

STUDENT SUPPORT POLICY

Secondary School



1. Rationale:

St. Kilian's School is first and foremost a European school with a European culture and spirit. It is named after the Irish saint, Kilian, who was known for his love of study and who travelled through Europe as a missionary and whose feast is celebrated on the 8th July.

St. Kilian's welcomes all peoples regardless of culture, tradition and religious denomination, to share in this community and educational experience.

We are committed to creating and nurturing a caring environment where everyone's individual dignity and integrity are affirmed and valued in an atmosphere of honesty, trust and compassion.

2. Policy Aims:

This policy will address the following areas:

- Student support roles: definitions and responsibilities
- Student support programmes
- Student support procedures
- Resources and professional development
- Monitoring and evaluation

3. Student Support roles: definitions and responsibilities

Every member of staff contributes to student support in our school. There are key roles, however, which carry significant support dimensions and responsibilities.

3.1 Year Heads:

- a) Year Heads have both a pastoral and disciplinary role.
- b) Year Heads have access to information on all students in their year groups. They monitor both behavioural and academic progress.
- c) They attempt to mentor all students in groups and meet any students in difficulty individually.

- d) The role of the Year Head in relation to behavioural matters is outlined in the Code of Behaviour.
- e) Year Heads meet with class teachers informally on a regular basis to discuss students, organise activities and events specific to their year.
- f) Year Heads meet with school management on a weekly basis and discuss any relevant issues which may have arisen.
- g) Year Heads will inform class teachers of major disciplinary sanctions against students in their classes.
- h) Year Heads are available to meet with parents.

3.2 Class Teachers:

- a) A class teacher 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.
- b) The class teachers of classes 7, 10, 11 and 12 meet their class once a week to discuss issues and to communicate with students. This is a timetabled class.
- c) The class teacher is involved in induction programmes where appropriate.
- d) Class teachers have a pastoral responsibility and liaise with the Year Head on disciplinary issues.
- e) They promote class spirit and cohesion.
- f) They encourage leadership qualities within a class group.
- g) They encourage class involvement in all activities.
- h) Class teachers may be given opportunities to engage in professional development programmes.

3.3 LFI (Lycée Français d'Irlande)

Due to the unique structure of our school support may also be provided by our colleagues employed with the LFI.

3.4 Guidance Counsellor: (Please refer to the Guidance Plan)

(The role definition is taken from the work of the NCGE)

- a) The Guidance Counsellor participates in and co-ordinates the school guidance and counselling service. This participation can be categorised under three integrated areas of activity:
 - Personal/Social Guidance and Counselling

- Educational Guidance and Counselling
- Career Guidance and Counselling



b) This service is central to our pastoral care provision and involves a range of activities which include:

- Counselling
- Assessment
- Information
- Educational Development Programmes
- Personal and Social Development Programmes
- Referral
- Guidance activities to help pupils make transitions
- Consultation with parents, teachers and pupils
- Feedback to staff and school management on the needs of pupils.

An explanation of these activities is contained in the Guidance Plan.

3.5 Learning Support Teacher

The learning support teacher, in the light of the results of assessment tests, offers support to the students in various subjects. This tuition is carried out in small groups, with individual students or from September 2017 supporting the teacher and student within the subject based classroom. The learning support teacher works with subject teachers and liaises with the Guidance Counsellor.

3.6 Parents' Association

The Parents' Association meets regularly and provides ongoing support to the school in educational and pastoral matters. The Association hosts occasional seminars for parents on adolescent wellbeing.

3.7 Guest Student Support

Guest students participate in an induction day at the start of the academic year to introduce them to the academic and pastoral aspects of the school. They are assigned a buddy from within their peers for a period of two weeks and are offered continued support from the Guest Student co-ordinator/Year Head/Guidance Counsellor.

3.8 The Mentors

Each year a number of class 11 students are selected, by interview, to mentor incoming class 7 students. Each mentor is assigned a small group of class 7 students. This involves mentors providing support, being their 'buddies' through the year and organising bonding events.

3.9 Ancillary Staff

Due to the intimate size of our school the ancillary staff play a vital role in the support of students and in identifying and reporting issues which come to their attention in the normal day to day performance of their function.



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3.10 Student Council

The Student Council is a valuable resource for supporting students. They liaise with school management and the Student Council Coordinator on issues of concern for students and suggest effective ways of addressing these concerns.

4. Student Support Programmes

Social, Personal and Health Education (SPHE) is a vital area of school life and its link to pastoral care is clear. This school has a commitment to SPHE and demonstrates this in its provision on the curriculum which adheres to the official Department guidelines. The school has introduced a Wellbeing programme devoting 320 hours over 3 years across the curricular areas of PE, SPHE, CSPE and KL.

5. Student Support Procedures

This school has a number of policies which outline procedures to support students. Please refer to Code of Behaviour, Anti Bullying Policy, Child Protection Policy and Guidelines, Critical Incident Management Policy, Internet User Policy, Guidance Policy, Substance Use Policy, SPHE Policy, Special Needs Policy.

6. Outside Support

It is acknowledged that there are times when the support structures offered by the school are not sufficient to meet the needs of students in certain situations. In such circumstances, it is necessary to call on the expertise of outside agencies such as NEPS.

7. Resources and professional development

The school is committed to providing the necessary resources to underpin this Student Support policy.

8. Monitoring and Evaluation of Policy

At the end of every 3rd academic year, the management team will lead an evaluation of the policy by seeking feedback from staff and students as to its effectiveness. The results will influence future phases of the policy.

Reviewed June 2014

Reviewed June 2017