

Guidance Plan & Process 2016-17

Castleknock Community College



Review Dates

Staff	November 2015	Reviewed
Parents	May 2016	Reviewed
Student Council	April 2016	Reviewed
BOM	June 2016	Ratified

Due for next review: May 2017

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 Department

Strand 2 – The Learning Support Department

Strand 3 – The SPHE & RSE Programmes

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 be receive an annual review by the Board of Management and the strands will undergo constant appraisals:

Strands 1& 3 – The Guidance Department & The SPHE & RSE Programmes *May 2017*

Strands 2 & 5 – The Learning Support Department & Inclusion & Diversity *May 2018*

Strands 4, 6 & 7 – Physical Health & Student Leadership & Chaplaincy *May 2019*

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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.

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.

In order to ensure that the process of developing the guidance plan would be democratic and transparent staff were invited to attend a consultation session to conduct a review of the guidance service. The guidance counsellors took the lead role in the planning process because of their specialist training and responsibility. The session discussed:

- their understanding of the guidance service within the school
- the provision of that service
- the partners in the guidance provision including the identification of subject teachers with specific input to guidance
- current structure of the guidance programme
- feedback from review of service conducted to date through survey of students
- review of the service by performing a SCOT analysis
- resources – including external - available to department
- establishment of Guidance Planning Group
- aim of this group, timescale

The role of the planning group was to focus on the guidance support for **all** students in the school, to provide a discussion forum for guidance related matters, to take stock of what work is currently being done in the area of guidance, to focus on areas that are in need of development and agree on the prioritisation of the work and to arrange for the monitoring, implementation, and evaluation of proposals aimed at improving the guidance programme.

The team recognised the importance of both The *Equal Status Act 2000* and the *Equality Act 2004* which prohibit discrimination across nine groups including sexual orientation. 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. They are as follows:

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

The function of the group was to lead the strategic planning process and be key players in the writing / construction of the final plan. Their existence provides the opportunity to link key stakeholders in a two-way process of communication and inevitably foster a better understanding of the guidance service in the school. In ascertaining stakeholders' views the following methods were employed:

- ✓ Questionnaires
- ✓ Formal Meetings
- ✓ Informal Discussions

Consultation and discussion took place on the ethos and mission statement of Castleknock Community College. An audit of all relevant policies including accepted procedures was carried out. It was also recognised that the existing care structures are well placed to support the work of the Guidance Plan. Throughout this process the team acknowledged the importance of promoting wellbeing through the Guidance Plan. The team referred to and included the recommendations outlined in the Department of Education & Skills' document "*Well-Being in Post-Primary Schools.*"(2013). Following the review process the team identified seven strands within the College that support the effective implementation of the Plan.

In summary the Guidance Plan is an attempt to set down what is already happening in good practice and to:

- ✓ focus on areas for improvement
- ✓ implement strategies for improvement
- ✓ evaluate their effectiveness



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.

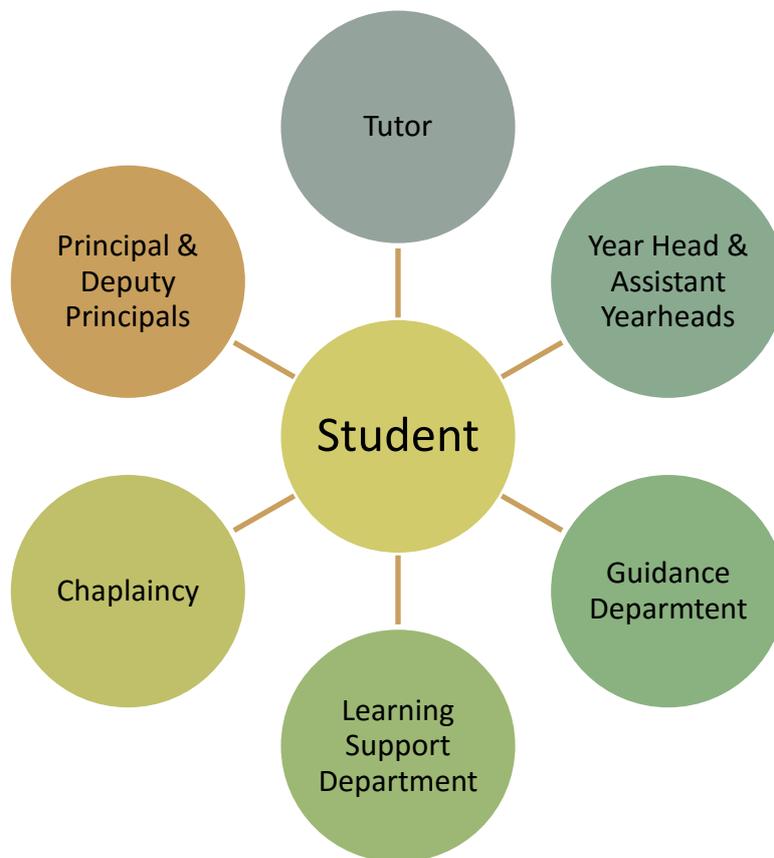
Protective factors in the College environment that help to build resilience in young people include:

