

# **Cabinteely Community School**



## **Care Policy**

**Ratified January 2023**

# **1. Introduction**

## **1.1 School Mission Statement**

**Cabinteely Community School is a kind, caring and vibrant learning community which supports the wellbeing and the academic, spiritual and creative growth of every student.**

**We welcome students of all ethnicities, abilities, genders and faith traditions, as equal members of our community**

**We identify with our Ursuline founders and their love of education.**

### **Our Core Values**

**Our core values guide our policies, our procedures and how we work with our staff and students. These core values are;**

**Care - We all need to belong and be cared for in a safe environment in order to learn**

**Courage - We show courage by making the right choices and committing to learning**

**Support - We will be the best we can be by working hard and working together**

## **1.2 Approach to Care**

Through its pastoral care arrangements and provision, Cabinteely Community School demonstrates its continuing concern for the personal, social, and spiritual development of all its pupils. Pastoral care is at its most effective when it is fully integrated into the school's daily curriculum, extra-curricular and co-curricular activities. This is the holistic approach which is promoted in Cabinteely Community School. As such Pastoral care involves not only the pastoral care team but all members of staff. We as a community school work tirelessly in supporting our students, parents/guardians and [staff](#).

## **1.3 Rationale**

Pastoral Care is a core dimension of life at CCS. It is defined as the system of roles, resources, structures, policies, programmes and processes employed to support the development of young adults and staff. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional, social, and spiritual development of our student at the centre of its learning values. This policy sets a formal structure for pastoral care, setting out clear and defined roles and expectations to ensure that every member of our school community has access to relevant pastoral structures and procedures. It is our goal to provide a safe, caring and supportive environment for students. In addition, we strive to care for support and encourage each member of the school community.

## **1.4 Aims of Policy**

The ethos of Cabinteely Community school has clearly taken into account the importance attached to the pastoral care of all its students. We aim to maintain the highest standards of teaching and learning within the school environment. The pastoral care aims:

- To support a broad and balanced curriculum for all students; addressing their needs and enabling them to experience both personal and academic success.
- To encourage the students to value themselves, one another, and to respect the views of other members of their community.
- To develop the student's self-confidence, self-esteem and self-discipline.
- To prepare the students for the opportunities, responsibilities and experiences of adult life.
- To respond in a sympathetic and understanding way to the concerns, fears and worries of all students.
- To provide opportunities for reflection and discussion enabling students to develop a framework for responsible decision-making.
- To empower all students to aspire to reach their full potential.

## **2. Pastoral Care in Cabinteely Community School**

### **2.1 Core Values**

The core values of our school are Care, Courage and Support. Every member of staff has a role in terms of caring for our students and in role modelling care for students so that they show care in their dealings with each other. The role of each stakeholder is set out below.

### **2.2 Board of Management**

The Board of Management:

- Will ensure that there is a pastoral care policy in place and is implemented and safeguarded in its entirety.
- Ensure that the pastoral care policy is reviewed regularly at BOM level as part of DEIS/SSE.
- Support pastoral care initiatives in the school.
  - o Provide appropriate resources to implement the pastoral care system in the school.
  - o Liaise regularly with the Principal at BOM level with regards any issues concerning the ratified pastoral care policy.

### **2.3 The Care Team**

The Care Team is a multi-disciplinary group of teachers and other staff and is responsible for putting supports in place to ensure the physical and mental wellbeing of students in the school. It includes the Principal, the Deputy Principal, the HSCL, the Chaplain, the BFL teacher, the SENCO and the Guidance Councillors. The care team meets weekly. In upholding the core values of the school, the care team endeavours to:

- Provides appropriate supports (if appropriate) in accordance with student's specific needs
- Liaises with relevant services and agencies
- Offers internal supports when necessary or deemed appropriate, such as one to one counselling or group counselling
- Upskills in training to roll out programmes such as .b and Mindout to support students
- Maintains records in accordance with GDPR
- Upholds child protection guidelines (2017)
- Is responsible for drawing up a Care List of vulnerable students and ensuring that each student is followed up on.
- Refers students to the inhouse psychotherapist who works with student one day a week.
- Refers students to outside agencies such as Teenage Counselling, Tusla, CAMHS,

Springboard etc...

