

Guidance Policy

Updated January 2023

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11. **General Information:**

Temple Carrig School is a Church of Ireland managed, co-educational voluntary day school under the patronage of the Church of Ireland Archbishop of Dublin and Bishop of Glendalough.

Temple Carrig currently has 915 students and 110 teachers, including a number of ancillary and support staff. The school has a Board of Management which compromises of six Trustee Nominees, two Teacher Nominees and two Parent Nominees. The day to day running of the school is delegated to the Principal by the Board of Management.

Parents play an active role in supporting the work of the school through the Parents’ Association which is elected for a three year term. Students elect a Student Representative Council on an annual basis which has a representative function.

**Temple Carrig School Statement of Ethos:**

*Temple Carrig School is a Church of Ireland managed co-educational voluntary day school under the patronage of the Church of Ireland Archbishop of Dublin and Bishop of Glendalough.*

*The school was established to provide secondary education for children in the local Greystones/Delgany area and also to make some provision for children attending primary schools under Church of Ireland patronage from outside the immediate catchment area.*

*The school is faith based, Christian in ethos in the tradition of the Church of Ireland and seeks to promote the moral and personal values inherent in this tradition and faith among the entire school community and in all aspects of the education of our students. This objective informs all elements of school life and underpins the school’s commitment to the promotion of wellbeing within the whole school community.*

*While we are a Church of Ireland school, our students come from widely differing backgrounds. The school responds to the academic, intellectual, cultural and spiritual needs of students with a wide range of abilities and interests, and respects those with differing faith traditions and those with none.*

*The religious ethos of the school is central to school life and to the values passed on to our students. This is a lived ethos which derives its strength and currency from the school’s strong links with the local Church of Ireland community. The lived message of Christian values which informs both school life and the characteristic spirit of the school goes beyond any individual community, however. The school brings together students from disparate religious and ethnic backgrounds and educates them equally in the personal and moral values of our faith tradition.*

**Temple Carrig Guidance Programme:**

As per the school mission statement, the guidance team in Temple Carrig aims to offer a comprehensive guidance programme. This involves the whole school community working together to ensure that the guidance needs of all students are addressed. The guidance programme in Temple Carrig aims to help students grow in self- confidence and self-belief, discover talents, learn new skills, mature and derive the maximum benefit from their time in Temple Carrig. The emphasis will be on individual growth and it is our aim to enable all students to reach their full potential in line with our mission statement.

The programme follows a very inclusive guidance structure that strives to include the needs of all students including those with learning and physical disabilities, those from disadvantaged backgrounds, international students and any students that require additional support. This inclusive approach has been underpinned by legislation to include education as a core focus in combating inequality and enabling students to get the best possible benefit from their educational experience.

This guidance policy demonstrates a commitment by Temple Carrig School to discharge its responsibility under the Education Act (1998), Section (9) Subsection (c) which states that:

*“……schools must ensure that students have access to appropriate guidance to assist them in their educational and career choices*.”

**Objectives of Guidance Plan:**

The Department of Education and Skills Circular 09/2012 states:

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

Guidance is provided through the school guidance programme. The guidance programme is the specific set of learning experiences, which a school provides in response to the guidance needs of its students. The school guidance plan is the document which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme.

Guidance is a holistic endeavour and therefore operates over a wide range of programmes, subjects and activities. It is a whole school activity and is an integral part of the school plan.

This school guidance policy is informed by the legislative requirements of:

* The Education Act (1998)
* The Education Welfare Act (2000)
* The Equal Status Act (2000)

The shool guidance policy is also informed by the following publications

* Continuity of Guidance Counselling guidelines for schools providing online support for Students: Department of Education, 2020
* Looking at Guidance Inspectorate, 2009
* Review of Guidance in second level school, Inspectorate, September 2006

**Whole School Approach:**

Temple Carrig School operates a whole school approach to guidance which reflects the role of school management, principal, deputy principals, guidance counsellors, chaplaincy team, pastoral care team, wellbeing co-ordinator, year heads, tutors, subject teachers, parents, students and the local community. The board of management and school management team have a responsibility to ensure that provision and practice of guidance in the school is of the highest standard possible.

The guidance counsellors consult and liaise with the following key personnel in the planning and development of the programme: principal, deputy principals, year heads, programme coordinators, wellbeing coordinator, SFL coordinator, ASD coordinator, life skills teachers and the pastoral care team. Teachers who interact with students outside the confines of the classroom may have a relationship with the student body which enables them to play an important role in the personal, social, moral and educational development of students. All staff members may consult with the guidance counsellors on the needs of an individual student and may refer a student to the guidance team . All referrals to the guidance or chaplaincy team are discussed at weekly pastoral care team meetings. As a matter of course the Principal is informed of all referrals as appropriate.

In line with Circular 0009/2012 guidance counsellors in Temple Carrig School will be qualified registered second-level teachers who hold the relevant recognised qualification for school guidance work. They will be members of the Institute of Guidance Counsellors (IGC) & the Psychological Society of Ireland (PSI) and will operate within their professional code of ethics.

To maintain qualified membership of the Institute of Guidance Counsellors, a qualified member must complete 5 hours of in-service training annually in an area pertinent to the work of a guidance counsellor (ICG Constitution and Code of Ethics, 2004). Continuous professional development is essential to the work of the guidance counsellor, regular attendance at local IGC meetings, and counselling supervision five times a year is encouraged and facilitated by Temple Carrig School.

