



ROCKWELL COLLEGE

**WHOLE SCHOOL GUIDANCE PLAN
POLICY
2019**

GLOSSARY

CAO	Central Applications Office
CL	Circular Letter
DES	Department of Education and Skills
DLP	Designated Liaison Person (Child Protection)
DDLp	Deputy Designated Liaison Person
FET	Further Education and Training
HE	Higher Education
HPS	Health Promoting Schools
HSE	Health Service Executive
ICT	Information & Communication Technology
IGC	Institute of Guidance Counsellors
JC	Junior Cycle
JCSA	Junior Cycle Student Achievement
JCT	Junior Cycle for Teachers
LC	Leaving Certificate
LCVP	Leaving Certificate Vocational Programme
LLG	Lifelong Guidance
NBSS	National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCGE	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PDST	Professional Development Service for Teachers
PTR	Pupil-Teacher Ratio
SC	Senior Cycle
SEN	Special Educational Needs
SGH	School Guidance Handbook
SOL	Statement of Learning
SPHE	Social, Personal and Health Education
SSE	School Self-Evaluation
SUSI	Student Universal Support
TY	Transition Year
WSG	Whole School Guidance

1. Introduction

The Whole School Guidance Plan of Rockwell College is student-centred 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 Whole School 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 routinely.

What is School Guidance?

In this plan, the term guidance will be used to refer to all guidance and counselling activities and student support services in the school. Guidance in schools refers to ‘a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions consequent on these choices’ (NCGE 2004). These choices can be categorised into three separate but interlinked areas:

- **Personal and Social:** covers emotional and psychological areas
- **Educational:** concerns the intellectual development of the pupils
- **Vocational/career:** concerns exploring career options

Guidance activities that assist students to make choices include

1. **Counselling:** the provision of a safe environment where students can explore their thoughts and feelings, learn how to cope with personal issues and learn how to take responsibility for their behaviour and actions.
2. **Assessment:** using psychometric tests and other interest inventories to help the students obtain a better self-understanding and to help them make educational, vocational and personal decisions.
3. **Information:** providing students with objective, factual and up-to-date information on educational and occupational opportunities as well as helping them to interpret and use this information.
4. **Educational Development Programmes:** facilitating the development of study skills, exam technique as well as helping students choose subjects and levels.
5. **Personal and Social Development Programmes:** facilitating the transfer of knowledge and skills relating to a student’s personal and social development, self-awareness decision making and planning.
6. **Referrals:** There are two types of referrals.
 - (a) Students may be referred to the Guidance Counsellor by an individual teacher, by school management or through the pastoral care team.
 - (b) Where an issue is beyond the scope of the school guidance service, a student may be referred to other professionals outside the school such as NEPS (the National Educational Psychological Service).

1.1 Definitions

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling within the Guidance service is a key part of the whole school guidance programme and is traditionally offered on an individual basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

1.2 Requirements on Schools

This plan is being developed in response to relevant legislation and resource documents. 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’.

Other requirements and guidelines include:

- **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’**
- 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
- **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.’ 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 whole school guidance plan was originally prepared supported by ‘The Framework for Considering Provision of Guidance Post-Primary Schools’ issued in 2012 by ACCS, ETBI, JMB and NAPD
- *Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a)* provides a separate guidance allocation to schools by reducing

the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR

- *NCGE, 2017, A Whole School Guidance Framework*
- *Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d)* highlights that Wellbeing, a new area of learning
- ***‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance***

1.3 Scope

The Whole School Guidance Plan applies to the entire community of Rockwell College. Its interventions and supports apply particularly to junior, senior, special educational or personal needs etc. of all students as they progress through their second-level education.

1.4 Relationship to Mission Statement

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

Rockwell College supports the principles of providing an environment where: Catholic values and practices are promoted and maintained; pupils can develop their full potential; personal responsibility is promoted; life-skills are reinforced through participation in educational, sporting and cultural activities; pupils are prepared for an appropriate career; pupils are made aware of their cultural heritage; parental collaboration is promoted and encouraged; an education free from fear and intimidation is provided; a sense of integrity is nurtured and the student demonstrates respect for values, diversity of tradition, language and ways of life in society. This will be fostered through the pastoral care system within the school.

1.5 Rationale for a Whole School Guidance Plan

Guidance is a whole school activity and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student attitudinal surveys or via other initiatives. This whole School activity is undertaken as a means of supporting the needs of students. As a School we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life.

