and a responsibility to society
- to nurture teaching and learning so that each individual can reach his or her full potential
- to monitor the well-being of all students

- to apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy
- to work effectively with statutory authorities and outside agencies as and when required
- to ensure that any allegations of abuse are dealt with justly and promptly

Related Policies and Documents

This Guidance Plan is consistent with school policies/plans already in place: it may be read in conjunction with the following:

Child Protection
 Mission Statement
 Admissions Policy
 Code of Behaviour
 Critical Incident
 S.P.H.E. Policy
 R.S.E. Policy
 Special Education Needs Policy
 Attendance Policy
 Health and Safety
 Pastoral Care Policy
 Learning Support
 IT - acceptable use of Internet etc
 Anti-Bullying
 Homework Policy

Guidance and Pastoral Care Provision

Guidance and Pastoral Care in Tarbert Comprehensive School focuses on three areas:

1. Personal and Social Development
2. Educational Guidance
3. Career Development

1. Personal and Social Development

Personal and Social development is 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 include modules during the course of a school year e.g. Stress Management, Internet Safety, "Say It" 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 Tarbert Comprehensive to develop the skills, potential and resilience of students.

Guidance and Pastoral Roles

Guidance and Pastoral Care 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. Personal support forms part of the Guidance and Pastoral Care Plan, offered in an individual or group basis as part of a developmental learning process and at moments of personal crises. It is recommended that in the case where students require personal support over a protracted period of time that they be referred to the relevant outside agencies.

Whole School Guidance and Pastoral Care Plan

The following demonstrates the whole school dimension of Guidance and Pastoral Care in collaboration with the whole school community

- Management
- Pastoral Care Team
- Chaplain
- Guidance Counsellor
- Learning Support Co-ordinator and Team
- Year heads
- Class teachers
- T.Y. Co-ordinator
- LCA Co-ordinator
- LCVP Co-ordinator

- State Exam Secretary
- Secretaries / Care-taking staff
- Pupils/Student Council
- Parents and Parents Council
- LINK
- Special Needs Assistants
- Mentoring

Outside Agencies

- NEPS Psychological Services
- Social Workers
- Doctors
- Employers
- SENO
- NEWB
- Colleges/Admission Officers and Access Officers
- FAS
- Defence Forces, Gardai
- Department of Education (RACE)
- Endesa Business and School Partnership
- CAO, PLC, "HEAR" "DARE" VEC and UCAS
- Kerry Adolescent Counselling Service
- CAMS Child and Adolescent Mental Health Services
- LINK (Learning Initiative North Kerry)
- KDYS
- Garda Youth Diversion Project

Board of Management

The Board of Management manages the school in accordance with the Education Act (1998) and the Articles of Management for Comprehensive Schools.

Principal

The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff.

The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school.

Deputy Principal

The Deputy Principal, as a member of the management team, assists the Principal in the internal organization and management of the school. The Deputy Principal works with the year heads, class tutors, chaplain, guidance counsellor and subject teachers in developing, reviewing and implementing the pastoral care programme in the school. The Principal and Deputy Principal both give witness to our Guidance and Pastoral Care structure by supporting students and staff in developing the school community.

Year Head

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, tutors, guidance counsellor, chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above.

Class Tutor

The class tutor takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class tutor serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

Subject Teachers

The Subject Teacher has responsibility for the maintenance of good discipline within his or her class, while sharing a common responsibility for pastoral care and good order within the school. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. The subject teacher liaises with management, year heads, guidance counsellor and chaplain.

Guidance Counsellor

The guidance counsellor has a particular function in relation to the protection of children. She works collaboratively with all staff members and management. She meets regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the pastoral care and critical incident teams. The guidance counsellor is involved in testing pupils, and assists in the accommodation of pupils with learning difficulties at examination time. The guidance counsellor is involved in delivering central aspects of the LCVP programme such as study and career investigation. She is the SPHE coordinator and is on the core planning team for the T.Y. and LCA programmes.

Chaplain

The chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The chaplain meets regularly with the guidance counsellor, Principal and Deputy Principal. The chaplain actively engages with year heads and all members of the pastoral care team and outside supportive agencies. She is a member of the pastoral care and critical incident team. The chaplain manages the referrals to the external counsellor and liaises with the individual students and their parents. The Chaplain coordinates the Mentoring programme and supports and liaises with the RE department. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

Pastoral Care Team

The pastoral care team made up of Management, Chaplain, Guidance Counsellor, RE and SPHE meet regularly to review the needs of students. The team strives to provide a response to students needs by liaising with the SPHE and RE teachers 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 Pastoral Care Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

Special Educational Needs Coordinator

The special educational needs coordinator coordinates the provision and application of resources for students with special educational needs and/or specific learning difficulties. She liaises with all staff, parents/guardians and outside agencies. She applies for resources including resource hours, special needs assistants and assistive technology. She oversees timetables for students requiring learning support and assistance. She liaises with special needs assistants, guidance counsellor, chaplain, year heads, subject teachers, Deputy Principal and Principal.