The IGC AGM provides a range of in-service through the provision of workshops and presentations relevant to the work of a guidance counsellor. Additional in-service is organised at local and national level.

**Guidance Review and Planning:**

Guidance is a continuous and developmental process which aims to meet the needs of all students. It must be reviewed on an ongoing basis so that it can adequately respond to the changing needs of students within a changing society. This guidance policy will be reviewed and updated at regular intervals, in order to respond to these changes.

**Current Guidance Provision**:

The Guidance and Counselling department has 33 hours allocated to it and is serviced by two fully qualified guidance counsellors (one full time guidance counsellor and one part-time guidance counsellor). There are two dedicated guidance offices which make up Temple Carrig’s guidance department. Schoology and internal email is used by the guidance department to communicate with students about upcoming appointments and guidance related events. The guidance service is well equipped with technological aids such as Macbooks, printer, internet access, all with access to qualifax, careersportal and the Reach+ careers preparation programme.

**Ethical Principles:**

The Guidance Counsellor at Temple Carrig School has a duty to comply with the Code of Ethics as outlined by the Institute of Guidance Counsellors in 2002. When faced with an ethical dilemma, they will engage in the formal decision making process; they will be 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).

1. **General Aims and Objectives of the Guidance Plan:**

**Aims:**

* To provide a framework for the delivery of the school’s guidance programme
* To ensure a structured response to student’s personal, social, educational and career guidance needs
* The plan aims to be inclusive, providing for the educational and career needs of all students
* To ensure that student wellbeing plays a central role in all elements of the guidance programme
* All guidance activities will be included in the plan: classroom sessions, career guidance interviews, open days, visiting speakers, careers exhibitions, personal counselling etc.

**Objectives:**

* To help students develop an awareness of their strengths, talents and abilities.
* To facilitate students in identifying and exploring opportunities in line with their strengths, talents and abilities.
* To empower students to grow in independence and take responsibility for themselves, their learning, and their career journey.
* To help students make informed choices about their lives and to follow through on these choices.
* Assist students during the various transitions in their lives.
* To ensure student personal development is central to student life at Temple Carrig.

1. **Guidance Counselling in Temple Carrig:**

Guidance refers to a range of experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions consequent on these choices. DES (2005) states that these choices may be categorised into three separate but interlinked areas:

* Personal and social development
* Educational guidance
* Career guidance

In line with these areas, Temple Carrig aims to meet students’ needs through the following guidance activities:

* **Counselling** “is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.

Counselling in schools may include personal counselling, educational counselling, career counselling or combinations of these”.

Department of Education and Science, 2005; pg. 4

**The guidance counsellors in Temple Carrig** help students to explore their thoughts and feelings, and the choices open to them; giving care and support to students learning to cope with the many aspects of growing up and at moments of personal crises. Individual counselling, which may include personal counselling, educational counselling, career counselling, or a combination of these is an important element of the school guidance programme. Student confidentiality is respected in so far as this is possible. If there is any danger to the wellbeing of the student concerned, or any other persons, then confidentiality cannot be guaranteed, and relevant parties will be informed.

* **Referral** - this includes:
  + Referral of an individual student to the guidance counsellor by teachers, school management or parent.
  + Self-referral of the student to the guidance counsellor
  + Referral of a student by the guidance counsellor to external agencies where appropriate.
  + The voluntary participation in counselling of a referred student must be respected by all concerned.
* **Assessment:** Helping students to obtain a better self-understanding through the use of psychometric tests and other inventories. The Cambridge Profile aptitude tests and Eirquest questionnaire is administered in Transition Year as an aid to help students choose subjects for the Leaving Certificate and identify their strengths which may also help with future career choices. A number of other self assessment inventories are also used in each year of the Senior Cycle via the Reach+ programme which students use from TY-6th year. Additionally, the cognitive ability test (CAT4) is administered to all 1st years.
* **Careers Information:** Providing students with objective and factual information on education and training opportunities, occupations, labour market information, scholarships and financial supports. Learning opportunities and guidance activities are varied and include job seeking skills, experience weeks, CV preparation and mock interviews in TY as well as career guidance classes for TY, 5th and 6th years. One to one meetings are an integral part of the career guidance programme. TY students have a one-to-one meeting in Feb/March to help them choose the subjects most suited to their future career choices. 5th year student meetings are aimed at setting academic targets and begin the more indepth process of choosing their educational or career pathway post leaving cert. 6th year students receive a minimum of 2 meetings to help them with career choice, applications, financial guidance and scholarship information. Students are encouraged to attend open days which are promoted and advertised by the guidance team on a regular basis on schoology. College speakers are also organised on a regular basis for senior cycle students. Additionally, every three years, Temple Carrig hosts a large Careers Fair for all students and their parents in the school. This event hosts over 38 exhibitors and 30 career speakers to highlight a wide array of career paths and opportunities available to students upon completion of secondary school.
* **Student Research: Independent student research is encouraged at every stage of their time in Temple Carrig. CareersPortal’s suite of innovative and integrated on-line Junior Cycle Guidance Related Learning and Teaching Resources are incorporated into the TCG’s Wellbeing programme.** At senior cycle, all students work on the Reach+ Career and College Preparation Programme in the career guidance classes. Each student has their own online career portfolio which can be accessed both in school and at home with parents. This is an excellent resource that students can use to assist them when the time comes to choosing college courses in 6th Year.
* **Educational Advice**: Providing students with guidance around entry requirements for college courses, subject choices, subject levels, study skills etc.
* **CAO/College Application:** Helping students to prepare for application to Third Level Institutions, Colleges of Further Education and apprenticeship programmes when they are in 5th and 6th year is a major element of the role of the guidance counsellor. Students who wish to apply to UK Colleges through UCAS or colleges abroad are also given every assistance by the guidance team.
* **Student support:** To provide students with appropriate support in times of difficulty, crisis and trauma in addition to facilitating student integration into the school community through various peer related activities. The identification of students at risk and the implementation of appropriate strategies to help them deal with the difficulties they may be experiencing, along with the provision where possible of appropriate support for parents and guardians.
* **Legal and ethical**: To ensure that the Guidance service acts within ethical and legal requirements. In all areas of personal support, students are assured of confidentiality except where there is a concern that the student may self-harm, has been harmed or may harm someone else. In such circumstances, the appropriate professionals, agencies or authorities are informed along with the student’s parents/guardians and the DLP. Students are made aware of the limitations of confidentiality.

