



OUR LADY'S SECONDARY SCHOOL
WHOLE SCHOOL GUIDANCE COUNSELLING
MANAGEMENT PLAN

2018

This is a working document and under review for the Academic Year 2018/2019, and therefore subject to changes deemed appropriate by the Guidance Counsellor & the School Management Team

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Introduction

Our Lady's Mission Statement

Our Lady's Secondary School is a holistic centre of development and learning where each person is special and treated as such. We, the staff and students, enjoy working together to realize our full potential in a healthy, safe, stimulating and friendly environment where the atmosphere is one of mutual respect, cooperation and challenge. Christian community is our heritage and goal, the Good News of the Gospel is our story.

School Context

Our Lady's Secondary School is a Voluntary Catholic School under the trusteeship of CEIST. The school is Co-Educational and currently has approximately 718 students and almost 60 teachers as well as a range of ancillary and support staff. The school has a Board of Management comprised of Trustee Nominees, Teacher Nominees and Parent Nominees. The Board of Management delegates the day-to-day running of the school to the Principal. The school supports the principles of inclusiveness, equality of access and parental choice in relation to enrolment. In supporting these principles it also recognizes the rights of the Trustees CEIST, the Religious and Educational Philosophy of the Sisters of Mercy and the funding and resources available.

Mercy Philosophy of Education

Inspired by the vision of Catherine McAuley, Mercy Education is committed to holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalised. It is a process informed and influenced by the teaching and example of Jesus Christ and is conducted in an atmosphere of care, respect and joy. Mercy Education is committed to ongoing whole school development in collaboration and partnership with the Board of Management, Staff, Students, Parents/Guardians and the wider community.

CEIST Core Values

The Core Values of CEIST are:

- Promoting Spiritual & Human Development
- Achieving Quality in Teaching and Learning
- Showing Respect for Every Person
- Creating Community
- Being Just and Responsible

The engagement of a school in guidance planning will assist in broadening the concept of guidance beyond the guidance counsellor. It will also encourage the exploration of the guidance programme, identify areas for improvement, and promote greater guidance access for all students.

(NCGE, 2004)

The *Guidelines for Schools on the implications of Section 9(c) of the Education Act (1998), relating to students' access to appropriate guidance* (Department of Education and Science, 2005), clarifies the central role that guidance plays in the students' whole education and the need for School Guidance and Counselling to be one which adopts a whole school approach, as opposed to the previous belief that guidance was the remit of one school department or one person (NCGE, 2004).

This paradigm shift does not negate the centrality of the guidance counsellor in the whole school approach, but encourages the systemic role and functions of the Guidance Counsellor. The role has become an idea in the mind of the Guidance Counsellor about their relationships and responsibilities. They are part of the system around which they organise their behaviour within the provision of the guidance and counselling service by the whole school system. The Guidance Counsellor is responsible for the management of the service but not the provision. This idea moves the role from a *'provision thinking' model to a 'management thinking' model* (Collins, 2005).

Planning is the key to the successful adoption of this approach. "It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students" (DES, 2012; 4.3).

The process aims to include the Guidance Counsellor, relevant members of staff and management, students, parents, community and governmental agencies and representatives. Incorporated into planning is a continuous assessment and evaluation of the plan *and* the process of devising and implementing the plan. Such an approach can

only usher forward a positive belief that the well being and development of the student is at the heart of whole school guidance and counselling.

The challenge in planning whole school guidance lies in the call for a collaborative process where shared responsibility is the practise (Collins, 1996). Geaney (2004) refers to Sergioyani's definition of a virtuous school as being that which encourages partnership and the right of parents, teachers and the community to participate and benefit from this partnership while recognising their obligations to support and assist.

1.1 Professional Mission Statement

Rooted in the belief that our school is one which promotes partnership and a whole-school approach to guidance, the Professional Mission Statement of Guidance Counselling at Our Lady's Secondary School, in light of our over-arching Mission Statement of a CEIST Centre *and* incorporating and endorsing that which is set down by the DES Aims of Guidance and Counselling (2005) is;

to assist pupils to develop an awareness of their talents and abilities; to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves; to make informed choices about their lives and to follow through on those choices; to mature in right relationships with themselves and others within the school community and the wider social community.

1.2 Personal Values

I have great confidence in you to do what you think best. State your opinion and always act with courage

Sr Catherine McAuley

Catherine McAuley, as our School Patron and founder of the Mercy Sisters, in the above quotation encapsulates the vision of our school; nourishing young adolescents to believe in their own abilities, to find confidence in their life choices. Our guidance will allow

them to reach out to their potential, offering the opportunity to explore the heights of possibility as they find the confidence to act with courage.

Effective professionals incorporate their personal values into their professional lives. Those values which are brought to the partnership table by the Guidance Counsellor are those that value the child as being central to the school; those that value the whole-school approach and partnership promoted by Geaney on Sergioyani, and those values which promote a positive image of the role, functions and responsibilities, and work of the Guidance Counsellor.

It is intended that this document will, throughout, reflect the personal values of the Guidance Counsellor. These values have already been illustrated in the introduction to the paper and the Professional Mission Statement of Our Lady's Secondary School. The core values of the guidance counsellor are rooted also in a CEIST approach to education which is committed to providing for the needs of individual learners while promoting life-long learning based on the intellectual, moral, and cultural traditions and excellence in teaching as inspired by Catherine McAuley.

An effective Guidance Counsellor is; approachable, patient, positive, appropriately humorous, someone who encourages a belief in the individual, organised, encouraging, gentle and understanding. These values will be illustrated and consolidated further in this document by; an explanation of the theories which influence practice; the approach to functions and activities; and by the references to ethical issues and accountability. The identification of the importance of the role of personal values in the management of the Guidance Counselling service reflects a pastoral element in the practicing values of the Guidance Counsellor.

A pastoral approach to guidance counselling will encourage an evaluation of the service and also identify and illustrate the values which drive forward the work of the Guidance Counsellor. A pastoral school has at its heart the needs of the student. A guidance service

which adopts a pastoral approach will revolve its work around a questioning of how the needs of *all* its pupils are met. Collins (1999) encourages a school environment where students' experience of school is a concern. This concern should question the learning environment, and promote a culture of learning which enables students *to move into adult life with self-confidence*. The systemic role of the Guidance Counsellor should allow for a reflective review of how a whole school approach to guidance encourages diversity, individual abilities, a promotion of the dignity of the person, a sense of supportive student belonging and the development of positive, appropriate relationships within the school. These are important elements, and are reflected in the Mission Statement of Our Lady's Secondary School.

Professional Theoretical Framework for practice

Acknowledging the need for appropriate theoretical frameworks which strengthen each approach used allows for a dynamic and progressive school climate.

Counselling Theorists such as Carl Rogers and William Glasser, and Vocational Theorists such as John Holland and Donald Super provide approaches to decision-making appropriate to guidance and counselling and the developing adolescent.

2.1 Carl Rogers

If, according to Corey (2005), Rogers believed that the goal of counselling is to assist in the growth process of the individual, and based on the Person Orientated approach, it would be suitable to suggest that a Rogerian aspect to school Guidance and Counselling is necessary. Baker and Gerler (2004) believe that the adolescent benefits from supportive counselling which incorporates a Rogerian approach.

Children and adolescents benefit from the knowing that someone cares and is trying to understand their circumstances.

(Baker & Gerler)

Schools are a microcosm of society and as such have a shared responsibility for

responding to the problems occurring in society and which exist in schools thus affecting adolescents (Baker & Gerler). It is imperative that schools accept their role within the context of helping relationships. Counselling, as defined by Rogers, within this helping role, is when one of the parties involved has the intention of promoting growth, development, maturity, improved functioning and ability to cope with life (O'Leary, 1982). The counsellor's awareness of this role is vital to the success of school guidance and counselling.

Geldard and Geldard (2004) combine their theory of *Proactive Counselling* with Rogers' counselling attributes. The fusion culminates in a definition of the Proactive Counsellor:

Congruence: The Adolescent is often seeking models of adulthood. The Counsellor, as an adult role-model should serve as a model of positive reflection. They must be real, genuine and authentic. If this is to the contrary, adolescents will recognise it.

Unconditional Positive Regard: Adolescents often feel like they are being criticised and judged all of the time. It is important that they do not feel this way about their Counsellor. A non-judgemental Counsellor will convey a deep and genuine caring and acceptance of the person; for who they are, what they believe in and how they feel.

Empathic understanding: It is important that the adolescent is encouraged to value their experiences, view differently past experiences, modify perceptions and increase their confidence. The appropriately empathic counsellor, while maintaining his own individuality, should sense the person's feelings and understand and share these feelings. A shared understanding will encourage growth in the individuals knowledge of their self.

It is clear that the Person Orientated approach plays an integral part in counselling and in particular the counselling approach of schools. It is important for Guidance Counsellors to note the possible limitations of the approach while understanding that Rogers did not

intend his theory to be a dogmatic process.

.... a client-centred approach is only a beginning, only the opening of a door beyond which we are beginning to see some very challenging roads, some fields rich with opportunity.

(Rogers, 1946)

Counsellors should be open to modification and change of practise. The use of the term *limitations* in reference to Rogers' approach is perhaps not quite apt. Rogers theory doesn't limit but creates opportunities to enhance the client-counsellor relationship. It is a foundation on which to build. The effective Counsellor will seek always to change for the better. Counselling is about change, for both clients and counsellors (O'Farrell,1988). It would be fair to say therefore, that the limitations are not in the theory but in *practicing exclusively within this framework (Corey)*.

