

# Guidance Plan & Process

## 2022-2023

# Castleknock Community College



### Review Dates

Staff	November 2015	Reviewed
Parents	May 2016	Reviewed
Student Council	April 2016	Reviewed
BOM	June 2016	Ratified
BOM	June 2018	Reviewed
BOM	April 2021	Reviewed with Amendments
BOM	October 2022	Reviewed with Amendments

Due for next review: May 2023

## Foreword

The College's Guidance Plan was reviewed and evaluated in 2015-16 to reflect the many changes and challenges that now exist in our College in providing for and managing the emotional, mental, spiritual, and physical needs of our students. At the heart of the Guidance Plan is a deep commitment to each student's well-being. The revised plan is now represented in seven distinct strands which combined capture the range of supports that are offered to students at Castleknock Community College.

**Strand 1 – The Guidance & Counselling Department**

**Strand 2 – The Learning Support Department**

**Strand 3 – Wellbeing & Life Skills Programme (SPHE & RSE)**

**Strand 4 – Physical Health**

**Strand 5 – Inclusion & Diversity**

**Strand 6 – Student Leadership**

**Strand 7 – Chaplaincy**

## A Guidance Plan that prepares students for life.

While each strand will be evaluated at regular intervals through the School Self Evaluation Process the success of our Guidance Plan may be best measured by the characteristic of a graduate of Castleknock Community College. A series of workshops with staff, students and parents in November-December 2015 invited each group to conclude the following statement: "*A graduate from CCC is recognised as....*"

The responses led to the following statement:

*"A graduate from CCC is recognised as a young man or woman who possesses a strong moral purpose and holds the courage of their convictions. Graduates will be equipped with the life skills to understand their own well-being so that they can manage their emotional, mental, spiritual and physical needs."*

The Guidance Plan requires regular evaluation in order to meet the needs of our students. The Plan will receive an annual review by the Board of Management and the strands will undergo constant appraisals:

Strands 1 & 3	The Guidance & Counselling Department & The SPHE & RSE Programmes ( <i>April 2021</i> )
Strands 2 & 5	The Learning Support Department & Inclusion & Diversity ( <i>May 2022-2033</i> )
Strands 4, 6 & 7	Physical Health & Student Leadership & Chaplaincy ( <i>May 2024</i> )

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## -Introduction to the College Guidance Plan & Process -

### *The Mission Statement of Castleknock Community College*

We the pupils, parents, and staff of Castleknock Community College, strive for excellence in a caring and supportive environment. Growing and developing through co-operation will enable all to realise their full potential.

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## Context

The Education Act, 1998 requires the management of a school to develop a plan based on the needs of the school. The school Guidance Plan is an integral part of the School Development Plan. Appropriate guidance is a legal entitlement as schools are required by the Act to “ensure that students have access to appropriate guidance” (Education Act, 1998, 9c), this includes those from minority groups and those with special needs. The Guidance Plan outlines for all the partners in education the central role that guidance plays in the lives of all students. The Guidelines for Schools on the implications of Section 9(c) of the Education Act 1998 document sets to one side the stereotypical image of Guidance being the remit of one Department in a school and places it at the centre of the students’ whole education. The challenge is to ensure that the broader definition of guidance becomes embedded in the whole school programme. The engagement of the school in guidance planning will assist in broadening the concept of guidance beyond the Guidance Counsellors. It will also encourage the exploration of the guidance programme, identify areas for improvement, and promote greater Guidance access for all students.

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## Promoting Wellbeing

There is substantial evidence that *Wellbeing Programmes* in schools, when implemented effectively, can produce long-term benefits for young people. The College recognises the importance of developing the whole person; emotionally, mentally, spiritually, and physically. A supportive school environment where high expectations and aspirations are the norm for all young people can of itself contribute significantly to lifelong health and wellbeing. At Castleknock Community College we provide a range of supports and interventions that address the emotional, mental, spiritual, and physical needs of our students. These include:

- the effective and consistent implementation of SPHE as part of a whole-school approach to the promotion of wellbeing in our students
- the coordinated implementation of our whole-school Guidance Plan
- building positive interpersonal relationships and addressing bullying behaviour and how it impacts on the wellbeing of others.
- ensuring that our students are aware of the range of supports within the school as well as those offered by external agencies.
- providing opportunities to develop their physical well-being through physical education and extracurricular activities.
- Addressing the spiritual needs of students through meditation and services.



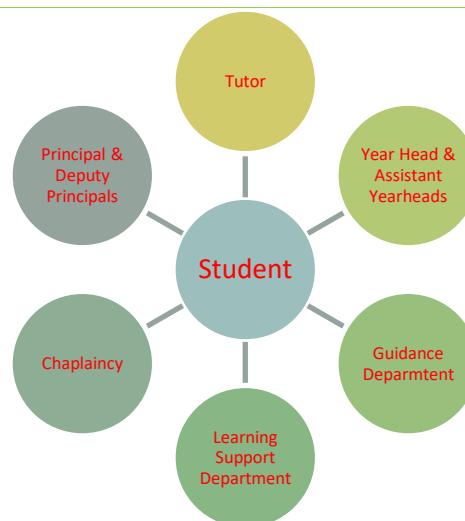
## Risk & Protective Factors for Student Wellbeing

Students can be exposed to many risks and protective factors which influence their well-being. Protective factors in the College environment that help to build resilience in young people include:

- providing a positive school climate
- ensuring a sense of belonging and connectedness to the College
- having protocols and support systems in place that proactively support students and their families, should mental health difficulties arise
- working collaboratively to prevent students from early school leaving
- developing positive teacher-student and teacher-parent relationships
- supporting the development of positive relationships with peers
- fostering expectations of high achievement and providing opportunities for each student to realise their potential
- using positive classroom management strategies
- focusing on social and emotional learning and the development of problem-solving skills through our SPHE programme
- providing support for teachers, including professional development
- encouraging students to participate in extra-curricular activities
- providing students with information about the range of community supports and crisis agencies that exist.

## Care Structures at Castleknock Community College

At Castleknock Community College the care structures have been established to meet the personal, social, and spiritual needs of all students. The Principal and Deputy Principals work closely with the Care Teams that are in place and ensure that communication between the seven strands of the Guidance Plan exist in an effective manner. Each Year Group is supported by a Care Team that meets fortnightly. The Care Team is comprised of the Year Head & Assistant Year Head(s), The Chaplain a Guidance Counsellor and a member of the Learning Support Department. These meetings are facilitated by the Principal and Deputy Principals. The Year Head liaises closely with the Tutors in advance of the meeting.

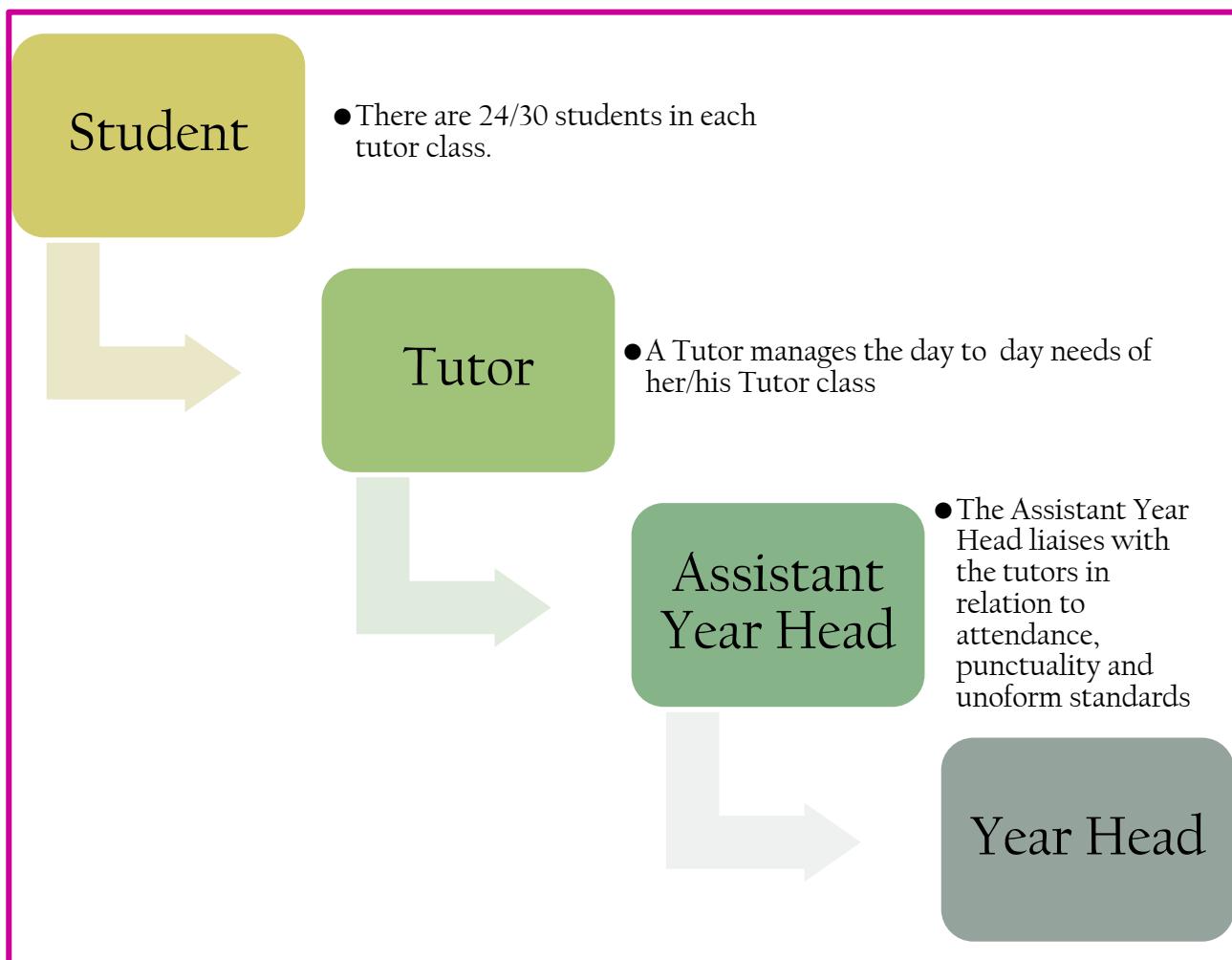


## The Role of the Year Head

The Year Head is a member of the management team with specific responsibility for the day-to-day pastoral care, supervision, and well-being of the pupils within her/his year group. The work of the Year Head seeks to create in her/his year group of students a cohesive, harmonious, and disciplined group, positive in their attitude, confident in their self-esteem, motivated and ambitious to pursue excellence in all their endeavours.

The Year Head's primary task is to oversee the welfare of the year group on behalf of the school community. Year Heads serve at an intermediary level between Class Tutors and Principal/Deputy Principal. This role exists as part of a structure caring for all students in a year group. The Year Head seeks to provide support to class tutors in their care of a class group. The Year Head also provides support to teachers in the development of a positive learning environment.

- The Year Head has an overseeing responsibility for the implementation of the Behaviour Code. Subject teachers are responsible for discipline at class level and ensure that appropriate sanctions are applied and records kept. When improvement is not forthcoming the student is referred to the Class Tutor who may refer to the Year Head. In extreme cases a referral is made directly to Senior Management.
- The Year Head refers students experiencing on-going difficulties to Senior Management or when appropriate, Guidance Counsellor, Chaplain, or the Learning Support Department. In matters of Child Protection, The Children First Act 2015 and the Child Protection Procedures 2017 will apply. If a Year Head becomes aware of a Child Protection issue, he/she will report the case to the Designated Liaison Person (DLP), In his/her absence, the Deputy (DLP) will liaise accordingly.
- The Year Head has a responsibility to work closely with the Care Team and parents/guardians to assist students at-risk in the year group.
- The Year Head oversees students' academic and other progress. The Year Head, in consultation with the Class Tutor/Teacher, interviews those in most need of encouragement. The Year Head and her/his team will meet students in relation to tracking and target setting.
- In conjunction with Senior Management the Year Head assists in the process of subject choices for Senior Cycle. He/she will also liaise with the Transition Year Team in relation to the TY process.
- The Year Head will have an input into the timetable requirements for her/his Year Group.



## The Role of the Assistant Year Head

The Assistant Year Head supports the work of Year Head in relation to the day-to-day pastoral care, supervision, and well-being of the pupils within her/his year group. The Assistant Year Head will support the Year Head in creating in her/his year group of students a cohesive, harmonious, and disciplined group, positive in their attitude, confident in their self-esteem, motivated and ambitious to pursue excellence. The Assistant Year Heads work closely with Tutors in the following areas:

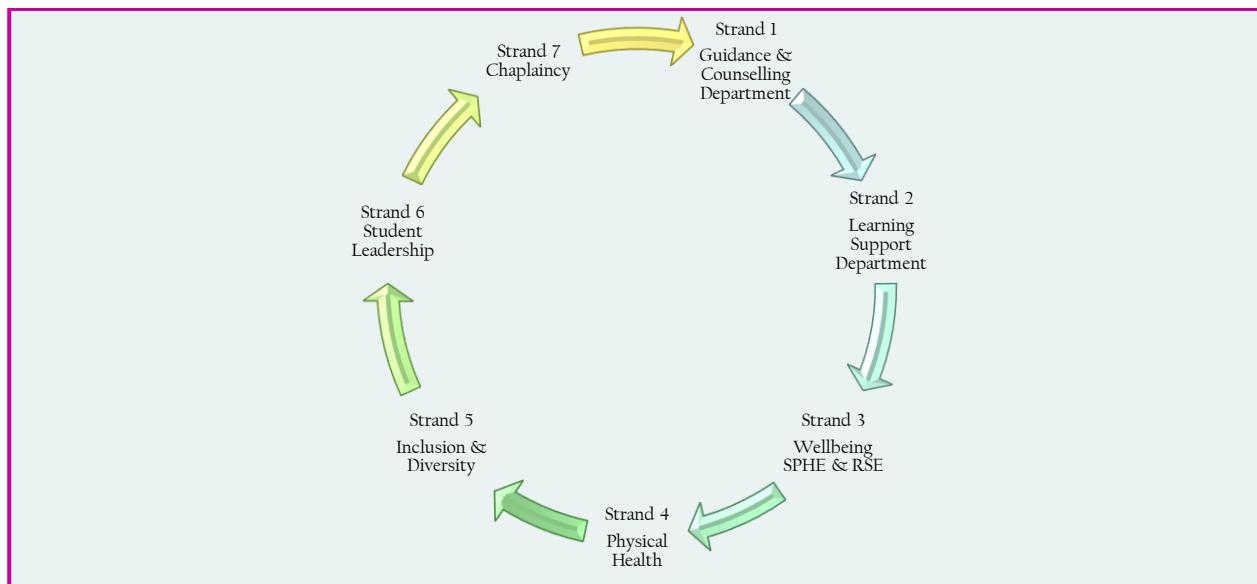
- Track Attendance & Punctuality
- Monitoring Standards
- Assists in the running of in-house examinations, assemblies, and award ceremonies.

## The Role of the Class Tutor

Class Tutors and subject teachers are responsible for students' attendance and punctuality. The Year Head monitors the overall attendance and punctuality in accordance with the Attendance & Punctuality Policy. Tutors are required to contact parents/guardians if a student is absent for three consecutive days where no communication relating to the absence has been received.

## The Seven Strands of the Guidance Plan

The Guidance Plan has been divided into seven strands which capture the range of supports that are offered to students at Castleknock Community College.



**Strand 1 The Guidance & Counselling Department:** This strand focuses on the services provided by the Guidance & Counselling Department and how these links with the other six strands captured in the Guidance Plan

**Strand 2 The Learning Support Department:** This department works closely with the Guidance & Counselling Department in providing for the educational needs of the students in their care.

**Strand 3 Wellbeing (SPHE & RSE):** The College has developed very comprehensive programmes in both SPHE and RSE. These programmes are supported by the various care teams: The Guidance & Counselling Department, the Learning Support Department, and the Chaplaincy. The College is committed to reviewing and developing further programmes to meet the needs of the students.

**Strand 4 Physical Health:** The College provides for the physical well-being of its students through its Physical Education and Extra-Curricular Programmes. This strand acknowledges the importance of physical health in young people and the importance of physical well-being for life.

