

Meánscoil na mBráithre Críostaí, Cill Chainnigh
Christian Brothers Secondary School, Kilkenny.

Phone: 056 7721402

Fax: 056 7763652

email: office@cbskilkenny.ie



WHOLE SCHOOL GUIDANCE POLICY March 2023

School Name:	Christian Brothers Secondary School, Kilkenny
School Address:	James's Street, Kilkenny
School Details:	CBS Kilkenny is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust (ERST). The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.
School Management:	The Board of Management of CBS Kilkenny is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

Inspired by its founder, CBS Kilkenny aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students.

Ethos

As an Edmund Rice School, CBS Kilkenny seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

Whole School Guidance

This policy describes the CBS Kilkenny student support and guidance program and specifies how the guidance needs of students are addressed. It has been drawn up in consultation with all of the school partners in order to ensure that it reflects the identified needs of our students. It is an integral part of this school's overall plan which has been developed and implemented as a collaborative effort by the Guidance Counsellor, teachers, school management, Board of Management, program teams, students and parents/guardians. It is important to point out that the Whole School Guidance Plan is a 'working document' under constant review and as such will be subject to continuous monitoring and evaluation.

This policy has been developed in accordance with CBS Kilkenny Child Safeguarding Statement and in line with the Children First Act 2015 and the Child Protection Procedures for Primary and Post- Primary Schools 2017.

While developing the Whole School Guidance Policy due consideration has been given to all aspects of the wellbeing of students at CBS Kilkenny and particularly to the Wellbeing School Improvement Plan (May 2018). This policy has been reviewed as part of our Whole School Guidance School Improvement Plan process which runs from August 2022 – May 2025.

General Data Protection Regulation came into force in May 2018, and this policy has been reviewed in line with this legislation.

A continuum of support model is applied to the Guidance Programme here in CBS Kilkenny. This three tier model focuses on the areas of "Guidance for All", "Guidance for Some" and "Guidance for a Few". This whole-school approach to the continuum of support ensures all members of the school community are supported.

Aim

CBS Kilkenny aims to provide a range of learning experiences in a developmental sequence designed to assist students to make choices in their lives in personal, social, educational and career areas. This policy applies to the entire community of CBS Kilkenny. Its interventions and supports apply to both Junior and Senior Cycle students as they progress through their second-level education

- Provide a framework for the delivery of the school's guidance programme.
- Ensure a structured response to student's personal, social, educational and career guidance needs.
- Reflect the needs of both Junior and Senior Cycle students.
- Include guidance activities and clarify the role of school staff.
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

Target Groups

This policy takes into account the needs of all students at all levels within the school. It aims to ensure that all students are confident in knowing where to seek guidance within the school and the wider community. Resources are used in accordance with the school mission statement.

Objectives

- To enable the students to develop skills for self-fulfilment and living in communities.
- To promote self-esteem and self-confidence.
- To enable the students to develop a framework for responsible decision-making.
- To provide opportunities for reflection and discussion.
- To promote physical, mental and emotional health and well-being.
- To enable students to make informed choices in subjects, careers and in life.
- To provide information so that these choices can be made.
- To help students acquire skills for examinations, future education, and work-seeking.
- To enable students to become self-learners and become self-motivated.
- To enable students to cope in daily life (life-skills).
- To create cooperation between students, encourage teamwork and participation.
- To help students to cope with difficulties in school, at home and in their lives.

Activities

A broad range of support/guidance activities have been incorporated as a means to realise these objectives and to assist students in making choices and transitions. These activities are facilitated by teaching staff, class tutors, middle management, Year Heads, program coordinators, senior management, Guidance Counsellor, religious and pastoral care teams, Student Council, Parents Council and Cairdeas mentoring teams. Student support is approached through educational, career, personal and social guidance. For a full breakdown of year by year activities please refer to Whole School Guidance Plan 2022.

Personal and Social Development

In Junior Cycle, personal and social development is largely delivered through the Social, Personal and Health Education Programme (SPHE) where all students are timetabled for at least one lesson per week. Recognising that the transition from primary to post-primary school can be a difficult one, all 1st Year students are timetabled for two Wellbeing classes per week and these classes also assist students with personal and social development.