## **2.4 Principal**

On behalf of the Board of Management the Principal has overall responsibility for ensuring that the pastoral care needs of students and staff are met. The Principal will:

- Ensure that all policies relating to student and staff care are reviewed regularly
- Appoint a pastoral care team (from among the teaching staff) and work closely with this group.
- Ensure that records are kept in accordance with GDPR.
- Ensure that child protection guidelines are adhered to at all times particularly in relation to the maintenance of CP records and liaison with TESS.
- Keep the Board of Management informed regarding issues of relevance in particular any child protection issues in her capacity as designated liaison person (DLP).
- Liaise with the BOM concerning any pastoral care issues or issues contained in the pastoral care policy.
- Ensure that a critical incident team is in place and that the policy is updated as needed.

## 2.5 Deputy Principal

The Deputy Principal has responsibility, along with the Principal, for ensuring that the pastoral care needs of students and staff are met. The Deputy Principal will:

- Be a lead member of the pastoral care team and critical incident team.
- Be a lead member of the Year Head's Team and provide support and guidance in their work.
- Ensure that child protection guidelines are adhered to at all times particularly in relation to the maintenance of CP records and liaison with TESS.
- Keep the Principal informed regarding issues of relevance, in particular any child protection issues in her capacity as Designated Liaison Person (DLP).
- Act as the school's Deputy Designated Liaison Person (DDLDP) when required to liaise with the Principal concerning any pastoral care issues or issues contained in the pastoral care policy.
- Ensure that there are procedures in place to assist and support all staff in complying with the GDPR policy of the school.

## 2.6 Year Head

- Has responsibility for one assigned year group as determined by the Principal.
- Consults with management and care team on matters relating to their year group in line with the NEPS model of support. NEPS categorises support as: *Support for all (Lv1)*, *support for some (Lv2)* and *support for a few (Lv3)*.
- Liaises with parents/guardians and help maintain a good school/home working relationship.
- Oversee the pastoral, educational and disciplinary care of the year group.
- Meets the year group on a regular basis, individually and at assemblies, and keep students appraised on school policies and procedures.
- Attends all relevant meetings of the year group and have access to information on students in that year.
- Maintains a caring interest in each student of that year and is aware in so far as is possible of the reality of the students' lives.
- Intervenes where necessary to help students, who are encountering difficulty with particular areas of school and provide necessary supports for the students.
- Maintains records for the year group as guided by best practice and GDPR.
- Supports new teachers by offering advice and encouragement, i.e seating plans, administering the Learning Code etc...
- Encouraging students to take part in extra-curricular activities.
- Oversees wellbeing of students in the year group and offering support where necessary.
- Communicating with the SEN Coordinator regarding any relevant issues arising. Be familiar with and update the Student Support Files.
- Liaising with outside agencies e.g. TUSLA, the Lucena Clinic (CAMHS) etc...
- Overseeing Semester 1, 2 and 3 exams and checking Semester reports prior to publishing on VS Ware to ensure that a positive message is received by parents.

## 2.7 Class Teachers (CTs)

In Cabinteely Community School all classes are assigned a Class Tutor (CT).

- The role is one of supporting students' development and wellbeing
- Where possible the CT should teach the class for whom they have responsibility.
- Should have access to relevant information with regards to their students.
- The CT will place a strong emphasis on recognising and commending appropriate positive behaviour in line with the learning code.
- The CT will monitor (school journal) record and refer to Year Head where appropriate
- In line with the NEPS model of support they may communicate with the Care Team as the need arises through the relevant referral processes.
- Observe and give feedback regarding students' progress and achievements.
- Promote sports, healthy attitudes/living within and outside the school.
- Communicate regularly with parents/guardians through the journal, make initial contact and communicate awareness of the student's SEN.
- Monitor attendance and punctuality and discuss at CT and YH meeting.
- Support students to avoid getting on Stage One of the Learning Code by means of organisation plans, behaviour plans and incentives, homework support.
- Communicate with home re absences of more than two days – liaise with Attendance Officer and year head if absences persist.
- Help students monitor semester reports and set achievement targets for themselves using the assigned school journal pages.
- Liaise with the SEN department where necessary.