This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the school’s approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between

the competencies available within the school to support a student in situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.6 Aims and Objectives

The Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

The objectives of this Whole School Guidance plan enable students to achieve the following outcomes:

- 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
- 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 in accordance with the Children First Guidelines 2017

2. The model of provision

2.1 *A continuum of Support*

A continuum of support model is applied to the Rockwell College guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

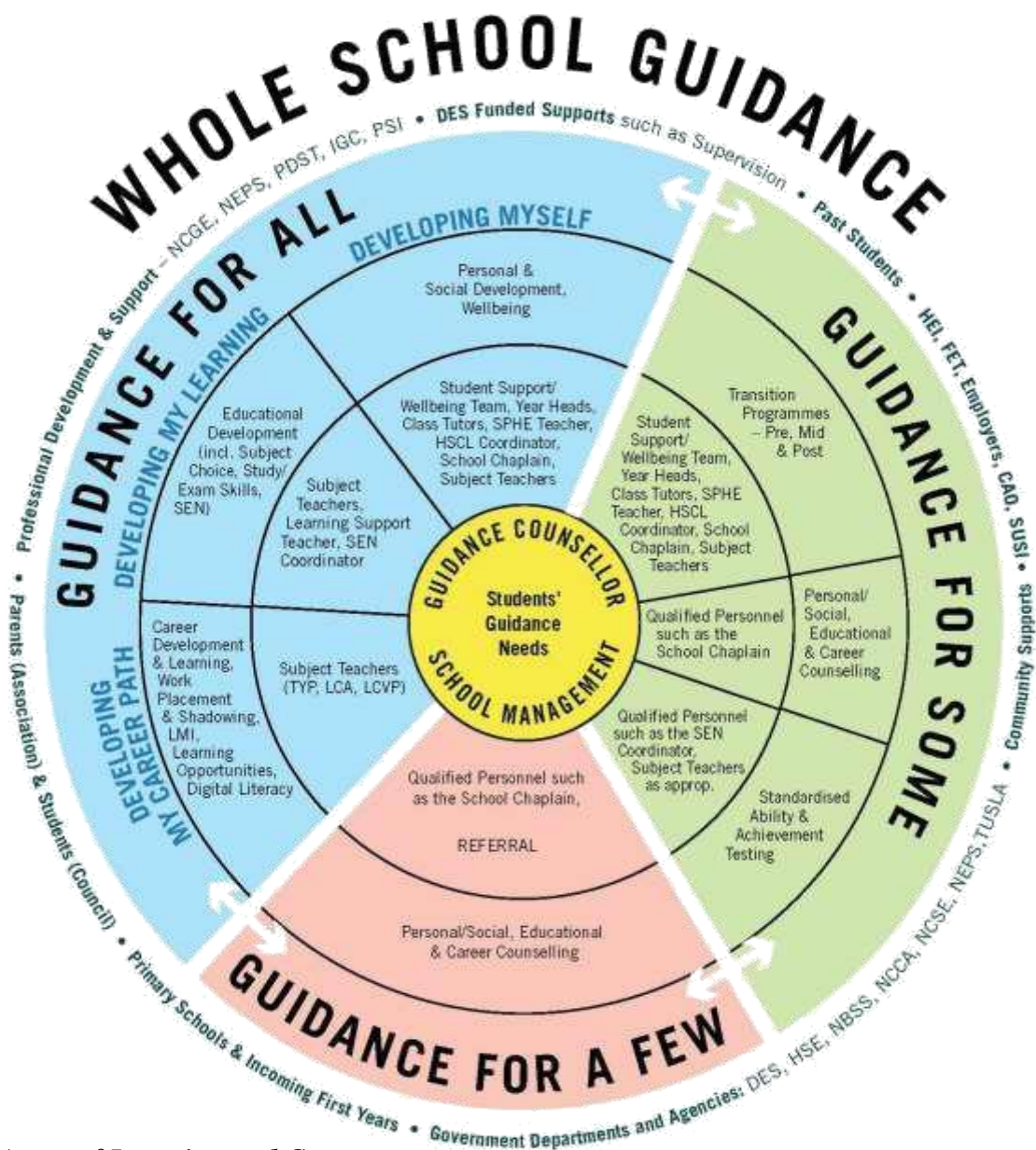
- A) Guidance For All** – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The Guidance Counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY and LCVP).

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

- C) Guidance for a Few** - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the Guidance Counsellor, Chaplain, and other school staff who have been trained in meeting the needs of vulnerable students and

those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the Guidance Counsellor/Chaplain/ staff member may need to provide continued support to the student.