- 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 and a representative from the Guidance Department and 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.
 - a. 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.
 - b. The Year Head refers students experiencing on-going difficulties to Senior Management or, when appropriate, the Chaplain and/or the Guidance Counsellor, the Learning Support Department. In matters of child protection the Year Head will refer the case to the Designated Liaison Person (DLP), The Principal, John Cronin or the Deputy Principals; Carmel O'Neill & John Hopkins.
- 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:

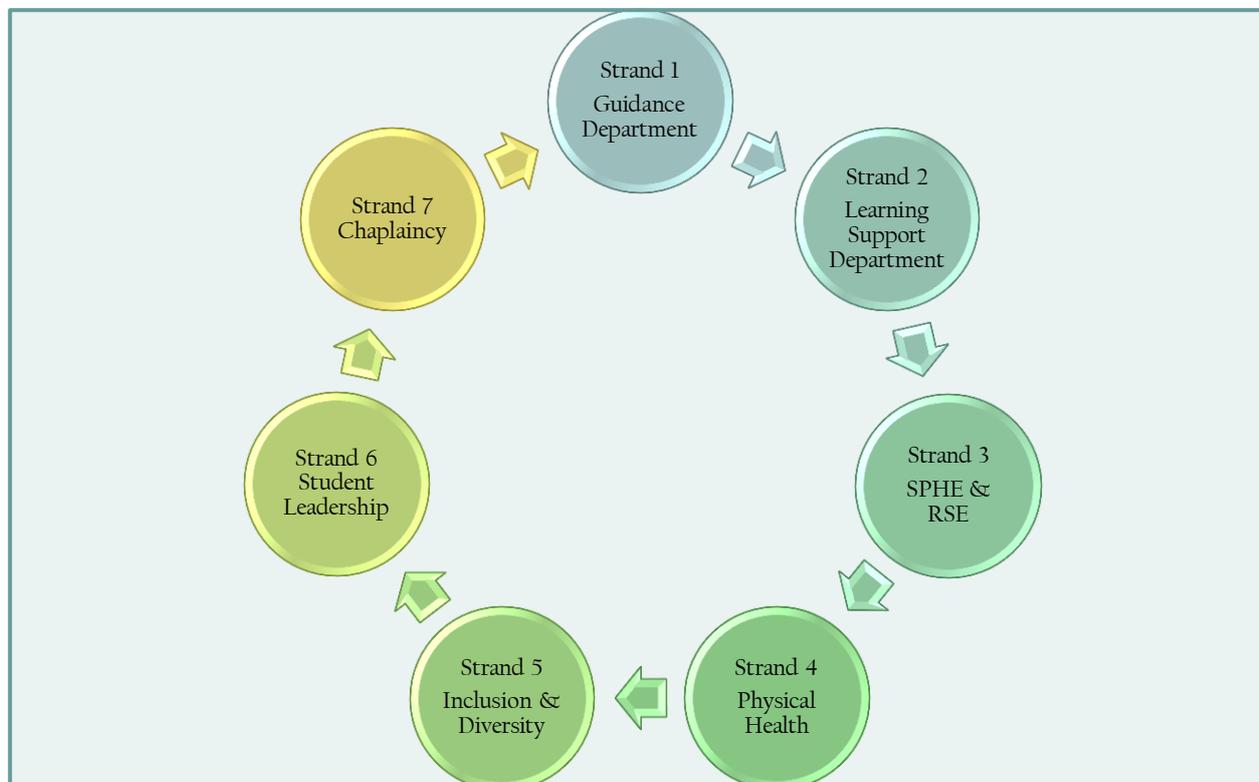
- Track Attendance & Punctuality
- Monitoring Standards
- Assists in the running of in-house examinations, assemblies and award ceremonies.

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 Department: This strand focuses on the services provided by the Guidance Department and how these link with the other seven strands captured in the Guidance Plan

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

Strand 3 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 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 disadvantages backgrounds and for those students from minority groups. The College has long tradition in promoting inclusivity and diversity to meet the needs of complexities of life in the 21st 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 closely with the other care teams associated with the Guidance Plan.



Strand 1- The Guidance Department -

1. The Guidance Department Mission Statement

The Guidance Service while working to the schools 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”*.

2. The Guidance Services Core Activities & Principles.

Personal Counselling/Group Counselling and Development

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

Educational Guidance

- Interests & Abilities
- Study Skills
- Time Management
- Stress Management
- Examination Preparation
- 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 confidentiality 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

3. 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
- Individual Counselling

4. 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 with the student 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

5. 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.

6. Personal Guidance and Counselling

This involves the making of choices on a wide range of personal issues including self-esteem, confidence, goal setting, assertiveness, etc.