It is therefore essential, as School Guidance Counsellors, to be aware of and knowledgeable in alternative approaches. However, the conveyance of a genuine, non-judgemental and empathic climate which promotes self discovery and control can only encourage positive development of the individual. This is a powerful atmosphere into which other suitable and effective approaches may be incorporated. To be solely passive and non-directive as a counsellor reduces person-centred counselling to a *bland, safe and ineffectual approach (Corey)*.

A pro-active counsellor, according to Geldard and Geldard, will have Rogerian qualities in their style while acknowledging a need for the counselling relationship to be dynamic. This requires spontaneity and creativity. Varying counselling strategies are introduced in response to the clients particular needs so that opportunities are not lost. This is particularly important in adolescent-counsellor relationships. The adolescent is often struggling with many elements of their developing life. Therefore it is important that the counselling process is flexible in practise.

2.2 William Glasser

Adopting a Rogerian approach which is supported in practice by William Glasser's theories will enrich the work of the Guidance Counsellor and the whole-school approach

to Guidance and Counselling.

Glasser's choice theory and therapeutic approach is quite appropriate to the world of the adolescent. In a school environment adolescents often need help in learning new and better ways of behaving and thinking. It is often the goal of the counsellor to help these individuals to identify and achieve their goals (Baker & Gerler, 2004). The achievement of success depends on the adolescent's understanding of their behaviour and the consequences of their choices. Planning can only be successful if there is prior and continued evaluation.

The life of the Adolescent seems satiated with demands for decisions. Choices to be made in the vocational, social and personal arena often place a heavy burden on the young person. Dealing with these decisions, environments and situations has an inherent potential for raising stress in adolescents. It is however, an important part of adolescent development which requires the young person to learn new behaviours in moving from childhood to adulthood (Geldard & Geldard, 2004). Effective counselling encourages evaluation and planning so that the adolescent will acquire the tools to make the choices which fall into *their* plan as they continue to add pictures to the gallery inside their own quality world.

Glasser contends that we will never have the kind of success in school that we want until we can get external control out of the classroom and replace it with choice theory (2000). External control involves criticizing, blaming, complaining, nagging, threatening, punishing, and bribing or rewarding with the aim to control (Glasser, 2000). Effective Counselling depends greatly on a whole school approach to Guidance and Counselling. Encouraging the participation of all partners in education to evaluate the choices we make regarding school policy and practise validates a Glasser approach to education. If school policy and practise adopted such an approach, then the work of the Guidance Counsellor is compounded, and the strides made by the student in their planning and choices is encouraged by the system which they prior to and often rebel against.

Choice Theory and Reality Therapy provide clear structures related to human behaviour. There is a tone of common sense revolving around Glasser. The pragmatic approach applies to the classroom *and* counselling office. The central ideas are readily understood by adolescents, applying very well to issues around parents, relationships, addictions and personal management, and encourage the students to do their own thinking and evaluation (Brian Lennon, NCGE).

Corey (2005) points to Wubbolding's WDEP System (which can be useful in the practise of Reality Therapy within the school system, and when working with adolescents). The procedure focuses on the Wants of the individual, the Direction they are currently taking, an Evaluation of the current behaviour and the Planning of ways to fulfil their particular wants and needs. An effective acronym like WDEP can be a simple and appropriate focus for the adolescent and possibly the school system. The potential success of a Glasser style school procedure and counselling approach is promoted in an understanding that learning involves more than cognitive activity, that education involves emotional, social and numerous other factors (Baker & Gerler).

2.3 John Holland

Both Rogers' and Glasser's theories enrich the vocational choice theories of Holland and Super and allow for a dynamic and augmented guidance and counselling environment.

Holland's approach to career choice emphasises a clear understanding of the 'self'; aptitudes, abilities, interests, limitations and resources. Such an understanding of the self allows progression into career exploration, providing the student with skills to acquire a knowledge of the requirements, the conditions of success, the advantages/disadvantages of a career choice, and the opportunities and prospects. Holland's self-exploration prior to career exploration encourages the school Guidance Counsellor to adopt such approaches as Rogers' and Glasser's throughout their work with students.

Holland's categorisation of vocational choice into: Artistic, Intellectual, Social,

Conventional, Realistic, Enterprising; and his interpretation of Interest and Vocational Preference Tests allow a flexible structure around which the Guidance Counsellor can explore career choice with the student.

The focus on the influence of personality traits and environmental factors makes provision for the Guidance Counsellor to explore the needs of the individual student.

2.4 Donald Super

Super's suggestion that people move through stages of life allows a categorisation for Guidance Counsellor's to focus upon. His belief that, as one moves through these stages various factors will influence the ability to cope with developmental tasks, provides an insight into the obstacles that face adolescents when they reach the Exploration Stage.

The Exploration Stage is of most relevance to Guidance Counsellors, and can be divided into sub-stages:

The Fantasy Period: the individual choices are frequently unrealistic and related to play.

The Tentative Period: the choices are narrowed but there is still incomplete knowledge

The Realistic Period: the choices are related to realistic goals with a better self-concept and knowledge of the vocational world.

Super's propositions on self-concept promotes individuation, multi-potentiality, an openness to change over time, an acceptance of external influences, a need for vocational guidance, vocational exploration and the concept that work is a way of life.

Guidance Counselling at Our Lady's Secondary School will exhibit a Rogerian and Glasser approach, creating an atmosphere where reflection and exploration of choices are encouraged. Vocational exploration and data gathering will reflect Holland and Super's theories, acknowledging the stage of development of the adolescent. The creation of such an environment which is conducive to personal development and career exploration will allow the student the opportunity to express themselves, explore their 'self' and to take ownership of their needs, choices and goals.

2.5 Restorative Practice

Circles are as old as the hills. Human beings' earliest discussions were held in circles around the fire.....a very simple and effective technology that fosters understanding and healing in a way that often seems magical''

The International Institute for Restorative Practices

Helping our students resolve conflict while teaching them to take responsibility for their actions is at the core of the values based in the use of Restorative Practices at Our Lady's Secondary School.

2.5.1 When We us Restorative Circles

Restorative Circles are used at Our Lady's Secondary School:

- When there is conflict
- When there are bullying incidents

Circles are facilitated by the Guidance Counsellor when requested by, students, parents/guardians, teachers/school staff and school management. All parties must agree and be willing to attend. The Guidance Counsellor is a trained Restorative Practices Facilitator, and can facilitate circles and conferences. Circles give all involved an opportunity to:

- Tell what happened
- To tell what their thoughts are
- To say how they or others have been affected
- To agree what needs to happen next

2.5.2 What happens during a Circle

To the person causing harm we ask:

- What Happened?
- What were you thinking at the time?
- What have been your thoughts since?
- Who has been affected by what you did?

- In what way have they been affected?
- What do you think needs to happen next?

To the person harmed we ask:

- What Happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

School Guidance Counselling

See Appendix 2 for the following Plans and Timetables:

- Term Plans and Timetables
- Weekly Timetable

The Department of Education Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance (2005), refers to significant economic and societal changes which have implications on the education system and its students. The document highlights the value of guidance and counselling in responding to these challenges.

It is clear that the role of guidance and counselling in second level schools is a significant one. This paper will define Guidance and Counselling as an approach in Our Lady's Secondary School and will set out its policies, plans, objectives and evaluations in relation to a whole school approach to this service.

3.1 Guidance

3.1.1 Guidance Policy (as influenced by the DES, 2005):

Guidance in Our Lady's Secondary School refers to the learning experience provided to assist students to develop self-management skills which will lead to effective choices and decisions about their lives. The key developmental areas of focus are: Personal/Social, Educational, Vocational.

The School Guidance Programme will:

- Be accessible
- Be student-centred
- Be inclusive
- Be balanced
- Be responsive
- Respect confidentiality
- Make full use of resources
- Be reviewed on an on-going basis

(NCGE, 2004)

3.1.2 Guidance Planning

The adoption of a whole-school approach to Guidance allows a collaborative approach to developing skills for self-management and effective choice and decision making. The Role of the Guidance Counsellor will be to assist and work with the teachers and co-ordinators of; Wellbeing, Transition Year, CSPE, RSE, LCA, LCVP, Student Support Team, Tutors, Year Heads, Special Education Needs Co-ordinator & Learning Support, Parents/Guardians, Community Groups, and School Management.

Through consultation with relevant partners in education and programme coordinators, Guidance will take place on an Individual, Group and Class basis.

3.1.3 Guidance Objectives

The Guidance programme will take into account the needs of all students within the

school, while recognising the need to prioritise certain groups of students during the school year (NCGE, 2004).