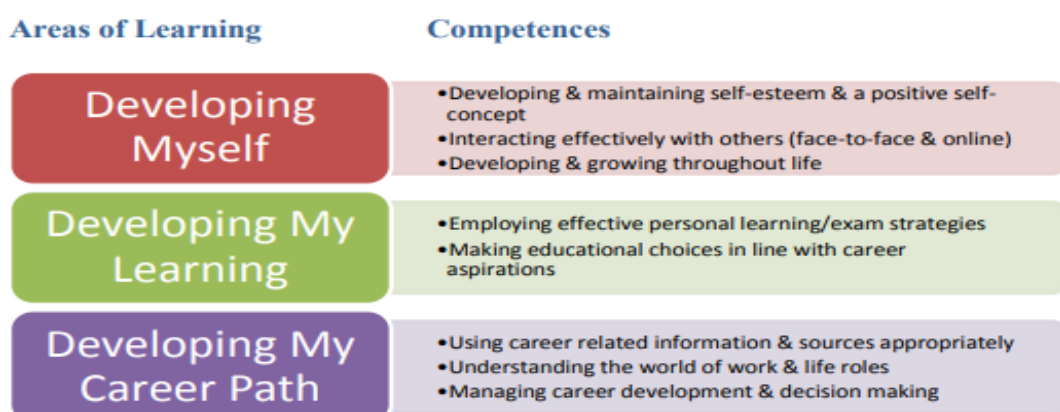
Figure 1 below (courtesy of NCGE: **A Whole School Guidance Framework, Page 14**) shows the continuum of support model on which our School approach to guidance is offered. The Guidance Counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The Guidance Counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.



2.2 Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Rockwell College are exposed to 3 areas of guidance-related learning so as to allow them develop in 8 areas of competence (Figure 2 on the following page *courtesy of NCGE: A Whole School Guidance Framework, Page 16*). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Figure 2: Areas of Learning and Competences



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

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

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the *Staying Well* key skill of the *Framework for Junior Cycle*. The eight competences can be linked with five of the six indicators of Wellbeing – *Responsible*, *Connected*, *Resilient*, *Respected* and *Aware*. The Guidance Counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC (5th, 6th, 7th) & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in *Developing Myself* for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

2.3 Whole School Overview

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

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

A. Personal and Social Development - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle. 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.

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

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

3. Guidance: A Whole School Activity – Roles and Responsibilities

Guidance is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our School to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students.

However, it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The main roles and responsibilities within our School are outlined on the following page:



A) Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) and the Articles of Management for Catholic Secondary Schools. Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

B) Senior Management

The Principal controls the internal organisation 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. The Senior Management team also has a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the Guidance Counsellor, school staff and other school partners such as parents.

C) Guidance Counsellor

Guidance Counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social their role for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing first year students in term one at the school or liaising with management, Year Deans, class teachers, subject teachers, etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation.

Their career role may involve addressing all students in 3rd Year and Transition Year prior to their choosing subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic.

In addition the Guidance Counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance Counsellor works collaboratively with all staff members and management. They meet 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 the SENCO 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.

The Guidance Counsellor and Chaplain as mandated persons and specialists are also well positioned, due to the nature of their work, to react to any child protection concerns.

(D) 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 deans (at year dean meetings and informally) and all members of the Pastoral Care Team and outside supportive agencies. They are a member of the Pastoral Care and Critical Incident Team. The Guidance Counsellor is the school counsellor in Rockwell College and manages the referrals to the external counsellors and liaises with the individual students and their parents.

(E) Pastoral Care Team

The Pastoral Care Team is made up of Management, Chaplain, Guidance Counsellor, SEN Coordinator and other representatives from the staff body. The Team meets 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.

(F) SEN Coordinator

The SEN Coordinator directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaise with the Deputy Principal and all staff, parents/guardians and outside agencies. They apply for resources including resource hours, special needs assistants and assistive technology. The Deputy Principal oversees timetables for students requiring learning support and assistance. The SEN coordinator and Deputy Principal liaise with Special Needs Assistant, Guidance Counsellor, Chaplain, Year Deans, subject teachers and Principal.

(G) Subject teachers

Subject teachers have the final line role of responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, co-ordination roles and through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with

the Guidance Counsellor on the needs of an individual student and/or refer the student to the Guidance Counsellor/LS/SEN Coordinator when specialist competence is required with due regard to confidentiality.

(H) Other Support Staff

- Class Teacher

The class teacher 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 teacher serves as a special link between the school administration and the students, and co-operates with the Year Dean in ensuring the students observance of the school rules.