Personal guidance and 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 & Relationship
- Coping with crisis
- Coping with transitions & decision-making
- Developmental & Emotional Challenges
- Promoting and developing personal awareness
- Social Settings

7. Individual Counselling

Individual 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 summary reflection record. The following headings are typical questions answered in this self-evaluation process.

- What I see the student's main concern was ...
- The way the student interacted with me was
- What I was trying to do in the session was
- The way I felt about myself as a counsellor was
- The way the session went was
- What I think the student gained from the session was

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

8. 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 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***. We assist students tell their stories and, if appropriate, ask them to choose a specific problem situation to work on. We believe it may be helpful to assist students to look for ways in which they may be communicating, acting and thinking less than effectively.
- We believe ***genuineness*** allows the development of trust between the student and the Guidance Counsellor. It is important that we understand our own emotions and are aware of our reactions so that we can concentrate on the feelings of our students.
- Trying to ***understand*** what the student is feeling, from the students' point of view is essential in order for us 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. As a teacher, we can be judgmental, evaluative and directive in our responses to students. As a guidance counsellor, we need to be able to balance support and challenge for the student and to see that counselling is a process.
- We 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. As we use *effective listening* and responding skills, we 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.
- We are very aware that some students will not achieve their goals through their own self-directed efforts. In these situations, we will be more helpful, active, suggesting choices, perhaps challenging and directing. Our approach will be responsive to the *individual or group needs*, goals, cultures and environments. We help the students stand back from their difficulties. We help them to look at them in different ways and from different viewpoints. We 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, we may have empowered our students to deal more efficiently with future problems, making them aware of alternatives and choices.
- We seek to *empower* the student by putting the student in charge of the process. As Rogers suggests, 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. We assist the students to *set goals* and to develop and implement strategies to attain these goals.

We believe this model is useful in personal and group counselling situations but we need to be aware of:

- avoiding to do too much too soon
- possessing instant expertise
- adapting the model for extended helping

The Guidance Department is constantly evolving and adapting in response to the changing needs of the college and the changing profile of its student body. We ensure that students with Special Education Needs are catered for in the department. We acknowledge the support of the school management, the general teaching staff, parents, liaison officers, college registrars, etc. in facilitating and promoting the continued development of the Guidance Department in the college.

9. 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 the above aims, the Guidance 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 or socio-economic status. Awareness of how our own culture impacts on our beliefs in the counselling process.
- 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.
- Endeavor 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.

10. Responsibilities of the Guidance Service

The guidance service has responsibilities to:

- Conduct interest inventories and career search inventories online.
- Consult with management and other staff
- Deliver personal development, study skills and information sessions
- 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

11. Information Gathering and Dissemination

Information is an important component in guidance and 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.

12. 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 Department. The Department liaise closely with Jigsaw (Dublin 15), Pieta House & Aistear Beo.

Referral by year head or management is made, using the referral form, to the Guidance 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 posting their request to meet with a Guidance Counsellor. There is an opportunity for parents to directly refer their daughter/son to the Guidance Counsellor.

13. Current Guidance Provision

The Guidance and Counselling department has 40 hours allocated to it and is serviced by 2 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.

14. 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	<ul style="list-style-type: none"> • Guidance Counsellor • Subject Teachers • Year Head 	<ul style="list-style-type: none"> • SPHE • Religion • CSPE
Developing Self		
Team Work		
Counselling		
Referral		
Confidence		
Motivation		
Stress Management		
Relationships		
Educational Guidance	Resources to meet these needs	Related Subjects
Subject Choices	<ul style="list-style-type: none"> • Guidance Counsellor • Guest Speakers • Subject Teachers 	<ul style="list-style-type: none"> • LCVP • SPHE
Study Skills		
Assessments		
Goals & Plans		
Career Guidance	Resources to meet these needs	Related Subjects
Educational Routes	<ul style="list-style-type: none"> • Guidance Counsellor • Guest Speakers • TY Co-ordinator • Guidance Library • Internet Access • Relationship with institutions 	<ul style="list-style-type: none"> • Careers • Lifeskills
Interview Skills		
Presentations from 3rd 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.

The guidance needs that are not being met at present were also identified and the resources required to meet these unmet needs. These areas may become possible areas for development.

Guidance Needs of the Students NOT being met	
Personal Guidance	Resources to meet these needs
Personal Development	<ul style="list-style-type: none"> • Guidance Counsellor • Time • Contact with classes • Referral procedures • Subject Teachers • Collaboration between related subject areas
Counselling	
Referral	

Educational Guidance	Resources to meet these needs
Learning Support Department	<ul style="list-style-type: none"> • Guidance Counsellor • Time • Learning Support • Awareness / Identification • Lack of student profile

15. 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:

1. Appropriate assessment prior to entry and on-going assessment afterwards.
2. Help students to adjust to their new school
3. Introduce students to the school Guidance Counselling Service
4. Offer and provide counselling services.
5. Build up a profile of each student
6. Identify any student thought to be “at risk” or who may have particular needs.
7. Offer and provide a referral service.
8. Foster the growth of self-esteem and confidence.
9. Give clear information about the School Guidance Counselling Service to First Year parents.
10. Liaise with Pastoral Care Teachers in the implementation of the S.P.H.E. “Lifeskills” Programme to include the foundations for good study habits and homework organisation.
11. 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.