**Strand 5 Inclusion & Diversity:** This fifth strand is included in the Guidance Plan to ensure that the adequate provision is made for students from disadvantaged backgrounds and for those students from minority groups. The College has a long tradition in promoting inclusivity and diversity to meet the needs of complexities of life in the 21<sup>st</sup> century.

**Strand 6 Student Leadership:** The College is proud of the huge contributions made by the students. The Prefect and Mentor programmes afford the students to lead by example to ensure that the College's core values of Courtesy, Respect and Responsibility are honoured. The Student Council provides a forum for students to play an active role in the life of the College.

**Strand 7 The College Chaplaincy:** The College community is supported through the work and support of the College Chaplain. The Chaplain provides for the spiritual and pastoral needs of the College community while working with the other care teams associated with the Guidance Plan.

## Strand 1 - The Guidance & Counselling Department –

### The Guidance & Counselling Department Mission Statement

The Guidance & Counselling Department while working to the school's mission statement developed a simple statement relevant to their own specific needs that is: "*to help students make informed personal and career decisions, set realistic personal and career goals and develop the skills necessary to accomplish these goals. The service also offers students support in coping with personal problems or academic concerns*".

#### I. The Guidance Counsellors Core Activities & Principles.

##### Personal Counselling/Group Counselling and Development

- Promotion of self-development and self-awareness
- Assertiveness
- Teamwork
- Communication
- Informed Decision Making
- Action Plans to achieve Objectives

##### Educational Guidance

- Interests & Abilities
- Study Skills & Examination Preparation
- Time Management
- Stress Management
- Subject Choices and Combinations
- Educational Links

##### Career Guidance

- Career Planning – routes and paths
- Careers and Occupations
- Open Days & Careers Evening
- Professional Development
- Third Level Colleges & PLC
- Curriculum Vitae
- Interview Skills
- Work Experience

##### The principles that guide these activities are:

- Guidance service is a whole school concern
- A confidential service within limitations and confidentiality
- Communication and collaboration with management, subject teachers, tutors, year heads, pastoral care team, learning support, chaplain, higher education institutes, outside agencies and parents.
- Accessible and open
- On-going reviewing and evaluation
- Transparency and accountability

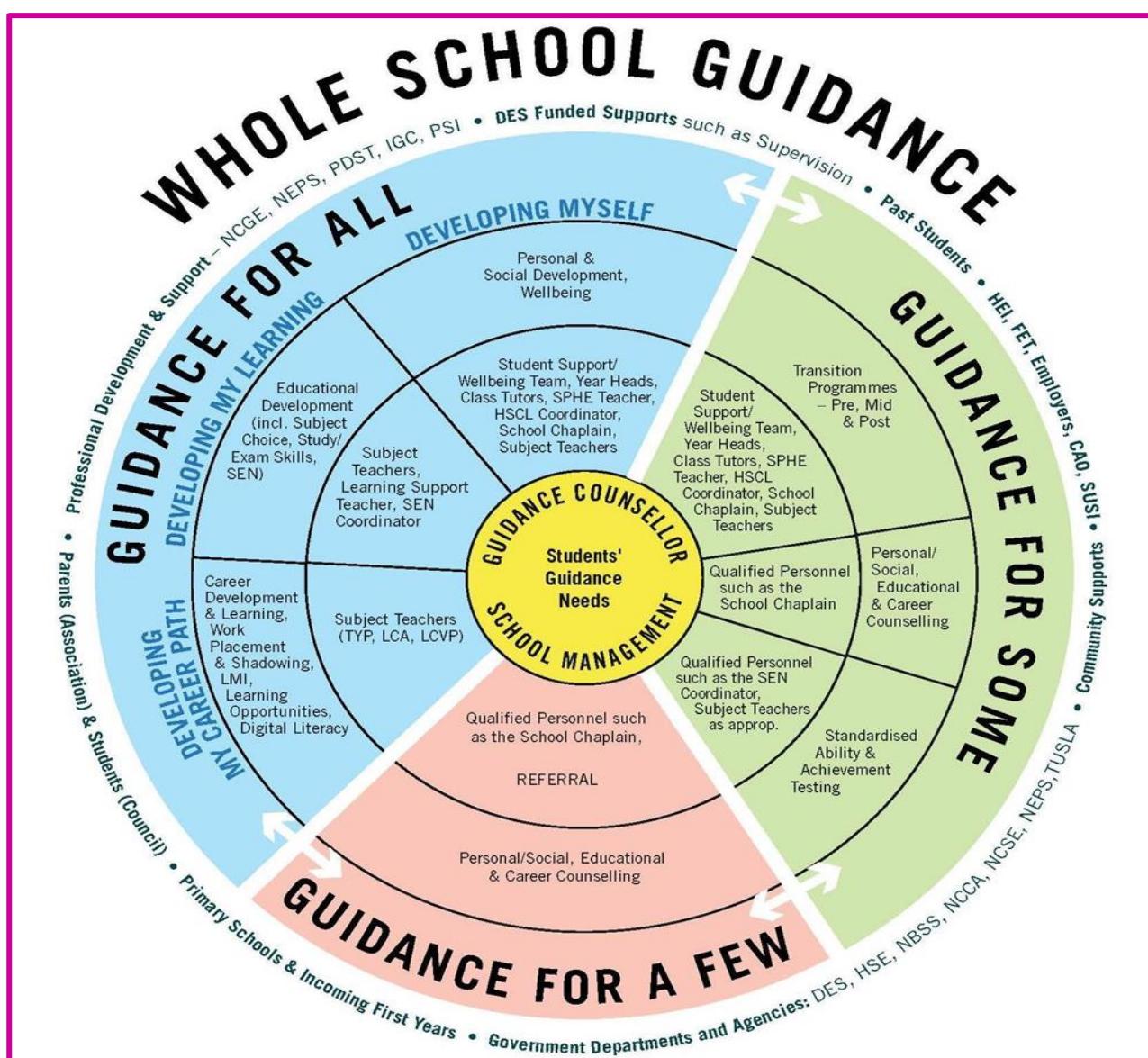
## 2. Role of Guidance Counsellor

The role of the Guidance Counsellor can be categorised into:

- Educational Guidance and Counselling
- Career Guidance and Counselling
- Personal Guidance and Counselling

NCGE Whole school Guidance Framework 2017 is being employed in Castleknock Community College to support students' learning and development (NEPS, 2010) and mental health promotion (NEPS, 2013).

*'In applying the continuum, the Whole School Guidance Programme aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. The continuum model can be applied to guidance as follows:'*



***Whole School Guidance Framework NCGE, 2017***

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

The Guidance Team in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The Guidance Team as the specialists play a central role in the design and delivery of the Whole School Guidance Programme. It is acknowledged that the stakeholders involved in a Whole School Approach to guidance may vary across schools according to resources and needs.

### **3. Educational Guidance and Counselling**

This involves the provision of information on educational opportunities, the guidance of students in decision-making and the support of students in their choices of individual education goals.

The Guidance Counsellor discusses the students' educational potential, educational opportunities, course choice and outcomes. Educational guidance involves the provision of information on further education. The Guidance Counsellor seeks, at all times, to match the individual's ability with education opportunities.

Educational Guidance can involve working with the student in the following areas:

- Decision-making skills
- Goal-setting skills
- Motivational skills
- Study skills
- Self-esteem and confidence
- Advice on Subject Choices

### **4. Career Guidance and Counselling**

This involves facilitating the student's career and vocational decision-making in a non-directive way. Students seeking careers information are engaged in a proactive process.

Careers Education is a process whereby the Guidance Counsellor makes information on career areas available to the student. The Guidance Counsellor encourages the student to discuss preferred options and to make decisions accordingly. In order to facilitate this discussion, information can be accessed by the student through researching careers literature, using information and communications technology, visiting exhibitions, open days, and careers evenings.

## 5. Personal Guidance and Counselling

Personal Guidance & Counselling is an interactive process between counsellor and student that involves working with the individual in a one-to-one setting. It involves facilitating and assisting the students with the following issues:

- Conflict
- Managing Bullying & Relationships
- Coping with crisis
- Coping with transitions & decision-making
- Developmental & Emotional Challenges
- Promoting and developing personal awareness
- Social Settings

Personal Counselling involves one-to-one sessions between the guidance counsellor and student. A counselling session may involve the following process:

- Create a friendly and encouraging atmosphere
- Establish the broad purpose of the session
- Gather information
- Give information
- Identify the needs of the student
- Clarify the next steps to be taken
- Summarise topics and issues covered during the session

This process is facilitated using core-counselling skills and the counsellor, evaluating their role and how they conducted the session, maintains a record and also recording dates and times on VS Ware

Confidential record keeping procedures are adhered to and maintained in a secure area.

## 6. Approach and Framework in Counselling

We see our purpose as assisting students to develop personal skills and inner strength so that they can create happiness in their own lives and in the lives of others.

At Castleknock Community College an eclectic mix from the different theories of counselling is used. However, it is essential that Guidance Counsellors work from a fundamental base of theoretical knowledge and self-awareness.

The Guidance Counsellors professional expertise lies within themselves, in their personality, their values and in the skills acquired and continue to acquire in practice. Establishing a positive working relationship by communicating the core qualities of empathy, acceptance and genuineness is an essential backdrop for counselling in individual, group or class settings.

- The main task is to establish a *working relationship*. The Guidance Team assist students tell their stories and, if appropriate, ask them to choose a specific problem situation to work on. They believe it may be helpful to assist students to look for ways in which they may be communicating, acting, and thinking less than effectively.
- The Guidance Team believe *genuineness* allows the development of trust between the student and the Guidance Counsellor. It is important that the Guidance Team understand

their own emotions and are aware of their reactions so that they can concentrate on the feelings of their students.

- Trying to *understand* what the student is feeling, from the students' point of view is essential in order for the Guidance Team to be effective. Failure to convey this understanding could leave the student feeling isolated and alone with their fears. This incorporates a regard for the student's value as a person and a concern for their welfare.
- The ability to create a *climate* where there is warmth, enthusiasm, acceptance, respect and interpersonal sensitivity is central for effective counselling. These highly developed interpersonal characteristics are coupled with a high degree of academic competence. There is a change of roles from being a teacher to that of being a Guidance Counsellor. A Guidance Counsellor needs to be able to support the student so that they understand that counselling is a process.
- The Guidance Team believe that *client-centred* counselling is effective for individual and Group Counselling. The solution to problems, the choices, and challenges confronting students can be within their capabilities. The Guidance Team uses *effective listening and responding skills*, they create an accepting and empathic environment for all students. These students progress because they feel understood, have clarified their thoughts and feelings and may move freely towards better decisions.
- The Guidance Team are very aware that some students will not achieve their goals through their own self-directed efforts. In these situations, they will be more helpful, active, suggesting choices, perhaps challenging, and directing. Their approach will be responsive to the *individual or group needs*, goals, cultures, and environments. They help the students stand back from their difficulties and to look at them in different ways and from different viewpoints. They help them to ask questions from themselves. The answers lead to a greater self-knowledge, and by looking at this information and learning how to process it, they may have empowered the students to deal more efficiently with future problems, making them aware of alternatives and choices.
- The Guidance Team seek to *empower* the student by putting the student in charge of the process. Change will happen more quickly, when the person who seeks the change is at the heart of and in charge of the process. The counselling process may develop to assist the students to change their *thinking, feelings, or behavior* so that the problem situation is addressed more effectively than in the past. The Guidance Team assists the students to *set goals* and to develop and implement strategies to attain these goals.

The Guidance & Counselling Department is constantly evolving and adapting in response to the changing needs of the College and the changing profile of its student body. By liaising with the Learning Support Department, we ensure that students with Special Education Needs are catered for within the Guidance & Counselling Department. We acknowledge the support of the school management, the general teaching staff, parents, college registrars, etc. in facilitating and promoting the continued development of the Guidance & Counselling Department in the College.

## 7. Ethical Principles

As Guidance Counsellors at Castleknock Community College we understand that it is our duty to comply with the Code of Ethics as outlined by the Institute of Guidance Counsellors in 2002. When faced with an ethical dilemma we engage in the formal decision making process; we are aware of the ethical issues concerning competence, conduct, confidentiality, consent, testing, evaluation and research.

"Guidance Counsellors respect the dignity, integrity and welfare of their clients. They work in ways which promote clients' control over their own lives, and they respect clients' ability to make decisions and engage in personal change in the light of their own beliefs and values."

(Code of Ethics I.G.C. 2002).

In light of these aims, the Guidance & Counselling Department have the following objectives:

- Respect differences and understand the cultural background of students whom we work with. Not to discriminate against students based on age, colour, culture, ethnic group, religion, sexual orientation, gender, or socio-economic status
- Inform students of the purposes, goals, and benefits of counselling. Provide students with an explanation of the limitations at the beginning of counselling sessions
- Respect confidentiality and avoid unwarranted disclosures of confidential information
- Understand that confidentiality does not apply when disclosure is required to prevent clear and imminent danger to the student and others. Legal requirements may also demand that information be revealed. In these cases, we will consult with the Principal
- Obtain permission from students to disclose information to others. Only essential information will be revealed
- Maintain appropriate confidentiality in creating, storing, accessing, and destroying records of students that we have on computer or in files
- Endeavour to be accurate, honest, and unbiased in our reports
- Competent in the use of computers and try to ensure that students understand the purposes and limitations of the computer applications in guidance work
- Practice guidance and counselling within the boundaries of our competence. Commitment to in-service to expand and maintain our professional competence
- Responsible for the appropriate application, scoring and interpretation of various tests in guidance and counselling. Promote the welfare and best interests of the student in the utilisation of these assessment techniques
- Not to use our position for unjustified personal gains or relationships with clients.

## 8. Responsibilities of the Guidance Service

The Guidance Service has responsibilities to:

- Conduct interest inventories and career search inventories online.
- Consult with management, care teams and other staff individuals and teams.
- Deliver personal development, study skills and information sessions with small groups
- Identify career and educational paths for students
- Identify students' needs through consultation with student council
- Keep records
- Manage guidance and counselling service
- Manage information
- Network with other professionals, colleges, community services etc.
- Offer a confidential and professional service
- Refer students to other services

Methods used by the service:

- Consultation, discussions and brainstorming
- Group guidance sessions
- Individual guidance and /or counselling sessions
- Linkages with colleges and professional bodies
- Visits to and open day attendance at colleges

Resources used by the service:

- Career office and library resources
- Guest speakers
- Interests, abilities and aptitude assessments
  - DATs
  - CAT Testing
  - Careers Portal – (Inventory)
- External services & support agencies
- Management and staff

## 9. Information Gathering and Dissemination

Information is an important component in Guidance & Counselling. It informs all aspects of career, vocational and educational opportunity. Current information is gathered, organised and disseminated to provide the student with as much information as possible on the widest range of options with the goal of enabling the student to make informed career decisions.

The effective management of a comprehensive library resource facilitates:

- Access to information technology
- Careers exhibitions
- College open day visits
- Research

The availability of this resource is communicated to all classes at the beginning of the school year.

## 10. Referral Service

Referral services involve the guidance counsellor making and accepting referrals on behalf of and with the consent of the student. Referrals can also be made to the Guidance Counsellor by management using appropriate procedure. A student can also self-refer. The Guidance Counsellor accepts referrals and, when necessary and appropriate, refers students to other professionals for specialised services. The guidance counsellor initiates the referral and supports the student at all stages of the process. A list of all referral agencies is available in the Guidance & Counselling Department. The Department liaise closely with Jigsaw (Dublin 15), Pieta House & CAMHS.

Referral by Year Head or Management is made, using the referral form, to the Guidance & Counselling Department. Teachers may also use this service. The case is discussed in the weekly Care Meetings and depending on the student's need, he/she is assigned to the most appropriately skilled counsellor. A student may self-refer by using appointment request slips from the back of their journal/outside Guidance Offices.

There is an opportunity for parents to directly refer their daughter/son to the Guidance Counsellor.

## 11. Current Guidance Provision

The Guidance and Counselling Department has forty hours allocated to it and is serviced by two qualified Guidance Counsellors. There are two dedicated offices and a fully resourced library. Public display areas are located near the Guidance Library for brochures and resources from external colleges as well as visual display of notices of upcoming events.

The Guidance Service is well equipped with technological aids such as computers, printers, internet access, all with access to Qualifax, Careersportal, etc. Worksheets on a number of topics are available for individual as well as class work.