- Year Dean

The Year Dean has general responsibility for the welfare of a year group. The Year Dean oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Dean works closely with the subject teachers, class teachers, Guidance Counsellor, Chaplain, Deputy Principal and Principal. The Year Dean also links with outside agencies in conjunction with the above.

(I) Guest Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

(J) Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognises 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. Parents can also participate in the guidance process through:

- (i) Consultation with the Guidance Counsellor and other school staff.
- (ii) Attendance at relevant information and other meetings at school.
- (iii) Contributing to the development and review of the school guidance plan. And when possible
- (iv) Providing personal assistance to the school guidance programme.

(K) 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 Rockwell College. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Representative Council (SRC) affords students an opportunity to voice their opinion and become involved in the daily life of their School.

Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because Rockwell College adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a Subject Teacher, Class Teacher, Year Dean, 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.

4. Current Whole School Guidance Programme & Provision

4.1 Time allocation - Individual, small group and class group support

Guidance and Counselling support is primarily offered on an individual basis but small group or class group counselling may also be offered. The focus of counselling is on the personal/social, educational, and career issues, individually or in small groups. The School counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

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

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

4.2 Delivery of Guidance & Counselling (one-to-one, small group etc.)

The 2017 and 2018 Allocation Circulars state –

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

While guidance is a whole-school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one to one guidance and counselling. The latest model places responsibility on school leaders to use the guidance provision for the maximum benefit of students.

4.3 Junior and Senior Cycles Career Guidance Programme

The School vision is to supply an effective and comprehensive Guidance service which enables our students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community.

Objectives (Senior Cycle)

- It is our endeavour that all senior students should have frequent access to a Guidance Counsellor. We would intend that these meetings would answer all Students’ Educational and Vocational guidance needs and would assist them in making well informed choices about their lives.
- As a result of the Senior Guidance programme, students will be enabled to make informed decisions concerning further education and the world of work. These decisions will be based on a sound knowledge of their own personality, aptitudes, interests and values. Through individual meetings with the Guidance Counsellor and access to Guidance events, including Guest Speakers, they will have the opportunity to explore the many options available to them post Leaving Cert and to make appropriate educational and career decisions. Students at Transition Year level will be made aware of the implications of subject choice on future career and educational

options. Through the Work Experience Programme we hope that our students would experience the world of work and that this will inform the choices that they make.

4.2 Activities (Senior Cycle)

- The Guidance Counsellor will be available to meet individually with senior students to discuss all educational and career matters and will assist students in making appropriate educational decisions.
- Students will be given the opportunity to do and receive feedback on aptitude tests, interest inventories, personality tests/ questionnaires.
- Students will be well briefed on the application process for entry to third level as well as entry to alternative training and further education routes.
- Students will be helped in completing career investigation, Curriculum Vitae and letters of job application.
- Students will regularly be invited to listen to speakers from 3rd level colleges, the world of business and voluntary and community enterprises.
- Students will be informed of upcoming events and subject to demand they will be accompanied to relevant open days and exhibitions.
- Transition Year students entering senior cycle will be given a detailed presentation and information booklet concerning subject choice for Leaving Certificate. In conjunction with subject teachers, students will be advised on content of syllabi for Leaving Certificate and their suitability to the subject.
- Students will be educated on the use of IT in career research. They will also be given demonstrations on online application procedures for CAO and UCAS. They will have access to the computer room for career research where possible.
- The Guidance Counsellor will liaise as appropriate with NEPS.
- Sixth year students can meet professionals in a range of careers at the Careers' Evening.

4.3 Objectives (Junior Cycle)

- It is our intention that the Junior Guidance Programme, in conjunction with the work of the pastoral care team and the mentoring work of senior students, would be instrumental in easing the transition to secondary school. We aim to ensure that personal or learning difficulties are detected as early as possible and to foster good habits of learning and study.
- Students entering second year will be made aware of the implications of subject choice on future career and educational options.
- Through the Guidance and SPHE Programmes students will begin the process of developing self-awareness and acquiring decision making skills.

4.4 Activities (Junior Cycle)

- The service and the availability and the role of the Guidance Counsellor will be explained to Junior students.
- Junior Students will attend a study skills presentation.
- Junior Certificate students will have access to the Guidance Counsellor in relation to Fifth Year options.

5 Other Considerations

5.1 School Structure

The student population of Rockwell College is divided into classes of mixed ability. Each class group in junior cycle has a Class Tutor who has a pastoral role and takes particular care of their class. They look after their personal, social, health, welfare and monitor student journals at regular intervals.