16. 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:

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

Implementation of the above aims:

- Liaise with Pastoral Care tutors in the implementation of “Lifeskills” S.P.H.E. Programme.
- 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.

17. 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:

1. Provide information and guidance on subject choice - Master Chart of essential subjects.
2. Assisting with the “Lifeskills” S.P.H.E. Programme, with particular emphasis on decision-making and realistic self-evaluation.
3. Identify potential early school leavers and help them in decision making with regards job opportunities or vocational training.
4. Assist students in the development of effective study habits, and examination techniques by delivering workshops on study skills.
5. Administer the DAT and provide each student and parent
6. Introduce 3rd years to Careersportal website and conduct interest assessment.
7. Introduce Qualifax.
8. 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
- 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 pastoral care tutors, subject teachers, year heads, learning support teachers and parents. Be available for individual counselling as required.

18. 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:

1. Assist students to development a sound knowledge of self.
2. Help students to discover and develop their own individual talents, aptitudes and abilities with regard to future educational and vocational participation.
3. Help students appreciate the importance of a healthy, balanced lifestyle and to encourage the development of leisure activities.
4. Assist them in their pursuit of work experience.
5. Involve parents, who can contribute time and expertise to the Transition Year Programme.
6. 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 Department

19. LC1 Programme

The major thrust of the Fifth Year (LC1) Programme is to assist students in relation to the transition to Senior Cycle.

Main aims of the Fifth Year (LC1) programme are:

1. Help students develop and accurately define their occupational self-concept clarifying their interests, abilities and goals.
2. Continue developing effective social skills with students in individual or group work.
3. Stress the importance of relaxation and leisure activities.
4. Provide detailed information on careers and third-level education.
5. 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 e.g.UCD, and visit colleges such as TCD, DCU, IT'S, and PLC'S, in line with Policy on 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 Department

20. 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:

1. Consolidate all previous work done on study skills, learning, and exam techniques.
2. Outline the implications of part-time work during this exam year.
3. Facilitate the transition from school to work or Third Level Education.
4. Provide detailed vocational information.
5. Help students make correct choices regarding College courses.
6. Stress the importance of healthy balance between study, relaxation and leisure activities.
7. Reinforce the importance of study habits and effective time management.
8. Introduce information on Costs and grants for 3rd level.
9. 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 Department

21. 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 and guidance software such as Qualifax and Careers Portal. Students are also becoming increasingly competent in the use of computers.

22. Evaluation

The Guidance 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. The Department is developing an online questionnaire which it will endeavour to introduce in academic year 2016-17

23. Policies

A number of policies underlie the provision of the guidance service and following an audit on both policies and procedures the following are ratified:

- Admissions
 - Counter-bullying
 - Child protection
 - Crisis Management / Response
 - Student Behaviour
 - Suspension & Expulsion
 - Acceptable Usage Policy
 - Substance Abuse
 - Learning Support Policy
 - Referral procedures
-

Strand 2 - The Learning Support Department

Introduction

Castleknock Community College is committed to providing a comprehensive and effective learning support and resource teaching service for students. This enables a specific cohort of students who have special educational needs, with an appropriate framework of support, to access their curricula and achieve their potential. It is an entitlement 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 Special Educational Needs. Special Educational Needs (SEN) can take a variety of forms, including specific learning needs, health related needs and behavioural needs. This policy takes into account the Special Educational Needs provision outlined in the various acts pertaining to the provision of students with Special Educational Needs, notably the Education Act of 1998, EPSEN Act 2004, Learning Support Guidelines 2000, the NCSE (ncse.ie) Guidelines on the Individual Education Plan Process 2006, guidelines for Inclusion of Students with Special Educational Needs 2007 and NEWB Guidelines 2008 underpin the key elements of this policy.

1.2 The College recognises the right of students with special educational 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 Special Educational Needs is an integral part of its overall aim to raise the achievement of all students.

1.3 Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of children of their age. Some may have disabilities 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 Colleges' intention is that the needs of all students are identified and met as soon as possible.

1.4 All students whether they have special educational needs or not, must have equal access to the full curriculum of the College and all activities. Students with special educational needs will be encouraged to become independent and take responsibility within the College.