## 2.8 Subject Teachers

- Are responsible for the day-to-day care of the student, to facilitate learning for each student and to empower students to improve their work through effective success criteria and feedback.
- Provide a safe and stimulating learning environment for the student.
- Will be acutely aware of and respond appropriately to any changes in behaviour, temperament, or circumstances.
- Develop a holistic approach to their subject and create a broad awareness of the many dimensions of their subject.
- The teacher implements the school learning code while being aware of individual student needs.
- Teachers are conscious of the need for consistency when applying sanctions.
- Respond promptly and effectively to all forms of bullying. This is in line with our Anti-Bullying Policy
- Promote healthy activities and attitudes within, and outside of, the school.

## 2.9 Well-being Co-ordinator

As part of the new Junior Certificate model, we have a dedicated Assistant Principal II responsible for the coordination of the schools' Wellbeing Programme. This consists of 400 hours of learning time across various subjects. The subjects covered under this are PE, SPHE, CSPE and careers. As a school, we run a packed schedule of themed weeks and events throughout the school year to promote positive wellbeing. The Wellbeing Coordinator is responsible for organising events for Wellbeing Week in particular.

Wellbeing includes social, emotional, physical, spiritual, intellectual and environmental aspects of a student's experience. The six indicators below describe what is central to a young person's wellbeing in our school context:

- To be Active, to be Responsible, to be Resilient, to be Respected, to be Connected and to be Aware

## **2.10 SNAs**

The role is one of supporting students with additional needs. The SNA carries out this role in a number of ways:

- Liaising between the teacher and student regarding studies or personal matters concerning the student.
- Being sensitive to the student's needs.
- By listening and being approachable to the student.
- Supporting and empowering the student's development and wellbeing.
- Promoting independence and participation with the student.
- Contributing positively to class morale in general.

## **2.11 Clerical Officers and Caretaker**

Clerical and caretaking staff play an important role in creating a supportive and caring learning community in CCS. They are quite often aware of some of the needs or concerns students may have due to their daily interactions with students. These staff members have all completed the mandatory training in child protection as per DES guidelines and liaise with management with any concerns they may have regarding the wellbeing and welfare of any student.

## **2.12 Student Representative Council (SRC)**

The Student Representative Council plays an important role in the school. The SRC is elected by the students in October each year. The aims of the SRC are:

- To role model the school's core values of Care, Courage and Support.
- To promote the school ethos in their duties and responsibilities.
- To set a good example to their fellow students.
- To represent and present the students concerns and/or ideas with school management.
- To lead various school wellbeing activity weeks i.e. mental health and suicide awareness week.
- To represent the school at local or other events if requested.

The SRC hold a monthly morning meeting before school with allocated staff.

## **2.13 Parents Council**

The relationship between school and home is crucial at all times during a student's second level education. Parents have an important part to play in supporting the BOM and management. They do this by:

- Supporting the Parent's Council.
- Liaising with the BOM and Principal on relevant and appropriate issues concerning student welfare.
- Organising various initiatives as agreed with the Principal.
- Supporting various functions throughout the school year.
- Raising additional funds for various projects that directly benefits students.
- Being active participants in ensuring compliance with Child Protection Guidelines as they pertain to parents
- Supporting HSCL and working together on various agreed initiatives throughout the year.

- Attending relevant information meetings and other meetings at school, often offering logistical support.
- Encouraging their own children to become self-confident, responsible, caring and independent young people through active participation in school life.
- Involvement in the Book Rental scheme
- Maintaining minutes and records (including financial records) of parent's council meetings and their meetings with management as guided under GDPR.

### **3. Supports in Place**

#### **3.1 Learning Code**

There is a Learning Code (Behaviour Code) in place since September 2019. It is available from our website, app and in the school journal and is provided to all students and parents of our school prior to enrolment in the school. The purpose of the Learning Code is to recognise good behaviour and to allow all students to learn and all teachers to teach without disruption. This code clearly lays out what behaviour is expected of all students in Cabinteely Community School. All students must accept the Learning Code in order to enrol each year.