A Year Dean is also assigned to each year group. The Year Dean looks after the welfare of their relevant year group and remains in constant contact with their Class Tutor as well as parents throughout the year. The Year Dean also has a disciplinary role within the School structure. Weekly Year dean meetings allow coordination with School management.

The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Deans and Class Tutors in order to best meet our student's needs.

5.2 Appointments

Students requiring assistance, advice or support can approach any staff member at any time. A staff member may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up appointment will be made. Students who wish to schedule an appointment can do so through the Guidance Counsellor for both personal counselling and career counselling. They are then provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment. Students are advised to maximise their 1 on 1 time for career advice as multiple visits are not guaranteed.

However, follow up appointments may be necessary and will be organised. Parents/Guardians make appointments with all staff members, including the Guidance Counsellor, by telephoning the school office. Appointments are conducted during the school day where possible. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. Year Dean, subject teacher or/and management to be present at a meeting. Notes may be made and kept at meetings.

5.3 Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in Rockwell College. The Guidance 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:

- when a student poses a danger to themselves or others;
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

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 has clear procedures in the event of self-harm within the School.

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 Rockwell College Child Safeguarding Statement and Risk Assessment.

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

- *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 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.*
- *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.*

5.4 Ethical considerations and Accountability

The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellor also abides by the Institute of Guidance Counsellor's **Code of Ethics**. Equally all school personnel abide by the ‘**Child Protection Guidelines for Post Primary Schools**’ and ‘**Children First, National Guidance for the Protection and Welfare of Children**’.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos

and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in “loco parentis” and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times.

5.5 Reporting and Referral Procedures

- **Reporting** - In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student’s best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.
- **Referral** - Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where appropriate School personnel considers necessary and appropriate. The Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school management and parents may refer students to the Guidance Counsellor. Clear procedures of referral (below), which have been agreed between the Principal, Staff, Parents and the Guidance Counsellor will be followed.
- Some strategies that can be used include – Informing parents, staff and students as to the procedures for student referral both inside and outside the school;
- Use of “case conferences” in order to identify and help students at risk;
- Liaise with Gardaí, NEPS, CAMHS and local support services.

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

Referrals Out – Guidance Counsellor/ External Counsellor / CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ Garda Síochana/ Disability/ Access Officers in various Institutions

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, contact parents by phone and/or letter and issue parental consent form if necessary (referral out).

5.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in Rockwell College. All records will be kept in accordance with the School Data Protection Policy.

Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

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

Record keeping involves:
policy

- Keeping student records in line with the school's GDPR policy.
- 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.
- Keeping notes as brief as possible.
- Only facts are collected not opinions

5.7 Other Agencies

The School may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

- NEPS Psychological Services
- Social Workers
- Doctors
- Employers
- SENO
- Túsla
- Colleges/Admission Officers and Access Officers
- Solas
- Defence Forces
- Gardaí
- Department of Education (RACE)

- State Examinations Commission (SEC)
- CAO, PLC, “HEAR” “DARE” and UCAS
- CAMS Child and Adolescent Mental Health Services

5.8 Testing and Assessment

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information.

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances. Some of the assessments used in Rockwell College include:

- Interest Assessments: Students conduct interest assessment on careers websites such as www.careersportal.ie and www.qualifax.ie
- CATS for Incoming 1st Years Cognitive Abilities Test are carried out with incoming 1st years students as means of identifying the student’s individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seek to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT’s help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time. The Inspectorate’s *Looking at Guidance* (2009) stresses the ‘vital role’ that Guidance Counsellors play in ensuring that ‘good assessment and test information is available to inform decisions about students’ learning and about the choices and decisions that they and others make about their lives’.

Students 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. Within Rockwell College testing and assessment is administered by the SEN department and the Guidance Counsellor. The School has a separate SEN Policy that guides the process.

5.9 Bereavement Support

The Principal, Deputy Principal, Guidance Counsellor, Chaplain, 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 dean and class tutor
- Attend removal and funeral
- Principal, Chaplain and Year dean 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
- The Critical Incident Management Plan guides School procedures in the event of a sudden loss

5.10 Resources and staffing

Rockwell College is committed to promoting and providing appropriate Guidance Services within the context of Department funding and as sanctioned by the Board of Management.

Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. The DES provides staffing resources to Rockwell College. The Principal within the limits of these resources and curricular obligation allocates staff accordingly.