Student Council Liaison Teacher

The student council liaison teacher oversees the running of the student council within the school. She liaises with students, staff and management in issues relating to the students.

Critical Incident Team

The critical incident team is made up of members of the school community who have designated responsibilities in the event of a critical incident, irrespective of where or when such a critical incident may occur. This is backed up by a trained parent support team.

Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The 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 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.

Students

This 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 Tarbert Comprehensive School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning.

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. Because Tarbert Comprehensive adopts a whole-school approach to Guidance and Pastoral Care students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class tutor, year head, guidance counsellor, chaplain, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

Student Council

The Student Council is a representative structure for all the students in the school. It provides students with the opportunity to become involved in the affairs of the school, working in partnership with school management, staff and parents. It creates a positive atmosphere and gives the students a sense of ownership. The student council liaison teacher oversees the running of the student council within the school. She liaises with students, staff and management in issues relating to the students. Section 27 (4) of the Education Act reads: *A student council shall promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers.*

Counselling

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 a moment of personal crisis. Counselling may include personal counselling, educational counselling, career counselling or a combination of these. The counsellor offers students counselling help in many areas including: personal problems, family problems, relationship problems, coping skills, motivation, making choices, transition to 3rd level education and the adult world, etc. 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 is offered by the Chaplain, Guidance Counsellor and an external Psychotherapist (Available in School 1 or 2 days a week / Parents Association funded)

Referrals and Reporting Procedures

Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in the Comprehensive. 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, confidentiality will not be guaranteed in the following circumstances:

- Ø when a student poses a danger to himself or others;
- Ø when a student discloses an intention to commit a crime;
- Ø when the counsellor suspects abuse or neglect;
- Ø when a court orders a counsellor to make records available;

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy.

Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others.

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 Tarbert Comprehensive School child protection policy.

The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. and 4. 2. 1.:

- 4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Mrs. Mary McGillicuddy) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child.
- 4. 2. 1. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

Referrals In

Student (self referral) / Class teacher / Year Head / Chaplain / Guidance Counsellor / Management/ Parents / Staff / Caretakers / Secretaries / Other Students / Curriculum / Piece of Writing and Emergencies

Referrals Out

External Counsellor / LINK/ Kerry Adolescent Counselling Service/ CAMS (Child and Adolescent Mental Health Services)/ Social Services/ NEPS/ SENO / NEWB / Doctors/ KDYS/ Garda Siochana/ Disability/ Access Officers in various Institutions (**Appendix 2**)

Procedure

Meet with Student (once- off / or contract for number of sessions /or refer on as necessary) Explain limits of confidentiality, draw up working contract, keep counselling record, issue parental consent form if necessary (referral out).

Record-Keeping Procedures

Two types of records kept in a secure and private place

1. Detailed personal records of all personal counselling and careers/vocational guidance interviews.
2. Summary reference records of personal counselling sessions

- Student records are kept for a minimum of 7 years.
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session.
- Keep notes as brief as possible.

2. Educational Guidance

Educational guidance is delivered in an integrated and collaborative way and includes the following:

Educational Learning	Persons Involved
Motivation/Goal Setting	Subject teacher, parents, students and Year Head (YH), GC
Organizational Skills	Subject teacher, parents, students, YH
Homework	Subject teacher, YH, parents and students
Study Skills	Subject teacher, YH, parents, students, GC
Exam Preparation and techniques	Subject teacher, YH, parents, students, GC
Under Performance	Subject teacher, parents, students, class tutor and YH
Retention	NEWB, Parents, Year Head, Deputy Principal (DP), Guidance Counsellor (GC) and Chaplain
Subject Choices	Subject teacher, parents, students and GC
Subject Levels	Subject teacher, parents, students and GC
Subject Change	Year Head, parents, student, and GC
Programme Options	Programmes coordinator, students, parents, teachers, GC, Special Educational Needs (SEN) Coordinator
Administration and Interpretation of psychometric assessment	SEN teachers and GC
Identification of students with special needs	SEN teachers, GC parents, teachers and students

3. Career Development

Career development is delivered in an integrated and collaborative way and includes the following:

Career learning	Persons Involved
Research and ICT skills for career exploration	Guidance Counsellor (GC), Leaving Certificate Vocational Preparation (LCVP) and Leaving Certificate Applied (LCA) teachers
Grant and scholarship applications	GC, parents and students
CAO, UCAS & PLC applications	GC, parents and students
Liaising with 3rd Level	GC, parents and students
References	GC, teachers, Principal and DP
Access Programmes	GC, parents and students
Apprenticeships	GC, parents and students
Higher Education Access Route (HEAR)	GC parents and students
Disability Access Route to Education (DARE)	GC, parents, students and outside agencies
Information on competencies and skills for the working world	GC, LCVP teachers, students, parents and outside agencies
Labour Market Trends	GC, LCVP and LCA teachers, students, parents and outside agencies
Industry Sector Information	GC, LCVP teachers, students, parents and outside agencies

Career learning opportunities will also be available on Careers Portal, Career Directions and Pathfinder websites and programmes.

Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, pastoral care team, teachers and other staff support students who experience bereavement, separation or loss.

They may carry out some of the following functions, as appropriate:

- Where we know a bereavement is imminent, if appropriate, support is offered beforehand

- In conjunction with the principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor
- Attend removal and funeral
- Principal, Chaplain and Year Head will visit the home of the bereaved
- Meet student on his or her return to school
- Inform staff if student is having particular difficulties
- Seek outside help or assistance for a student and his/her family should the need arise
- Students attendance at funerals - procedures as outlined in the school journal

Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance programme. The teacher remains with the class for the duration of the visit. The Principal must be informed in advance of all visiting speakers and the content of their presentation. Evaluations are carried out to assess the benefits. We follow the Guidelines as outlined by the Department of Education Circular 0023/2010

Special Needs:

Children with special needs may require more help to cope with aspects of school and the transition to 3rd level or world of work. Teachers, Special Needs coordinator, Chaplain and the Guidance Counsellor will liaise with parents, support services and disability/Access Officers etc to best assist these students.

Work in Progress

School Website with dedicated Guidance and Pastoral Care Section

Ratification

This plan is a review of the Guidance Plan previously ratified by the Board of Management in February 2005.

Review

This Plan will be reviewed by the Board in 2015.

Appendix 1

Below is a summary* of what our school currently provides for the general well-being of students, both formally and informally to support the *Guidance and Pastoral Care Plan*

Policies include the following: Admission, Discipline, Anti-Bullying, Substance Use, Health and Safety, Attendance, Healthy Eating etc.

Pastoral Care Team

Chaplain

Guidance Counsellor

Year Heads

Class teachers

Student Council

Parents Association

Class representatives

After School Study

Sports and Games

Parent Teacher Meetings

SPHE

RSE

Student Counselling

Enterprise Education

Special Needs Assistants

Resource/Learning Support

Transition Year

Leaving Cert Applied

LCVP

Information Nights for Parents (CAO, Subject Options, SPHE, RSE)

Guest Speakers

Study Skills

Open Night

Mentor System

Subject Fieldtrips

Drama Productions (Tarbert Lighthouse Players)

School Masses, including Christmas and Easter Ceremonies etc.

Student Retreats

Supporting Charities including Trocaire 'Shoe-box appeal', Concern, Bothar, Burkino Faso, Daffodil Day, Jump for Joy, Crumlin Children's Hospital.

Cross Curricular Links

School Assembly Programme

Leaving Cert Stress Management Programme

Irish Scholarships

Gaisce

Quiz Team

Public Speaking

Music

Paired Reading

Library

Shop

Tarberts Got Talent Show

Achievement Awards Night

LINK (After-schools programme and Homework Club)

Book Rental Scheme

TY Graduation Ceremony

LCA Graduation Ceremony

Leaving Cert Graduation Ceremony

SPHE Focus Week

Seachtain na Gaeilge

Young Scientist

No Name Club

LCA Play

Carol Singing

***This is not a definitive List**

Appendix 2

Referrals Out

All external counselling referrals require a parental consent form

External Counsellor (Available in School 1 or 2 days a week / Parents Association funded)

LINK Counselling (for LINK students only -1 day a week - outside school - in Listowel)

SENO

NEWB

Kerry Adolescent Counselling Service (12-18 year olds/ parental referral)

CAMS Child and Adolescent Mental Health Services (Dr. Clare Craven, Greenview Place, Tralee for Kerry students / Dr Yvonne Begley NewcastleWest for Limerick students, Eileesh Holly NEPS)

Social Services (Denny St. Tralee and NewcastleWest, Limerick)

NEPS: Guidance Referrals (RACE/Assessments/Psychological Reports/ Staff Referrals)

KDYS (Inter-Agency Meeting once a month involving LINK, Jigsaw, Southern Drug Task Force (Ger Lowe), Garda Youth Diversion Project and School Reps)

Doctors

Garda Siochana

Disability / Access Officers in various Institutions

Employers

...etc