Transition Year students explore personal and social development throughout the Transition Year Programme but the topic is specifically addressed in timetabled Career Guidance classes and Religious Education classes.

In Senior Cycle, personal and social development is largely delivered through the Guidance and Religious Education programmes. Each student in 5th and 6th Year attends one Career Guidance class and three non-exam Religious Education lessons a week. Every opportunity is used in CBS Kilkenny to develop the personal and social skills, potential and resilience of students. Extracurricular activities also play a role in the personal and social development of the students.

Educational Guidance

Educational guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In CBS Kilkenny, educational guidance begins with the students' entry into 1st year by empowering students in the area of subject choice, and demonstrating to students' methods of learning and study that match their own unique learning style. Educational guidance is developed throughout the students' journey in CBS Secondary School Kilkenny through support and instruction from subject teachers and in-depth exploration in classes such as SPHE, Turas and Career Guidance. Other areas of guidance that are intricately connected with educational guidance include Senior Cycle subject choice in Transition Year, subject level selection, motivation and learning, study skills, examination skills, intervention/counselling for learning related problems, teacher consultations, psychometric testing and parental consultations.

Career Development

Career development and investigation is vocational in nature. Career development involves empowering students to recognise their talents and abilities to enable them to make informed choices and take responsibility for their own futures.

Students are introduced to career development during the Junior Cycle through subject lessons and in-class discussions, career investigations and subject-specific themed weeks.

In Transition Year and Senior Cycle, career development is primarily explored in Career Guidance classes, however subject lessons and in-class discussions with subject teachers and subject-specific themed weeks play an important role in exploring careers in specific subject areas. Career development includes areas such as subject choice, development of self-awareness, employment opportunities, interview skills, organisation of career talks, career research, career/course information, decision and planning skills, use of ICT for subject choice/career/college research and vocational/further education meetings.

Whole School Guidance Provision

Personnel Involved:

- Principal
- Deputy Principals
- Year Heads
- Tutors
- Subject Teachers
- Guidance Counsellor
- SEN Department
- SNA Staff
- School Counsellor
- TY Coordinator
- Extra-Curricular and Sports Mentors
- Students Council
- Cairdeas Group
- Parents Council
- Evening Study Coordinator
- Other School Staff

Personnel	Role
Year Heads	<ul style="list-style-type: none"> • Year Heads (YHs) have both a pastoral and disciplinary role. • YHs have access to information on all students in their year groups. • YHs are available to mentor all students in groups and to meet individually with any students in difficulty. • The role of the Year Head in relation to behavioural matters is outlined in CBS Kilkenny Code of Behaviour. • YHs will inform staff of significant disciplinary sanctions against students in their classes. • YHs are available to meet with parents. • YHs meet on a weekly basis to discuss relevant and current matters arising. • All YHs keep up to date with, and attend, relevant CPD.
Tutors	<ul style="list-style-type: none"> • A tutor is a teacher who, on behalf of the school community undertakes the role of caring for a particular class group with responsibility in the pastoral and academic areas. This role is undertaken in a voluntary capacity. • The tutor will normally be a Turas class teacher for the class for which she/he has responsibility. • Tutors have both a pastoral and a disciplinary role and are given information on the students within their group by the Year Head. • Tutors promote class spirit and a sense of belonging. • Tutors encourage leadership qualities within a class group. • Tutors monitor the student journal. • Tutors encourage class involvement in all activities that promote the ethos of the school.
Guidance Counsellors	<ul style="list-style-type: none"> • The Guidance Counsellors support student transitioning from primary to post-primary school. • The Guidance Counsellors engage students in personal, social, educational and career guidance. • Assessment using psychometric instruments and inventories are conducted for incoming First Year students and at Senior Cycle. • Career information is disseminated across the student population through careers classes and personal vocational guidance interviews as well as the promotion of career events and third-level information events. The Guidance Counsellors also organise Parent Information evenings at significant stages throughout the school year (e.g. transitioning from primary school, subject choice and CAO). • The use of information technology is promoted (e.g. Qualifax/Careers Portal) • The Guidance Counsellors promote engagement in personal and social developmental programs such as the Cairdeas program and GAISCE.