5.11 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

5.12 Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling ‘students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise ‘the use of their available resources for the provision of guidance.’ (Section 4.3) With limited ICT resources, Rockwell College, enables such student engagement with ICT when it can be accommodated.

5.13 Informal Guidance

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: Chaplain, SPHE, Transition Year Co-ordinator, LCVP Coordinator, all teachers of subjects taught in the schools such as Science, Business, Home Economics with a view to enhancing the development of a whole school policy in relation to the delivery of the Guidance Plan. Staff support the Guidance Counsellors in identifying students with special aptitudes and interests in specific areas of the curriculum. Links with subject teachers assist students in subject choice by the provision of first-hand advice and coherent information on subject areas. The collaborative links with SPHE, through the Wellbeing Programme, assist in identifying developmental programmes to support the emerging needs of individual students and/or groups. As Herr and Cramer state: *'The most critical aspects of the implementation of career education lies in efforts carried out by classroom teachers. The most crucial aspects of career guidance lie in the efforts carried out by career guidance specialists'*.

Informal links with parents, student support service personnel (both external e.g. NEPS, visiting teacher of the blind and internal e.g. learning support. SPHE staff, RSE) as outlined also assist in identifying guidance needs. The prominence of Guidance around the School be it through regular announcements in study/assembly or walks around the school, attendance at school-based shows, attendance at student events e.g., Talent Shows or school musicals/matches, promote the integral nature of the service offered by Guidance Counsellors and create a visible presence. Attendance at Pastoral Care Team meetings liaising in a whole school Pastoral support context: Chaplain, SPHE, Learning support, all subject teachers, assemblies, parent meetings etc. is also vital. Informal guidance also includes observing and following Child Protection Guidelines and reporting concerns in relation to students to *Designated Liaison Person (DLP)*. Other outside agencies with which the Guidance Counsellor liaises include colleges (local and distant), career fair organisers and feeder schools and parents prior to entry.

5.14 CPD

The Guidance Counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and School Management regularly facilitate the attendance of the Guidance Counsellor at relevant events and at in-career professional training during the school year. Participation in these events is always related to the objectives of the school guidance programme.

6. Current Guidance Provision

6.1 All years

- Meetings with year head, class tutors and pastoral care team regarding counselling and guidance needs of individual students
- Individual counselling and guidance available to a student experiencing personal difficulties or difficulties with study and decision making
- Each class participates in a yearly one day retreat organised by the school Chaplain
- Information dissemination to students, parents and teachers
- Referrals to and from the Guidance Counsellor
- Assessment
- Maintenance of careers library
- Visits to career exhibitions and open days as appropriate.
- Organisation of guest speakers
- Organisation of a Careers Day for senior students

6.2 First Year Guidance Programme

1. Prepare and administer CAT tests to determine who need's learning support.
2. Introduction of role of Guidance Counsellor.
3. Liaise with Year Head, SPHE co-ordinator/ teachers and Pastoral care team in relation to the transition from primary to secondary school and the following areas in particular:
 - Making friends
 - Respect and self-esteem
 - Bullying
 - Using journal, study skills
 - Time Management
 - Homework plan
4. The Chaplain meets all students individually. They will advise if the student is in need of one-to-one personal, social or educational guidance and where necessary arrange referral to the Guidance Counsellor or to an outside agency.
5. Subject choice: the Guidance Counsellor makes students aware of the factors to take into account when choosing option subjects.
6. Mentoring programme of First Years through the Prefect system.
7. Homework Club with peer-to-peer teaching under staff coordination.

6.3: Second Year

1. Internal provision of study skills
2. Liaise with management, year heads, teachers and pastoral care team
3. Individual counselling if required
4. Meet parents by appointment
5. Referral to outside agency if necessary
6. SPHE programme: bullying, motivation and goal-setting, building of self-esteem and relationships with parents etc.

6.4: Third Year

1. Liaise with management, year heads, teachers and pastoral care team
2. Individual counselling if required
3. Meet parents by appointment
4. Referral to outside agency if necessary
5. Review study skills and exam technique

6. SPHE programme: organising time, effective study, healthy life-style, body-image, decision-making, drugs, moods, depression, preparation for exams etc.

6.5: Transition Year

1. Particular attention paid to subject choice for fifth year
2. All students do two week's work experience for which they are prepared in class with CV writing skills and job application assistance

6.6 Fifth Years

1. Students can attend individual guidance counselling of 40 minutes per session and may require more than one session
2. Information session on UCAS, HPAT aptitude test, CAO, Hear and Dare schemes etc.
3. Study skills session

6.6 Sixth Years

1. Individual guidance counselling to help students make informed decisions about personal, educational and career issues. Average time spent with each Leaving Certificate student is 40 minutes. Some students require two or more sessions.