#### **3.2 Positive Behaviour Focus**

In Cabinteely Community we pride ourselves on promotion positive and pro social behaviours. To that end we offer a wide range of incentives and acknowledgements of all the effort made by our students on an ongoing basis. These may include:

- Courage notes in the journal
- Merit awarded in journal on the Merit Page
- Positive comment by Class Teacher in weekly journal pages
- Phone call to/Meeting with parent/guardian
- Well Done Cards posted home
- CT Student of the Week (goes towards the Student of the Month)
- Student of the Month (goes towards the Year Head Student of the Year)
- Class of the Month (Inter class competition)
- Most Improved Student Award each week/month
- Recognition at weekly assemblies
- Showcase on school social media – website, Twitter, Instagram

#### **3.3 Extra-Curricular and Co-Curricular Activities**

In Cabinteely Community School we offer a wide range of activities that positively contribute to the wellbeing of our student body. These activities are varied in scope as to provide for the interests and abilities of all our students. Some examples would be:

- HFF – Health Fitness and Fun; An initiative that all 1st years partake in on Fridays after school
- Various sports teams including soccer and Gaelic Football.
- Coding Club
- Friendship Club
- Gaisce
- Green Schools



### **3.4 Themed Weeks**

Throughout the school year we have Themed Weeks that promote particular issues that may impact on the wellbeing of our students. They are an important part of the care we provide to our students. These are informed by the needs of our school and the wider community. We deal with topics such as LGBTQ+, Interculturalism, Mental Health, Fitness and Wellbeing. These initiatives are whole school activities and are incorporated into all aspects of the school

### **3.5 Meitheal Programme**

We run a programme based on the principles of One Good Adult, the idea that we as a school can offer support and stability to students in ways that go beyond academic achievement. Staff volunteer to be Meitheal Mentors and to be a point of contact for particular students. We facilitate this by:

- Surveying all our students to allow them pick who they see as being the person they could turn to.
- Each staff member is then matched accordingly and appropriately.
- Each student and staff member are then introduced and the scope of the programme are explained.
- Any interactions are governed by the Childrens First Guidelines 2017.
- This is not a counselling service and Mentors can escalate situations to the appropriate people as required by relevant legislation and professional judgement.

## **4. Staff who Provide Specialised Supports**

### **4.1 Chaplain**

School Chaplains are a faith presence in the school community and are available to all students and staff. CCS has a full time Chaplain on staff. The Chaplain:

- Supports the BOM and Management in upholding the ethos of the school in accordance with the wishes of the trustees of the school.
- Personal contact: Meets and supports students when referred by management, year heads or as required as various situations/issues arise.
- Adheres to child protection guidelines as a mandated person.
- Class contact: Teaches RE, SPHE and other subjects related to well-being (4.5 hours weekly).
- Care Team: Member of the school care team and the school critical incident team.
- School/community celebrations: Organises school ceremonies i.e. opening school service, Christmas celebration and graduation ceremony, and in-house reflections.
- Takes an active interest and support where appropriate any well-being initiatives for students and staff.
- Promotes social justice initiatives and raises the awareness of students to appropriate social justice issues (Young Social Innovators).
- Maintains records in accordance with GDPR.
- Visits homes of students who are on the care list.

- Organises extra-curricular for student and links into organisations in the community which offer similar support to students such as youth clubs
- Liaises with Adult Education and is available for students at certain times during the year
- Provides support to students during state exams

#### **4.2 In-school Psychotherapist**

As part of the ongoing commitment to supporting our students the school employs a psychotherapist who attends the school for one full day per week.

- Students, who have been pre-assessed through referral, and are not in receipt of therapeutic input outside of school, can be referred in for weekly sessions.
- This facility is in place to offer immediate support for students in need or distress.
- We will then support the student, and their parents/guardian, assistance in seeking outside support from the various services available in our community. To ensure if possible that there is continuity of support at times when school is not in session.
- Adheres to child protection guidelines and informs DLP of any issues that may arise.
- Maintains records in accordance with GDPR.
- Provides a weekly overview to the Principal of individual therapy sessions with students while respecting professional and ethical boundaries.

#### **4.3 Home School Liaison (HSCL)**

Works with parents/guardians to encourage their participation in lifelong learning, which will also benefit the educational uptake by their children.

- Supports parents in supporting their children through their school lives
- Works in an integrated way with various agencies/services with marginalised families.
- The HSCL will work on school transfer programmes to support parents and their children in moving with greater ease through primary and post primary sectors.
- Visits the homes of students as required – up to 30% of the weekly timetable
- Adheres to child protection guidelines.
- Maintains records in accordance with GDPR.
- Liaises with EWO re attendance and interventions/supports to encourage full attendance.
- Attends family clusters where applicable

#### **4.4 Guidance Counsellors**

The role of the Guidance Counsellors is to support, encourage, advise and provide information for students to assist them in making life/career choices.