1.5 The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning 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 directly responsible for the needs of all students; by working in partnership with the Learning 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. A class teacher should create an environment in which learning difficulties can be prevented or at least alleviated. 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 Support Referral Form (appendix 1)** which should include test results, homework proficiency detail. The class teacher should work with the Learning Support teacher giving advice on areas that need support.
- **Learning Support Department** fulfill their statutory duties to students with special educational needs, within the limited resources available, by establishing a policy that has regard to the Code of Practice and Special Educational Needs legislation on the identification and assessment of special educational needs.
- **Tailor individual educational programmes to the needs of students with low incidence high need SEN.** The Learning Support Department provides tailored personal programmes for some students in our college. The ASDAN programme is provided at Junior Level and students can also avail of ASDAN and/or FETAC level 1 at Senior Cycle. Some of the core team and SNA team have attended training for ASDAN. This cohort of students also access some mainstream subjects and may be challenged towards sitting a limited number of Junior Certificate exams.
- **Memos:** The Learning Support Department prepares memos on all students in receipt of NCSE allocation outlining strengths, areas of need and recommendations for supporting the student in class. These memos follow consultation with parents, feeder schools and recommendations from professional reports.
- **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 support classes while developing 'ownership' of the skills being taught in learning 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 Support Department. Parents are invited to give consent where necessary for their child to be tested by the Learning 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:** The special needs assistant's role is to look after the care needs of students with SNA access. Care needs include: arranging special chairs, monitoring movement on corridors, hygiene and safety particularly in practical classes, encouraging students to remain on task, monitoring emotional well-being, assisting organisation and promoting appropriate interaction with peers and staff. Through the course of their time in Castleknock Community College students are encouraged, where appropriate, to become independent of the assigned SNA.

2. Roles & Responsibilities in Coordinating Special Needs Provision

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 memo has been prepared are indicated on this register. A copy of the register is available in the LS office, each year heads office and senior management offices for the teaching staff to access. **See Appendix 2**

2.2 The Learning 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.

2.3 The Learning Support Department Coordinator has overall responsibility for management of the policy, for assessment and provision for students with special educational needs and for keeping College management informed on special educational needs policy and provision. The Learning Support Coordinator has oversight of all matters regarding the day-to-day management of all aspects of special educational needs policy and provision, for leading the Learning Support Team and co-ordinating the involvement of outside agencies. Specific responsibilities of the role include:

- Overseeing the day-to-day operation of the College's SEN policy.
- Coordinating provision for students with SEN and the set-up of the Department time table
- Ensuring that students who have being referred by class teachers as they are not performing are screened for learning difficulties
- Chairing a weekly meeting with the core Learning Support Team
- Overseeing the development of Memos for students with NCSE resources
- Liaising with and advising fellow teachers
- Meeting with parents of students with SEN
- Managing Learning Support Team
- Overseeing the records on all students with SEN
- Contributing to the training of staff
- Liaising and advising Special Needs Assistants
- Overseeing SNA access for students and SNA timetables
- Assisting the team of SNAs in establishing 'targets' for students with SNA access
- Identification of students for reasonable accommodation in house exams
- Overseeing the Learning Support house exam timetable and liaising with the parents association who provide volunteer readers.
- Applying for additional teaching support and resources including RACE
- Liaising with external agencies including the DESS, NCSE, NEPS, PSS, health and social services, psychologists and other relevant voluntary bodies.
- Overseeing the transition of First Years from Primary to Secondary School including: College visits, meeting with parents and partaking in care team meeting following completion of visits.

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

2.5 Subject Department Facilitators 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 Special Needs.
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Designating a member of staff to liaise between the Department and Learning Support Facilitator. Depending on the size of the Department this may be the Subject Department Facilitator.

2.6 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 support teachers and special needs assistants.
- Referring students who they may suspect as having a particular difficulty (Appendix 1)
- Promoting inclusion
- Applying College policies including the College's Code of Behaviour, The Learning & Teaching Policy, equally to all students.

3. Admission Arrangements for Students with Special Needs

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 disabilities or special educational needs. These students are free to participate in the life of the College in so far as is reasonably practicable. While recognising and fully supporting parents' rights to have a College of their choice for their children, the College's ability to accept students with particular needs are dependent on the supply of resources, suitable to the needs of the individual student, being supplied by the Department of Education and Skills.

3.2 The Learning Support Department in conjunction with The Board of Management needs to be aware of any special needs as early as possible, so that these needs can be assessed and addressed if possible.

In making provision for special students the following information is required to be included with any application to the college:

Has the student had access to any of the following?

1. Special needs assistant or classroom teacher.
2. Special classes.
3. Help, for specific needs, from any resource teacher.
4. Assistance with behavioural modification.
5. Psychological and/or professional assessment/report. Report to be provided in strict confidence to the College.

6. Evidence of treatment in relation to EBD diagnosis.
7. Any additional resources to help with their special needs.
8. Help in areas including, visual impairment, hearing impairment, sensory issues, general learning disability or emotional disturbance.
9. Any resource(s) in relation to travel or mobility.

3.3 The Board of Management, having gathered all relevant information and professional documentation, assesses how the needs of the special needs students can be met.

Final confirmation of a place may, in exceptional cases, be given when the Department of Education and Skills / College confirm that the necessary resources are in place.