Guidance activities will continue to be developed, implemented and evaluated to assist students to make choices and decisions and to assist students make transitions; from primary to secondary school, from Junior to Senior level and from school to the work or third level environment. (See Appendix 3 for a list of current programmes which assist with these processes)

Guidance objectives in practice

As previously stated the key areas of focus for guidance are:

Personal/Social

Educational

Vocational

1. Personal/Social

The personal and social development of the student is related to the role of the guidance counsellor, particular key school programmes and parents/guardians. It is intended that, through consultation with all relevant people that the following programmes continue to develop and evolve:

- Group/Circle Time for Tutor Classes/Any relevant class group at the request of school personnel
- Guest speakers relating to social and personal issues for students
- Parent/Guardian information sessions in liaison with the Parents' Association and School Management
- Anti-bullying programmes be incorporated into Junior Cycle and Senior Cycle
- Primary to Secondary transition programme continue to evolve in co-operation with the Parents' Association, the Student Council, the Student Support Team, School Management
- Multi-cultural educational programmes
- Special needs issues continue to be brought to the fore by relevant individuals and

groups

2. Educational

Through consultation with the Student Support Team, staff and management, and students and Parents/Guardians, appropriate supports will be provided for students in relation to the following areas:

- Study skills, time management and learning styles
- Subject choice for junior and senior cycle
- Special needs support

3. Vocational

Vocational Guidance is made available to Senior Cycle students as a priority, and is available to Junior Cycle students on request. It is envisaged that through collaboration with the coordinators and teachers of Wellbeing and LCA, LCVP and Transition Year, that Vocational guidance will be available to all students, allowing an opportunity to explore the world of work and the possibilities of third level education.

Vocational guidance is and will be provided through the following channels:

- Careers Exhibition visits
- Information on and access to College/University open-days.
- Guest speakers
- Individual/Class Vocational Guidance
- The administering of Career Interest Tests/DATS
- CAO/College Application support
- Job Search Skills and links to relevant websites
- Interview skills classes
- LCA Guidance Programme
- Careers Notice Boards
- Careers information booklets and guides
- Access to I.T. for careers research

3.1.4 Guidance Evaluation

Planning to be real must be based on accurate data. It is an essential requisite for

a clear description which, in turn, is the base for policy and for planning. It is part of the collaborative process and engages those who are critically involved in the school.

(Collins, 1996)

The Guidance plan makes provision for on-going monitoring, including an annual assessment and a major review. This monitoring will be a whole-school approach (see Appendix 1) and will focus on the following:

- a. The extent to which the guidance objectives are being achieved
- b. The factors that facilitate or hinder that achievement
- c. Unplanned outcomes
- d. Unmet needs
- e. Possible new/emerging target groups

(NCGE, 2004)

The evaluation of the School's Guidance Needs and Services will be carried out through consultation with pupils, parents/guardians, staff and school management. Evaluation will be conducted through focus-groups and questionnaires.

3.2 Counselling

3.2.1 Counselling Policy

Based on the Institute of Guidance Counsellors, the NCGE and DES guidelines the following is Our Lady's Secondary School policy in relation to the provision of Counselling:

Counselling helps students to explore their thoughts and feelings, and the choices open to them. Counselling as an interactive learning process between counsellor and student will be provided on an individual, family and group basis. Counselling may include personal counselling, and educational and career counselling.

3.2.2 Counselling planning

While acknowledging the need for a balance in the provision of a Guidance Counselling service and recognising that the school has only one trained school's Guidance Counsellor, counselling will be provided to all students in the school.

Accessibility is the key to successful provision. Information regarding the counselling service will be made available through the following channels:

- Parent/Guardian Information Sessions and Parent Teacher Meetings
- First Year Induction days
- Staff meetings
- Assemblies for all year groups
- Notice boards
- School Website

Students wishing to avail of the Counselling service may do so through:

- approaching the Guidance Counsellor to make a self-referral
- a referral by another staff member or member of management
- Parent/Guardian Referral
- Outside agency Referral
- Student Support Team Referral

Consultation and collaboration will allow for the most vulnerable students to access support through counselling. The Guidance Counsellor must be available to speak with relevant teachers and staff members, parents/guardians, management, community representatives, and referral agencies.

In times of crisis a Critical Incident Plan will be in place in order that the crisis may be worked through with consideration for all directly or indirectly involved.

3.2.3 Counselling Objectives

The Guidance Counsellor will draw on knowledge, skills and their training to help students to make decisions, solve problems, change behaviours or effect changes in their lives. A caring environment is provided for the student experiencing a personal crisis and to give support to students learning to cope with the many aspects of growing up (NCGE, 2004).

Counselling at Our Lady's Secondary School, 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 (DES, 2005).

Counselling objectives in practice

As previously stated, the key areas of focus are:

Personal/Social

Educational

Vocational

1. Personal/Social

Counselling which is focused on the Personal and Social development of the adolescent allows opportunities to discuss issues around:

- Self Awareness
- Self Confidence
- Relationships
- Communication

Personal Counselling and Group Counselling will provide the environment to discuss these issues.

2. Educational

Educational counselling focuses on the following areas:

- Management of learning
- Use of resources
- Study Skills and subject choice

- Exam Techniques

Personal and Group Guidance Counselling will allow for discussion around these areas and will provide a climate in which the student feels comfortable discussing and sharing concerns and issues arising from these topics.

3. Vocational

Vocational Counselling allows the student opportunities to focus on:

- Vocational information
- Assessment procedures
- Choices

Providing an environment in personal or group guidance counselling allows students to share concerns and explore choices in relation to vocational exploration with their peers and/or Guidance Counsellor.

3.2.4 Counselling Evaluation

The evaluation process of the counselling service will be based on that of the evaluation of Guidance, on an annual basis and with a review after three years. In addition, the areas that are particular to Counselling evaluation will revolve around the following:

- An evaluation of the skills and strategies used in personal and group counselling
- An evaluation of professional development of the Guidance Counsellor and relevant collaborating staff members

This evaluation will take the format of consultation with relevant staff members, management and supporting agencies such as NEPS, IGC, NCGE, and Supervision Group (5 Sessions per year).

Other Functions of the School Guidance Counsellor

Consultation

Assessment

Referral

Information

4.1 Consultation

4.1.1 Consultation Policy

Our Lady's Secondary School recognises Consultation, referred to by the NCGE (2004) as Support, as that which maintains appropriate confidentiality while engaging the Guidance Counsellor in a two-way process of consultation with parents/guardians, teachers, school management and referral agencies.

Consultation may include advocacy by the Guidance Counsellor on behalf of the pupil.

4.1.2 Consultation Planning

While recognising a whole-school approach to Guidance Counselling, it is imperative that consultation be an on-going process. The Guidance Counselling plans and objectives can only be achieved through consultation.

This Consultation will provide a forum for the Guidance Counsellor, school management, teachers and parents/guardians to express their concerns and explore ways of addressing these concerns by providing suitable resources.

Our Lady's Secondary School recognises the following Consultation and Support Network:

- School Guidance Counsellor
- School Personnel: Principal, Deputy Principal, Year Heads, Class Tutors, Student Support Team, Chaplain, Subject Teachers, Programme Coordinators, Special Needs Assistants, Ancillary Staff
- Local School Guidance Counsellors

- Guidance Counsellor's Supervision Group
- Community Services: Gardaí, TUSLA, Social Services, Health Services, Welfare Agencies, Religious Services, Youth and Family Agencies and Resource Centres
- National Agencies: Institute of Guidance Counsellors (IGC), National Centre for Guidance in Education (NCGE), National Education Psychological Services (NEPS), Department of Education and Science (DES), Irish Association of Pastoral Care in Education (IAPCE), National Council for Curriculum and Assessment (NCCA), International Institute for Restorative Practices

The Modes of Consultation are as defined by Sr. Úna Collins (2001) using Baker.

- Prescription Mode

In providing intervention plans or aid in the selection of strategies for predetermined problems, consultation with a teacher would be accompanied by classroom observation by the Guidance Counsellor. An analysis of the student's behaviour is made prior to suggesting an intervention plan.

- Provision Mode

The Guidance Counsellor will take a group or class in order to work through issues that may have arisen. This mode provides a direct intervention by the Guidance Counsellor in cases when the teacher may require this type of support. The Guidance Counsellor also liaises on a weekly basis with the school Care Team to assess the needs of particular students, and plan for the provision of appropriate supports.

- Initiation mode

The Guidance Counsellor initiates contact with a teacher whom they have observed as experiencing difficulties with a student. Strategies may be devised during this consultation process.

- Collaboration Mode

Engaging in mutual efforts to understand a problem and devise an action plan.

- Mediation Mode

The Guidance Counsellor serves as a facilitator in a process of helping to accomplish agreement or reconciliation between individuals. Where appropriate, the Restorative Practices model will be used to facilitate reconciliation between individuals.

Using these modes, School Guidance Counsellor consultation will include:

- Adolescent Development Consultation
- Class-room Management Consultation
- Organisational Consultation
- Mediation Consultation

4.1.3 Consultation Objectives

The objectives set out by Our Lady's Secondary School, recognising the steps laid out by Collins (2001) using Baker and Egan (1994), are:

- To explore and clarify problems
- To set goals based on action orientated understanding
- To implement action strategies for achieving the goals
- To assist in the development of the adolescent while maintaining appropriate confidentiality
- To evaluate the consultation process

4.1.4 Consultation Evaluation

Evaluating consultation will allow closure for all involved and will also allow for reflection and recognition of how productive the process was. Through dialogue and collaboration and openness to critical analyses evaluation can be a useful learning tool.

Key questions asked in evaluation will be:

- Were roles/relationships clearly defined?
- Were goals agreed?
- Was the consultation process appropriate to the needs?
- Was there appropriate feedback?