**Chaplaincy Team & Pastoral Care Team**

Pastoral support in schools aims to help students make decisions, solve problems, resolve difficulties and develop coping strategies that will empower them to live more fulfilled lives. Temple Carrig School has a number of personnel trained and experienced in supporting students. Our guidance counsellors, chaplaincy team, along with all Year Heads and a number of our staff are ASIST trained. Students can be referred for support at their own request, the request of parents, and other teachers or if a friend or peer draws it to the attention of any staff member that a student is encountering difficulties. Supports can only be put in place if the student is willing to participate and after an initial referral, it is always the student’s choice whether he\she wishes to continue. At all times it is the policy of the Guidance Service to respect and value a student who is receiving support and to provide the student with a safe, positive and accepting atmosphere. Students are encouraged to talk to any member of staff or their “one good adult” with whom they feel comfortable, if they are experiencing difficulty. Guidelines have been developed for staff on how best to support a student experiencing a difficulty and the stage at which the student needs to be referred to a member of guidance or chaplaincy team.

Individual support is seen as an integral part of the student support system in the school and as part of the school’s duty of care for the students in a holistic way, taking into account their individual needs. Timetabled weekly Junior Cycle and Senior Cycles pastoral care meetings are in place. The attendees of these meetings comprise of the Guidance Counsellors, a member(s) of the SFL department, a member of the chaplaincy team, the deputy principal(s), the relevant year heads and the school administrator. The needs of students of concern who request or are referred for support are discussed and the most appropriate supports and structures are then put in place. Minutes are drawn up during each meeting to ensure that each student discussed is followed up accordingly.

The chaplaincy team play a key role in the pastoral care of the students in Temple Carrig school. The students are supported through the work and support of the chaplaincy team. The chaplaincy team provide for the spiritual and pastoral needs of the student community while working closely with the other care teams associated with the Guidance Plan. The team are available to students to offer support five days a week and they also offer a drop-in lunchtime service for students.

There are 2 other members of staff with counselling training who also provide one to one counselling sessions with our students. These students are referred following consultation at the pastoral care team meetings.

1. **Career Guidance Programme:**

Career Guidance is an ongoing process which commences before students enter the school and continues throughout their secondary school education. Students are provided with the knowledge, skills and resources to research the options open to them in areas such as subject choice, different types of careers, apprenticeships, employment opportunities and further study at college or university. Students will be guided towards making informed, realistic choices about their future after the Leaving Certificate. Guidance in Temple Carrig aims to be age relevant, therefore specific provisions are laid out below on a year by year basis.

**First Year Programme:**

*Pre-Entry - Transition from Primary to Post Primary school:*

* SFL Co-Ordinator visits the primary schools in 6th class to meet with the SFL (Support for Learning) students and their teachers to aid smooth transition. The SFL teacher will source relevant information which may include learning, emotional or physical difficulties as well as standardised test scores from the primary schools.
* The guidance counsellor will accompany the SFL Co-ordinator to primary schools where appropriate.
* Application for resource hours or other relevant supports are made as appropriate.
* Parents of SFL students are encouraged to make an appointment with the SFL Co-Ordinator to discuss student’s needs and ensure early intervention and access to resources.
* The guidance counsellor will meet with the SFL teachers to identify any incoming students who may require emotional support.
* Students have three induction days prior to commencing 1st year.
* A welcome morning for SFL students and their teachers is organised in May of 6th class where these students are introduced to the SFL team, guidance team and chaplaincy team along with a number of teachers and management. A number of activites are organised for this morning.
* The guidance counsellor and the chaplaincy team will introduce themselves to the 1st years and inform them of their role in the school and the supports they offer.
* Incoming 1st year students are invited to attend Temple Carrig school events such as musicals, panto, fetes etc.
* Students with ASD are offered July tuition in the school to prepare them academically for the year ahead and to also provide another opportunity to familiarise themselves with the secondary school environment.
* Students are given the opportunity to attend summer sports camps in Temple Carrig school.