## 12. Current Guidance Programme

The following is an evaluation of the current guidance service where guidance is meeting the needs of the students and where elements of the service need adjustment.

Personal Guidance	Resources to meet these needs	Related Subjects
Self-Concept		
Developing Self		
Team Work		
Counselling		
Referral		
Confidence		
Motivation		
Stress Management		
Relationships		
Educational Guidance	Resources to meet these needs	Related Subjects
Subject Choices		
Study Skills		
Assessments		
Goals & Plans		
Career Guidance	Resources to meet these needs	Related Subjects
Educational Routes		
Interview Skills		
Presentations from 3 <sup>rd</sup> Level Colleges		
Training Courses		
PLC Courses		

It must be noted that in the area of Personal Guidance there is no specific timetabled hours allocated to the Guidance Counsellor to fulfil these needs.

## 13 Current Guidance Programme by Year Group

### First Year Programme

Changing from the relatively secure environment of Primary School to the many challenges of Secondary School is a daunting task to many young students. The Guidance Counsellor helps to ensure that this transition goes as smoothly as possible.

*Main aims of the First Year Programme are:*

- Appropriate assessment prior to entry and on-going assessment afterwards.
- Help students to adjust to their new school
- Introduce students to the school Guidance Counselling Service
- Offer and provide counselling services.
- Build up a profile of each student
- Identify any student thought to be “at risk” or who may have particular needs.
- Offer and provide a referral service.
- Foster the growth of self-esteem and confidence.
- Give clear information about the School Guidance Counselling Service to First Year parents.
- Liaise with the S.P.H.E teachers. In the implementation in the SPHE and Lifeskills Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.
- On-going evaluation and re-planning of the First Year Programme.

*Implementation of the above aims:*

- Liaise with Primary School teachers and assist in an Information Session for prospective parents before incoming First Year students enter Castleknock Community College.
- Welcome new students to the school on their first day in September.
- Liaise with the First Year Pastoral Care team and Year Head to ensure that each pupil is made feel that he/she belongs in the school community. Ensure that students know the location of the Guidance Counsellor’s Office and that the service is available to *all* pupils, whether self-referred or referred by others.
- Develop greater social and personal understanding and competency by means of both formal and informal group activities during the school year. This may facilitate those with personal and social difficulties to approach the Guidance and Counselling Service.
- Build up a personal record / file for each student.
- Assess each student’s numerical and verbal ability using standardised tests e.g. CAT 4 Numerical and Verbal Reasoning tests and put results on file.
- Be available for individual counselling as required.

## 14. Second Year Programme

The objective of the Second Year Programme is to help students develop their vocational, personal, and educational self-concept.

*Main aims of the Second Year Programme are:*

- Continue to develop the relationship established in First Year.
- Help students develop a positive self-image.
- Help students set goals and targets both personally and academically.
- Reinforce the study skills programme with Tutors started in First Year.
- Available to all who come for individual counselling – whether self-referred or referred by others.
- On-going evaluation and re-planning of the Second Year programme.

*Implementation of the above aims:*

- Liaise with tutors and SPHE teachers in the implementation of the SPHE and Lifeskills Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.
- Continue to add further personal details, achievements, examination results to each student's personal record.
- On-going liaison with parents, fellow staff members and Learning Support Department.
- Organise study skills workshops with Second Year groups.
- Be available for individual counselling as required.

## 15. Third Year Programme

Ensure that Guidance Counsellors are available to each student on an individual basis. The emphasis is on helping students to prepare effectively for the state examinations. Assist students in identifying their career preferences, and the implications of this for subject choice for the Senior Cycle.

*Main aims of the Third Year Programme are:*

- Provide information and guidance on subject choice - Master Chart of essential subjects.
- Assisting with the Wellbeing Programme, with particular emphasis on decision-making and realistic self-evaluation.
- Identify potential early school leavers and help them in decision making with regards job opportunities or vocational training.
- Assist students in the development of effective study habits, and examination techniques by delivering workshops on study skills.
- Administer the DAT and provide each student and parent
- Introduce Third Years to Careersportal website and conduct interest assessment.
- Introduce Qualifax.
- On-going evaluation and re-planning of the Third Year programme.

*Implementation of the above aims:*

- Liaise with Pastoral Care tutors in discussing:
  - Study timetables
  - Time management
  - Forward planning and good organisation
  - Options after the Junior Certificate

- Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the Wellbeing Programme.
- Administer both the Differential Aptitude Tests and Interests Test in December of Third Year. Interpret and discuss the results with each student on an individual basis. Parents invited to attend this interview. The Careers Portal Interest Test will also be used.
- Continue to update student's personal records.
- Continue to liaise with, subject teachers, year heads, learning support teachers and parents in the delivery of the Well Being Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.
- Be available for individual counselling as required.

## 16. Transition Year Programme

Through a variety of learning experiences, the Transition Year programme facilitates the integrated development of the cognitive, emotional, social, physical, and vocational aptitudes and abilities of each individual student.

*Main aims of the Transition Year Programme are:*

- Assist students to development a sound knowledge of self.
- Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the Lifeskills/RSE Programmes.
- Help students to discover and develop their own individual talents, aptitudes, and abilities with regard to future educational and vocational participation.
- Help students appreciate the importance of a healthy, balanced lifestyle and to encourage the development of leisure activities.
- Assist them in their pursuit of work experience.
- Involve parents, who can contribute time and expertise to the Transition Year Programme.
- On-going evaluation and re-planning of the Transition Year programme.

*Implementation of the above aims:*

- Administer Interest Inventories such as Careers Portal. Students may discuss the implications of these results to career choice
- Instruct students in the use of Qualifax.ie as an aid for research in course choice
- Be available for individual counselling as required
- Familiarise students with the email system used by the Guidance & Counselling Department
- Liaise with the SPHE and Lifeskills Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.

## 17. LCI Programme

The major thrust of the Fifth Year (LCI) Programme is to assist students in relation to the transition to Senior Cycle.

*Main aims of the Fifth Year (LCI) programme are:*

- Help students develop and accurately define their occupational self-concept clarifying their interests, abilities, and goals.
- Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the Lifeskills/RSE Programmes.
- Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the Life Skills & RSE Programmes.

- Continue developing effective social skills with students in individual or group work.
- Stress the importance of relaxation and leisure activities.
- Provide detailed information on careers and third-level education.
- On-going evaluation and re-planning of the LC1 Programme.

*Implementation of the above aims:*

- Reinforce the importance of good study habits, time management, forward planning in individual \ group work.
- Encourage students to attend Third Level College Open Days in line with “Guidelines on students attending Open Days.”
- Individual counselling on request.
- Provide opportunity for individual interview to discuss career options, subject levels and the implications thereof, etc.
- Continue the work of earlier years in the context of the students growing awareness of personal freedom and responsibility, values, life-style options etc.
- Introduce students to computer software which assists matching interests, aptitudes with career and course requirements such as Qualifax.
- Class work in topics such as the points system, minimum entry requirements, grants and maintenance scheme, possibilities of studying in another country especially UK, and the UCAS system.
- Continue to liaise with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
- Familiarise students with the email system used by the Guidance & Counselling Department
- Liaise with tutors and SPHE teachers in the implementation of the SPHE and Lifeskills Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.

## 18. LC2 Programme

The thrust of the Sixth Year (LC2) Programme is to ensure that students have all the necessary information to make informed decisions re: choices on CAO college entry applications: PLC applications, Further Training, Apprenticeships etc. and to ensure that they are prepared for the transition to the world of college or work.

*Main aims of Sixth Year (LC2) Programme are:*

- Liaising, when necessary, with staff, students, and parents in relation to the social & emotional aspects of the Lifeskills/RSE Programmes.
- Consolidate all previous work done on study skills, learning, and exam techniques.
- Outline the implications of part-time work during this exam year.
- Facilitate the transition from school to work or Third Level Education.
- Provide detailed vocational information.
- Help students make correct choices regarding College courses.
- Stress the importance of healthy balance between study, relaxation, and leisure activities.
- Reinforce the importance of study habits and effective time management.
- Introduce information on Costs and grants for 3<sup>rd</sup> level.
- On-going evaluation and re-planning of the LC2 Programme.

*Implementation of the above aims:*

- Provide an appointment for an individual interview for each student along with their parents/guardians if requested to discuss aptitudes, interest, abilities, to assess past achievements and future goals. Students are invited to return for follow-up appointment.

- Study skills classes and small workshops throughout the year commencing in September.
- Cover topics such as CAO, UCAS, Finance, Grants, PLC courses and Apprenticeships in guidance class.
- Organise a Careers Evening in the first term of LC2. Invite various Third Level Institutions, PLC colleges. Promote the HEAR & DARE and the CAO process.
- Encourage each student to use Qualifax online at home. Our students and parents alike have re-iterated the invaluable resource this is when discussing college options at home.
- Arrange a Parents Evening during which information will be provided on the following:
  - The content of the Guidance Programme for LC2 students.
  - The Points system.
  - Applying to Third Level Colleges in Ireland, Northern Ireland and Britain.
  - Applying to the Institutes of Technology and introduce the Ladder System.
  - Other training options
  - Use of Computers in Guidance.
- Develop information research skills, including the use of the Careers Library and Information Technology. Familiarise students with Qualifax and Careers Portal
- Available for individual counselling as requested.
- Administer interest tests as necessary to meet student's requirements.
- Update the personal record of each student
- Evaluate the programme with the students and adapt to improve.
- Continue to liaise with Senior Management, Care Teams, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
- Familiarise students with the email system used by the Guidance & Counselling Department
- Liaise with tutors and SPHE teachers in the implementation of the SPHE and Lifeskills Programme to include the foundations for good study habits and homework organisation as well as the overall wellbeing needs of students.

## 19. Resources Employed

### Notice Boards

A notice board has an important role to play in the dissemination of information. It is positioned in a strategic position, close to the Student Entrance, outside the Guidance Office and Careers Library. The notice board is updated regularly.

### Careers and IT Library

Well-resourced and stocked Careers Library which is accessible at all times by students is available. The Library has also a number of internet accessible computers for student use. The Guidance Counsellor ensures that all students within the school are aware of its existence and encouraged and given the opportunity to use the Careers Library and Computers.

### Computer Software

Up-to-date, relevant information is easily accessible to the Guidance Counsellor through the internet, guidance software and websites.

## 20. Evaluation

The Guidance & Counselling Department employ a variety of methods for evaluating their role in the College. All LC2 students are invited to complete an evaluation of the services provided by the Department. Evaluation surveys by senior management asks parents for their assessment of the support services in the school.

## 21. Policies

A number of policies underlie the provision of the Guidance Service including:

- Counter Bullying Policy
  - Child Protection Guidelines
  - Critical Incident Response
  - Student Behaviour Policy
  - Suspension & Expulsion Policy
  - Acceptable Usage Policy
  - Substance Abuse Policy
  - Learning Support Policy
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## Strand 2 - The Learning Support Department

### Introduction

Castleknock Community College is committed to providing a comprehensive and effective Learning & Language support for students. This enables a specific cohort of students who have Additional Needs, with an appropriate framework of support, to access their curricula and achieve their potential. It is our goal for all students to have their needs appropriately identified and met. This policy considers the student as a young person and as a learner.

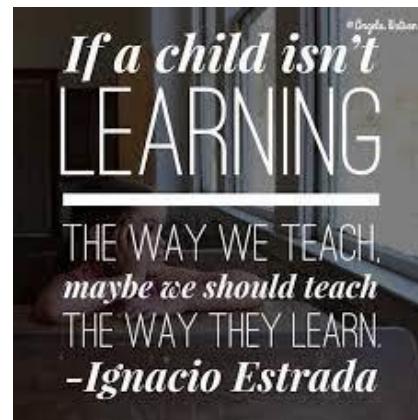
### 1. Principles

1.1 At Castleknock Community College we are determined to meet the educational needs of all our students. This policy describes the principles, aims and objectives, by which the College will identify, assess, and provide for students with Additional Needs.

1.2 Additional needs can take a variety of forms, including specific learning needs, health related needs and behavioral needs. Challenges experienced by some students make it harder for them to learn as easily as their peers. These students need extra support to access the curriculum and achieve their potential. Challenges include (but are not limited to):

- General Learning Disabilities (mild/borderline, mild moderate)
- Autistic Spectrum Disorder (ASD)
- Specific Learning Difficulties e.g., dyslexia, dyscalculia
- Visual or Hearing impairment
- Physical Challenges e.g., Developmental Co-ordination Disorder (DCD/Dyspraxia), Cerebral Palsy
- Attention Deficit (Hyperactive) Disorder (ADD/ADHD)
- Speech and Language Challenges
- Down's Syndrome
- Emotional Disturbance/ Anxiety Disorders
- Behavioural Disorders
- Medical or Health Issues

The Learning Support Policy considers the Additional Needs provision outlined in the various acts pertaining to the provision of students with Additional Needs, notably the Education Act of 1998, EPSEN Act 2004, Learning & Language Support Guidelines 2000, the NCSE (ncse.ie) Guidelines on the Individual Education Plan Process 2006, guidelines for Inclusion of Students with Additional needs 2007 and NEWB Guidelines 2008, Guidelines For Post Primary School: Supporting Students with Special Educational Needs in a Mainstream School, 2017, Circular 0014/2017 – Special Education Teaching Allocation and the Admissions to Schools Act 2018 underpin the key elements of this policy.



1.3 The College recognises the right of students with Additional Needs to be educated in a mainstream College and the importance of genuine communication and partnership with parents and students in planning, delivering, and evaluating individual support. The College recognises that provision for Additional Needs is an integral part of its overall aim to raise the achievement of all students.

1.4 Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of students of their age. Some may have needs that prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. The College's intention is that the needs of all students are identified and met as soon as possible.

1.5 All students whether they have Additional Needs or not, must have equal access to the full curriculum of the College and all activities. Students with Additional Needs will be encouraged and supported to become independent and take responsibility within the College.

1.6 The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning & Language Support Department, management, staff, students, and parents who have a positive and active part to play in achieving this aim:

- College Management act on the principle that every member of staff is responsible for the needs of all students; by working in partnership with the Learning & Language Support Coordinator, students, parents and other agencies and by participating in appropriate training.
- The Class Teacher has a primary responsibility for the progress of all students in his/her class, including those who access supplementary teaching and/or SNA support. The class teacher is responsible for gathering information on a student's progress through informal observation /assessment. Where concerns arise the class teacher should complete a Learning & Language Support Referral Form (Appendix 1) which should include test results, homework proficiency detail. The class teacher should work with the Learning & Language Support teacher giving advice on areas that need support.

- Learning & Language Support Department fulfill their statutory duties to students with Additional Needs, by establishing a policy that has regard to the Code of Practice and Additional Needs legislation on the identification and assessment of Additional Needs.
- Tailor individual educational programmes to meet the needs of students. This cohort of students is encouraged to access most mainstream subjects initially. They may continue with these to exam level and/or access Junior cycle L2LPs through the Learning & Language Support Department. At Senior Cycle students can access mainstream classes as appropriate. QQI Level 2 and other programmes are provided through the Learning & Language Support Department for those not accessing mainstream exams.
- The Student Support File (SSF) contain the Student Profiles, Memos & the Care Plans. The Student Profile (SP) outlines the diagnosis and lists websites & resources for teachers to access information. Prioritised learning needs are outlined and targeted needs set. Memos outline diagnosis, strengths, needs and recommendations for teachers. Student Profiles and memos are confidential and may be available to view on the Docs section of VS Ware. After the Parent Teacher meeting in first year a review meeting may be held with the parents, SNA, link teacher and student. Following this meeting the reviewed SP will be circulated to all the students' teachers. At the start of the school the following year the link teacher may call the relevant students' parents for a review of the year and outline plans for the following year. A review meeting may be held in January in subsequent years and the SP updated.
- Students: The students realise their potential by striving to fulfill their potential and by discussing with their teachers their own strengths and weaknesses. This is achieved by regularly attending and working in Learning & Language support classes while developing 'ownership' of the skills being taught in Learning & Language Support classes and applying these skills to all their studies. Students are encouraged to contribute to the evaluation of their progress including self-assessment and this allows students to grow in independence.
- Parents: Parents support the process through consultation and by working in partnership with the College to help meet their child's needs and by encouraging their child to take the support offered them by the Learning & Language Support Department. Parents are invited to give consent where necessary for their child to be assessed by the Learning & Language Support Department or outside agencies. Parents are advised to act on the recommendations made in professional assessments in the best interests of their child.
- Special Needs Assistant (SNA): The SNA's role is to look after the care needs of students with SNA access. Care needs that are consistent with DES Circular 30/14 include assistance with feeding, administration of medicine, assistance with toileting and general hygiene, assistance with mobility and orientation, assisting teachers to provide supervision in the class and school grounds, non-nursing care needs consistent with specific medical conditions, care needs frequent interventions including withdrawal of a student from a classroom when essential, assistance with moving and lifting of student, operation of hoists and equipment, assistance with severe communication difficulties including enabling curriculum access for students with physical or sensory needs. Students are encouraged, where appropriate, to become independent of the assigned SNAs. Other duties undertaken by SNAs included record keeping, consulting with teachers and the Learning Support Coordinators, and attending monthly meetings.