Note: It may take some time for the Department of Education and Skills to process such applications. Parents are strongly advised to inform the College as early as possible and discuss their particular situation well in advance of making application

3.4 As soon as is possible, but not later than 21 days, after a parent has provided, the relevant information, the Board of Management shall make a decision in respect of the application concerned and inform the parents in writing thereof (Education Welfare Act (Section 19, (3))).

3.5 The Learning Support Department is committed to providing a comprehensive and effective learning support service for students. This will enable students who have special educational needs to access their curricula and achieve their full potential.

3.6 The Learning Support Coordinator will work closely with the Learning Support Teacher(s) of feeder primary schools in planning the most appropriate provision for students with special educational needs. Where possible, the Learning Support Department Coordinator and Learning Support Teacher(s) of the feeder primary schools will meet with the Special Educational Needs Organiser (SENO) for the Dublin 15 region to review the transition process.

4. Facilities & Resources

4.1 The Learning Support Department will allocate all designated additional teaching support hours appropriately, to the students with Special Educational Needs who are in receipt of these hours, in the most effective way possible.

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

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

5. Provision

5.1 Our role is to provide a proficient and responsive learning support service, which keeps up-to-date with changes in curriculum, syllabi, teaching and support methods. Within an appropriate framework of support, we assist students to function as independent, autonomous learners. We are committed to the principles of equal opportunities for all.

5.2 How the Learning Support Department operates

We function mainly on an in-class support and withdrawal basis. In-class support is mainly provided in Maths across all First Year classes and at ordinary level for other years where appropriate. This method is used when a number of students in the same class require support. Withdrawal means that the students attend support sessions either on a one to one basis or in small group situations with their assigned tutor in the Department's suite of rooms. (The NCSE recommends that Colleges minimise the use of one to one sessions as these place significant demands on limited resources). These rooms are fully equipped with IT assistive equipment and software.

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 support/resource teaching will be completed as required by the learning support teachers. This allows the Learning Support Department to appropriately monitor and review student progress.

5.4 Learning Support Teacher's Folder.

The Learning Subject Department provides a comprehensive folder for all Learning Support teachers. On their time tables teachers are provided with a list of students for each Learning Support class and the subject area to cover for each class. Work record must be completed for each class. These are returned to the Learning 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 informal information obtained 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 special educational needs. Parent(s)/Guardian(s) should forward any relevant information on their child's learning that may assist the Learning Support Department.

5.5.1 Other Assessments.

The department also uses the WRAT 4, 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 educational programme is put in place for each student. A memo is prepared on students in receipt of NCSE resource hours. This memo outlines: the students strengths and needs, recommends how to assist the student in class and sets an appropriate target for the student based on their needs. These memos are confidential and are emailed to each student's individual teachers. Regular reviews of students' progress are maintained and parents are informed of these.

5.7 Duration of Learning Support Provision

The Learning Support Department is responsible for providing an intense intervention programme for those students with special educational needs in order to facilitate their full re-integration within the mainstream system. The duration of this provision will be determined by the student's progress.

Strand 3 - SPHE & RSE 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

In Castleknock Community College, the social, personal and health education of students is viewed by senior management as a key component which is central to the culture and life of the College. It impacts positively on the College's stated aim of creating a caring and supportive school environment. The implementation of the SPHE/RSE programme in junior cycle and of the Lifeskills programme in senior cycle ensures that the holistic aspect of the education of the student population is tended to in no small way and that the emotional education of students is continued all the way through, from first to sixth year. Provision of such programmes leads to the creation of sensitive, caring and politically aware members of society, as advocated in the 1995 White Paper on Education and in the College's educational aims.

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. 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. - SPHE (Social, Personal & Health Education)

1. Context of SPHE Policy

In Castleknock Community College, we aim to provide 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, parents, 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”(2013) 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.”

2. Aims of SPHE Programme

- 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

3. Objectives of SPHE Programme

- 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

4. 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.

5. 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.

6. 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.