*First Year: After commencement*

* Sampling of all Optional subjects for 6 weeks to give students a taste of what each subject involves and an opportunity to see if they enjoy it.
* The guidance team deliver a study skills workshop to all 1st years.
* Careersportal’s suite of innovative and integrated on-line Junior Cycle Guidance Related Learning and Teaching Resources are incorporated into TCG’s Wellbeing programme focusing on topics including Goal Setting, My Values and Organisational Skills.
* The guidance counsellors and chaplaincy team meet with all 1st Years on a 1:1 in November to see how they are settling in and to identify any students who may be struggling with the transition. These meetings also give the guidance and chaplaincy team an opportunity to get to know the students and for the students to get to know the pastoral care team.
* The guidance counsellor will follow up with any student who may be struggling with the transition and liaise with their tutor, year head and parents.
* The guidance counsellor will address any parental queries about subject choices.
* The guidance counsellor is available to meet with students requesting a change in subject, changing subject levels or considering giving up a modern language.
* The tutors meet their class group on a 1:1 to see how they are settling in and identify any students who may be struggling with the transition. Tutors may refer a student to the guidance team or chaplaincy team following these meetings.
* Tutors meet their tutor group every Wednesday morning for tutor time.
* The guidance counsellor is available to provide 1:1 personal, educational and career counselling appointments for 1st years. Referrals can be made by the students, their tutors or parents or following on from a pastoral care team meeting.
* The chaplaincy team are available to offer pastoral care support and counselling to the students. The chaplaincy team are also available to students during lunchtime.
* The pastoral care team have 3 weekly timetabled meetings for 1st-2nd year, 3rd- 4th year and 5th-6th to discuss students of concern and put appropriate supports in place for these students.
* All 1st years are taken on a bonding exercise trip during the first term.
* Constant contact with parents is maintained through Schoology, emails, the guidance website, phone calls home, information meetings, parent teacher meetings and meetings on request.
* The guidance counsellor updates schoology on a regular basis to ensure that the information for parents and students is up to date and relevant.
* Year Heads monitor attendance, exam results and behaviour throughout the year and appropriate supports are put in place.
* CAT4 testing is administered to all 1st year students. These measure verbal, non verbal, quantitative, spatial and numerical reasoning.
* An Information Evening is provided to 1st year parents and students.
* Personal development and mental health speakers/workshops are organised by the guidance counsellor for 1st years. These include talks on bullying, self-esteem.
* Students with ASD are offered July tuition in the school to prepare them academically for the year ahead
* All 1st year students are invited to the Temple Carrig School Career Fair in November every 3 years.
* All 1st years are provided with timetabled lifeskills classes which are offered on a modular basis. The modules covered include SPHE, Career Skills, Mental Health, CSPE and mental health.

**Second Year Programme:**

* Information evening organised for parents of 2nd year students regarding the importance of second year, study skills and various learning styles.
* Study Skills workshops are provided by an outside agency, Inspire Education to all 2nd years in the first term.
* Year Heads monitor attendance, exam results and behaviour throughout the year and appropriate supports are put in place.
* The pastoral care team have a timetabled weekly 1st and 2nd year meeting to discuss students of concern and put appropriate supports in place for these students.
* Constant contact with parents is maintained through Schoology, emails, the guidance website, phone calls home, information meetings, parent teacher meetings and meetings on request.
* The guidance counsellor is available to provide 1:1 personal, career and educational counselling appointments for 2nd years. Referrals can be made by the students, their tutors or parents or following consultation at the pastoral care team meeting.
* The guidance counsellor is available to meet with students requesting a change in subject, changing subject levels or considering giving up a modern language.
* The chaplaincy team are available to offer students pastoral support.
* The tutors meet their class group on a 1:1 to see how they are settling in and identify any students who may be struggling.
* Tutors meet their tutor group every Wednesday morning for tutor time.
* The chaplaincy team will liaise with the guidance counsellor and the tutor following the meetings and make referrals where appropriate.
* All 2nd Years are invited and encouraged to attend the Temple Carrig School Career Fair.
* The guidance counsellor updates the guidance website on a regular basis to ensure that the information for parents and students is up to date and relevant.
* CareersPortal’s suite of innovative and integrated on-line Junior Cycle Guidance Related Learning and Teaching Resources are incorporated into the TCG’s Wellbeing Programme focusing on topics including My identity, My Mindset, Pathways after School and My Voice and how I present myself.
* Students with ASD are offered July tuition in the school to prepare them academically for the year ahead
* Personal development and mental health speakers/workshops are organised for 2nd years. These include talks include Bodywhys, Keycommunications, Pieta House Resilience Academy.
* **Third Year Programme:**
* Information evening organised for parents of 3rd year students regarding the importance of 3rd year, study skills and various learning styles.
* Year Heads monitor attendance, exam results and behaviour throughout the year and appropriate supports are put in place.
* The pastoral care team have a timetabled weekly meeting to discuss students of concern in 3rd year and put appropriate supports in place for these students.
* Constant contact with parents is maintained through Schoology, emails, the guidance website, phone calls home, information meetings, parent teacher meetings and meetings on request.
* CareersPortal’s suite of innovative and integrated on-line Junior Cycle Guidance Related Learning and Teaching Resources are incorporated into the TCG’s Wellbeing Programme focusing on topics including My Skills, My exploration of Careers and My Balanced Life.
* The guidance counsellor is available to provide 1:1 personal, educational and career counselling appointments for 3rd years. Referrals can be made by the students, their tutors or parents or following consultation at pct meeting.
* The guidance counsellor is available to meet with students requesting a change in subject, changing subject levels or considering giving up a modern language.
* The chaplaincy team are available to offer pastoral care to students.
* The tutors meet their class group on a 1:1 to see how they are settling in and identify any students who may be struggling with the transition.
* Tutors meet their tutor group every Wednesday morning for tutor time.
* The guidance counsellor updates the guidance website on a regular basis to ensure that the information for parents and students is up to date and relevant.
* All 3rd Years are invited and encouraged to attend the Temple Carrig School Career Fair every 3 years.
* Students with ASD are offered July tuition in the school.
* Personal development and mental health speakers/workshops are organised for 3rd years.