4.2 Assessment

4.2.1 Assessment Policy

Assessment at Our Lady's Secondary School may be sourced through the Principal, the Learning Support Co-ordinator, the Student Support Team, the NBSS, NEPS and the Guidance Counsellor. The following Assessment Policy and Procedures refers to those assessments initiated through the Guidance Counsellor.

Based on NCGE Guidelines (2004), Our Lady's Secondary School Policy regarding Assessment recognises:

The appropriate use, by the Guidance Counsellor, of a range of psychological tests for a variety of purposes, including the prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development.

4.2.2 Assessment Planning

In planning for the administration of assessment testing it is imperative that the Guidance Counsellor acknowledge the following responsibilities:

- Test Selection
- Test Administration
- The provision of feedback
- The storage of testing and assessment information

Test Selection

The guidance counsellor must consider the reasoning behind administering a particular test and whether the situation necessitates testing. If assessment through testing is appropriate to the needs of the student then a suitable, reliable, standardised and valid test should be chosen.

In the decision making process a number of issues need to be considered:

- The reliability of the test
- The validity of the test

- Parental permission is a requirement
- The competency of the Guidance Counsellor in the administration of the test
- Consultation with the Student Support Team and Special Educational Needs Co-ordinator may be part of the Test Selection process, as the Student Support Team includes appropriate personnel who may be essential to test selection, and have knowledge of the need for further referral and consultation regarding the needs of the students.

The Student Support Team includes; the Principal, Deputy Principal, Guidance Counsellor, Chaplain, SEN/Learning Support Co-Ordinator and Year Heads Representatives.

Test Administration

As part of the evaluation process and professional development, the Guidance Counsellor may find it necessary to research alternative tests. However, the administration of such tests will only take place following suitable training and an evaluation of the appropriate nature of the tests.

Following training at NUI Maynooth, the Guidance Counsellor in Our Lady's Secondary School is qualified to administer the following tests:

- DATS Test
- AH2 and AH3
- Cambridge Aptitude Test
- Centigrade Interest Test
- Eirquest Test
- Career Decision Making Interest Test 2
- Career Interest Inventory
- Rothwell Miller Interest Blank
- Choosing a Career
- Career Interest Tests Test
- Conner's Rating Scale revised edition
- Mooney's Problem Checklist

- Beck's Anxiety Checklist
- Holland's Self Directed Search

When reason necessitates the administration of a test the Guidance Counsellor must be aware of the need for a suitable testing environment and the special needs of individual students. It is the responsibility of the Counsellor to ensure that the test instructions are clearly explained to the students and that the test is administered in such a way as is appropriate to the needs of the students and recognising that the administration of the test is of benefit to the student. It is also important to recognise the influence of external factors on the performance of students, such as anxiety, illness or an unsuitable testing environment or climate.

In maintaining a cooperative and collaborative environment amongst colleagues it will be necessary to inform relevant management, staff and parents regarding the assessment procedures and format, while also negotiating appropriate times and dates for the administration of the tests.

Provision of feedback

Confidentiality, awareness and a sensitive approach are vital in the provision of feedback. If the feedback discussion is approached from a positive angle the experience will be one which is rewarding for the student. Guidance Counsellors have the benefit of bringing their counselling skills to the feedback discussion. The feedback must be provided in simple terms and be made relevant to the student.

The following guidelines, as recommended by Dr. Nicky O'Leary in a presentation on Feedback and Report Writing (2005/2006, NUI Maynooth, H.Dip.G.C.), will be followed in the provision of feedback:

- Test results will be presented in a form which is readily understood
- Test results will be discussed in a manner free from technical jargon or labels
- The discussion should orientate towards the objective of the test and how the results can help the student in their career or academic exploration.

Storage of Test Results and Assessment Information

While maintaining appropriate confidentiality the Guidance Counsellor is obliged to store and maintain testing information in a secure manner. Test results should not be accessible to anyone other than the student, their parents and the Guidance Counsellor, but may be made available to the Care Team so as to provide appropriate supports for the students.

The following guidelines regarding the storage of testing information, is appropriate to Our Lady's Secondary School:

- Test results and information will be filed and secured in the office of the Guidance Counsellor
- Results will be discussed with the student and their parents only, unless requested to do otherwise by the student and/or their parent
- Test results and information will be held for a period of seven years after which time they will be disposed of in a secure and appropriate manner

During the consultation process, and when deemed necessary, the Guidance Counsellor and relevant members of school management may discuss relevant information with a NEPS representative. The school recognises also that NEPS have their own procedures and protocol in relation to the administration of their tests. Our Lady's Secondary School welcomes assistance, cooperation and collaboration from this agency.

4.2.3 Assessment Objectives

Assessment plays an important role in the work of Guidance and Counselling. However it is imperative that testing be recognised as being needs based, purposeful and in the interest of student development. The following objectives are recognised as being appropriate to Our Lady's Secondary School:

- Assessment and Testing will be appropriately used to help the student gain a better self-understanding
- Testing will be used to help a student with personal decision making
- Testing and the results will be used as only one of numerous indicators which help a student explore choices and make decisions.

4.2.4 Assessment Evaluation

The Guidance Counsellor in consultation with the students, Parents/Guardians, school management, Student Support Team and relevant staff, will evaluate the modes and procedures of the Assessment and Testing process taking into account the needs of the students foremost and also recognising the need for the school management to secure special needs student support and assistance based on testing results.

The evaluation procedure will focus on the following areas:

- The suitability, appropriateness and necessity regarding the test
- The suitability of the testing environment
- The appropriate level of clarity and the mode in giving the student instructions
- The suitability of feedback procedure
- Communication with school management, relevant staff and parents
- The method and procedure for storing and maintaining test results and information.

4.3 Referral

4.3.1 Referral Policy

The following Referral Policy of Our Lady's Secondary School relates to two types of activity as detailed by the NCGE (2004):

- Referrals by the School Guidance Counsellor:

The Guidance Counsellor recognises that an individual pupil needs assistance from other relevant qualified professionals outside of school. Following consultation with the school, parents and other relevant agencies, the Guidance Counsellor and/or the school management will organise or assist parents and students in organising the provision of such assistance.

- Referrals to the School Guidance Counsellor:

School Personnel, Teachers, School Management and Parent/Guardians may refer pupils to the Guidance Counsellor who will ensure an appropriately accessible and responsive service. Students may self-refer also. The voluntary participation of the referred student will be respected by all concerned.

Parents/Guardians may be asked to sign a permission form when the Guidance Counsellor is referring the student to external counseling services. (See Appendix 4)

4.3.2 Referral Planning

In planning for referrals the needs of the student must be a priority. A whole-school approach to Guidance and Counselling involving appropriate communication procedures, regular meetings of relevant staff and management, weekly Care Team Meetings, awareness of the role of the Guidance Counsellor and knowledge that the service is accessible and open to referrals by teachers, school management and parents will ensure that the needs of the students are at the fore.

In relation to referrals by the Guidance Counsellor it is essential that the Guidance Counsellor look within themselves and beyond their work settings. Doing so will allow for personal evaluation of one's own competencies, an assessment of the referral sources and an evaluation of the motives regarding the referral. Such reflection will involve careful gathering of information and consultation with relevant colleagues and agencies.

Referral Planning, based on Egan's helping model, will involve the following systematic approach:

- An exploration and clarification of the needs of the student.
- An evaluation of the competencies of the Guidance Counsellor
- An exploration and clarification of other support services
- Establishment and setting of goals
- Implementation of action strategies

Awareness and knowledge of the referral sources is essential. Using Hollis and Hollis (1965), the following guidelines will be followed:

- Identify the sources
- Gain a working knowledge of the services
- Ascertain ways of accessing the services
- Develop reciprocal services

- Appropriate and important relevant information will be communicated to the sources (See Appendix 5 for a list of current external agencies referred to by Our Lady's Secondary School)

It is imperative that the needs, concerns and possible feelings of rejection or abandonment are recognised, acknowledged and worked through with the student during a referral procedure.

4.3.3 Referral Objectives

While maintaining that the needs of the student are central to our referral policy and procedure, the following objectives are recognised as being appropriate to Our Lady's Secondary School:

- To assist students through services within the school and through the appropriate support services outside the school
- To ensure that suitable assistance is sought at the appropriate time and only when deemed necessary

4.3.4 Referral Evaluation

Referrals allow an opportunity for students to receive as much assistance as is necessary and appropriate to their needs. However, it is important that the referral procedure be evaluated as part of the an annual evaluation and the major review of the Guidance and Counselling Plan.

It is also important, while maintaining appropriate confidentiality, that an evaluation of each individual referral take place during and following the referral process. The following evaluation process is recognised as appropriate procedure in relation to individual referrals at Our Lady's Secondary School:

- Relevant meetings with school management, parents, student and support services, Care Team
- An assessment of opinions regarding the school referral policy and procedure
- An acknowledgement of suggestions made regarding possible adjustments to the

referral policy and procedure

- Consultation with relevant personnel regarding the need for possible adjustments to policy and procedure

4.3.5 Child Protection Referral Procedures

See Appendix 6 for the Child Protection Referral Procedures

4.4 Information

4.4.1 Information Policy

Based on NCGE (2004) guidelines, the following policy in relation to information is recognised as appropriate to Our Lady's Secondary School:

The Guidance Counsellor recognises the individual needs of students and will help students to acquire useful information to assist them in decision making. By identifying sources of useful information, establishing systems for acquiring, storing, and disseminating information, assistance will be provided in using and processing this information, including the use of IT.