## 2. Roles & Responsibilities in Coordinating Provision for Students with Additional Needs

The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning & Language Support Department, Management, staff, students, and parents who have a positive and active part to play in achieving this aim:

**2.1 The SEN Register** lists the names of students with a professional diagnosis, professional assessment, Irish exemption, and assistive technology. Those for whom a personal profile has been prepared are indicated on this register. A copy of the register is available in the Learning & Language Support office, each Year Head's office and Senior Management offices for the teaching staff to access. (See Appendix 4)

**2.2 College Management working with the Learning and Language Support Department will ensure that.**

- Resources and teaching allocation provided to support students with special educational needs will be used to facilitate inclusion
- Students with the greatest level of need will access the greatest level of support in the continuum and where possible will be supported by teachers with relevant expertise who can provide continuity of support
- College Management will establish a core team of teachers to meet the needs of students with special educational needs
- Members of the core team have the necessary experience and expertise and access to continuing professional development to support the diverse needs of students with Additional Needs

**2.3 The Learning & Language Support Department** will ensure that they are fully involved in developing and monitoring the College's SEN policy and that SEN provision is an integral part of the College development plan. The Coordinator along with College Management will ensure that they are fully informed of the College's SEN provision, including how funding, equipment and personnel resources are deployed. They will ensure that the quality of SEN provision is regularly monitored and evaluated.

**2.4 The Learning & Language Support Department Coordinator** has overall responsibility for Management of the policy, for assessment and provision for students with Additional Needs and for keeping College Management informed on Additional Needs policy and provision. The Learning & Language Support Coordinator has oversight of all matters regarding the day-to-day management of all aspects of Additional Needs policy and provision, for leading the Learning & Language Support Team and coordinating the involvement of outside agencies.

The Specific Responsibilities of the Role may include:

- Identifying students whose needs require support at Level 2 or 3 of the Continuum of Support
- Intake screening and collecting information from primary schools including student passport
- Arranging standardised tests and/or diagnostic tests of literacy/numeracy
- Developing Student Support Plans/ Student Profiles/ Care Plans
- Advocating on behalf of students
- Applying for resources e.g., SET allocations, SNA allocations
- Timetabling the SET and Language allocation
- Applying for accommodations for students e.g., RACE/DARE/HEAR
- Individual work with students e.g., planning, implementing, and reviewing interventions

- Co-ordinating the SEN team
- Liaising with the Senior Leadership Team, subject teachers, guidance counsellors etc.
- Liaising with parents
- Collaborating with outside agencies e.g., Psychological Support Service
- Directing the work of SNAs in the school
- Developing policies and procedures
- Putting whole-school initiatives and interventions in place
- Arranging for cognitive assessments and other psychological assessments to be conducted
- Identifying relevant CPD and providing CPD to staff
- Provision mapping and allocating resources

**2.5 Role of the SEN Year Group Co-ordinator.** A SEN Year Group Co-ordinator is appointed to oversee the provision of support for students with Additional Needs for each year group.

**Specific Responsibilities of this Role may include:**

- Developing Student Support Plans/ Student Profiles/ Care Plans.
- Arranging standardised tests and/or diagnostic tests of literacy/numeracy.
- Applying for accommodations for students e.g. RACE/DARE/HEAR
- Individual work with students e.g., planning, implementing, and reviewing interventions
- Intake screening and collecting information from primary schools including student passport.
- Liaising with parents
- Attending Care Meetings
- Liaising with the Senior Leadership Team, subject teachers, guidance counsellors etc.

**2.6 Year Head and Assistant Year Head Teams** have general responsibility for monitoring the academic and social progress of students, notably through the tracking system. Their specific responsibilities in terms of this policy are:

- Liaising with the Learning & Language Support Coordinator
- Working with their Learning & Language Support link teacher
- Monitoring and reviewing the progress of students with SEN

**2.7 Subject Departments** have responsibility for all aspects of curriculum content and learning opportunities in their subject area. Their specific responsibilities in terms of this policy are:

- Maintaining and monitoring a Subject Department Policy on Additional Needs
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Schemes of work and Department Planning.

**2.8 The Subject Teacher** has the following specific responsibilities in terms of this policy:

- Planning what each student should learn
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Monitoring, assessing, and reviewing the learning that has occurred
- Working in partnership with In-class support teachers, Learning & Language support teachers and Special Needs Assistants.
- Referring students who they may consider as having a particular difficulty (Appendix 1)
- Promoting inclusion
- Make copies of class notes available to students with Additional Needs where appropriate

- Communicate with parents as early as possible if a student is experiencing challenges accessing the curriculum
  - Applying College policies including the College's Code of Behaviour, The Learning & Teaching Policy, equally to all students.
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### 3. Arrangements for Students with Additional Needs Transferring to Castleknock Community College

3.1 Castleknock Community College will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with Additional Needs. These students are free to participate in the life of the College as far as is reasonably practicable. Resources and teaching allocation provided to support students with special educational needs will be used to facilitate inclusion to offer a fully inclusive curriculum in as far as possible. Students with the greatest level of need will access the greatest level of support.

3.2 The Learning & Language Support Department is committed to providing a comprehensive and effective Learning & Language support service for students. This will enable students who have Additional Needs to access their curricula and achieve their full potential. In these situations, the Department will refer to the Continuum of Support Framework to identify and respond to students needs to include academic, social, and emotional needs along as well as needs associated with physical, sensory, language and communication difficulties. (Appendix 3)

#### 3.3 Transfer from Primary to Secondary School

- There is a dedicated care team established each year to manage the transfer of students from Primary to Secondary School.
- A member of the Learning & Language Support Department will be assigned to be the link person between primary schools and parents for students with Additional Needs.
- The profiles of each of these students are commenced in advance of their enrolment at the College.
- Meetings with parents, orientation meetings and SNA training are all considered in the process of students with Additional Needs transferring to the College.
- SNAs from Castleknock Community College may visit students in their primary school for observation purposes.

#### 3.4 Tracking at Castleknock Community College

The College operates a tracking system for all students which is supported by the Learning & Language Support Department. The key features of the system include:

- To develop an academic profile of each year group by tracking the educational progress of each student.
- To allow each Year Head and their care teams to monitor each student's progress.
- To provide relevant data for subject facilitators and their teams to assess students' progress in relation to in-house assessments. Each subject facilitator will be provided with data which includes:
  - An overview of all grades in their subject

- A breakdown by grade of their subject
  - Comparative data with previous assessments
  - Relevant links to literacy and numeracy data (where applicable).
  - Relevant data in relation to Learning Support and ESL
  - The tracking of each student will provide the opportunity to affirm students who are making progress and for the early diagnosis of student weaknesses.
  - The analysis of student data informs policies and planning at the College.
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## 4. Facilities & Resources

4.1 The Learning & Language Support Department will allocate all designated additional teaching support hours appropriately, to the students who the school identifies as needing support as per the NCSE guidelines (2017)- support for all, support for some and support for a few. This can be in the format of team- teaching, small groups and/or 1-1 depending on the needs of the students at the given time.

4.2 Any additional funding will be used to purchase suitable resources for the department which will enhance the learning of all students.

4.3 The Learning & Language Support Department will continue to work from three core classrooms which have been designated for Learning & Language Support and resource teaching, using other free classrooms when there is great demand in a particular period.

4.4 In 2020 the Parents Association raised money to reconfigure a room at the College as a Sensory Room for students with Additional Needs.

4.5 The Learning & Language Support Department encourages Learning & Language Support teachers to use as many resources as possible in supporting students. Resources such as ICT resources, suitable Junior Certificate and Leaving Certificate texts and readers across all subject levels can be found in Rooms 26a and 26b.

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## 5. Provision

5.1 The role of the Department is to provide a proficient and responsive Learning & Language Support service, which keeps up to date with changes in curriculum, syllabi, teaching, and support methods. Within the Continuum of Support framework, the Department assist students to function as independent, autonomous learners and is committed to the principles of equal opportunities for all.

### 5.2 How the Learning & Language Support Department Operates

The Department organises Learning Support provision on a cooperative teaching and withdrawal basis. Cooperative Teaching is used across appropriate subjects at both Junior and Senior Cycle based on the needs of individual or groups of students in a particular class or setting. Withdrawal means that the students attend support sessions either on a one-to-one basis or in small group situations with their assigned tutor. (The NCSE recommends that Colleges minimise the use of one-to-one sessions as these place significant demands on limited resources).

### 5.3 Individual Provision

Individual provision and its outcomes will be kept constantly under review and amended, as necessary. Termly reviews and records of work for students in receipt of Learning & Language Support /resource teaching will be completed as required by the Learning & Language Support teachers. This allows the Learning & Language Support Department to appropriately monitor and review student progress.

### 5.4 Learning & Language Support Teacher's Folder.

The Learning & Language Department provides a folder for all Learning & Language Support teachers. On their timetables, teachers are provided with a list of students for each Learning & Language Support class and the subject area to cover for each class. Work records must be completed for each class. These are returned to the Learning & Language Support Office at the end of each term and filed in student files.

### 5.5 Assessment on Entry

All students complete Entrance Assessments (CAT 4) which screen for basic skills in literacy, numeracy, special awareness, and problem-solving competencies. (Students within the moderate GLD range are invited to attend during the assessment testing. Their primary school is asked to provide suitable material that the student can complete with the assistance of a mentor.) This information, coupled with the information gathered from the feeder primary schools, results on professional assessments and reports and meetings with parents of students with NCSE resources assists in identifying those students with Additional Needs. Parent(s)/Guardian(s) are invited to forward any relevant information on their child's learning that may assist the Learning & Language Support Department.

The Department also uses the WRAT 5, WIAT III and DASH Drumcondra Tests, Access Reading and Access Maths Test, Neal Analysis of Reading Ability and Conner's Rating Scale (where provided prior to clinical assessment).

### 5.6 Review on Progress

From information gathered from the initial assessments, meetings with primary school personnel, meetings with parents and reviewing professional reports where appropriate, an individualised negotiated Student Profile (SP) is put in place for students in line with the Continuum of Support Process. The following actions may be considered in this process:

- A memo is prepared for students with an SLD
- The SP outlines the diagnosis and list websites for teachers to access information
- Prioritised learning needs are outlined and targeted needs set
- Memos outline diagnosis, strengths, needs and recommendations for teachers
- Student profiles and memos are confidential and are emailed to each student's individual teachers.

After the Parent Teacher meeting in first year a review meeting may be held with the parents, SNA, link teacher and student. Following this meeting the reviewed PP will be circulated to all the students' teachers. At the start of the next school year the link teacher may call the relevant students' parents for a review of the year and outline plans for the academic year.

## 6. Whole School Assessment

The Learning & Language Support Department use a variety of testing scores to assess students' progress:

- Sten scores accessed from Primary Schools' Student Passport

- CAT Scores achieved in the Entrance Assessments
- All students are assessed in their Literacy & Mathematics Skills in Second Year.

Results are analysed and distributed to appropriate staff. The CAT 4 test is administered by the Guidance Department at the end of the first term of third year. The Learning & Language Support Department analyse these results to identify students who have not come to our attention previously who may be struggling in the areas of reading and spelling. Further WRAT testing may be conducted with a view to applying for RACE in the Junior Certificate Examination

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## 7. Assistive Technology

Students at the College may use Assistive Technology (AT) in class to enable them to reach their full potential and have full access to the curriculum. AT devices may be provided through the NCSE or by parents. These devices include laptops, notebooks, and tablets. These guidelines will allow students to fully benefit from the use of assistive technology in the College. Furthermore, it will encourage them to take responsibility for all work done on their laptop/tablet/notebook in the same way that other students must be responsible for their subject copies. The guidelines should ensure that the laptop/tablet/notebook is the responsibility of the student not the teacher. All classwork and homework must be available in a subject display book that can be handed up to the teacher whenever necessary. It is the responsibility of the student to ensure that all work is printed up and filed in individual subject display books each night and brought into the College each day. Since 2020 students have the option to post some of their work on MS Teams Platform when advised by the teacher.

CPEN - An Exam Reading Pen which can be used by the candidate to scan the examination paper. It converts the text to speech, which candidates can listen to using earphones. Candidates may have a Reader or Reading Assistant for any subject that is not compatible with an exam reading pen.

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## 8. Training of Staff & Management

8.1 The Management at Castleknock Community College is committed to the training of staff members in Additional Needs. The core Learning & Language Support Department team members have all completed a Post Graduate Diploma in Learning & Language Support and Additional needs. In drawing up the staff development plan and training programmes, it is envisaged that The Management Team will continue to give consideration and appropriate priority to the needs of all teachers regarding Additional Needs. The department's in-service training plans for Additional Needs will be reported to The Management Team and will include details of training as appropriate for subject teachers, Learning & Language Support teachers, the Learning & Language Support Coordinator, Special Needs Assistants and other ancillary staff.

8.2 The Learning & Language Support Coordinator will assist in the provision of training for teaching and non-teaching staff.

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## 9. Involvement of Parent(s)/Guardian(s) & Students

9.1 The College recognises the importance of the involvement of students and their parents/guardians in planning and reviewing support for students with Additional Needs. We encourage the informed participation of both in achieving the aims of this policy.

9.2 We are committed to working in genuine partnership with parents/guardians by:

- Having a positive attitude towards parents/guardians, respecting the validity of differing perspectives
- Providing user-friendly information and procedures and being aware of communication barriers
- Recognising the pressure, a parent/guardian may be under because of their child's need
- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental consent for referrals
- Ensuring parents/guardians are aware of support groups and relevant outside agencies who can assist them
- Encouraging regular communication between College staff and parents/guardians so that any concerns regarding their child's learning or provision can be addressed.

9.3 The College recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinion considered in any matter relating to them.

9.4 All students are increasingly encouraged and helped to participate in the planning and evaluation of their learning and in setting targets for the future. This is achieved through the development of personal learning planning with their Learning & Language Support teacher, target setting and monitoring as well as more informal approaches.

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## 10. Disability Access Route to Education (DARE)

Students with Special Educational Needs who wish to apply for the Disability Access Route to Education (DARE) must tick the disability box on their CAO application. There are deadlines set by the CAO for completion of an online statement from the student outlining how their disability affects their learning, submission of a downloaded form which the College must complete and submission of professional reports outlining a diagnosis. The Learning & Language Support Department works closely with the Guidance Department to advise parents on professional reports required by the CAO. The Learning & Language Support Department assists the student in completing their statement and they complete the College form for these students.

Students with physical and medical needs and students with a mental health illness may also qualify for DARE. New Educational Assessments are not required for students with a diagnosis of dyslexia, but up to date scores for word reading and word spelling must be submitted. The Learning & Language Support Department will assess students for this purpose. To qualify the two scores must be at or below a standard score of 81. Scores from professional reports that are no older than 2 years may be used instead of school scores. (Please see DARE guidelines in this regard).

## 11. Special Arrangements for sitting State Examinations

Department of Education & Skills may grant special arrangements to students with Additional Needs. This is called Reasonable Accommodation at Certificate Examinations (RACE). Each application is assessed on an individual basis. The Learning & Language Support Department is responsible for the submission of these applications to the Department. An up-to-date psycho-educational assessment is not necessary. The options of provision granted by the Department of Education & Skills are:

- To have question papers and answers read to the candidate individually or as a group, or for the candidate to use reading software or a reading pen
- To permit candidates to record their answers on tape recorder or word processor or scribe
- To make provision for candidates who qualify for exemption from spellings and grammatical components in language subjects. (If a student avails of one of the afore-mentioned provisions during a language subject, then this will be indicated on the examination certificate. An asterisk will appear next to the subject and a supplementary report will accompany this.)
- To provide for the use of a Shared Special Centre or an Individual Centre in exceptional circumstances. The College must have evidence of need for this accommodation.