**Transition Year Programme:**

* Experience Weeks form an integral part of Transition Year. Students under the direction of the TY Coordinator participate in three separate weeks of experience. These weeks can include a week as a student in college, work placement, voluntary organisation or any placement where there is value for the student.
* Each student has an e-portfolio to document their experience weeks which is assessed by their tutor and contributes to their overall TY Certificate.
* An information evening is provided to students and parents in March of 3rd year to provide information about TY and the subjects that are available.
* Bonding day for all students in early September.
* Talks provided by a variety of charities and organisations.
* Numerous career talks are provided throughout the year.
* Wellbeing modules are delivered throughout the year. The modules include RSE, Religious Education, SPHE, Mental Health and these are six weeks in duration.
* A ten week career guidance module is delivered in transition year.
* During the 10 week career guidance module, students follow the Reach+ career preparation online programme. This is designed to facilitate the delivery of career and educational guidance at senior cycle. The topics covered in TY include subject choice, aptitude testing, entry requirements, course investigations, self assessment including career sector investigations, interest test and personality assessments.
* The guidance counsellor updates the guidance website on a regular basis to ensure that the information for parents and students is up to date and relevant.
* The Cambridge Profile test and Eirquest interest tests are administered to all TY students by the guidance counsellor in November/December. A presentation is delivered to the students the week before they sit their tests and prior to receiving their results.
* Students are provided with sample questions to give them an idea of what to expect of the aptitude tests.
* A detailed booklet/video explaining the aptitude and interests tests is sent home to parents.
* The guidance team meet each TY student for a 1:1 meeting to discuss their aptitude test results and subject choices for the leaving cert.
* The guidance team and principal provide a subject choice information evening to all TY parents and students in March/April.
* The guidance team update and amend the subject booklet every year following consultation with the relevant subject departments. Each student and parent is provided with a subject choice booklet.
* The subject teachers of Temple Carrig provide presentations to TY students detailing their subject for the leaving certificate in April.
* Parents are encouraged to contact the guidance counsellor if they have any questions about their son/daughter’s results.
* The guidance counsellor uses the results of the aptitude tests as part of a student tracking programme.
* Mock interviews take place in March of TY with external interviewers.
* The Guidance Counsellor arranges for TY students to attend the TCD Campus tour in March/April and interested students to attend the IADT campus tour.
* TY students attend Zeminar and WorldSkills in the RDS in November.
* TY students are invited to participate in “So you want to be a doctor” programme run by UCD.
* All TY students are invited and encouraged to attend the Temple Carrig Career Fair.
* The guidance counsellor organises for all TY students to attend the Aware Beat the Blues workshop.
* The guidance counsellor is available to provide 1:1 personal, educational and career counselling appointments for 4th years. Referrals can be made by the students, their tutors or parents or following consultation at PCT meeting.
* The pastoral care team have a timetabled weekly TY meeting to discuss students of concern and put appropriate supports in place for these students.
* The chaplaincy team are available to provide pastoral care to students.
* The guidance counsellor attends meetings with parents, SFL department, tutors, year heads and management where appropriate.
* The tutors meet their class group on a 1:1 to see how they are settling in and identify any students who may be struggling with the transition.
* Tutors meet their tutor group every Wednesday morning for tutor time.
* Constant contact with parents is maintained through Schoology, emails, the guidance website, phone calls home, information meetings, parent teacher meetings and meetings on request.
* Year Heads monitor attendance, exam results and behaviour throughout the year and appropriate supports are put in place
* Students with ASD are offered July tuition in the school to prepare them academically for the year ahead.

**Fifth Year Programme:**

* 5th year career guidance is a timetabled 10 week module course.
* During the 10 week course, students follow the Reach+ career preparation online programme. This is designed to facilitate the delivery of career and educational guidance at senior cycle. The topics covered in 5th year include study skills and study targets, Options Post Leaving Cert, Course and Career Investigations and career fair preparations.
* All 5th years are provided with a 1:1 career guidance appointment in April/May. Students are requested to fill in a detailed guidance form in preparation for their appointment. This encourages students to take responsibility for the career journey but also to maximise their appointment with the guidance counsellor.
* The guidance counsellor organises for all 5th years to attend the UCD and TU Dublin Campus tour in March/April.
* Interested 5th years are invited to attend IADT campus tour.
* All 5th years are invited and encouraged to attend the Temple Carrig School Career Fair which takes place every 3 years.
* The guidance counsellor will organise a visit to the Higher Options in the RDS in September.
* The guidance counsellor arranges for a number of college talks for 5th year students and their parents. These alternate between lunchtime and evening talks. The lunchtime talks are in person and the evening talks are available online for parents to attend.
* 5th year students are encouraged to attend open days and summer schools including the 5th year UCD summer school.
* The guidance counsellor informs students of a number of career related events throughout the year on schoology and the guidance website.
* The guidance counsellor liaises with the SFL department to identify students who may be eligible for the DARE scheme in 6th year and who are eligible to apply for language exemptions.
* The guidance counsellor attends meetings with parents, SFL department, tutors, year heads and management where appropriate.
* All 5th years are provided with a study skills seminar by an external agency in October/November.
* The guidance counsellor is available to provide 1:1 personal, educational and career counselling appointments for 5th years. Referrals can be made by the students, their tutors or parents.
* The pastoral care team have a timetabled weekly senior cycle meeting to discuss students of concern and put appropriate supports in place for these students.
* The chaplaincy team offer pastoral support to students.
* Tutors meet their tutor group every Wednesday morning for tutor time.
* Constant contact with parents is maintained through Schoology, emails, the guidance website, phone calls home, information meetings, parent teacher meetings and meetings on request.
* The guidance counsellor tracks students’ progress using their exam results, aptitude testing and their goals. Students not reaching their potential are highlighted and supports are put in place where appropriate.