These choices cover three broad dimensions:

- Personal and social
- Education
- Career

The Guidance Counsellors also administers educational assessment tests at various points during students' progress through school. They works in liaison with the Learning Support Team in using these tests to advise students on educational matters. There are classroom interactions in guidance appropriate to each year group, and these are detailed in the Guidance Plan. The guidance counsellors are members of the school Care Team and the School Critical Incident Team.

#### **4.5 Behaviour for Learning Teacher (BFL)**

CCS is supported by the NCSE to provide an extra level of support to students whose behaviour acts as a significant barrier to their educational outcomes. This is done through the additional provision of a fulltime Behaviour for Learning teacher. This is a multi-layered approach based on the NEPS model of support.

Level 1: School-wide Support for All Students

Level 2: Targeted Intervention Support for Some Students

Level 3: Intensive Individualised Support for a Few Students

The NCSE works with partner schools to implement interventions and projects across the three levels of support. All work undertaken aims to promote positive behaviour and learning throughout the school by focusing on developing the following:

- Behaviour for Learning Skills (How we learn and what learning looks like)
- Social and Emotional Literacy Skills (How we communicate, with our friends, families and teachers)
- Academic Literacy and Learning Skills (What we learn in classrooms etc.)
- Wellbeing Skills (How we feel about our learning and ourselves).

Students who access Level 3 support may present with a variety of challenging behaviours, including social skills deficits; low self-esteem; difficult relationships with adults/peers and poor concentration and attention difficulties in most subjects. Many of the students are also persistently at risk of suspension and/or expulsion. The severity of their behaviour in classrooms not only hinders their own educational progress but may also impede that of their peers. These students will be withdrawn to the BFL classroom, as either an individual or a group, and work towards addressing any issues that are impeding their education. The ultimate goal being full participation in school life.

The BFL Coordinator provides updates to management, CTs and Year Heads about the students accessing support with regard to withdrawal from classes, progress made and plans for ongoing support. The skills learning in the BFL classes are then transferred back into mainstream class and hopefully sees an improved educational experience for all students.

#### **4.6 School Completion Coordinator**

The School Completion Programme aims to have a significant positive impact on levels of pupil retention in primary and secondary schools. It is funded through TUSLA and the HSE. The School Completion Coordinator is a member of the school Care Team and attends CCS Care Team meetings each month.

- The Coordinator works closely with the staff and leadership of the school to achieve optimum retention in school of those who are at risk of leaving early.
- SCP aims to be preventative and supportive and it aims to provide a multifaceted approach in order to best serve the needs of students and school leavers
- SCP promotes positive lifestyles in the setting up and running of extracurricular activities.
- Working collaboratively and networking with the other Educational Welfare Services strands, Home School Community Liaison (HSCL) Coordinators and Educational Welfare Officers, the School Care Team, Principal(s) and other professionals to identify the young people to be targeted for the Project and to plan coordinated intervention for those young people across appropriate services which compliment SCP interventions.

#### **4.7 SEN Coordinator (SENCO)**

The Special Education Needs Coordinator is responsible and accountable for developing and coordinating a system of learning supports that enables all students to have equal opportunity for success at school and to manage their respective curricula. This is achieved by:

- Addressing barriers to learning, enhancing engagement, student advocacy, and reengaging disconnected students.
- Liaising with class teachers and others in support of the development of the student.
- Consulting and communicating with management, class teachers, support staff, parents and outside agencies such as NEPS and the NCSE.
- Attending weekly care team meetings.
- Maintaining records as guided by GDPR.

#### **4.8 Anti-Bullying Coordinators (Year Heads)**

Cabinteely Community School advocates a policy of zero tolerance concerning bullying. Each year head takes on the role of anti-bullying coordinator for their respective year groups. This role is both proactive and reactive.

The Role of the Anti-Bullying Coordinator/year head is to:

- Liaises closely and consults with management and the care team.
- Responds to any alleged case of bullying with care and compassion, dealing with all parties in a fair and consistent manner.
- Supports both the alleged victim and alleged bully with the aim to repair the harm caused by bullying.
- Implements and works closely with trained staff to engage students in restorative practice sessions and sociograms so as to best tackle and respond to issues concerning bullying.
- Communicates with parents and management about any such issues, in line with best practices.
- Keeps records of investigations and files relevant paperwork (See Appendix X)
- Organises guest speakers and initiatives throughout the year to promote positive relationships between students in the year group and to nurture the skills of resilience and self-expression.
- Liaises with the Board of Management in relation to reporting incidents

### **5. Referral to Care Team Process**

Students are referred to the Pastoral Care Team in the following ways:

- Year Head Referral.
- Self – referral - Student self presents with an issue
- Student(peer) referral – A friend is concerned and thinks a student needs support.
- Parent referral - Either directly or through a Year Head.
- Staff referral can be done informally through a member of the Care Team.