7. Organisation of Students in SPHE

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

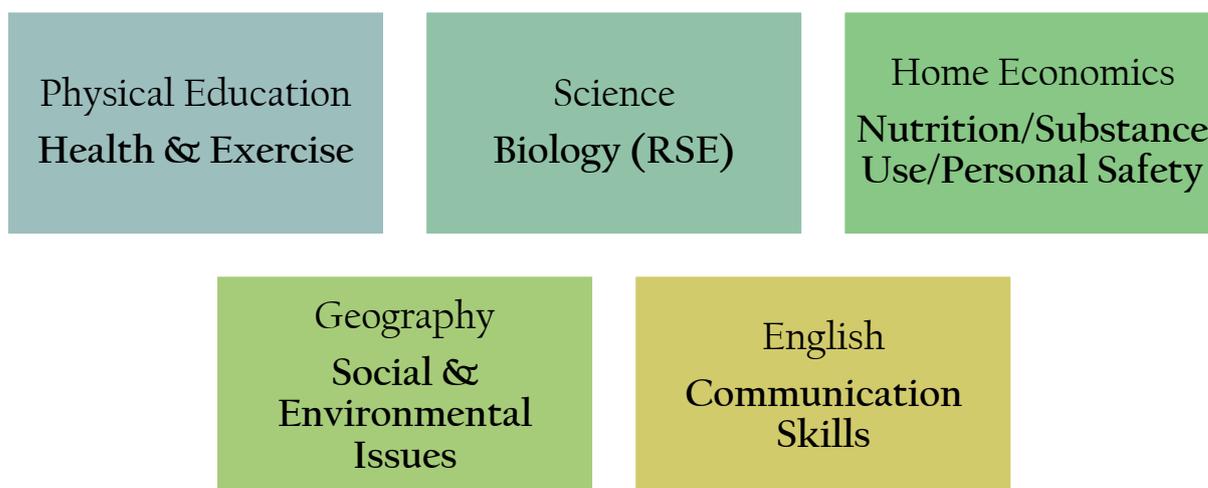
The Learning Support staff provide support for students with special educational needs and the Guidance Counsellors/Chaplain support students who are experiencing difficulties or may be at risk. Our College Behaviour Code is followed in SPHE as in every other subject.

8. 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.

10. Cross-Curricular Planning

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



10. 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.

11. 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, 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 & Mr John Hopkins (Deputy Principals). The Principal 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 page 10 of the Child Protection Guidelines where it states,

“...in all cases where a school becomes aware of under-age sexual Intercourse the school shall take appropriate steps to inform parents/guardians “.

According to the Criminal Law Sexual Offences Act 2006, 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 Child Protection Guidelines for Post Primary Schools state in 4.1.1 and 4.2.1

4.1.1 If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.

4.2.1 If the Designated Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

If any incident occurs relating to Health & Safety, staff is aware of the College policy and procedures. This should be employed in the normal way. There is an incident report form available to staff in the Main Office.

12. 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.

13. 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 additional educational needs dialogue with parents is an integral part of our RSE programme.



Strand 3.2. – RSE (Relationships & Sexuality Education)

1. 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.

2. 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.

3. 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 this 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 support students in achieving their full potential.

4. 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:

1. To help students understand and develop friendships and relationships
2. To promote an understanding of sexuality
3. To promote a positive attitude to one’s own sexuality and in one’s relationships with others
4. To promote knowledge and respect for reproduction
5. 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
6. 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.

5. Organisation & Management of RSE

RSE is an integral part of our SPHE and Lifeskills programmes. This follows 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.

6. 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.

7. 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.

8. 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.

8. 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.

9. 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 *Child Protection Guidelines for Post Primary Schools*, page 10, where it states:

“in all cases where a school becomes aware of underage sexual intercourse the school shall take appropriate steps to inform parents/guardians”.

According to the *Criminal Law Sexual Offences Act 2006*, seventeen years is the legal age of consent for both male and female persons.

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.

The *Child Protection Guidelines for Post Primary Schools* states in 4.1.1. and 4.2.1 :

4.1.1 *“If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse, he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these available to the child”.*

4.2.1. *“If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation, he/she should report the matter to the relevant health board immediately”.*

10. 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.

11. LGBT (Lesbian, Gay, Bisexual & Transgender)

Teachers do not promote any one life-style 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* prohibit discrimination across nine groups including sexual orientation. The post primary RSE Guidelines include the topic of sexual orientation at senior cycle and can be addressed before senior cycle while exploring homophobic bullying.

12. 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.

13. 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.

14. 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. 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.

15. 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

16. Reporting to Parents

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



Strand 4 – Physical Health

1. 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.

2. 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.

3. 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.

4. Cross Curricular Links

The Physical Education Department regularly encourages cross curricular involvement.

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

5. 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. 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 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 Tíocfaidh Sí*”, 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 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. 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.

We have applied to be part of the Yellow Flag Programme for the school year 2016 – 2017. This is a programme which promotes inclusion and celebrates diversity. We would hope 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.

The Learning Support Department's positive commitment to facilitating an effective learning support system provides an environment, which will promote, enhance and further develop the skills of all students with special educational needs and disability of any kind. The mission statement for the Department states:

“The Learning & Language Support Department is committed to providing a comprehensive and effective learning support service for students. This will enable students with special educational needs to access the curriculum and achieve their full potential.

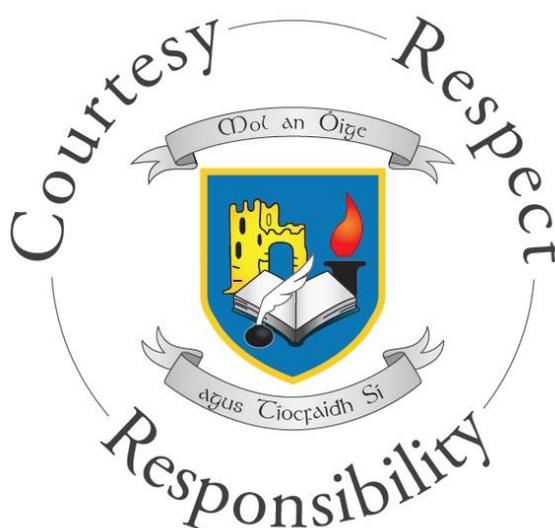
The role of the Learning & Language Department is to provide a proficient and responsive Learning & Language Support Service, which keeps up-to-date with changes in curriculum, syllabi, teaching

and support methods. Within an appropriate framework of support, we assist students to function as independent, autonomous learners with a clear commitment to the principles of equal opportunity for all.