To qualify for RACE the Learning & Language Support Department must assess students within a year of their Junior Cycle examinations. The SEC have strict criteria for qualification. Result of testing must be included in the application and evidence of testing stored in the College.

Applications are made based on the results of testing conducted by the Learning & Language Support Department. The SEC do not consider results and/or recommendations from professional reports,

The Learning & Language Support Department applies on behalf of students. The SEC will accept scores from recent educational assessments for RACE. Further testing must be conducted by the Learning & Language Support Department to ensure that the students meet the required criteria. In general accommodations granted at Junior Cycle can be reactivated for Leaving Certificate. New applications can also be made for Leaving Certificate. Parents can appeal decisions not to grant accommodation.

The Learning & Language Support Department also offers, when resources allow, these accommodations during the house/mock examinations to students who may qualify for RACE. Our positive commitment to facilitating an effective Learning & Language Support system will provide an environment, which will promote, enhance, and further develop the acquired skills of the pupils with learning difficulties.

If a student avails of one of the afore-mentioned provisions during a language subject, then this will be indicated on the examination certificate. An asterisk will appear next to the subject and a supplementary report will accompany this.

Procedure for acquiring an exemption from Irish

The College strictly adheres to the guidelines for exemptions as set down by the Department of Education and Skills (Circular M 10/94) & Circular 0053/19

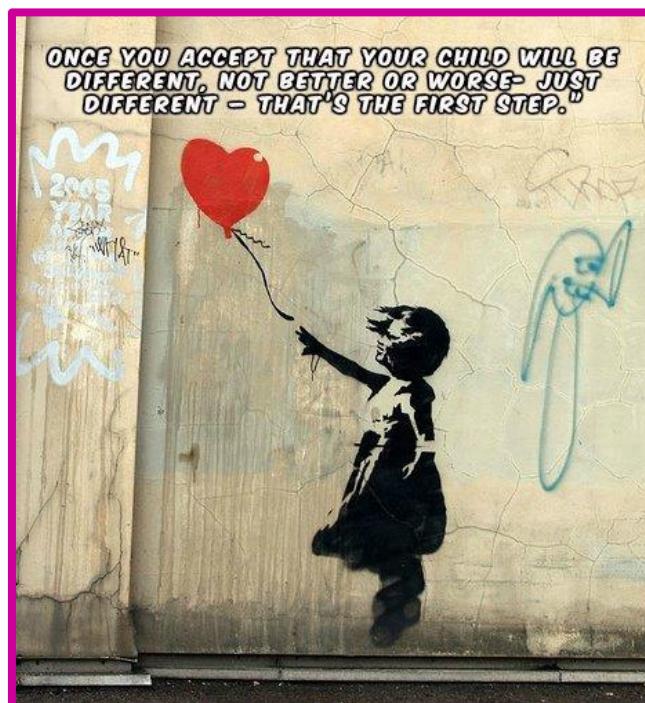
Under the new guidelines the following protocols need to be observed:

1. Parent(s)/Guardian(s) must complete an “Application for Exemption from the Study of Irish Post Primary Schools.”
2. The application must clearly state the ground for applying for an exemption from the study of Irish in accordance with Circular 0053/2019.
3. It is important that all documentation in support of the application must be submitted at the time of Application.

Once an “Application for Exemption from the Study of Irish Post Primary Schools” has been received by the College parents will receive a confirmation letter acknowledging that the College is in receipt of the application.

If it is the College’s decision not to grant an Irish Exemption a parent will be afforded the opportunity to appeal the decision to the Irish Exemptions Appeal Committee.

Parents of Incoming First Year Students should inform the College if an exemption from Irish was granted at Primary School and if they wish to avail of this exemption.



## Strand 3 – Wellbeing & Lifeskills Programmes

### A Culture of Care

Educationalists such as Hargreaves and Fullan (1998) and Noddings (1997) argue for the importance of *cultures of care* in schools which are effective in their capacities to meet the needs of all students and staff. In the 1995 White Paper on Education, ‘care’ appears central to the curriculum, to classroom interaction and to broader interactions within the school environment. Bearing in mind that there is now a lot of emphasis on the personal and social development of young people in the curriculum (Smyth 1999), it can be said that teachers have a role to play in preparing students for life outside of the sheltered environment of the school.

### Provision of Para-Curricular Subjects: SPHE, LifeSkills

Since 2016 the College has commenced the process of introducing the Well Being Programme as part of the new Junior Cycle Curriculum. Student Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. To help make sure everyone – students, parents and teachers – has a common understanding of what wellbeing means, six indicators describe what is important for young people’s wellbeing.

These indicators are not seen as goals or targets to be reached. The journey towards wellbeing is never complete and will always involve ups and downs. Often it is through dealing with obstacles and set-backs that people grow. The wellbeing indicators make it easier for everyone to have conversations about student wellbeing and may help identify where a student is in need of support.

### Whole School Approach

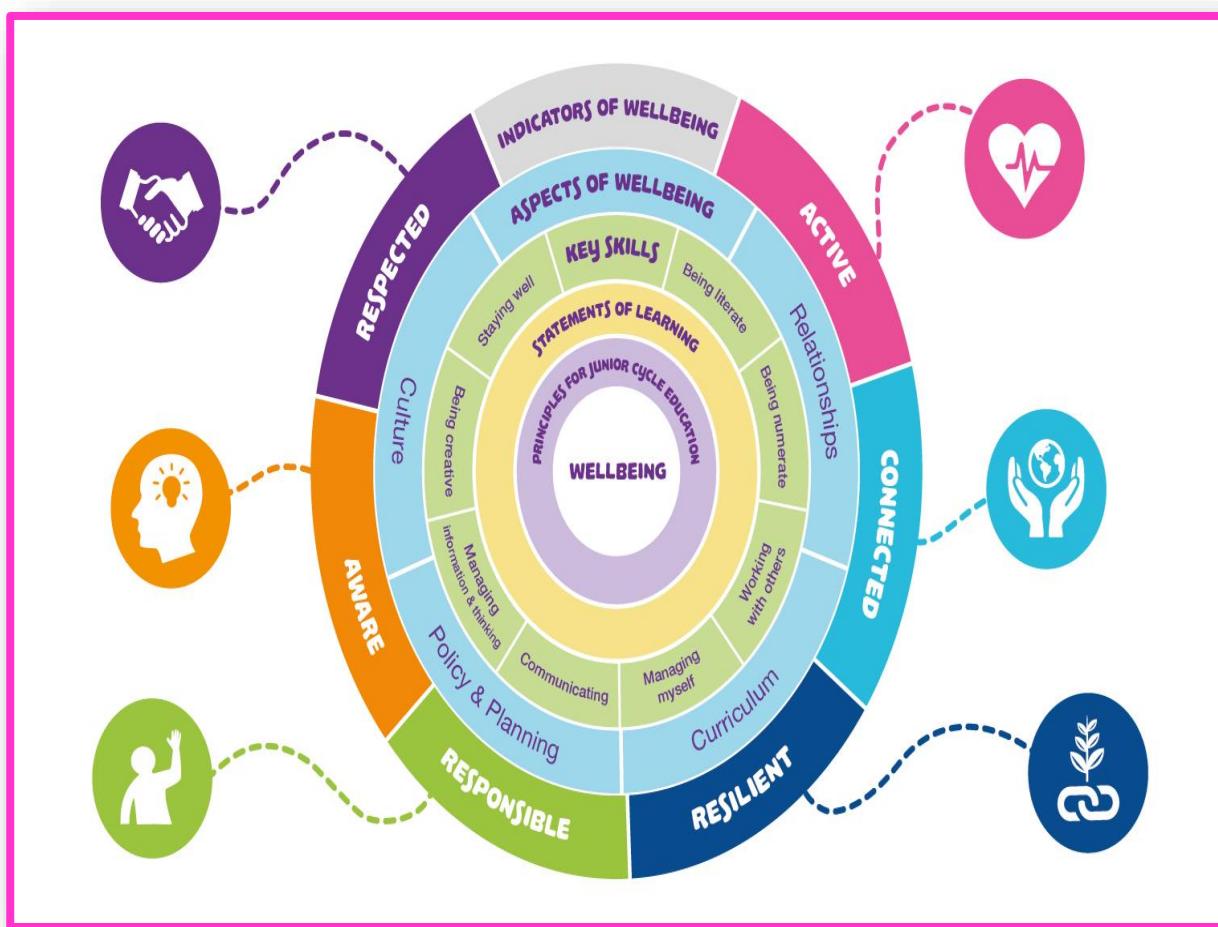
A Whole School approach taken to pastoral care in the College acknowledges the role which all members of staff have to play in preparing students for life. Senior management, along with the College Chaplain, Guidance Counsellors, Year Heads and Tutors, all play an integral role in supporting both programmes: Wellbeing & Lifeskills. Members of staff, in their roles as moral agents, are enabled to contribute both formally and informally to the provision of a holistic education for our students. This consequently promotes the development of empathic and nurturing relationships which are at the very core of this learning community.



## Strand 3.1. - Wellbeing

Student Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

Extract from “Guidelines for Wellbeing in Junior Cycle” National Council for Curriculum & Assessment



### 1. Wellbeing

As part of the new Junior Cycle, students are experiencing a new area of learning called Wellbeing. This will build on the curriculum and care structures already in place in support of students' wellbeing and will make it more visible for students.

### 2. Why Wellbeing Matters?

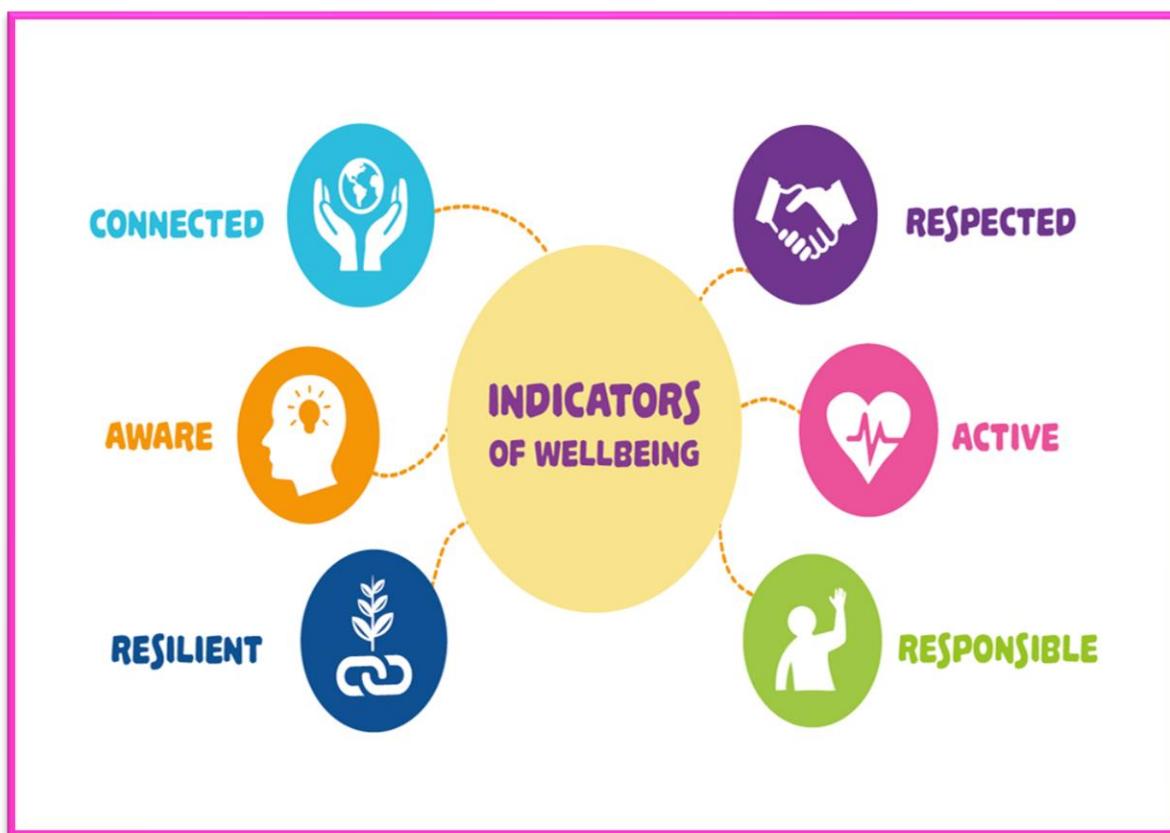
All the day-to-day interactions that take place in school can impact on students' wellbeing. Therefore everyone plays a part in supporting wellbeing.

Students have a right to feel cared for in school. Developing good relationships in the classroom and through the school are essential for students' wellbeing and for effective teaching and learning. When students feel included, respected and listened to, they are more ready to learn and more successful in their learning. Wellbeing matters not only because it leads to students doing better at school but it can also influence young people's outcomes as adults.

## What is Wellbeing?

We often associate wellbeing with mental or physical health. Wellbeing is broader than this. Wellbeing includes social, emotional, physical, spiritual, intellectual and environmental aspects. Learning in Wellbeing focuses on the students' journey across all aspects of wellbeing. While it is recognised that the journey towards wellbeing continues throughout our lives, it is one where school plays an important part.

## Six Indicators of Wellbeing



To help make sure everyone – students, parents and teachers – has a common understanding of what wellbeing means, six indicators describe what is important for young people's wellbeing.

These indicators are not seen as goals or targets to be reached. The journey towards wellbeing is never complete and will always involve ups and downs. Often it is through dealing with obstacles and set-backs that people grow. The wellbeing indicators make it easier for everyone to have conversations about student wellbeing and may help identify where a student is in need of support.



### CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



### RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



### AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?



### RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



### RESPONSIBLE

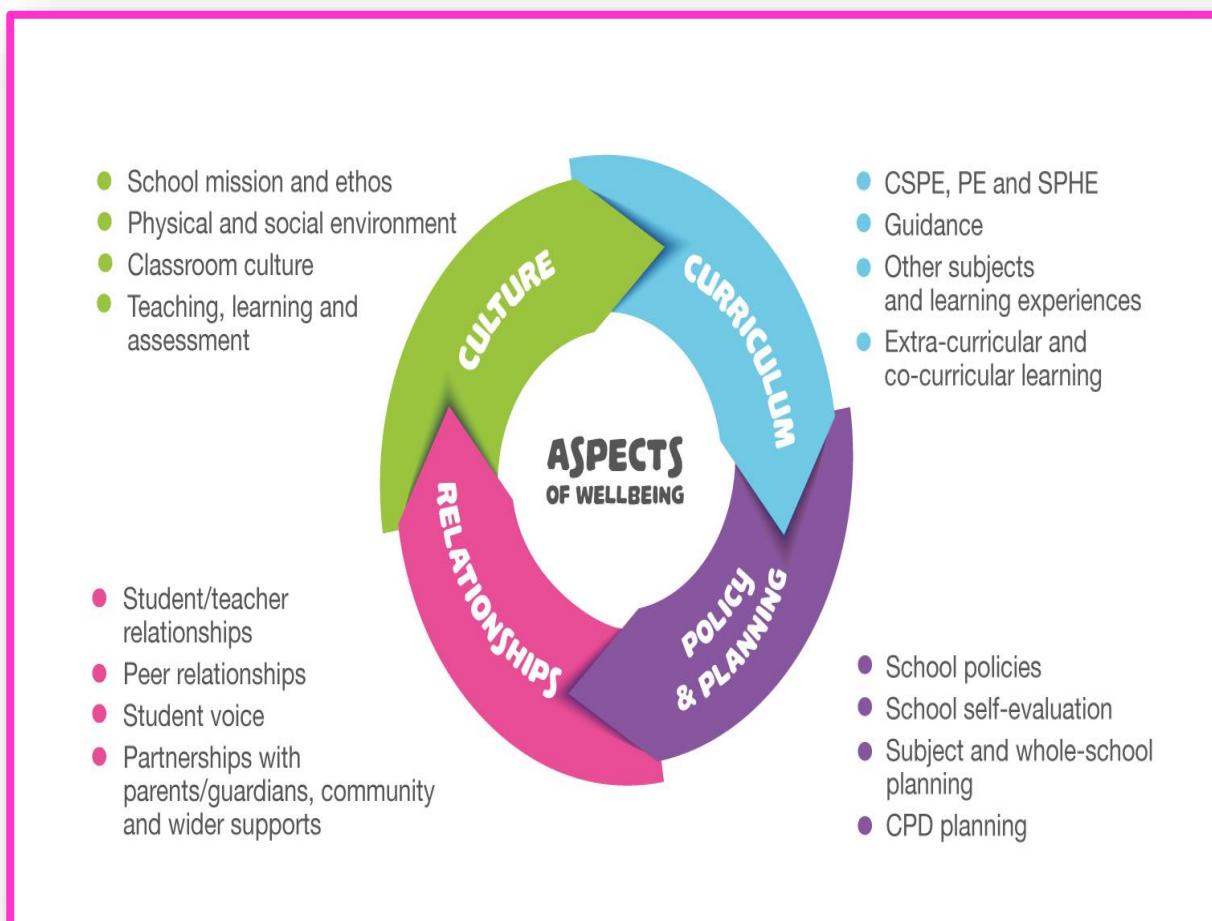
- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?



### ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?

## What will Students Learn in their Wellbeing Programme?



Through the Wellbeing Programme, students will be learning the knowledge, attitudes and skills to enable them to protect their own wellbeing and that of others.

The Junior Cycle Wellbeing Programme currently provides students with 300 hours of timetabled learning in Wellbeing over the three years of Junior Cycle. This will build to 400 hours by 2020.

The curricular aspect of the Junior Cycle Wellbeing Programme are Civic, Social & Political Education (CSPE), Social, Personal & Health Education (SPHE), Physical Education (PE) and Guidance Education. Other subjects and units of learning also contribute to the school's Wellbeing Programme.

## Strand 3.2. - SPHE (Social, Personal & Health Education)

### Context of SPHE Policy

In Castleknock Community College, we aim to encourage and support our students so that they can “realise their full potential”. Our College provides a wide range of opportunities for students to be actively involved in school life, express their opinions, and take an active role in their learning.

Social, Personal and Health Education (SPHE) plays an important part in helping our College realise its motto. SPHE encourages students to think about issues that are relevant to their lives at the different stages of their development. It facilitates the development of skills that contributes to the holistic and personal development of the individual. The policy will be monitored and reviewed on a regular basis, in consultation with staff, students, parent(s)/guardian(s), school management and the Board of Management. This policy supports and in turn is supported by the Department of Education & Skills publication “Wellbeing in Post Primary Schools” (2017) which states that:

There is substantial evidence that mental health promotion programmes in schools, when implemented effectively, can produce long-term benefits for young people in emotional and social functioning and improved academic performance. A supportive school environment where high expectations and aspirations are the norm for all young people can itself contribute significantly to lifelong health and well-being.

### Aims

- To enable students to develop personal and social skills
- To promote self-esteem and self-confidence
- To enable students to develop a framework for responsible decision making
- To provide opportunities for reflection and discussion
- To promote physical, mental, and emotional health

### Objectives

- To establish a classroom environment where students feel safe whilst accessing a variety of modules within the SPHE curriculum which will lead to their development of personal and social skills & To promote open discussion
- To instil our College’s core values of courtesy, respect, and responsibility in every student in the classroom environment where open discussions are taking place
- To develop a classroom environment where students feel confident to voice their opinions on various aspects of the programme

### Subject Coordinator

Currently we use a team approach to the coordination of SPHE. The team consists of a team of SPHE teachers representing each year and a Deputy Principal who facilitates subject planning, curriculum development and on-going continuous professional development. This team supports the SPHE teaching staff.

## Allocation of Staff to SPHE

SPHE is an integral part of our College curriculum and mindful of the pastoral responsibility of teachers, we strive to ensure that where possible, the class tutor is also the SPHE teacher. This is negotiated with the teacher. We also endeavour to ensure continuity of teacher where possible. Teacher interest in the subject is another factor taken into account when timetabling.

## Student Access

SPHE is allocated one period per week over a three-year period for all Junior Cycle tutorial classes. A modular approach is taken at Senior Cycle.

## Organisation of Students in SPHE

Students are organised in mixed ability groupings with mixed nationalities. Staff is encouraged to liaise with the Learning & Language Support Department for materials/ideas/strategies/advice about working with students who may have extra challenges. Staff is encouraged to use the Special Educational Needs Register (SEN Register) and the support materials provided by the Learning & Language Department.

The Learning Support staff provides support for students with special educational needs and the Guidance Counsellors/Chaplain support students who are experiencing difficulties or may be at risk. Our College Behaviour Code is followed in SPHE as in every other subject.

## Textbook and Course Materials

Age appropriate course materials are selected by the team and approved by the Principal/Deputy Principal. The course is in modular form and is spiral in its approach over a three-year programme.

## Cross-Curricular Planning

Where possible we endeavour to exploit cross-curricular opportunities. Links are made with a variety of subjects during the teaching of various modules:

- PE – Health & Exercise
- Science – Biology (RSE)
- Home Economics – Nutrition/Substance Use/ Personal Safety
- Geography – Social & Environmental Issues
- English – Communication Skills

## Subject Planning for a Culturally Diverse Society

The SPHE Department has a policy of inclusion for all students. We recognise cultural difference and this is considered in relation to certain topics.

## Methodologies

Suggested teaching approaches for the delivery of the SPHE programme:

- Group discussion
- Geographical voting
- Brain showering
- Role play
- Case studies
- Artwork
- Cartoons
- Games
- Debates
- Project work
- Sentence completion
- Situation cards
- Dilemma boards
- Visualisation
- Guided imagery
- Ranking exercises
- Relaxation
- Multi-media
- Guest speakers

## Support Materials / Resources

Teachers are encouraged to use a wide range of resources to bring SPHE alive in the classroom. A wide range of recommended materials and resources are available in the Meeting Room. These are available for all SPHE teachers. As new material comes into the College, staff are informed. Any staff member who finds material that could be useful in teaching SPHE, may order them through the Deputy Principal.

Currently all classrooms are fitted with PCs, Interactive Whiteboards and/or Data Projectors. The College also has access to 100meg broadband and Wi-Fi.

In accordance with DES CL 0043/2018

*“School management, principals and teachers have a duty to provide the best quality and the most appropriate education in order to promote the wellbeing of their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate, or misguided resources, interventions, or programmes. The Department therefore wishes to advise management authorities of the necessity to adhere to best practice when implementing the Wellbeing Policy Statement and Framework for Practice”.*

## Child Protection and Confidentiality

The S.P.H.E. teacher provides a safe environment that respects the privacy of students within the class setting. This is achieved through the use of negotiated ground rules which address the limits of confidentiality.

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or in breach of the law, as a mandated person, the teacher must refer this immediately to the Designated Liaison Person – Mr John Cronin (Principal) or in his absence to the Deputy Designated Liaison Person – Ms Carmel O'Neill (Deputy Principal). The Principal, in consultation with the reporting teacher and TUSLA, will decide whether to inform the parents/guardians and/or appropriate authorities and may arrange for counselling. The RSE/SPHE class is not the context for disclosure of personal information. In cases of under-age sexual activity, we will refer to *DES Child Protection Guidelines for Post Primary Schools 2017*, page 15, where it states:

“In relation to child sexual abuse, it should be noted that in criminal law, the age of consent to sexual intercourse is 17 years for both boys and girls. Any sexual relationship where one or both parties are under the age of 17 is illegal. However, it may not necessarily be regarded as child sexual abuse. Details on the exemptions for mandated reporting of certain underage sexual activity can be found in section 4.7.1 of these procedures. Where a school becomes aware of underage sexual intercourse the school should take appropriate steps to inform the child’s parents.”

According to the Criminal Law Sexual Offences Act 2017, seventeen years is the legal age of consent for both male and female. The following is also College policy:

- Teachers must not promise absolute confidentiality.
- Students must be made aware that any incident may be disclosed to the Principal and possibly to parents if the Principal decides that it is in the best interest of the student.
- Teachers must use their professional judgement to decide whether confidentiality can be maintained having heard the information.
- Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential – the student can then decide whether to proceed or not.

The DES Child Protection Guidelines for Post Primary Schools (2017) states:

4.2.1 In accordance with the best practice (non-statutory) requirement of the Children First National Guidance 2017, these procedures continue the previous requirement that any member of school personnel including a registered teacher who receives an allegation or has a suspicion that a child may have been, is being, or is at risk of being abused or neglected, is still required to report the matter, without delay, to the DLP in the school.

Every registered teacher, as a mandated person, now also has a statutory obligation to make his or her own mandated report to Tusla where the concern about the child is at or above a threshold of harm as defined in the Act. Therefore, in addition to reporting his or her concern to the DLP, a registered teacher must also consider whether or not the concern is at or above the defined threshold of harm at which the registered teacher has his or her own statutory obligation under the Children First Act, 2015 to submit a mandated report to Tusla.

Chapter 5 of the Child Protection Procedures 2017 requires that the registered teacher shall liaise with the DLP in relation to determining if the concern in question is at or above the defined threshold of harm at which the registered teacher must submit a mandated report. Chapter 5 also requires that the registered teacher shall follow the relevant reporting procedures set out in section 5.2, including,

where applicable, those requiring the registered teacher to submit a mandated report jointly with the DLP.

**4.2.2 Important note for registered teacher:** Every registered teacher should note that as a mandated person the statutory obligation under the Children First Act 2015 to make a mandated report to Tusla rests with the individual teacher and this applies regardless of whether or not the DLP reports the concern in question. However, a registered teacher who makes a mandated report to Tusla jointly with the DLP meets his or her statutory obligation to report to Tusla under the Children First Act 2015.

This chapter contains information (based on chapter 3 of Children First National Guidance 2017) for registered teachers and DLPs on their statutory obligations under the Children First Act, 2015 and on the threshold of harm at which a concern must be reported as a mandated report under that Act.

**4.2.3 Registered teachers as mandated persons** have two main statutory obligations under the Children First Act, 2015 and they are;

- (a) to report any knowledge, belief, or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and
- (b) to assist Tusla in assessing a concern which has been the subject of a mandated report, if requested by Tusla in accordance with the Act.

**4.2.4 Certain provisions of the Children First Act, 2015 that are relevant to the reporting obligations of mandated persons** are set out below:

Section 14(1) of the Children First Act, 2015 states that: “where a mandated person knows, believes or has reasonable grounds to suspect, on the basis of information that he or she has received, acquired or becomes aware of in the course of his or her employment or profession as such a mandated person, that a child – (a) has been harmed, (b) is being harmed, or (c) is at risk of being harmed, he or she shall, as soon as practicable, report that knowledge, belief or suspicion, as the case may be, to the Agency.”

## Health & Safety Requirements

The SPHE teacher provides a safe environment that respects the privacy of students within the class setting. This is achieved through the use of negotiated ground rules and class. In any incident relating to Health and Safety, all staff are aware of the College policy and procedures. This should be employed in the normal way. There is an Accident Report Form available from the office.

## Assessment Procedures

In the College, staff employ “Assessment for Learning” strategies in the classroom. Teachers establish learning objectives at the start of each lesson. Five minutes are afforded at the end of each lesson to reflect on class learning through oral or written means. This assessment is primarily for the students themselves and is very personal to the student. As outlined at the beginning of each school year, to engender a spirit of trust and worthwhile learning for the student, agreed samples of work may be shared.

Parents are informed about the programme at Open Evenings and presentations. Parents/guardians receive a letter at the beginning of each academic year informing them about the programme and inviting them to visit the College to view materials and discuss any queries they may have. Parents also have the opportunity to discuss their child's participation in SPHE at Parent Teacher Meetings. Through the Parents Association, Information Evenings are organised that address relevant topics aligned to the pastoral programme delivered in the College.

### Record Keeping Procedures

Staff are required to take a class register at the beginning of every lesson and keep a record of student attendance. If a student is absent, this should be checked against the tutor register on VS Ware or liaise directly with the student's tutor. Staff are encouraged to record all work covered in SPHE each week.

### Teacher In-Career Development

The College facilitates SPHE teachers in attending any in-service training which may be relevant to this subject. Notification of all staff development courses is posted on the noticeboard in the staffroom. The SPHE team may from time to time organise a facilitator to the College to deliver on site staff training.

### Relationships & Sexuality Education

Relationships and Sexuality Education (RSE) is an integral part of our SPHE programme. It follows a spiral approach through each year of the programme in an age appropriate way. The RSE policy should be read in conjunction with this SPHE policy. In view of individual students, special educational needs, dialogue with parents is an integral part of our RSE programme.

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## Strand 3.3. – RSE (Relationships & Sexuality Education)

### Definition of Relationships & Sexuality Education

RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy, respectful attitude towards themselves and others, particularly in the area of sexuality and relationships.



### Rationale for this Relationships and Sexuality Policy

Sexuality is a key element of healthy social and personal development. Young people are exposed to a bewildering variety of messages about sexuality and sexual activity. Schools, in consultation with parents/guardians, need to reflect on how to provide for the needs of their students.

Schools have a responsibility under Section 9 (e) of the Education Act 1998 to promote the moral, spiritual, social, and personal development of students and promote health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both Junior and Senior Cycle. At Junior Cycle, the RSE programme is part of Social, Personal and Health Education (SPHE).

Circular 0037/2010 reminds schools of their obligations to:

- develop a school policy in regard to Relationships and Sexuality Education.
- implement a programme in this area as an element of Social Personal and Health Education at Junior Cycle and as an RSE programme in Senior Cycle.

Access to sexual and health education is an important right for students under the terms of the Article 11.2 of the European Social Charter. The Council of Europe European Committee of Social Rights, which examines complaints regarding breaches of the Charter, has indicated it regards this Article as requiring that health education “be provided throughout the entire period of schooling” and that sexual and reproductive health education is “objective, based on contemporary scientific evidence and does not involve censoring, withholding or intentionally misrepresenting information,

for example as regards contraception or different means on maintaining sexual and reproductive health.”

The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, students, and members of the Board of Management.

### **Relationships & Sexuality Education within Social, Personal & Health Education (SPHE)**

The *Draft Guidelines for RSE* (NCCA, June 1995, 1.2) state that SPHE is “spiral, developmental in nature and age appropriate in content and methodology”. The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE covers other areas that would be pertinent to the development of a healthy attitude to sexuality in oneself and one’s relationships with others. SPHE addresses many areas such as self-esteem, assertiveness, communication, and decision-making skills – all of which are essential components that contribute to the effectiveness of the RSE programme.

### **College Philosophy**

Castleknock Community College encourages its students to consider and assess different viewpoints in relation to issues of morality. The experience gained in the development of this policy and through respecting the needs of minority groups and individuals enriches the community life of the College.

In our College, students are afforded the opportunity to explore the humanities, sciences, arts business, and technical subjects. In addition, this College provides religious, moral, and physical education that supports students in achieving their full potential.

### **Aims of the Relationships & Sexuality Programme**

Relationships & Sexuality Education, which is located in the overall framework of Social, Personal & Health Education, has the following as its specific aims:

- To help students understand and develop friendships and relationships
- To promote an understanding of sexuality
- To promote a positive attitude to one’s own sexuality and in one’s relationships with others
- To promote knowledge and respect for reproduction
- To enable students to develop attitudes and values towards their sexuality in a moral, spiritual, and social framework in keeping with the policy of the College
- To provide opportunities for students to learn about relationships and sexuality in a manner that encourages them to think and act in a mature, moral, caring, and responsible way.

### **Organisation & Management of RSE**

RSE is an integral part of our SPHE and Lifeskills programmes. They follow a spiral approach through each year of the programme in an age appropriate way. The RSE policy is developed in conjunction with this policy. The Principal and Deputy Principals are responsible for the deployment of staff to teach the programme.

## Informing & Involving Parents/Guardians

The College recognises that parents/guardians are the primary educators of their children. Consequently, their role in Relationships & Sexuality Education is considered very important by the College. The policy has been designed in consultation with the Parents' Association and views expressed are reflected in this document. The policy will be made available on request. A letter is distributed to all parents/guardians prior to the commencement of the module and they are invited to view the class materials and resources if they so wish.