**Sixth Year Programme:**

* The guidance team will provide a CAO information evening for 6th year parents and students in September.
* The guidance team offer an evening presentation to parents re: DARE and SUSI grant scheme and the application process for both.
* All 6th years will be allocated a 10 week timetabled career guidance class. The 6th years will continue to follow the Reach+ programme which is designed to facilitate the delivery of career and educational guidance at senior cycle. This 10 week module also includes classes on stress management, exam techniques and transition to university.
* The guidance counsellor will organise a visit to the Higher Options in the RDS in September.
* The guidance team will meet all 6th years for at least two 1:1 career guidance appointments Sep/Oct and January. Students requiring additional appointments will be arranged.
* The guidance counsellor arranges for a number of college talks for 6th year students.
* The guidance counsellor encourages students to attend Open days.
* The guidance counsellor is available to provide 1:1 personal, educational and career counselling appointments for 6th years. Referrals can be made by the students, their tutors or parents or following consultation at PCT meetings.
* The pastoral care team have a timetabled weekly 6th year meeting to discuss students of concern and put appropriate supports in place for these students.
* The chaplaincy team are available to meet students for pastoral support.
* Tutors meet their tutor group every Wednesday morning for tutor time.
* Constant contact with parents is maintained through Schoology, emails, the guidance website, phone calls home, information meetings, parent teacher meetings and meetings on request.
* The guidance counsellor informs students of a number of career related events throughout the year via schoology and the guidance website.
* Provide SFL students and their parents, information on the DARE scheme and other access programmes.
* Provide SFL students with Irish and/or third language exemption forms for application to NUI (where applicable).
* The guidance counsellor along with the SFL department assist students with their DARE applications from October to March.
* The guidance counsellor assists students who wish to apply to college abroad including but not limited to The UK and Netherlands.
* The guidance counsellor assists students with their CAO applications.
* The guidance counsellor is available to meet with students to discuss and advise on opportunities available to them upon leaving Temple Carrig.
* The guidance counsellor will be available to parents who seek advice in relation to further education/career options.
* The guidance counsellor is also available to students/parents on the days of the Leaving Certificate results and CAO offers.
* Guidance Counsellors provide daily information clinics for outgoing 6thyears when LC results are issued and 1st round CAO offers are made.

1. **Guidance Appointment Procedures**

**Timetabled appointments:**

All 1st, 4th, 5th and 6th year students are individually met by the guidance team. For ease of administration, students are timetabled in alphabetical order on a class by class basis. Should a student request an appointment earlier than that scheduled, this will be arranged. The timetable is put up on Schoology for students and teachers to see.

**Student referral:**

Students can make a guidance appointment by sending a message to the guidance counsellor on Schoology. They can also drop into the guidance office to request an appointment or request an appointment via their tutor.

Parents can request a guidance appointment for their son/daughter by emailing or phoning the guidance counsellor or student’s tutor to request an appointment. In these instances, students must be willing to engage in the service.

The form tutors or year heads make referrals to the guidance/chaplaincy team if they are concerned about a student in their form class. They can also make a referral on behalf of other teachers/staff members who have concerns about a student in their form. Form tutors make referrals via email without clearly identifying the student, in compliance with GDPR regulations.

An appointment with a guidance counsellor will be arranged within 1-4 days of the referral, depending on the urgency of the case. The student will be contacted directly via Schoology and offered a guidance appointment time. Students can request an alternative time if the allocated appointment doesn’t suit for any reason. The guidance counsellor endeavours to choose a time which does not impact on the students’ learning and therefore tries to choose non-exam subjects where possible.

**Appointments with Parents:**

The guidance counsellor is available to meet parents for meetings to discuss their son/daughter’s personal, educational or career concerns . A parent can request an appointment by emailing the guidance counsellor directly or ringing the office. Students can be invited to attend these meetings when appropriate.

**External Referral:**

The Guidance/chaplaincy team may recommend that a student is referred to an external agency such as GP, counselling service, NEPS etc.. if they believe the student would benefit by their expertise. The student and parents will both be informed of this recommendation. The guidance counsellor will continue to meet with this student to check in with them and provide support. The guidance and chaplaincy team will not offer counselling in school if a student is receiving professional support outside of school. They will instead offer a supportive check in with students.

1. **Privacy and Confidentiality**

The Guidance Counsellor in Temple Carrig School abides by the IGC code of ethics by:

* Taking all reasonable steps to ensure that consultation with clients takes place in conditions of appropriate privacy.
* Avoiding undue invasion of clients’ psychological boundaries.
* Take all reasonable steps to preserve the confidentiality of information about clients obtained in the course of their professional work. They discuss information about clients only for professional purposes, and only with those who are clearly entitled to be consulted.
* Clarify to clients any limits on confidentiality which apply.
* Take all reasonable steps to ensure that colleagues, managers, and others with whom they work understand and respect the need for confidentiality.
* Exercising discretion in the communication of information, including psychometric test results, so as to prevent it from being used inappropriately. Appropriate action includes, but is not limited to: refraining from recording information which could lead to misinterpretation/misuse, avoiding conjecture, and using language that can be clearly understood by the recipient.
* Recognising the importance of keeping adequate records, and mindful of relevant legislation (e.g. Data Protection, Freedom of Information) by taking all reasonable steps to safeguard the storage, retrieval and disposal of clients’ records, both written and electronic. Where the guidance counsellor‘s control of such records is limited, they exercise discretion over the information recorded.