## **6. Programmes Offered**

6.1 The Care Team is a highly skilled group of people who are constantly engaged in Continuing Professional Development aimed at maximising the effectiveness of the supports offered to students through training up in many varied areas of care.

The programmes in which Care Team members are trained up in include:

- .B
- Mindout
- Alert
- Working Things Out
- VEP
- Know the Score
- Social Stories
- Talkabout
- Getting it Together
- Rainbows

### **6.2 The Nurture Programme**

The concept of nurture in education recognises that students' wellbeing is as important as their academic achievements. Schools applying a nurture approach address the social, emotional and learning needs of individual students by providing help to remove barriers to learning. There is a strong emphasis on emotional literacy, language development, relationships and communication. When the barriers to learning have been addressed and children feel connected to school life, then engagement in learning follows. The outcomes of such an approach can be transformative.

Students are recommended by their year head as potentially benefitting from attending a nurture group. In consultation with the relevant member of the nurture team and the SNA a Boxall Profile is complete. This provides targets to work on with the student such as communication, social and confidence skills. Students are observed in their class group to provide further information to the team.

Year groups are not mixed and attend with students from their own cohort. They attend up to 3 x 58 minute sessions per week.

Post nurture observations are carried out and a further Boxall Profile completed, again in consultation with the year head and SNA, and targets revised where necessary.

## **7. Special Educational Need Supports Offered**

### **7.1 SEN Link Teachers**

Each year group is assigned a SEN Link teacher who monitors the supports in place for students with SEN in the group. They liaise with the Learning Support teachers of English and Maths and with the SEN teachers who withdrawn small groups or individuals for specialised support. In this way they ensure that no student gets left out.

### **7.2 Co-teachers for Maths and English**

Each year group has blocked Maths and English classes which allows for one or more co-teachers to be allocated to the year group. The role of the co-teacher is to work with the subject teacher to support differentiation for all students.

### **7.3 SEN Teachers**

Students in need of specialised support may be withdrawn from class in small groups or individually to get support in some area of the curriculum or the hidden curriculum.

## **8. Transitions**

### **8.1 Transition to Cabinteely Community School**

The Care Team is involved in the transition process in Cabinteely Community School. These include:

- Primary to post-primary school
- Junior Cycle to Transition Year
- Junior Cycle to LCA Programme
- Leaving Certificate to Third Level

### **8.2 Transition from Primary to Post-primary**

This process begins in October of the year prior to entry to 1<sup>st</sup> Year. The transition process consists of the following steps:

- Visits to DEIS primary schools in the cluster by the Home School Liaison Teacher
- Taster option subject afternoon by primary school pupils
- Invitation to potential incoming first years to various activities held throughout the year in the school, eg, school musical,
- Liaise with class teacher, SEN coordinator or HSCL personnel for information that is needed in order to put in supports for the students
- SCP run programmes during August for incoming First years

### **8.3 Junior Cycle to Transition Year**

The Transition Year (TY) is a one-year programme that forms the first year of a three-year senior cycle in many schools. It is designed to act as a bridge between the Junior Certificate and Leaving Certificate programmes.

The process of transition begins in January of 3<sup>rd</sup> Year when students and their parents/guardians are invited to an Information Evening in the school to hear about the curriculum in Transition Year. It is a mandatory year for most students except for those who choose to do the Leaving Certificate Applied Programme and go straight to a two year Leaving Cert.

The TY Programme in CCS is a broad a varied one with up to 50 different subjects on offer and students are encouraged to participate to the best of their ability in order to benefit as much as possible. Students tend to grow in maturity, in confidence, to develop very positive relationships with staff and classmates and to do better academically as a result of doing the year.

### **8.4 Junior Cycle to LCA**

The Transition from Third Year to 5<sup>th</sup> Year in the LCA Programme is a big one. Some students choose to do TY and then to do LCA, which is encouraged. In a small number of cases, where a student wishes to accelerate their progress through school, they may opt to apply to do the LCA Programme.