4.4.2 Information Planning

Through consultation and communication with relevant school partners, other local school guidance counsellors, training and employment agencies, community and support agencies, universities and third level institutions and relevant government bodies the needs of the students may be established and appropriate information and sources of information will be identified and acquired.

The following procedure for accessing information is appropriate to Our Lady's Secondary School:

- Opportunities for students to access the information is provided through guidance classes, individual guidance, personal and group counselling
- Collaboration with relevant subject teachers, programme coordinators and IT teachers provides further opportunities for access to information

- Guest speakers, third level open days, career options events allows further opportunities
- Links are maintained with Universities/Colleges, allowing for access to appropriate information relating to Access Schemes, admissions officers and student learning

The Guidance Counsellor should have the following approach to the provision of information:

- A systematic organisation of information
- provide information on a Guidance and Counselling notice board
- provide information to students and parents regarding the Guidance and Counselling Service through a leaflet and the school website
- integrate information sources with counselling, consulting and guidance
- provide opportunities to process information successfully
- Include an information section in the school library
- Place relevant notices outside subject teachers' classrooms

4.4.3 Information Objectives

The purpose of acquiring and disseminating appropriate information focuses on the individual needs of our students. In reference to Baker (1996), the following objectives are appropriate to Our Lady's Secondary School:

- To help adolescents acquire and process accurate developmentally appropriate information
- To provide that information in an appropriate and accessible manner
- To allow students opportunities for personal, educational and vocational exploration
- To allow all students opportunities to benefit from the Guidance Counselling service

4.4.4 Information Evaluation

Information is provided to assist students in reflecting on their choices and in their decision making. It is essential that an evaluation takes place regarding the information provided, the procedures for disseminating the information, and the sources of information. This can only take place through consultation with all relevant school partners.

The following evaluation process is appropriate to Our Lady's Secondary School:

- Is the information provided appropriate, clear, accessible and relevant to our students?
- What further information is required?
- Are the sources accessible?
- Is the information reaching the target groups?
- Is the information systematically organized?

4.5 Guidance Planning in relation to Special Educational Needs

The adoption of a whole-school approach to Guidance allows a collaborative approach to developing skills for self-management and effective choice and decision making for student with special educational needs. The Role of the Guidance Counsellor will be to assist and work with the teachers and co-ordinators of; SPHE, CSPE, RSE, LCVP, LCA, Student Support Team, Learning Support Team (Including Special Needs Assistants).

Through consultation with relevant teachers and programme coordinators, Guidance will take place on an Individual, Group and Class basis.

4.5.1 Objectives

The Guidance programme will take into account the needs of all students within the school, while recognising the need to prioritise certain groups of students during the school year (NCGE, 2004), and with a particular focus on students with Special Educational Needs.

Guidance activities will be developed and implemented to assist students to make choices and decisions and to assist students make transitions; from primary to secondary school, from Junior to Senior level and from school to the work or third level environment.

Guidance objectives in practice

As per the school Guidance Counselling Policy, the key areas of focus for guidance are:

- Personal/Social
- Educational
- Vocational

1. Personal/Social

The personal and social development of the student is related to the role of the guidance counsellor, particular key school programmes and parents/guardians. It is intended that, through consultation with all relevant people that the following programmes be used in relation to S.E.N:

- Group/Circle Time for SPHE/Tutor classes
- In liaison with the Parents' Committee, parent information nights be organised
- Anti-bullying programmes be incorporated into junior cycle and senior cycle
- Belonging Plus primary to secondary transition programme
- Student Mentor Programme
- Special needs issues be brought to the fore by relevant individuals and groups, and through the above programmes

2. Educational

Through consultation with students, school management, year heads, class tutors and subject teachers' support will be provided for students in relation to the following areas:

- Study skills and time management
- Subject choice for the senior cycle
- Learning Support

The following resources will be put in place:

- Counselling
- Relaxation
- Behaviour Support: Individual Behaviour Plans; Positive Comment Cards,
- Student Support Team Plans
- Volunteer Education Support
- Homework Club
- Breakfast Club
- Links with Support Agencies: NEPS, Child and Adolescent Mental Health Service (CAMHS) and related support agencies, HSE Family Support Agencies, Pieta House, Various Care Agencies/Homes

3. Vocational

Vocational Guidance is made available to S.E.N. students allowing an opportunity to explore the world of work and the possibilities of third level education, while developing and encouraging independent exploration and research for the student and their families.

Vocational guidance is and will be provided through the following channels:

- 1-1 Career Guidance
- 6th Year Career Classes (Timetabled)
- Encouraging attendance at Career/College Open Days
- Information and access to College/University open-days.
- Guest speakers (class)
- The administering of Career Interest Tests
- CAO/College Application support
- Higher Education Access Route (HEAR)
- DARE (Disability Access Route)
- Student and Family support around third level progression and access:
 - Supported visits to third level institutions
 - Links to Disability Officers
 - Links to National Learning Network and REHAB
 - Links with Family Support and Disability Support Agencies (eg. HADD, The Irish Society for Autism, Visiting Teachers)

4.5.2 The Role of the Guidance Counsellor

The guidance counsellor will be a core member of the special educational needs support team assisting the other members of this team in facilitating the provision of education for students with special educational needs and their inclusion in the school.

Individualised guidance and support for students with special educational needs - and involving their parents as required is part of the support structure that the school provides.

The guidance counsellor has an important role to play in assisting students with special educational needs at the different stages of schooling and assisting them in making career decisions.

Assistance is provided by the guidance counsellor at the formal transfer points in their school career: from primary to post-primary education and from post-primary to further and higher education and training or to employment. The counsellor is centrally involved in the school induction programme in first year, as well as one to one counselling as the students prepare to leave the College. Links are in place with the National Learning Network and REHAB and Disability Access Officers in various Colleges and Universities.

The Guidance Counsellor collaborates in assessment processes with other staff members, such as year heads, the resource teacher, and the learning-support teacher, while also assisting in making other teachers aware of relevant information about students with special educational needs and can advise on how these students can be helped in school. The confidentiality of sensitive information passed from our primary or special schools to Our Lady's Secondary School will be observed. The information transmitted will not serve to disadvantage the student concerned. The rights of parents and the duties of schools in regard to the transmission of information, including confidential information, will be observed at all times.

Ethical Principles

It is intended that this whole document will, throughout, indicate the ethical principles of the Guidance Counsellor. However, this section will clearly define the professional ethical principles by which the Guidance Counsellor practices at Our Lady's Secondary School.

As explained by Dr. Ronny Swain to the NCGE, the reasons why we as professional practitioners should behave ethically are classified as personal, external and aspirational. Personal reasons enforce a sense of doing the right thing, wanting to feel positive and not

feel guilty about our actions and behaviours. External reasons compel us not to infringe the law and to avoid civil litigation and disciplinary enquiries. Aspirational reasons represent our professional ideals which oblige us to; empower others, avoid doing harm, seek justice, be trustworthy and truthful.

In reference to Tim Bond (1992), we recognise that Guidance Counsellors work within a dual model, that of an Integrated Model; where the Guidance Counsellor works within and as part of a system, can feel constrained by that system, and a Differentiated Model; where the Guidance Counsellor role is often distinguished from that of other school personnel in the sense that the primary concern of the Guidance Counsellor is to the individual student.

It is important to be aware of this dual model of practise and the ethical implications of leaning towards one or the other. Awareness will afford the opportunity to reflect on our decisions. Ethics refers to the science of morals in human conduct which provides us with Moral principles or basic rules which offer guidance in decision making while respecting the need for *Discretionary Judgement* (Swain on Hargreaves).

Discretionary judgement allows for educated, systematic, researched decisions about issues for which the solutions are rarely simple or definitive.

Using Dr. Swain and Corey and Corey (1988), Our Lady's Secondary School recognises the following:

- The requirement of ethical awareness regarding Client Safety, Clear Contracts, Counselling Relationships, Competence, Confidentiality, Accountability, Responsibility
- The need for appropriate and on-going developmental Guidance Counsellor training in all aspects of their profession
- Awareness of boundaries in competencies
- A need for theoretical framework of practise
- Counsellors should avoid imposing their own beliefs, attitudes and values on the student

- The student should be informed on all aspects of Guidance and Counselling so as to allow them an informed voluntary decision to engage in the process
- That the Guidance Counsellor practises in a multi-cultural context
- Confidentiality will be appropriate to the safety and welfare of the student and falls within the parameters of the Department of Education and Science Child Protection Guidelines(2004)
- That all professionals are allowed errors of judgement
- We are dealing with complex issues allowing for discretionary judgement
- Discretionary judgement will be educated and systematic
- Records are kept to enable the Guidance Counsellor help the student, and must be negotiated with the student and be available for the student to access

In relation to decision making procedure the following is recognised as part of Our Lady's Secondary School policy:

- Identify the problem or dilemma by gathering as much information as possible
- The student/client is included in the process
- Evaluate the rights, responsibilities, and welfare of all those affected by the situation
- Consider the basic moral principles
- Review the relevant Codes of Ethics
- Know the laws and regulations
- Obtain consultation
- Consider all possible courses of action
- Consider the consequences
- Decide on what appears to be the best course of action
- Follow up and evaluate. Involve the student/client

Our Lady's Secondary School recognises the following Institutions as reference points in relation to ethical practise:

- The Institute of Guidance Counsellors (IGC), Code of Ethics 2004

- Dept. Of Education and Science (DES), Code of Practise
- ASTI Guidelines for Professional Behaviour
- UN Convention on the Rights of the Child
- Dept. of Education and Science (DES), Child Protection Guidelines for Post-Primary Schools 2004
- Children First 2011

It is essential to the ethical and professional practise of the Guidance Counsellor that they preserve the integrity of the counselling relationship. They will be open to recognise the need for regular reflection and self-audit while maintaining self-care. Counselling supervision will offer the Guidance Counsellor personal support, development and an opportunity to have ethical issues raised and challenged. The Guidance Counsellor will attend Supervision five times per year.