The Learning & Language Department works in partnership with the feeder primary schools, parent(s) / guardian(s) and outside agencies assists in identifying students with special educational needs and if assistive technology would enable students to fulfil their potential. In having this insight, it further assists the Department and staff with a profile including how the student learns and ensures as seamless a transition for learners to post-primary education as possible. From information gathered from the initial assessments, a negotiated learning/language support timetable

is put in place for each student. Regular reviews of students' progress are maintained and parents/guardians are informed of this. The duration of this provision will be determined by the student's progress.

The Department of Education & Skills may grant special arrangements to students with learning difficulties. Each application is assessed on an individual basis. The Learning Support Department is responsible for the submission of these applications to the Department on behalf of students and parent(s) / guardian(s).



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 Senior Council once every month with more meetings scheduled if required
- Student feedback is brought by the Senior 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"> • Provide opportunities to meditate and worship in the Meditation Room. • Organise retreats. • Facilitate outside ministers in faith worship. • Follow procedures laid down for chaplains as agreed by the Dept. of Education and Diocesan Authority (1976) • Welcome and facilitate ministers from all faiths in their ministry with students.
3. To acknowledge the spiritual needs of students in time of bereavement.	<ul style="list-style-type: none"> • Have a bereavement policy which will support student needs in this area. • Individual accompaniment. • Follow procedures laid down for chaplains.
4. Further develop chaplaincy team.	<ul style="list-style-type: none"> • Constantly renew the Student Chaplaincy Team and provide creative ways for them to be a resource for the larger student body. • Set up support structures to assist faith development work.
5. Collaborate in the provision of pastoral care for students.	<ul style="list-style-type: none"> • Welcome new students and support them in integrating into the College. • Support students in crisis/loss/illness/bereavement.
6. Social Justice & Community Outreach	<ul style="list-style-type: none"> • 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.

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 1st 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.
- 1st 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. I also support students during the initial settling in period.

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 Meetings.
- Attendance at Senior Management Meetings.
- Weekly meeting with a member of the Learning Support Department and a member of the Guidance Department to ensure we sustain a collaborative approach in our work.
- Working with Guidance 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 be receive an annual review by the Board of Management and the strands will undergo constant appraisals:

Strands 1& 3 – The Guidance Department & The SPHE & RSE Programmes *May 2017*

Strands 2 & 5 – The Learning Support Department & Inclusion & Diversity *May 2018*

Strands 4, 6 & 7 – Physical Health & Student Leadership & Chaplaincy *May 2019*

Evaluation Coordinator(s)

Strand	Coordinator/Team
Strand 1 - Guidance Department	Guidance Department
Strand 2 - The SPHE & RSE Programmes	SMT & SPHE/RSE Teachers
Strand 3 - The Learning Support Department	Learning Support Team
Strand 4 - Inclusion & Diversity	SMT and Coordinating Staff
Strand 5 - Physical Health	Physical Education Department
Strand 6 - Student Leadership	Student Leadership Coordinator
Strand 7 - Chaplaincy	The College Chaplain & Chaplaincy Team

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?	
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?	
Has the College arrangements in place to communicate the College's Guidance Plan to new school personnel?	
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?	
Since the Board's last annual review, was the Board informed of any amendments to the College's Guidance Plan?	
Has the board published the Guidance Plan on the school website and provided a copy to the Parents Association?	
Has the Board ensured that the College's Guidance Plan is available to parents on request?	
Has the Board ensured that the SPHE & RSE curriculum is implemented in full in the College?	
Is the Board satisfied that the Pastoral Care liaison meetings are held on a regular basis between the Guidance Department, Learning Support Department & Chaplaincy?	
Is the Board satisfied that the College's Guidance Plan is being fully and adequately implemented by the College?	
Is the Board satisfied that the adequate supports are in place to integrate new students into the College?	
Has the Board identified any aspects of the College's Guidance Plan and / or its implementation that require further improvement?	
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?	
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/No
Is the Board satisfied that achievements and significant events in the life of the College are celebrated appropriately with and for the students?	
Is the Board satisfied that the additional resources allocated to the College for special needs are appropriately allocated?	
Is the Board satisfied that there is real commitment to promote inclusion & diversity in the College?	
Is the Board satisfied that the appropriate provision is given to Physical Education at the College?	

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

Signed: _____
 Chairperson, Board of Management

Date: _____

Signed: _____
 Principal

Date: _____