**Record Keeping Procedures**

Records are kept of all personal counselling, career/vocational and educational interviews and assessments. The records are manually and digitally stored. The records are kept on onedrive and in a secure filing cabinet under lock and key in the Guidance Office. These will be kept in the school for seven years following a student’s departure from Temple Carrig. The guidance counsellor takes notes immediately during or after each counselling session where possible.

1. **Child Welfare Considerations**

Temple Carrig School acknowledges the duty of care to safeguard and promote the welfare of our students and is committed to ensuring safeguarding practice that reflect statutory responsibilities, government guidance and complies with best practice. The welfare and interests of the students are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, race, religion or belief, gender or sexual orientation, socio-economic background, all students have a positive and enjoyable learning experience in a safe and child centred environment. Temple Carrig School acknowledges that students, disabled students and those from ethnic minority communities can be particularly vulnerable to abuse and we accept responsibility to take reasonable and appropriate steps to ensure their welfare. The guidance team has a close link and liaises regularly with the EAL department to support our students from The Ukraine and provide the necessary guidance and counselling. Temple Carrig School is especially conscious of its responsibilities and has put in place training and procedures to ensure all students’ welfare. The Children’s First Act 2015 and Child Protection Procedures for Primary and Post-Primary Schools 2017 places a legal obligation on teachers registered with the Teaching Council (referred to as mandated persons), to report child protection concerns at or above a defined threshold to Tusla – Child and Family Agency. These mandated persons must also assist Tusla, on request, in its assessment of child protection concerns about children who have been the subject of a mandated report.

Guidance is a whole school activity and all staff have been briefed and subscribe to both Temple Carrig School and Department of Education Child Protection Guidelines.

Drawing from the procedures mentioned above, counselling, both personal and career, is a core component of the guidance counsellors’ work. With regards to confidentiality, the student is informed of the limits of confidentiality at the start of a session or as soon as it becomes apparent that there is a concern. If the student is a danger to themselves, a danger to others or they are at risk, the principal, parents/guardians, and where appropriate the tutor and year head are informed. If it is felt it is in the student’s best interests to inform the parents/guardians and principal of a particular difficulty, this is communicated to the student beforehand.

If there is a child protection concern, both Temple Carrig School and Department of Education Child Protection Guidelines are adhered to and followed accordingly. Full details of guidelines and procedures followed can be found in the Temple Carrig School Child Protection Handbook and Child Safeguarding Risk Assessment Handbook.

Promotion of student welfare is a whole school initiative in Temple Carrig School whereby all staff members are encouraged and supported with taking an active role in many pastoral care duties. The Pastoral care team have a weekly meeting to discuss students of concern and provide supports as appropriate.

Where there is an immediate concern whereby a student presents with suicidal thoughts, Temple Carrig School Procedure for dealing with concerns of suicide is followed accordingly.

Following on from the procedure for dealing with concerns of suicide, a guidance counsellor/chaplain meets with the student in question to talk to them and offer support where needed. The student will be informed of the limitations of confidentiality and that parents will need to be informed immediately. The guidance counsellor/chaplain will recommend to parents/guardians that the student is taken to the GP that same day. The student will stay in the care of a member of school staff until they are collected by a parent/guardian and the school Principal will be informed. The guidance counsellor/chaplain will follow up with the parent/guardian and offer additional support to the student and parents where necessary .

Where there is an immediate concern whereby a student presents as self harming, Temple Carrig School Procedure for dealing with incidences of self harm is followed accordingly.

If a student has disclosed or is thought to be self-harming, they are referred to a guidance counsellor, chaplain or their Year Head as all Year heads in Temple Carrig school are ASIST (Applied Suicide intervention skills training) trained. The student will be informed of the limitations of confidentiality and that their parents will need to be informed immediately. A recommendation will be made to the parents that the student is taken to the GP that day. The student will be stay in the care of a member of school staff until they are collected by a parent/guardian and the school Principal will be informed. The guidance counsellor/chaplain will follow up and offer support to the student and parents the following day.

1. **Student Leadership**

We endeavour to include our students in the day to day life of our school. Students have a valuable contribution to make to the effectiveness of the school and their involvement in the operation of the school is itself a valuable part of the education 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.

Temple Carrig school are proud of the huge contributions made by their students. The leadership programmes afford the students the opportunity to lead by example to ensure that the school’s core values of courtesy, respect and responsibility are honoured.

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

1. Student Council Programme
2. Senior Leadership Programme
3. Wellbeing Committee which comprises of junior and senior cycle students

**Student Council**

Our student council is a representative structure through which Temple Carrig students can become involved in the affairs of the school, working in partnership with school management and staff and parents for the benefit of the school and its students.

We believe students have a valuable contribution to make to the effectiveness of the school and active participation in an appropriate manner in the operation of the school is a valuable dimension of a student’s educational experience; it provides preparation for citizenship and also fosters mature behaviour.