### Procedure if a Withdrawal from RSE is requested

Parents/Guardians are required to put their request in writing. Parents/ Guardians will be asked to attend a meeting in the College to discuss the nature of their concern(s). A Deputy Principal and the SPHE Coordinator/teacher will attend the meeting. The Principal may become involved, if necessary. It will be considered if the programme can be amended or improved in some way that will reassure the parents/guardians. Care will be taken not to undermine the integrity of the RSE programme and the entitlement of other students.

If it is necessary to withdraw the student, the College will make alternative arrangements for the student at that time. Parents/guardians will be guided in how to access appropriate information and resources.

### Advice on Sexual Matters

The College's function is to provide a general education about sexual matters and issues and not to offer individual directive advice, information, or counselling on aspects of sexual behaviour and contraception. Sources of professional information and advice will be identified when necessary and should be appropriate to the age of the student.

### Explicit Questions

It may not be appropriate to deal with some explicit questions in class. Teachers can choose to advise that it is not appropriate to deal with that particular question at that time. When deciding whether or not to answer questions, the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the College and the RSE policy. If the teacher becomes concerned about a matter that has been raised, s/he should seek advice from the SPHE Coordinator or the Principal.

### Child Protection & Confidentiality

It is College policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer immediately to the Designated Liaison Person who will take the appropriate course of action. In the case of underage sexual activity, the College will be guided by the *DES Child Protection Guidelines for Post Primary Schools 2017*, page 15, where it states:

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Teachers must not promise absolute confidentiality. Teachers must indicate clearly to students when the content of a conversation cannot be kept confidential, giving the student the opportunity to decide whether to proceed or not. Teachers must use their professional judgement to decide whether confidentiality can be maintained having heard the information. Students must be made aware that any incident may be conveyed to the Principal and parents/guardians if the Principal decides that it is in the best interest of the student.

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## Biological Aspects of Sex Education

This policy recognises that the Science and Home Economics Departments cover the biological aspects of reproduction but this must also be covered within the Relationships & Sexuality Education programme.

## LGBTI + (Lesbian, Gay, Bisexual, Transgender, Intersex)

Teachers do not promote any one orientation as the only acceptable one for society and therefore it is natural that LGBT matters will be discussed age appropriately during a programme of sex education. One of the advantages of exploring issues concerning LGBT is the opportunity it affords to correct false ideas, assumptions, and address prejudice.

The *Equal Status Act 2000* and the *Equality Act 2004* prohibits discrimination across nine groups including sexual orientation. Discussion of LGBTI+ issues will be appropriate to the age of the students.

## Contraception

This topic will be addressed in an age appropriate open manner, looking at all sides of the issue in a non-directive manner. The RSE curriculum states that the subject of family planning should be covered within the senior cycle RSE programmes. However, the College can use its discretion regarding the age at which students receive any aspect of the RSE programme.

## Students with Additional Educational Needs

Children with additional educational needs may need extra support in coping with the physical and emotional aspects of growing up. The students may need more support in learning what types of behaviour are or are not acceptable and to prepare against abuse by others. The Learning Support Department personnel have a particular role to play with the education of the students in RSE.

## Resources & Training

Resources are stored in the Meeting Room and shared among the SPHE / RSE teachers. RSE will be part of the SPHE curriculum for Junior Cycle students. SPHE is timetabled each week for first, second and third year students. Modules from the senior RSE programme will be delivered to Senior Cycle students based on the “Trust” programme. The College is committed to keeping resources updated and will purchase appropriate RSE teaching materials as identified by the teaching staff and as guided by the Department of Education & Skills Circular CL 0043/2018. A variety of teaching methods will be employed where appropriate. Teachers will be accommodated and given every opportunity to attend in-service training in the area of SPHE / RSE.

## Monitoring, Evaluating & Reviewing

The College is committed to monitoring and evaluating the RSE programme. This will be achieved by –

- Pupil feedback
- Staff review and feedback
- Parental feedback

## Reporting to Parents

Any issue that the SPHE/RSE teachers need to be reported to parents/guardians will be arranged through the Principal, the Designated Liaison Person. An incident report on the concern reported will be recorded and filed confidentially in the College.



## Strand 4 – Physical Health

### Introduction

Physical Education is defined as all activities taught as part of the curriculum within class time where the emphasis is on learning. Physical Activity is an all-encompassing term which includes physical education, sport, play, and activity undertaken for enjoyment, health or performance enhancing purpose. Sport is defined as activities that are organised in a structured way and have a focus on competition.



### Context

Physical Education at the College is regarded as an integral part of the whole school approach to physical and mental wellbeing in the College. Since the founding of the college in 1995, physical education, physical activity and sport have received the support of senior management, which has engendered an extremely positive feeling towards physical education in the school. Indeed the first special duties post created in 1995 was that of extra-curricular co-ordinator which has set the tone for the years to come.

### General Aims

Physical education applies a holistic approach to physical activity in the students of the college. The Physical Education Department recognise that the general aim of physical education is to contribute to the preparation of the students for a life of autonomous wellbeing.

The Physical Education Department pursues its aim by developing the student's skill and creative performance; by developing the students understanding of the importance of physical activity; by motivating the student to choose a healthy lifestyle and by encouraging the student to develop personal and social skills as well as valuing positive interactions with others.

Physical education is compulsory for all junior cycle students. Each student receives a minimum of 44 hours per year. The students follow the Junior Cycle Physical Education programme which studies such modules as Adventure activities, Athletics, Dance, Game, Gymnastics and Health related activities.

The Department of Education and Skills recommend that each school has the responsibility for the selection and adaptation of the physical education curriculum in Transition Year. In Castleknock Community College the Transition Year students receive a minimum of 32 hours of formal physical education classes, and a further 30 hours of physical activity in the form of coaching studies, fencing and self-defence.

In senior cycle, physical education is offered to all students. The students have a choice between physical education, L.C.V.P. and study. The students receive a minimum of 44 hours of physical education per year.

### Cross Curricular Links

The Physical Education Department regularly encourages cross curricular involvement.

❖ Science	Biology
❖ Home Economics	Nutrition
❖ Geography	Map Reading
❖ Art	Posters

### Leaving Certificate Physical Education

The aim of Leaving Certificate Physical Education is to develop students' ability to become informed, skilled, self-directed and reflective performers in physical education and physical activity, both for their senior cycle and in their future lives. PE students will be timetabled for 5 (40minute) classes per week with a mixture between practical and theoretical lessons based between the sports hall, outdoors facilities, gym and classroom.

### What will students study?

Physically active participation plays a central role in the course. Students will learn about theoretical perspectives through taking part in three different activities; with activities selected from three out of six categories with one activity from each category:

- **Athletics:** Running: sprints, middle distance, long distance, hurdles; Throwing: shot-put, discus, javelin, hammer; Jumping: High, long, triple
- **Artistic and aesthetic activities:** Gymnastics: artistic, rhythmic; Dance: contemporary, folk, modern, ballet, jazz, tap, ethnic; traditional personal exercise and fitness
- **Aerobic:** continuous, interval, fartlek, aerobics/step aerobics, spinning, indoor rowing; Other: weights, core stability, circuits
- **Aquatics:** Lifesaving, survival swimming, swimming strokes, water-polo, synchronised swimming
- **Games:** Gaelic football, hurling/camogie, soccer, rugby, basketball, hockey, netball, Olympic handball, badminton, tennis, volleyball, table-tennis, handball, squash, cricket, softball, rounders
- **Adventure activities:** Orienteering, canoeing/ kayaking, rock-climbing, sailing, rowing/sculling

These three physical activities become the focus of teaching and learning in Leaving Certificate Physical Education. As students learn about the many factors that impact on participation and performance, they are required to apply their learning in a systematic way to improve their own performance in the three selected physical activities.

This planning process is at the centre of assessment tasks in Leaving Certificate Physical Education. Learners then choose one of the three selected physical activities being studied by their class for their performance assessment.

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### Senior Cycle Physical Education:

The aim of Senior Cycle Physical Education is to develop students' ability to become informed, skilled, self-directed and reflective performers in physical education and physical activity, both for their senior cycle and in their future lives. The SCPE Framework provides concrete guidance to physical educators and students in Ireland on how to structure and teach their Senior Cycle programme. This is something that has been previously missing from the Irish education system and is welcomed by the PEAI.

### What Will Students Study?

The SCPE Framework is structured around six curriculum models. Each model provides a detailed map, including a rationale, planning, implementation and assessment guidance, all of which can be used in the design of a physical education programme in senior cycle.

The learner is the central consideration when planning using the models with due regard to the resources available in the school. While each model provides a unique set of learning experiences, it is up to the physical education teacher to decide which models will be included in their physical education curriculum in senior cycle. As teachers build their familiarity with the models, it is envisaged that a greater range of models will be included. The framework builds on students' prior learning in primary PE, and junior cycle PE short course and Junior Cycle Physical Education Framework (JCPE).

The six curriculum models are as follows:

- Health-related physical activity: developing learners' understanding of health-related physical activity for now and in the future.
- Sport education: providing learners with an enjoyable and authentic experience of organised physical activity as they learn to perform playing and non-playing roles.
- Contemporary issues in physical activity: encouraging learners to critically reflect on their own and others' experiences in physical activity and sport.
- Adventure education: encouraging learners to challenge themselves and co-operate with others as they learn to solve physical activity challenges.
- Personal and social responsibility: encouraging learners to take responsibility for themselves and their learning in physical education class including respecting the rights and feelings of others.

- Teaching games for understanding developing learners' tactical awareness and decision-making skills in a variety of games

The framework is designed to provide a flexible collaborative approach to planning for physical education in senior cycle. The importance of planning within the unique context of each school is recognised here. School settings, facilities, personnel, expertise, the characteristics of the particular class and learners' interests are all significant considerations in the selection and sequencing of appropriate learning outcomes and approaches to assessment.

Senior cycle physical education is planned in blocks of work. The physical education teacher decides which model or combinations of models will be the focus in each block of work. They then, in consultation with students, select the learning outcomes that will be addressed. While it is not envisaged that all learning outcomes will be included, the selected learning outcomes should prioritise learning in the essential elements outlined in each of the models.

### **Extra-Curricular Programme:**

As stated earlier, physical activity and sport has always had an important place in the life of the College. The present extra curriculum programme co-ordinator is one of the physical education teachers and continues to initiate and support new programmes every year. Students in first year are obliged to attend a sports hour on Wednesday afternoons after school in the first term, with the aim of encouraging and developing relationships within the first year group as well as promoting the benefits of physical activity.

Each academic year a comprehensive extra-curricular programme is published and issued to every student and parent in the college. This programme details the wide range of activities available to students in C.C.C. and encourages every student to choose a physical activity or sport with the hope of developing their physical and mental wellbeing. This programme links in with the Sports Prefect programme which was established to provide the opportunity for senior students to develop leadership skills. It also enables the college to offer a broad range of physical activities to the students.

With the opening of the college's new Sports Hall and Fitness Suite it is envisaged that the college continues to broaden and enhance the student's physical education, physical activity and sporting experience into the future.



## Strand 5 – Inclusion & Diversity

Castleknock Community College is a place of growth and learning that demonstrates a clear commitment to the promotion of equality, respect and inclusion as communicated in policy documents. We embrace diversity and recognise that everyone is unique and has a positive contribution to make. Our college is a vibrant learning community where students, parents and teachers are encouraged and supported in the pursuit of the highest standards of achievement and academic excellence.

The College's vision to build a reputation for excellent practice in equality and diversity and to be recognised as an inclusive College where everyone is supported to fulfil their potential has been recognised. However, we are always mindful that work, planning and practice in this area of school life is constantly developing and evolving.

The College endeavouring to address the specific needs of all, will assess the impact of decisions and will create a positive environment across the nine grounds enshrined in equality legislation as set out under the Equal Status Act 2000-2015. They are as follows:

- Gender
- Marital Status
- Family Status
- Sexual Orientation
- Religion
- Age
- Disability
- Race
- Membership of the Traveller Community

Castleknock Community College aims to create a fair and just College community that promotes social inclusion, community spirit and equality that respects diversity and which challenges and acts on all forms of discrimination and inequality, including bullying.

The College works actively to celebrate difference and challenge racism, sexism, homophobia, transphobia and all forms of prejudice.

The College takes positive action to promote harmony and positive attitudes towards life in a multi-cultural and multi-denominational setting through assemblies, the curriculum, and special projects throughout the year. There is a constant focus to ensure that all students have equal opportunities to achieve to the best of their ability regardless of their gender, background, religion, or sexuality.

Along with our motto “*Mol an Óige agus Tiocfaidh Sr*”, Castleknock Community College actively promotes the shared values of *Courtesy, Respect* and *Responsibility* which underpins all our College policies.

Castleknock Community College has embraced diversity systematically. The commitment to recognising and celebrating diversity is acknowledged through our awards structure and the recognition and marking of significant dedicated dates that highlight particular events and occasions with the College community etc. Initiatives have included the *Refugee Solidarity Badge* launched in 2000 by the then High Commissioner for Human Rights, Mary Robinson and in 2005 the establishment of the Language Centre which was devoted to the linguistic needs of students and the

cultural needs of the school. In 2007, the Language Centre was awarded the *European Label* and the jury's comments were as follows:

*"This outstanding project could serve as a valuable model for the many Irish schools with increasing populations of international students. It is a highly structured programme, which addresses a new and urgent need in Irish education. Creative and original initiatives such as a welcome pack for new students, signage, flags, posters and noticeboards throughout the school contribute to a vibrant and inclusive project".*

In 2008, the College was awarded the *Maltese Cross Award* and in 2011 was shortlisted by the Integration Centre for its work on diversity. Also, in 2011, the College was acknowledged formally by Fingal Integration Unit for the support given to immigrant parents through the *Pathways to Parental Involvement*.

The College is also proud of its involvement in a European Project that saw nine European Union countries come together with the Danish Institute of Human Rights to develop a toolkit for the education of young people in the area of homophobia. This has been implemented and has enhanced our RSE Programme. Our status as a "*Human Rights Friendly School*" awarded by Amnesty International is also an achievement of which we are very proud.

Our work with GLEN and TENI (Transgender Equality Network Ireland) over a number of years has provided staff with excellent opportunities for continuous professional development. These opportunities have ensured that our management and staff are best placed to support students, siblings, parents and guardians with matters of sexual identity and gender. The Student Council have been very proactive in ensuring that the Rainbow Flag was formally unveiled by Dr Marie Griffin (former Acting CEO, DDLETB) in 2013 and is now placed in each classroom to communicate the College's support of our LGBT community.

In 2017 The College dedicated itself to securing the Yellow Flag in recognition of its strong commitment to Inclusion & Diversity. Moreover it was the intention to further develop the work of the College Community in strengthening the activities that build knowledge, understanding and inclusion between the multiple ethnicities and different faith communities. This work also includes students of different learning styles and abilities, sexual orientations and gender identities.

A Diversity Committee was formed in January 2018. Dynamic creative and inclusive are just some of the words that can be used to describe the committee. Their main focus was working towards attaining the Yellow Flag. The Yellow Flag is a recognition of the College's commitment to supporting inclusion and celebrating diversity. The committee is made up of teachers, students, parents, outside agencies and members of management. In order to attain the flag eight steps had to be completed. These steps included a day of Intercultural and Diversity training for all staff members, as well as an Intercultural review of the entire college community including staff, students and parents.

### Being Awarded the Yellow Flag

Following being awarded the Yellow Flag the school observed this in a flag raising ceremony in May 2019. The Diversity Committee reviewed all the work that they had done in order to achieve this award.

- The committee made plans to host another intercultural week.
- Host another intercultural meal
- Deliver culture classes in religious education.
- Localise survey taken by junior students on diversity to be reviewed.
- 'Be Kind' Activity planned for Lent
- Attitude of Gratitude heart poster for meditation room



### Plan to Renew the Yellow Flag

Schools need to renew their Yellow Flag every three years. We are due to apply to renew our yellow flag this year. The renewal process (2021) focusses on the following...

- The ability to keep the spirit of interculturalism alive in the school.
- Are teachers, students, and parents still aware of the diversity committee and its aims?
- Review plan for initial application.