The Guidance Counsellor is a partner in education and in a whole-school approach to Guidance and Counselling. They bring with them knowledge, theories, skills and strategies which in themselves are ineffective. It is the blending and fusion of the ancillary possessions of life experience, personality, an openness to reflection, awareness and life long learning, and a caring for the children who come to their schools, that makes a professionally ethical School Guidance Counsellor.

Accountability

The Guidance Counsellor as an education and school partner finds themselves in a multi-faceted position of accountability. This document has attempted to illustrate a sense of awareness regarding accountability, through its mission statement, policies, planning processes, objectives and evaluation procedures. At the core of accountability is the Guidance Counsellor's responsibility to the student. In practice more than in words can the Guidance Counsellor demonstrate a value rooted in the belief that each student is an individual developing and needing the best possible support and education and guidance which respects self concept and self confidence. Such a demonstration would in itself portray a Guidance Counsellor who is aware of the role they play and to whom and to what they are accountable.

Holding a sense of responsibility and accountability to your personal values and the core values of the school, to the theories around which you practice, to your colleagues; teachers, management and fellow guidance counsellors, and to parents and guardians of the children who are central to *their* lives as they are central to your practice, may initially seem to place an immense weight, burden and sense of isolation on the role of the Guidance Counsellor. However, if we adopt the policy *and* practice of collaboration, cooperation, and a whole school approach, then the responsibility becomes a partnership where roles are clearly defined, respected and supported.

At Our Lady's Secondary School, the Guidance Counsellor will collaborate with all appropriate school partners, while having the Care Team as their core systemic collaborative body.

Adhering to an evaluation policy, and putting into practice a regular, systemic *and* systematic approach to achieving the objectives of the evaluation process emphasises the shared responsibility towards holding oneself accountable to a whole-school approach to Guidance and Counselling.

Appendix 1

Evaluation of the School Guidance and Counselling Service Template

Guidance Objectives

The Guidance programme will take into account the needs of all students at all levels within the school, while recognising the need to prioritise certain groups of students during the school year (NCGE, 2004).

Guidance activities will continue to be developed, implemented and evaluated to assist students to make choices and decisions and to assist students make transitions; from primary to secondary school, from Junior to Senior level and from school to the work or third level environment. The key areas of focus for guidance are:

Personal/Social
Educational
Vocational

1. Personal/Social

The personal and social development of the student is related to the role of the guidance counsellor, particular key school programmes and parents/guardians. It is intended that, through consultation with all relevant people that the following programmes continue to develop and evolve:

- Group/Circle Time for Tutor Classes/Any relevant class group at the request of school personnel
- Guest speakers relating to social and personal issues for students
- In liaison with the Parents' Council, HSCL and School Management, parent information sessions
- Anti-bullying programmes be incorporated into Junior Cycle and Senior Cycle
- Primary to Secondary transition programme continue to evolve through the Belonging+ Programme, in co-operation with the HSCL, Parents' Council, the Student Council, the Care Team, School Management and the NBSS
- Multi-cultural educational programmes

- Special needs issues continue to be brought to the fore by relevant individuals and groups

2. Educational

Through consultation with the Student Support Team, staff and management, and students and Parents/Guardians, appropriate supports will be provided for students in relation to the following areas:

- Study skills and time management
- Subject choice for the senior cycle
- Special needs support

3. Vocational

Vocational Guidance is made available to Senior Cycle students as a priority, and is available to Junior Cycle students on request. It is envisaged that through collaboration with the coordinators and teachers of CSPE, SPHE, LCVP and LCA, that Vocational guidance will be available to all students, allowing an opportunity to explore the world of work and the possibilities of third level education.

Vocational guidance is and will be provided through the following channels:

- Careers - Information on and access to College/University open-days.
- Guest speakers
- Individual/Class Vocational Guidance
- The administering of Career Interest Tests
- CAO/College Application support
- Job Search Skills and links to relevant websites
- Interview skills classes
- LCA Guidance Programme
- Careers Notice Boards
- Careers information booklets and guides
- Access to I.T. for careers research

(A) For Staff only

As a Guidance Counsellor I am very aware of how involved you are in all aspects of the students' education and development, and your comments and evaluation will enable us to plan for further development of the guidance service.

(a) The objectives of the Guidance and Counselling service accompany this evaluation. How well do you does the service meet its objectives?

Please tick one:

Very well _____ Well _____ Fairly well _____ Poorly _____

Comments and suggestions are welcome

(b) Are we meeting the needs of all our students, including those with varying learning needs, students from disadvantaged socio-economic background, and students from culturally diverse backgrounds?

Please tick one:

Very well _____ Well _____ Fairly well _____ Poorly _____

Comments and suggestions are welcome

(c) Is there any aspect of the School Guidance Service in which you would like to engage or to which you would like to make proposals for development?

Name of staff member completing the evaluation _____

(B) For Sixth Years Only (A similar version may be given to parents)

The Guidance Counsellor would appreciate your assistance in trying to build on the quality of the School Guidance and Counselling Service.

(a) The service objectives accompany this evaluation. How well does the School Guidance Service meet these objectives?

Please tick one:

Very well _____ Well _____ Fairly Well _____ Poorly _____

(b) What did you find most helpful in the School Guidance Service during your years in this school? _____

(c) Was there assistance or guidance which you would have expected and did not receive? _____

(d) Think about the incoming First Years to this school. How can the School Guidance Service meet their needs? _____

(e) Any other comments or suggestions _____

Appendix 2
Year Plans and Timetables

| | |
|--|---|
| <p>AUGUST/SEPTEMBER 1st YEARS: 1-1 Meetings with each student 2nd YEARS: TUTOR CIRCLES 3rd YEARS: STUDY SKILLS 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) HIGHER OPTIONS (14th September) 1-1 GUIDANCE PARENTS INFORMATION NIGHT (11th September)</p> | <p>FEBRUARY 1st YEARS: TUTOR CIRCLES 2nd YEARS: TUTOR CIRCLES 3rd YEARS: SUBJECT CHOICES/ 1-1 GUIDANCE PARENTS INFORMATION EVENING (6th February) 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: 1-1 GUIDANCE CAO CLOSES (Late CAO) PLC/COLLEGES OF FURTHER ED INTERVIEWS HEAR/DARE FORMS</p> |
| <p>OCTOBER (INCL. MOTIVATIONAL/GUEST SPEAKERS) 1st YEARS: TUTOR CIRCLES PARENTS INFORMATION EVENING (9th October) 2nd YEARS: TUTOR CIRCLES 3rd YEARS: STUDY/CAREERS CLASSES 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) HIGHER OPTIONS/ 1-1 GUIDANCE</p> | <p>MARCH 1st YEARS: TUTOR CIRCLE 2nd YEARS: TUTOR CIRCLE 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 3rd YEARS: SUBJECT CHOICE FORMS 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) DATS 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: 1-1 GUIDANCE/ PLC/COLLEGES OF FURTHER ED INTERVIEWS/HEAR/DARE FORMS</p> |
| <p>NOVEMBER (INCL. COLLEGE AWARENESS GUEST SPEAKERS) 1st YEARS: CAREERS CLASS (Guest Speaker) 2nd YEARS: CAREERS CLASS (Guest Speaker) 3rd YEARS: CAREERS CLASS (Guest Speaker) 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 1-1 GUIDANCE CAO Applications Open College Aware Week 20th - 26th Nov. www.collegeaware.ie</p> | <p>APRIL/MAY 1st YEARS: STUDY SKILLS 2nd YEARS: STUDY SKILLS 3rd YEARS: STUDY SKILLS 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: 1-1 GUIDANCE CAO/PLCs ONGOING 6th YEAR GUIDANCE EVALUATION & PROGRESSION QUESTIONNAIRE GUIDANCE ANNUAL REVIEW</p> |
| <p>DECEMBER (INCL. MOTIVATIONAL SPEAKERS) 1st YEARS: TUTOR CIRCLES 2nd YEARS: TUTOR CIRCLES 3rd YEARS: SUBJECT CHOICES/1-1 GUIDANCE 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 1-1 GUIDANCE</p> | <p>ON-GOING WORK</p> <ul style="list-style-type: none"> • TUTOR CLASSES SUPPORT • RESTORATIVE CIRCLES: <ul style="list-style-type: none"> ○ CLASS CIRCLES ○ TEACHER/STUDENT CIRCLES ○ STUDENT/STUDENT CIRCLES • 1-1 GUIDANCE COUNSELLING • LINKS WITH PARENTS/GUARDIANS AND AGENCIES • LINKS/ VISIT FROM COLLEGES/UNIVERSITIES • STUDENT SUPPORT TEAM MEETINGS |
| <p>JANUARY 1st YEARS: TUTOR CIRCLES 2nd YEARS: TUTOR CIRCLES 3rd YEARS: STUDY/CAREERS CLASS 4TH YEAR: CAREERS & WELLBEING 6 WEEK MODULE 5th YEARS: CAREER CLASSES (1 PERIOD PER WEEK) 5th/6th LCA: GUIDANCE MODULE (1 period per week) 6th YEARS: 1-1 GUIDANCE CAO PREPARATION CONTINUES HEAR/DARE FORMS INTERVIEW SKILLS/MOCK INTERVIEWS</p> | <ul style="list-style-type: none"> • GUIDANCE SUPERVISION (5 SESSIONS PER YEAR) • ESTABLISHING NEW LINKS WITH LOCAL AND RELEVANT SUPPORT AGENCIES |

Appendix 3
List of Current Student Supports and Programmes

1st Years

Pre-Entry Phase includes the following:

- Invitation to Open Night for parents & prospective students during first term.
- Invitation to Open Day for prospective students in March.
- Completion of Application Form with information. Information may include areas where students may need additional supports – learning, emotional, physical.
- Assessment tests before Easter.
- Visit by Learning Support Teacher to local primary schools to source relevant information to aid smooth transition. This information may include learning, emotional or physical difficulties as well as Standardised Test scores from the primary schools.
- Application for resource hours or other relevant supports made as appropriate.