Reporting and Referral Procedures

Reporting - In both Personal Counselling and Career Guidance interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to himself and/or to others or if it is a legal requirement.

The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a teacher/parent/guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances the advice and direction of the duty care social worker is sought and reported if necessary as per the Child Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.

Referral - Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where the appropriate school personnel considers it necessary and appropriate.

The Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school management and parents may refer students to the Guidance Counsellor. Clear procedures of referral (below), which have been agreed between the principal, staff, parents and the Guidance Counsellor will be followed. Some strategies that may be used include: informing parents, staff and students as to the procedures for student referral both inside and outside the school.

Referrals In - Student (self-referral) / Class teacher / Year Head / Guidance Counsellor / Management/ Parents / Staff / Other Students.

Referrals Out -External Counsellor / Ossory Youth/ Kilkenny Adolescent Counselling Service/ Child and Adolescent Mental Health Services (CAMHS) / Social Services / NEPS/ SENO / Túsla / Doctors / Teach Tom / Garda Síochana / Disability Access Officers in various Institutions.

Procedure - meet with student (once-off / or contract for number of sessions /or refer on as necessary) Explain limits of confidentiality, draw up working contract, keep counselling record, contact parents by phone and/or letter and issue parental consent form if necessary (referral out).

Confidentiality in Whole School Guidance

A professional relationship involving confidentiality is at the core of the Counselling Service in CBS Kilkenny. The Guidance Counsellor/Mentor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

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

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy. The Designated Liaison Person (DLP) and/or parents are informed if the student is posing a danger to himself and/or to others.

The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Guidelines for Post-Primary Schools" (Department of Education and Science) and in accordance with CBS Kilkenny Child Safeguarding Statement and Risk Assessment.

Associated School Policies

- Attendance
- Relationships and Sexuality Education
- Subject Choice
- Substance Abuse
- Dignity in the Workplace
- Homework
- Literacy
- Numeracy
- Healthy Eating
- ICT Acceptable Use
- Child Safeguarding Statement
- Critical Incident
- Pastoral Care
- Code of Behaviour
- Health and Safety
- Admissions and Enrolment
- Anti-Bullying Behaviour
- SPHE/RSE
- Assessment

Associated National Policies

Other requirements and guidelines include:

- The Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students “Access to Appropriate Guidance” (DES 2005) state that ‘the school’s guidance plan is a whole school responsibility’.
- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students’ access to appropriate guidance.
- Department of Education and Skills, 2005 Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004
- “Looking at Guidance, Teaching and Learning in Post-Primary Schools” Inspectorate Department of Education and Skills, 2009
- IGC Code of Ethics (2007), Circular 0009/2012, “Staffing arrangements in Post-Primary Schools for the 2012/13 school year” restates this position: ‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.’
- Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a). This provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR.
- Circular 0010/2017: ‘Voluntary Secondary Schools Approved Allocation of Teaching Posts 2017/18. “The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”’
- Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights Wellbeing, a new area of learning

- ‘A Whole School Guidance Framework’, issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.
- Circulars 0007/2018, 0079/2018 and 0012/2019 “Second Level Schools Approved Allocation of Teaching Posts 2018/19
- Framework for Considering Provision of Guidance in Post-Primary Schools 2012 (Issued by ACCS, IVEA, JMB and NAPD) http://www.ncge.ie/uploads/Guidance_Framework_document_May_1st_2012.pdf 2013
- Wellbeing Guidelines for Post-Primary Schools <https://www.education.ie/en/SchoolsColleges/Information/ResourcesGuidance/Well-Being-in-Post-Primary-Schools-Guidelinesfor-Mental-HealthPromotion-and-Suicide-Prevention-2013.pdf>

Approval

This policy has been approved by CBS Kilkenny Board of Management.

Signed: _____

Date: _____

Chairperson, Board of Management