Education

- Assist student's research and decide which courses and colleges will enable them achieve career plans. Assist in filling in or checking application forms.
- For Ireland: CAO, PLCs, Private Colleges, Montessori
- Abroad: UCAS courses, USA Scholastic Aptitude (SAT) and sport scholarships
- August: available at the time of the Leaving Certificate Results
- September/ October: Attend open days: Higher Options; Universities & IT's
- September-April/May: Organise guest speakers from 3rd level colleges
- November : Information Night for parents on CAO
- September/ January: assist students with CAO applications and choices
- Areas covered include:
 1. Devising a timetable and time management
 2. Preparation for Open days and Higher Options
 3. Decision making with the aid of interest inventories
 4. Familiarisation with websites e.g Qualifax, Careers Portal
 5. The national Qualifications Framework
 6. How to use CAO handbook
 7. How to use a college prospectus
 8. Other options for Leaving Cert Students.

6. Yearly Plan for 6th Years and Transition Year

6.1 Transition Year:

Career Guidance Module

- 'Guidance and Counselling denotes a range of interventions and activities provided by a school on a developmental basis to assist pupils to make decisions of an educational, career, personal and social nature. The term 'Guidance' denotes such a range of interventions and activities. (Department of Education, May, 1996), Section 9 of the Education Act 1998 states that a school shall use its available resources to'ensure that students have access to appropriate guidance to assist them in their educational and career choices.' Our aim is to satisfy the above criteria.

Objectives:

- To give clear information concerning subject choices. This includes information about the consequence of subject choice and level taken for future educational training and career options.
- Opportunities to explore their interests and subject choices and how these link to further education, training and careers.
- An awareness of the content and syllabus demands of particular subjects.
- Objective assessment of their aptitudes, achievements, and interests and individual feedback on these assessments.
- Guidance on the educational, vocational and career options available, including career progression routes and lifelong opportunities.
- Encouragement to explore a wide range of educational and career choices.
- Preparation for the world of work, guidelines re: work experience, preparation of Curriculum Vitae, letters of application and work experience.
- Evaluation of Work Experience
- Opportunities to develop information seeking skills, including the use of ICT, with particular reference to career exploration and planning.
- Guidance in developing individual career plans based on the individual's achievements, ambitions, interests and personal circumstances.
- To liaise with subject teachers to ensure that students have best information regarding subject choice at senior level.
- To provide each student with an up to date booklet on subject choice for Leaving Certificate

Career Guidance Class – [1 class per week]

Content:

- Plan for Module
- Interest Tests (Careers Portal) and Interest inventories – Holland
- The National Qualification Framework levels 1-10
- Examination of CAO literature and entry requirements
- Examination of college prospectuses and summary of information
- Research on websites including qualifax.ie, cao.ie, careerdirections.ie, daycourses.com, careersportal.ie - college websites and www.education.ie (for syllabus of course),
- www.examinations.ie (for marking schemes) to help with subject choice.
- Career Investigation: on-line investigation of careers and the various entry routes to different careers
- Preparation for work experience by those undertaking it and subsequent evaluation.
- Curriculum Vitae and Covering letter
- Information on senior cycle subjects and help with subject choice
- Presentation of transition year project [see below] to help develop presentation and oral communication skills.
- Subject choice booklet
- Guest speakers
- Resources used
- Computer room & Careers library in careers classroom.

- College literature/prospectus, websites – Qualifax, careersportal, CAO etc.
- Up to date information from 3rd level colleges and CAO
- Newspaper and magazine articles
- Worksheets
- Videos/DVD's
- CAO Application packs

6.2 Sixth Year Plan

Items discussed with students in individual meetings include the following:

First Term

- Career action plan and planning the year ahead
- Goal Setting
- Completion of a Pre-interview form to be used in one-to-one meetings
- Study skills with goals in mind
- Revision re National Framework of Qualifications
- Introduction to CAO and UCAS application deadlines
- Distribute CAO application packs at the end of September and ask students to underline important details in handbook
- Career interview with each student
- Research into courses of interest using college prospectuses and online websites
- Interest inventories completed online using Careers portal and Qualifax
- Preparation for college open days and Higher Options
- Guidance for UCAS applicant using UCAS website and other resources
- Guest speakers from various universities & colleges
- Preparation for Mock Leaving Cert at Christmas
- Information night for Leaving Cert parents on CAO and other options
- Explain DARE and HEAR schemes and contact parents with information