### Renewal Process.

- Re-establish diversity committee
- Revise goals and folder
- Raise awareness on staff training available on yellow flag website.
- Intercultural review (Questionnaire)
- Review action plan consider mini action plan per year.
- Review community connections/ any parent involvement.
- Has the message of the diversity committee been integrated into the curriculum?
- Diversity code and policy review.
- Review of intercultural review
- Yellow Flag self-awareness training taken by staff
- Parent involvement encouraged
- Involvement with community groups
- The Committee are still in the process of developing their Code through the Phrase:

*Embracing our differences unites our community*

## Strand 6 – Student Leadership

### Introduction

We endeavour to include our students in the day to day life of our College. Students have a valuable contribution to make to the effectiveness of their school and their involvement in the operation of the school is itself a valuable part of the education process for the students. Practical pupil participation is at the core of our Student Leadership programmes. These programmes aim to promote leadership and responsibility among the student body and afford students opportunities to develop communication, planning and organisational skills which will benefit them in their future lives.

At present we have three formal projects for students to develop and refine their leadership potential. These are:

1. Student Council
2. Mentor Programme
3. Prefect System



### Student Council

The Student Council is the representative structure through which students can become involved in the affairs of the College by working in partnership with College management, staff, and parents for the benefit of the College and its students (Education Act 1998). In Castleknock Community College, the Student Council is organised by the Prefects and the Liaison Teacher who is the link person between the students, staff, and management. The Council is made up of the Class Representatives ensuring that the voice and opinions of each year group is represented.

### Context

- Recognition of the importance of student involvement
- Recognition of the value of student input in our on-going school development

## Structure of the Student Council

- A Class Captain and Vice-Captain represent each class group

The students in each class vote representatives into the position

- Class Captains and Vice-Captains meet with the Student Council once every month with more meetings scheduled if required
- Student feedback is brought by the Student Council to Management after each meeting.

## Functions of the Student Council

- A forum for students to have their suggestions and opinions heard
- To ensure that all students are represented equally
- To present students' suggestions to the College Management
- To ascertain students' opinions on a range of issues
- To regularly review aspects of school organisation and learning at the Student Council Seminars
- Yearly Report to the Board of Management

## The Mentor Programme – Taking Time to Care

This is a structured “Programme of Welcome and Support” for the incoming first year classes offered each year. This is an initiative aimed at making the transition from primary to secondary education more enjoyable and less daunting for our in-coming first year students.

The Mentor programme affords senior students the opportunity to act as a buddy for the new first year students. Students are available to their small group of mentees each morning and help the students with any challenges they may be facing. These can range from reading their timetable, finding their way around the building, using their lockers to supporting them with the transition and to make friends. The mentors also assist with the organisation of a series of activities, trips and events for the year groups.

Senior students volunteer for this role, complete an application form and personal statement to assess their suitability for the project. They attend a training workshop where they engage in activities that helps to hone their skills and build a team spirit. At this workshop, the role is comprehensively outlined and throughout the programme, the team of Mentors work closely with the Deputy Principal, year head, tutors etc.

The benefits to the Mentors include practical opportunities to experience:

- Leadership skills
- Personal and social skills
- Listening Skills
- Social awareness
- Sense of responsibility
- Team-work & Communication skills.

This is an opportunity to become involved in a project that has the potential to help others in a real and practical way.

## The Prefect System

Each year a select group of our Leaving Certificate 2 students are chosen as the leaders of our student body. At this age they are recognised as young people with leadership qualities and initiative who are dependable and reliable.

They apply and if successful, attend a training workshop on “Leadership Skills and Effective Communication”. This is facilitated by professional trainers from outside the school community. The benefits of such training on this group operating as a team are clearly evident.

Prefects are a layer between staff and students. Their duties include:

- Running the Student Council
- Working alongside staff giving practical help with the running of the College including helping to supervise locker areas, the canteen and the corridors
- Representing the College at public events
- Being role models for younger students in our College
- Attending school events

Some prefects have responsibility for promoting and organising sporting activities for other students in the College. Sports Prefects have displayed a passion for developing their sporting ability over the years. They like working with people are committed and have good organisational abilities. The Sports Prefects are responsible for organising inter-class leagues, matches and the First Year Sports Hour.

### The Prefect Mission Statement says:

We, the prefects, are committed to assisting the staff and management of our College in a loyal and mature manner. At all times we endeavour to be role models for the student body in Castleknock Community College.



## Strand 7 - Chaplaincy

### Chaplain's Policy at Castleknock Community College

The Chaplain is a faith presence in the College. The role of the Chaplaincy is to ensure the spiritual welfare of each student is nurtured and provided for during the course of the student's life at the college. The Chaplain is also available to the staff, students and parents of the College in a pastoral capacity.

Aims	Objectives
1. To provide for the diversity of worship needs among the students.	Ensure that the students experience a variety of inter faith worship experiences according to the curriculum.
2. To further develop the faith life of students.	<ul style="list-style-type: none"> <li>• Provide opportunities to meditate and worship in the Meditation Room.</li> <li>• Organise retreats.</li> <li>• Facilitate outside ministers in faith worship.</li> <li>• Follow procedures laid down for chaplains as agreed by the Dept. of Education and Diocesan Authority (1976)</li> <li>• Welcome and facilitate ministers from all faiths in their ministry with students.</li> </ul>
3. To acknowledge the spiritual needs of students in time of bereavement.	<ul style="list-style-type: none"> <li>• Have a bereavement policy which will support student needs in this area.</li> <li>• Individual accompaniment.</li> <li>• Follow procedures laid down for chaplains.</li> </ul>
4. Further develop chaplaincy team.	<ul style="list-style-type: none"> <li>• Constantly renew the Student Chaplaincy Team and provide creative ways for them to be a resource for the larger student body.</li> <li>• Set up support structures to assist faith development work.</li> </ul>
5. Collaborate in the provision of pastoral care for students.	<ul style="list-style-type: none"> <li>• Welcome new students and support them in integrating into the College.</li> <li>• Support students in crisis/loss/illness/bereavement.</li> </ul>
6. Social Justice & Community Outreach	<ul style="list-style-type: none"> <li>• Develop links with local faith communities and organisation involved in making a difference in the lives of people in need, so as to offer students opportunities for active participation during their time in the College.</li> </ul>

The Chaplain works in close consultation with the Principal, Deputy Principals, Year Heads and Tutors with regard to the spiritual and pastoral needs of the students.



## Chaplaincy Provision

### First Year

- Information on Chaplaincy service at informal evening in June.
- Prayer and welcome at Assembly in August. Brief input on care and support provided by Chaplaincy.
- Friendship Days for 1<sup>st</sup> Year students – settling in activity for students in their base classes.
- Working with the RE Dept., Music Dept., and Art Dept. on the Interfaith Celebration. Linking in with parents of students from different faiths and including them in the celebration.
- 1<sup>st</sup> Years take part in prayer activities to remember deceased relatives and friends during the month of November.
- Opportunity to be part of the Christmas carol service through music, readings, and drama.
- Mass for the season of Lent for class groups.
- Invitation to be part of the Lenten multi-faith event organised by the Student Chaplaincy Team in the Meditation Room on Monday lunchtime.
- Availability to work with students on a one-to-one basis in the area of support around bereavement or family illness.

### Second Year

- Welcome to the College with prayer and input on care and support provided by the Chaplaincy at the opening assembly of the school year.
- Invitation and opportunity to be part of the Student Chaplaincy Team.
- Opportunities for students to lead assemblies through their work in the Student Chaplaincy Team.

- Inclusion in creating and shaping the prayer at the Rainbow Garden in October where, as a College community, we remember those who have died.
- Opportunity for all classes to pray for deceased relatives and friends in the Meditation Room during the month of November.
- Students invited to lead prayers and rituals at the Christmas Carol Service.
- Times of meditation organised for class groups in the Meditation Room.
- Students invited to the Meditation Room to pray as a class group during the season of Lent.
- Invitation to be part of the Lenten multi-faith event organised by the Student Chaplaincy Team in the Meditation Room on Monday lunchtime.
- Availability to work with students on a one-to-one basis in the area of support around bereavement or family illness.

### Third Year

- Welcome to the College with prayer and input on care and support provided by the Chaplaincy at the opening assembly of the school year.
- Opportunity to be part of the Student Chaplaincy Team
- Opportunities for students to lead assemblies through their work in the Student Chaplaincy Team
- Inclusion in creating and shaping the prayer at the Rainbow Garden in October where, as a College community, we remember those who have died.
- Opportunity for all classes to pray for deceased relatives and friends in the Meditation Room during the month of November.
- Students invited to lead prayers and rituals, take part in a Nativity Drama and be part of the choir at the Christmas Carol Service.
- Times of meditation for all class groups in the Meditation Room.
- Students invited to the Meditation Room to pray as a class group during the season of Lent.
- Invitation to be part of the Lenten multi-faith event organised by the Student Chaplaincy Team in the Meditation Room on Monday lunchtime.
- Availability to work with students on a one-to-one basis in the area of support around bereavement or family illness.

### Transition Year

- Welcome to the College with prayer and input on care and support provided by the Chaplaincy at the opening assembly of the school year.
- Opportunity to be part of the Student Chaplaincy Team.
- Invitation to take part in class work with the students from St. Vincent's Special School, Navan Road. This is a social outreach programme where students use a class project to support students from St. Vincent's school in building social skills.
- Day of reflection and meditation organised for the Year group in Emmaus Retreat Centre.
- Opportunities for students to lead assemblies through their work in the Student Chaplaincy Team.
- Inclusion in creating and shaping the prayer at the Rainbow Garden in October where, as a College community, we remember those who have died.
- Opportunity to pray for deceased relatives and friends in the Meditation Room in November.
- Students invited to lead prayers and rituals, take part in a Nativity Drama and be part of the College choir at the Christmas Carol Service.
- Times of meditation for class groups in the Meditation Room.

- Students invited to the Meditation Room to pray as a class group during the season of Lent.
- Invitation to be part of the Lenten multi-faith event organised by the Student Chaplaincy Team in the Meditation Room on Monday lunchtime.
- Availability to work with students on a one-to-one basis in the area of support around bereavement or family illness.

## Leaving Certificate 1 & LCA1

- Welcome to the College with prayer and input on care and support provided by the Chaplaincy at the opening assembly of the school year.
- Opportunity to be part of the Student Chaplaincy Team.
- Opportunities for students to lead assemblies through their work in the Student Chaplaincy Team.
- Day of reflection and prayer organised for students in Dalgan Park.
- Inclusion in creating and shaping the prayer at the Rainbow Garden in October where, as a College community, we remember those who have died.
- Opportunity for students to pray for deceased relatives and friends in the Meditation Room in November.
- Students invited to lead prayers and rituals, take part in a Nativity Drama and be part of the College choir at the Christmas Carol Service.
- Times of meditation as class groups in the Meditation Room.
- Students invited to the Meditation Room to pray as a class group during the season of Lent.
- Invitation to be part of the Lenten multi-faith event organised by the Student Chaplaincy Team in the Meditation Room on Monday lunchtime.
- Availability to work with students on a one-to-one basis in the area of support around bereavement or family illness.

## Leaving Certificate 2 & LCA2

- Welcome to the College with prayer and input on care and support provided by the Chaplaincy at the opening assembly of the school year.
- Opportunity to be part of the Student Chaplaincy Team.
- Opportunities for students to lead assemblies through their work in the Student Chaplaincy Team.
- Inclusion in creating and shaping the prayer at the Rainbow Garden in October where, as a College community, we remember those who have died.
- Work with the Graduation Committee in preparation for the Graduation Service in May.
- Opportunity to pray for our deceased relatives and friends in the Meditation Room in November.
- Opportunity to be part of the Christmas carol service through music, readings, and drama.
- Students invited to the Meditation Room to pray as a class group during the season of Lent.
- Times of meditation organised for class groups in the Meditation Room.
- Invitation to be part of the Lenten multi-faith event organised by the Student Chaplaincy Team in the Meditation Room on Monday lunchtime.
- Mass for LC2 students – organised and prepared by the students.
- Availability to work with students on a one-to-one basis in the area of support around bereavement or family illness.



## General College Activities

- Contribution to all Information Evenings for parents on the role values, morality and faith has in the development of a young person.
- Attendance at all Parent Teacher Meetings – availability to parents at these events.
- Attendance at all Care Meeting & Senior Leadership Meetings.
- Weekly meeting with a member of the Learning Support Department and a member of the Guidance & Counselling Department to ensure we sustain a collaborative approach in our work.
- Working with Guidance & Counselling Department on our inaugural Mental Health Week in October 2015.



## Evaluation

### Evaluating our Guidance Plan

The Guidance Plan requires regular evaluation in order to meet the needs of our students. The Plan will receive an annual review by the Board of Management and the strands will undergo constant appraisals:

<b>Strands 1 &amp; 3</b>	The Guidance & Counselling Department & The Well Being & Life Skills Programmes <i>April 2021</i>
<b>Strands 2 &amp; 5</b>	The Learning Support Department & Inclusion & Diversity <i>May 2022 – May 2023</i>
<b>Strands 4, 6 &amp; 7</b>	Physical Health & Student Leadership & Chaplaincy <i>May 2024</i>

### Evaluation Coordinator(s)

Strand	Coordinator/Team
Strand 1 - Guidance & Counselling Department	Guidance & Counselling Department
Strand 2 - The Learning Support Department	The Learning Support Team
Strand 3 - The Well Being & Life Skills Programme	Learning SMT RSE & SPHE Teams
Strand 4 - Physical Health	Physical Education Department
Strand 5 - Inclusion & Diversity	SMT and Coordinating Staff
Strand 6 - Student Leadership	Student Leadership Coordinator
Strand 7 – Chaplaincy	The College Chaplain & Chaplaincy Team

### This Guidance Plan is supported by the following Guidelines & Documents

- Data Retention Policy
- Child Protection Guidelines and Safeguarding Statement
- Counter Bullying Policy
- Critical Incident Policy
- Guidelines for Extra Curricular Activities and External Speakers
- Work Experience Guidelines

## Checklist for Annual Review of the School Guidance Plan

### Castleknock Community College

	Yes/No
Has the Board formally adopted The College Guidance Plan in accordance with all recent legislation?	Yes
Has the College's Guidance Plan identified other school policies, practices and activities that are regarded as having particular relevance to the College Guidance Plan?	Yes
Has the College arrangements in place to communicate the College's Guidance Plan to new school personnel?	Yes
Is the Board satisfied that all school staff are sufficiently familiar with the Guidance Plan and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Since the Board's last annual review, was the Board informed of any amendments to the College's Guidance Plan?	Yes
Has the Board published the Guidance Plan on the school website and provided a copy to the Parents Association?	Yes
Has the Board ensured that the College's Guidance Plan is available to parents on request?	Yes
Has the Board ensured that the SPHE & RSE curriculum is implemented in full in the College?	Yes
Is the Board satisfied that the Pastoral Care liaison meetings are held on a regular basis between the Guidance & Counselling Department, Learning Support Department & Chaplaincy?	Yes
Is the Board satisfied that the College's Guidance Plan is being fully and adequately implemented by the College?	Yes
Is the Board satisfied that the adequate supports are in place to integrate new students into the College?	Yes
Has the Board identified any aspects of the College's Guidance Plan and / or its implementation that require further improvement?	Yes*
Has the Board put in place an action plan containing appropriate timelines to address those aspects of the College's Guidance Plan and / or its implementation that have been identified as requiring further improvement?	Yes
Has the Board ensured that any areas for improvement that were identified in any previous review of the College's Guidance Plan have been adequately addressed?	Yes

	Yes/No
Is the Board satisfied that achievements and significant events in the life of the College are celebrated appropriately with and for the students?	Yes
Is the Board satisfied that the additional resources allocated to the College for special needs are appropriately allocated?	Yes
Is the Board satisfied that there is real commitment to promote inclusion & diversity in the College?	Yes
Is the Board satisfied that the appropriate provision is given to Physical Education at the College?	Yes

Aspects of the College's Guidance Plan and / or its implementation that require further improvement

- The College completed a full review of its Learning & Language Support Department ahead of the 2023 target. This work was completed over the course of the academic year 2021/22 in order that the College would be compliant with recent updates in legislation and policy.
- The Board was advised that the College will review its Inclusion & Diversity Policy over the course of the Academic Year and this will commence with a presentation to the Board by the Diversity Committee at the College in November.
- A full report on the review will be presented to the Board at the end of the academic year.

Cllr John Walsh - Chairperson, Board of Management

5<sup>th</sup> October 2022

John Cronin – Principal

5<sup>th</sup> October 2022