First Year: After commencement:

- First Year Induction Day in late August / Early September.
- Sampling of all Option Subjects: There are 6 optional subjects. All students are given the opportunity to sample each of these subjects before selecting two which will be taken for the Junior Certificate\Junior Cycle School Award. There is an Information Evening for parents\guardians prior to students selecting their subjects.
- Guidance Counsellor meets with each first year to:
 - Discuss transition from primary to secondary.
 - Identify any potential difficulties the student may have.
 - Advise on subject choices.
- Chaplain meets with each first year to:
 - Discuss the transition from primary to secondary.
 - Identify any potential difficulties the student may have.
- Peer Support students are allocated to each first year class by Peer Support Co-ordinator.

- Information Evening organised for parents of first year students prior to choosing their option subjects. The Guidance Counsellor is also available to meet with parents on an individual basis prior to students choosing their option subjects.
- Tutors & Year Head monitor how students are adjusting, settling in & integrating into school life and with aid of Student Support Team put appropriate interventions in place where needed.
- Year Heads monitors attendance, exam results & behaviour throughout the year and appropriate supports put in place.
- Referrals by teachers, tutors, Year Heads etc to Guidance Counsellor / Chaplain / Learning Support teacher & appropriate supports put in place by the Student Support Team.
- The Guidance Counsellor is available to meet with students requesting a change in subject as appropriate or considering giving up a modern language.
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request
- **Group/1-1 Circles** with target groups using the Restorative Practices to philosophy resolve minor conflict and relationship challenges
- **Classroom Guidance Support:** Anti-Bullying talks. Behaviour Support through class talks and restorative circles
- Peer Learning: Careers Classes and Presentations given to 1st years by 5th Years as part of the College Aware Week
- Online Safety Talks
- Enginners Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented by Class Tutors
- **Individual Guidance and Counselling**

2nd Years

- Information Evening organised for parents of second year students regarding the importance of second year, study skills and various learning styles.
- Year Heads monitors attendance, exam results & behaviour throughout the year and appropriate supports put in place.

- Referrals by teachers, tutors, Year Heads etc to Guidance Counsellor / Chaplain / Learning Support teacher & appropriate supports put in place by the Student Support Team.
- The Guidance Counsellor is available to meet with students requesting a change in subject / subject level as appropriate or considering giving up a modern language.
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request
- **Group/1-1 Circles** with target groups using the Restorative Practices to philosophy resolve minor conflict and relationship challenges
- **Classroom Guidance Support:** Anti-Bullying talks. Behaviour Support through class talks and restorative circles
- Peer Learning: Careers Classes and Presentations given to 2nd years by 5th Years as part of the College Aware Week
- Online Safety
- Enginners Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented by Class Tutors: Dream Big: Engineering Our World
- **Individual Guidance and Counselling**

3rd Years

- The Guidance Counsellor meets with third year students to discuss the implications of subject choice for Leaving Certificate. Parents/guardians are invited & encouraged to attend this meeting.
- Third Year students are surveyed to ascertain the preferences of students in relation to subject choices for Leaving Certificate.
- Information Evening organised for parents of third year students regarding subject choice for Leaving Certificate & the implications of subject choice on career & further study options.
- A separate Information Evening is held for parents of students interested in\suited to Leaving Certificate Applied.
- A specified number of Guidance Classes are held with each third year class to inform them on subjects available for the Leaving Certificate, including LCVP.

Students are also informed of LCA as a viable alternative to the Leaving Certificate.

- Year Heads monitors attendance, exam results & behaviour throughout the year and appropriate supports put in place.
- Referrals by teachers, tutors, Year Heads etc to Guidance Counsellor / Chaplain / Learning Support teacher & appropriate supports put in place by the Student Support Team.
- The Guidance Counsellor is available to meet with students needing additional information on subject choice or considering giving up a modern language.
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request.
- **Class Work:** Study Skills, Subject Choices and Career Choice: Introduction to Careersportal & Qualifax.ie
- **Subject Choices/T.Y./LCE/LCA:** Classes and Individual Guidance. Parent Information Evening
- **Vocational Preparation:** Classes on Apprenticeships, Leaving Cert. Programmes, CAO, PLCs
- **I.T.: Vocational Websites classes.**
- **Classroom Guidance Support:** Anti-Bullying talks. Behaviour Support through class talks and restorative circles
- Peer Learning: Careers Classes and Presentations given to 3rd years by 5th Years as part of the College Aware Week
- Online Safety
- Engineers Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented by Class Tutors: Dream Big: Engineering Our World
- **Individual Guidance and Counselling**

Transition Year

- Transition Year students participate in a Social Education programme which is aimed at assisting their personal & social development.
- Work experience forms an integral part of Transition Year. Students under the direction of the TY Coordinator participate in two separate weeks of work experience to allow them to gain experience in the world of work.
- Transition Year students complete a full career investigation & career project under the supervision of their TY Class Tutors.

- The Guidance Counsellor is available to meet with students needing additional information on subject choice
- In consultation with Principal & relevant teachers the Guidance Counsellor facilitates change of optional subjects by students.
- The Guidance Counsellor meets with Transition Year classes to inform them of the LCVP.
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request.
- Referrals by teachers, tutors, Year Heads etc to Guidance Counsellor / Chaplain / Learning Support teacher & appropriate supports put in place by the Student Support Team.
- **6 Week Careers & Wellbeing Module:** 1 Double Period per week for 6 weeks per TY Group
- **Group/1-1 Circles** with target groups using the Restorative Practices to philosophy resolve minor conflict and relationship challenges
- **Classroom Guidance Support:** work with Drama Module to support group managing social and personal issues
- Online Safety
- Enginners Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented by Class Tutors: Dream Big: Engineering Our World
- **Individual Career Guidance and Counselling**
- **Liaising with TY Co-ordinator**
- **TY visit to RDS Mental Health Zeminar:** October
- **TY Trip to RDS AIB Future Sparks:** March
- **LCA/LCVP Applications and Information Support to students and Parents/Guardians**

5th Years

- All Fifth Year students are allocated one class a week for Guidance & follow an integrated programme that runs over two consecutive years.
- DATS tests are administered to Fifth Year students by the Guidance Counsellor. Feedback is given to the students by the Guidance Counsellor on a one to one basis. A copy of results is available to parents on request.
- Work experience takes place in Fifth Year for LCVP students & is an integral part of the students' personal & social development.

- Information Evening organised for parents of fifth year students regarding the importance of fifth year, study skills, various learning styles, and the impact of subject level on future college courses / careers & understanding the points system.
- The Guidance Counsellor is available to meet with students needing additional information on subject choice.
- In consultation with Principal & relevant teachers the Guidance Counsellor facilitates change of optional subjects by students.
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request.
- Referrals by teachers, tutors, Year Heads etc to Guidance Counsellor / Chaplain / Learning Support teacher & appropriate supports put in place by the Student Support Team.
- **1-1 Career Guidance and Personal Counselling**
- **Leadership Programme: As part of the Careers Class Curriculum**
- Peer Learning: Careers Classes and Presentations given to Junior Cycle Classes by 5th Years as part of the College Aware Week
- Online Safety
- Enginners Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented by Class Tutors: Dream Big: Engineering Our World

6 LCVP + LCA: 5th/6th

- Information Evening organised for parents of 3rd & 4th Years to inform them of Leaving Certificate Applied.
- Careers Events / Talk organised for students
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request.
- The Guidance Counsellor is also available to students / parents on days around the issuing of Leaving Certificate results.
- **Vocational:** The Guidance Module followed per the DES Guidelines LCA Vocational Preparation and Guidance Guidelines.