Our student council provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in the operation of their school. Research indicates that student councils can improve academic standards and reduce dropout rates in schools. Student councils can create a sense of ownership of the school and its activities among the student population.

The objectives of our student council are to:

* to represent the views of the students on matters of general concern to them
* to support the management and staff in the development of the school
* to enhance communication between students, management, staff and parents
* to promote an environment conducive to educational and personal development
* to promote friendship and respect among pupils
* to contribute to the development of school policy
* to nurture a range of important skills among students, such as participating in meetings, negotiating, responsible leadership and collaborative problem solving.

**The Senior Leadership Programme**

Senior cycle students are invited to apply for this programme to be elected as senior prefects. Their duties include but are not limited to:

* Taking responsibility for their school by assisting with lost property, litter picking, helping at school events, mentoring younger students and assisting the school where possible.

The benefits to the 5th and 6th year prefects include practical opportunities to experience:

* Leadership skills
* Personal and social skills
* Listening skills
* Social Awareness
* Sense of Responsibility
* Team-work
* Communication Skills

**Wellbeing Committee:**

The Wellbeing Committee was set up due to student demand and comprises of students from both junior and senior cycle who work together.  The students of Temple Carrig wanted to be a part of the decisions made with regard to mental health initiatives in the school. These groups meet regularly and are facilitated by two members of staff. These committees provide students with a voice and a real opportunity to become involved in projects that have the potential to help others in a real and practical way. Temple Carrig school has a deep commitment to students’ wellbeing and we welcome students taking an active role in their mental health.

1. **Student Wellbeing**

**Promoting Student Wellbeing:**

There is substantial evidence that Wellbeing Programmes in schools, when implemented effectively, can produce long-term benefits for young people. Temple Carrig recognises the importance of developing the whole person; emotionally, mentally, spiritually and physically. A supportive school environment can of itself contribute significantly to a student’s wellbeing. At Temple Carrig School, 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 Life Skills classes as part of a whole-school approach to the promotion of wellbeing in our students
* 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 wellbeing through Physical Education and extracurricular activities.
* Addressing the spiritual needs of students through meditation and other services
* Encouraging and facilitating the student Wellbeing Committee.

Student Wellbeing is an the centre of everything we do in Temple Carrig. We are very fortunate to have a dedicated Wellbeing coordinator, Wellbeing team and Wellbeing committee in Temple Carrig School. Our Wellbeing team comprises of the Wellbeing coordinator and a number of staff who look at how best to promote and support students mental health throughout the school community. The have developed a website, manage Wellbeing noticeboards around the school, invite expert speakers to give talks or assemblies and try to respond to emerging needs of our students with awareness campaigns. They review policies, and have coordinated a whole school action plan following surveys and listening to students.

Temple Carrig has implemented Jigsaw’s “One Good School” inititative . The One Good School initiave that we are taking part in is a two year collaborative process and acts like a support network and sounding board for implementing our Wellbeing plans as well as lending its expertised and resources. It gives shape to many of the Wellbeing initiatives we had already in place and requires us to be accountable for our actions. What is great about the One Good School initiative is that it underpins the idea that Wellbeing of a school and its community is not one person’s responsibility but all of ours collectively. The challenge of minding our Wellbeing at Temple Carrig doesn’t rest on one group’s shoulders but has representatives from school leadership, school staff, young people and parents/guardians. We meet people from other One Good Schools in Wicklow and share ideas so that together, we can work towards our schools being communities where all young people’s mental health is valued and supported. More specifically Jigsaw oversees and provides us with tools like Wellbeing courses, self assessments, requires action plans and feedback reports, and tracks and monitors our progress.

In February 2023 Senior students will be trained by mental health professionals to deliver a Mental Health workshop to 1st years and future incoming students. We hope this will be a sustainable peer education programme at TCG.

Peer Education has been shown to be an effective way of promoting youth mental health in young people. Jigsaw-led research has shown that it is as effective as an adult delivered workshop in developing mental health literacy and for male students, may be more effective. Significant changes in participants’ presentation skills, mental health knowledge and beliefs about help-seeking were observed. Findings indicate participation in a schools-based mental health peer education training programme is enjoyable and beneficial for young people.

**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 school environment that help to build resilience in young people include:

* Providing a positive school climate
* Adherence to, and compliance with, all aspects of the Children’s First Act 2015 and Child Protection Procedures for Primary and Post-Primary Schools, 2017.
* Ensuring a sense of belonging and connectedness to the school.
* 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 Life Skills programmes
* 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

At the heart of the guidance plan is a deep commitment to each student’s wellbeing and the recommendations outlined in the Department of Education and Skills document “ Wellbeing in Post Primary Schools” (2013)

1. **Links with staff and external agencies**

Guidance has a whole school dimension and as Guidance Counsellors, they will collaborate with the following school personnel and outside agencies on a regular basis.

*School Personnel:*

* Management
* Year heads
* Form tutors
* Subject teachers
* SFL department
* The pastoral care team
* The chaplaincy team
* TY Coordinator
* LCVP Coordinator
* Lifeskills Coordinator
* Wellbeing Coordinator
* School Administration
* Parents Association

*External Agencies:*

* NEPS
* HSE/Social Workers
* Counsellors and Psychologists
* Lucena Clinic
* Pieta House
* Jigsaw
* DES Examinations Commission
* College Admissions Officers
* College Programme Directors
* School Liaison Officers
* CAO
* Employers
* Youthreach
* Further Education and Training organisations
* Institute of Guidance Counsellors

***Guidance Policy Updated in January 2023***