Second Term

- Learning from Mock exams and resetting goals.
- Reminder of DARE and HEAR schemes
- Revision of progression from level 7 and 8 courses
- CAO online (computer room)
- Order and distribute exemption forms from NUI
- Compare CAO courses online using Qualifax
- Check Mock LC results for at risk students and those who may need to think about dropping a level
- Parent teacher meeting and consultation with parents where necessary
- Guest speaker on study skills
- Involvement in school careers day
- Higher Education Grants

Third Term

- Preparation for PLC talks and explain progression

- Guest Speakers from Universities & ITs for CAO change of mind options
- Sports Scholarships
- Access Courses
- Transferable Skills and development at 3rd level
- Letters of Application, CV and Interviews
- CAO process at offer and acceptance stage
- Exam techniques
- Going to college
- Other options and deadlines for application
- Information on campus accommodation

Other Leaving Cert Services

- Career notice boards
- Careers Library
- Organise and accompany to Open Days
- Information on scholarship programmes

7. Monitoring, review and evaluation

This policy statement will be the basis on which a regular review and evaluation of the Guidance Service will be conducted between the Guidance Counsellor, the Principal and the Board of Management. A comprehensive review of the entire Guidance Service within the context of the Whole School Plan will provide an opportunity for the Guidance Counsellor to give a full report to the Senior Management team in the school, receive feedback on any shortfalls in the service and agree adjustments for the following year(s).

The school guidance plan will undergo constant appraisal by the Guidance Counsellor and will be fully reviewed every 4 years.

8. Guidance Department Goals 2019 - 2022

The following areas are identified as areas for improvement / further development in the Guidance Department in Rockwell College

- Review of Critical Incident Plan
- The Guidance department plans to expand communication with parents by implementing a guidance website to enable the wider community to access relevant information and resources relating to both Career Guidance and personal counselling. This will be of specific relevance to pupils and Parents / Guardians of Rockwell College.
- Develop an international Student Information pack so as to introduce International students to the complexities of applying for 3rd level courses or developing a career in Ireland and also to promote application to other European jurisdictions for further study.
- Develop and integrate Guidance into the Wellbeing Programme at Junior Cycle.

Appendix 1

Other roles in the Guidance Programme

Guidance and Counselling is seen as a whole school concern. Thus, a whole school approach is advocated. This plan acknowledges the important roles played by the following parties within the school community:

- Guidance Counsellor – co-ordinates career guidance and counselling activities within the school
- Principal – makes adequate provision for the successful delivery of the school guidance programme and is the designated liaison person for any child protection concerns
- Deputy Principal – supports the work of the Pastoral Care Team, Year Deans, Class Tutors and Subject Teachers
- Chaplaincy – provides support for the student population. This support tends to take place in individual or small group settings and is mostly in relation to integration, transition, spiritual and personnel development.
- School Secretaries – cares for pupils arriving in the office for various reasons.
- Year Deans – The Guidance Counsellor communicates regularly with year deans. General information regarding particular students is exchanged at these meetings. The Guidance Counsellor keeps the year dean informed regarding upcoming guidance talks and events. The year dean also liaises and communicates the need for care and compassion of subject teachers should students be experiencing periods of personal crisis.
- Transition Year Coordinator - informs Third Years about Transition Year and coordinates work experience dates. Along with a core group of teachers important planning decisions are made at regular meetings
- Class Teachers – work with class groups under the general heading of pastoral care. Informal meetings take place between individual class teachers and the Guidance Counsellor. Issues usually relate to concern for individual students - either academic or personal
- SEN Teachers – deal with pupils identified with special academic or behavioural needs and liaises with the Guidance Counsellor as relevant supports are required.
- SPHE Teachers – educate the students by following a curriculum outlined by the DES in the area of social, personal, and health education.
- Subject Teachers – cater to the academic as well as the individual needs of students within their class groups and liaise with the Guidance Counsellor on an ongoing basis regarding educational and personal issues affecting students
- Parents – play an integral part in the personal, social, as well as the educational and career decisions of school pupils;
- Students – identify their own needs within the guidance programme.

Ratification & Review

This policy was ratified by the Board of Management of Rockwell College on 03rd December 2019 following a period of consultation. The Board of Management will review this policy and all related procedures on an on-going basis to ensure legal compliance, adherence to Department of Education & Skills procedures and the maintenance of best practise.

Triona Barrett

Chairperson, Board of Management

3/12/2019

Date