- **Individual Guidance:** Each student given individual vocational guidance.
- Online Safety Concert
- Enginners Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented by Class Tutors: Dream Big: Engineering Our World
- Visit to Monaghan Institute/other Colleges of Further Education
- Guest Speakers

6th Years

- Information Evening organised for parents of sixth year students regarding, the points system, individual course requirements, CAO / UCAS requirements, college costs, grants, apprenticeships & PLC's and other relevant information.
- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request.
- Referrals by teachers, tutors, Year Heads etc to Guidance Counsellor / Chaplain / Learning Support teacher & appropriate supports put in place by the Student Support Team.
- The Guidance Counsellor is also available to students / parents on days around the issuing of Leaving Certificate results & CAO offers.
- **Careers Classes:** 1 Class per week. Vocational and Personal Development curriculum followed.
- **Individual Work:** All sixth year students meet with the Guidance Counsellor on an individual basis on as many occasions as necessary
- **Higher Options RDS: All 6th Years attend September**
- Enginners Ireland Engineers Week Hosted by OLSS
- Engineers Week Movie: Presented in Careers Class
- Guest Speakers
- **6th Year Parents/Guardians Information Evening:** October
- **Post Leaving Cert. Courses/College Applications/Interview/Audition Preparation:** Class preparations and 1-1 Practice sessions with Guidance Counsellor
- **CAO Applications:** Whole Class and 1-1 Guidance
- **HEAR/DARE Access programmes:** Assistance given to students and families in making applications
- **UCAS Applications Support: 12 Students sought support in applying to UCAS**

- C.V Work and Interview Techniques
- **SUSI Grant Applications:** Whole Class presentations and 1-1 guidance
- **C.V. Preparation Classes and Job Searching using the internet**
- **Progression Survey & Guidance Counselling Service Student Evaluation:** carried out with the 6th Years (part of the Whole School Guidance Planning Process)

Special Educational Needs (Progression)

- SEN Coordinator visits all feeder schools to initiate the profiling system, which highlights a pupil's strengths, needs and concerns. This information is collated using a transition form.
- To facilitate the transition students are encouraged to attend Open Night and Open Day.
- Students in the SEN Unit participate in a transition programme from primary school that enables them to visit Our Lady's once a week for a designated period from March – May before they start in Our Lady's.
- Parents of SEN students are encouraged to make an appointment with the SEN Coordinator to discuss student's needs and ensure early intervention and access to resources.
- SEN students are contacted individually by SEN Coordinator during their 6th class, having been identified by national school. Where necessary, strategies' including school visits, meetings in liaison with all relevant parties or regular interaction are implemented to provide opportunities to discuss the specific needs of students before transition.
- Permission is sought from parents to transfer any psychological reports and other relevant information.
- During their time in the SEN Unit & provided that the students meet the criteria outlined in the SEN Policy a work exploration programme is implemented for students. This is to develop their awareness of work experience, to seek an area of interest and to improve the skills of work as well as social & interpersonal skills. Through the Work Experience Programme students can develop their personal, social, communication, problem solving, creativity and organisational skills, all skills that are vital to independent living. This programme assists the student in making the transition from school life to life after school.

- Constant contact with parents is maintained through Student Journal, test & examination results, text messages, Information meetings, Parent Teacher Meeting & meetings with relevant personnel on request.
- The Guidance Counsellor will meet with the SEN Coordinator & Student Support Worker at least once a term to discuss options for Special Class students who may be moving on at end of school year.
- The Guidance Counsellor is available to meet with students to discuss and advise on opportunities available to them on leaving Our Lady's.
- The Guidance Counsellor will be available to parents of Special Class students who seek advice in relation to further education\career options.
- Progression: Referrals to National Learning Network (NLN)
- 1-1 Guidance Support for Individual Students
- Establish links with support services in DKIT/Monaghan Institute/Iontas
- DARE Applicants

General Supports

- Referral/Links established with outside agencies: CAMHS Child and Family Centre, HSE Social Workers, NEPS, Community Garda, Pieta House, HSE Family Support Services, Addiction Support Services, Youth Support Services Castleblayney
- Progression Figures monitoring
- Link with PLC Colleges, Universities, IT Colleges, SOLAS , Youth Reach, FIT, SOLAS Training Centres, Youth Reach,
- Collaboration with Student Support Team including weekly Team Meetings
- Co-operation with Year Heads: Parent/Year Head Meetings and Referrals
- Subject based support/Literacy/Numeracy, Physical Health and Wellbeing
- Supporting School Programme Co-ordinators: incl. TY, Wellbing, Chaplain
- **Mental Health:**
 - Referrals to Pieta House
 - 1-1 Counselling Support: referrals made to visiting Counsellor (Elaine)
- **Restorative Practices:**
 - Use of Circles in resolving issues arising from conflict, bullying and school relationships
- **Links with Parents/Guardians:**
 - Attended all Parent/Teacher Meetings
 - Parent/Guardian individual Support Meetings

- Meetings with Parents/Guardians and Year Heads : Academic Reviews for 3rd Years & 6th Years
 - 1st Parent/Guardian Information Evening
 - 2nd Year Parent Guardian Information Evening; Study Skills
 - 3rd Year Parent/Guardian Subject Choice Information
 - 5th Year Parent/Guardian Subject Choice Information
 - 6th Year Guide to Leaving Certificate Parent Guardian Night
 - Parents Association Wellbeing Presentation
 - Linking Families to Family Support Programmes: HSE Family Services, Addiction Support, SASSY, HSE Primary Care – Psychology, Autism Ireland, ASPIRE Aspergers Supports, Middletown, Pieta House.
- **Links with past pupils:**
 - Continued support and guidance for graduates
 - Regular visits from general past pupils looking for guidance, references and support
 - Past Pupils as Guest Speakers
 - **Extra-Curricular:** Providing Guitar Lessons to groups and individuals: Lunch time & after school. Provision of a Music Room with Music Teacher

Appendix 4

Parent/Guardian Referral Permission Document



OUR LADY'S SECONDARY SCHOOL

Support Services Referral Form

I/We the parent/s/Guardians of _____ (student's name) give permission to Our Lady's Secondary School to refer our son/daughter to _____ (agency name).

Signed: _____

(Parent/Guardian)

Date: _____

Signed: _____ (School Personnel) Date: _____

Appendix 5

Current List of Referral Agencies referred to by Our Lady's Secondary School Guidance Service

Special Educational Needs

- Progression:
 - National Learning Network (NLN)
 - DARE Applicants

Educational and Personal Supports

- CAMHS Rooskey, Monaghan
- TUSLA/Social Workers
- NEPS
- Teen Between (Support for children of separated parents)
- HADD (ADHD Support Network)
- SASSY: HSE Drugs Helpline for Teens (Dublin: For advice only)
- Monaghan Drugs Task Force/Addiction Services (Rookey/Castleblayney Primary Care Team)
- Community Garda (Garda Pat Merrick)
- NBSS
- Pieta House
- TUSLA Family Support Services
- Family Mediation Service
- Centre for Talented Youth Ireland
- PLC Colleges, Universities, IT Colleges, FÁS/SOLAS
- Volunteer Supports: Volunteers visit school to support students with literacy/numeracy/specific subjects

Mental Health

- Pieta House
- Visiting Private Counselling Service
- AWARE

Appendix 6



OUR LADY'S SECONDARY SCHOOL

GUIDANCE COUNSELLING

**CHILD PROTECTION
REFERRAL POLICY AND PROCEDURES
2018**

With effect from August 2018

Notes:

- This Document works alongside *Children's First: National Guidance for the Protection and Welfare of Children* (Department of Children and Youth Affairs, 2017)
- This document works alongside; *Child Protection Procedures for Primary and Post-Primary Schools* (Department of Education, 2017)
- This Document works alongside the School Guidance and Counselling Plan with particular attention to Sections; 4.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5

Referral Policy

The above documents inform this referral policy of the Guidance and Counselling Service at Our Lady's Secondary School.

The following Referral Policy of Our Lady's Secondary School relates to two types of activity as detailed by the NCGE (2004), and as stated in the School Guidance and Counselling Plan 2010-2013 (Section 4.3.1)

- Referrals by the School Guidance Counsellor:

The Guidance Counsellor recognises that an individual pupil needs assistance from other relevant qualified professionals outside of school. Following consultation with the school, parents and other relevant agencies, the Guidance Counsellor and/or the school management will organise or assist parents and students in organising the provision of such assistance.

- Referrals to the School Guidance Counsellor:

Teachers, School Management and Parents may refer pupils to the Guidance Counsellor who will ensure an appropriately accessible and responsive service. The voluntary participation of the referred student will be respected by all concerned

Confidentiality

The following policy is informed by the Guidance and Counselling Plan 2018 (Section 4.3), and acknowledges that the protection and welfare of the child are at the fore.

- Confidentiality is never guaranteed and is explained to the child as part of an individual or group guidance and counselling session
- The following statement will be used when speaking with a child:

I cannot guarantee confidentiality however, what we talk about might not be discussed with anyone else unless I am concerned for you as a child and student at the school. I may need to talk with others if I am concerned for you, but will let you know who I will be talking with. I will talk with these people so that we can help you with any difficulties you might be having

Referral Procedure (Relating to Child Protection)

The following procedures are informed by the documents stated in the notes at the beginning of this document.

When the Guidance Counsellor is concerned for the protection and welfare of a child the following procedures are followed:

- The concerns and issues relating to the protection and welfare of the child will be discussed with the Designated Liaison Person for Child Protection at the school
- Where appropriate the parent(s)/guardians of the child, and the child will be informed of the concerns and necessary procedures (As per Children's First 2017 and the Department of Education Guidelines)
- The Guidance Counsellor will take direction from the Designated Liaison Person regarding any referral to the TUSLA and/or any other agency

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