This transition process consists of the following steps:

- Information Evening is held in January of Third Year to inform parents and students about the programme
- An Information session is scheduled for students the following week to go over the material and offer an opportunity to ask questions
- Students considered to be suited to the programme are approached and discuss their options with the respective year head and LCA Coordinator.
- The LCA Coordinator reaches out to parents and schedules a meeting to discuss their child's suitability for the programme
- The LCA Coordinator organises get togethers between the current LCA students and the prospective ones several times between February and May to give students an opportunity to ask questions of peers.

- The LCA Coordinator organises a trip for the new LCA students early in 5<sup>th</sup> Year to promote bonding.

#### **8.4 Leaving Certificate to Further/Higher Education/Apprenticeships/the Workplace**

The Guidance Counsellors work closely with the 5<sup>th</sup> and 6<sup>th</sup> Year students through timetabled career classes and individual appointments with each student to discuss their plans.

A Careers Fair is organised every November where many of the universities, colleges of further education, apprenticeships and employers have stands promoting their offerings.

Trips to college open days are organised as are guest speakers from various walks of life to come to talk with students about career options.

### **9. Child Protection**

The school has a separate Child Protection Policy. All teachers are mandated persons under *Children First 2017* and are duty bound to report any Child Protection issues to the DLP or DDLP. All concerns around the area of child protection must be reported to the Principal, Ms Clare Garrihy who is the Designated Liaison Person(DLP) for the school or Ms Michelle Lyne, the Deputy Designated Liaison Person(DDLP) for the school.

### **10. Critical Incidents**

*‘A critical incident is any incident or sequence of events which overwhelms the normal coping mechanisms of the school and disrupts the running of the school.’*

Cabinteely Community School (CCS) aims to protect the well-being of its students and staff by providing a safe and nurturing environment. The key to managing a critical incident is planning. CCS has established a Critical Incident Management Team (CIMT), which will take responsibility for steering the development and implementation of a Critical Incident Management Policy and Plan (CIMP).

The aims of this policy are as follows:

- To formulate a step by step policy that will facilitate a quick and efficient response from staff in the event of a critical incident.
- To ensure students and staff are supported in a time of crisis.
- To ensure that normality returns as soon as possible.

The CIMT is made up of the following people:

<b>Name</b>	<b>Role</b>
Clare Garrihy	Principal
Michelle Lyne	Deputy Principal
Hidai Degani	Chairperson of BOM
Padraig Bishop	Chaplain
Suzy Kelly/Orna Giblin	Guidance Counsellor
Marie Therese Canavan	Home School Liaison
Kelly Ryan	SEN Coordinator
Chris O Brien	BFL Teacher
Aisling Killen	1 <sup>st</sup> Year Year Head
Andy Brown	2 <sup>nd</sup> Year Year Head
Richard Lannin	3 <sup>rd</sup> Year Year Head
Lorna Mason	4 <sup>th</sup> Year Year Head

Kevin Delaney	5 <sup>th</sup> Year Year Head
Kelly Ryan	6 <sup>th</sup> Year Year Head
Mike Lynch	Health and Safety Officer
Other staff co-opted as necessary	



## 11. Record Keeping

The Care Team meet once a week for a class period (58mins). This meeting is scheduled in advance to ensure all members are available. In preparation for this meeting, an “At Risk Register” is completed by all members of the Care Team on a daily/weekly basis, detailing referrals in to the different supports/services within the school. This register then forms the basis of the meeting, as well as any other business that might be brought forward. At the meeting, the needs of the students are discussed, and interventions/actions are planned. These meetings, and “At Risk Registers”, are all recorded through SharePoint and shared with relevant parties on a weekly basis, in accordance with GDPR. All minutes of the meeting or password protected.

All communication is in line with the Data Protection Acts of 1988 and 2003. All records are archived on a weekly and yearly basis, stored digitally our secure network

## 12. Policy Review

This policy should be reviewed each year. This will allow us to reflect any policy changes or changes in personnel. These yearly reviews should be reflected in our planning under our school DEIS Plan.

A copy of this policy will be made available on our app and website when ratified.

This policy was adopted by the Board of Management on \_\_\_\_\_[date].

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Chairperson of Board of Management)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Principal)

Date for next review: \_\_\_\_\_