



***St. Clement's College Student
Support Policy***

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St. Clement's Redemptorist College

St Clement's College is a school community that is founded within the Christian ethos of the Redemptorist congregation:

"We firmly believe that the richness of St Clement's College comes from the trustees, each teacher, each student, each parent, and each member who contributes to the life and work of the school community"
[from Redemptorist Ethos Statement]

In this way, student support and pastoral care at St Clement's College is considered an integral responsibility of all members of our school community, namely Trustees, Board of Management, Teaching and Non-Teaching Staff, Students and Parents, and not just limited to those directly involved in providing counselling supports to students. Student Support at St. Clement's College, strives to be integrated across all aspects of school life, academic, extra-curricular and co-curricular, in keeping with our Mission Statement which *"seeks to facilitate the development of each student to his full academic, personal, spiritual and social potential in a Catholic, caring, respectful and safe environment."*

Therefore, our Student Support policy is central in the whole school approach to the development and progress of each St Clement's student.

Rationale

The purpose of this Student Support policy is to outline, and explain, the pastoral care plans in place at St Clement's College that support the ongoing concern for the personal, academic, and social development of all members of our school community.

The Student Support Policy is in line with legislative requirements:

- The Education Act [1998]
- The Education Welfare Act [2000]
- The Equal Status Act [2000]
- Dignity at Work Charter [2007]

This policy seeks to promote and respect all positive relationships within our school community.

Aims

The Student Support Policy aims to be evidenced in the following ways:

- Giving personal attention to value and develop every student, and to value one another, respecting the views of others.
- Promoting an environment that meets students' needs & developing their self-confidence.

- Acknowledgement of, and support for, each person's role in St Clements College.
- Fostering open communication and close co-operation between school and the home.
- Encouraging students to relate to the school community through participation in social, recreational, and cultural life of the college.
- Participating in the religious and liturgical life of the community.
- Motivating the students to achieve their full potential, and develop the skills needed to overcome any challenges they encounter.
- Provide opportunities for students to develop leadership and responsible decision-making skills.
- Provide access to a broad and balanced curriculum for all students.
- To prepare students to become responsible citizens, and to guide them to make appropriate and informed decisions about their future career/college path.

Student Support [pastoral] in Practice

Roles and Responsibilities

It is acknowledged that all member of our school community, including the students themselves, have a role to play in student support [pastoral care], but there are several personnel who have a specific role to play.

The pastoral roles of personnel who form our school community are outlined below. It summarises the clear leadership roles for some of these personnel to ensure that the pastoral care is delivered at all levels within our school community.

Board of Management

The Board of Management will ensure that:

- There is a pastoral care policy in place and that it is reviewed regularly.
- Student Support plans are supported and adequately resourced.

Principal

The Principal acting on behalf of the Board of Management ensures that:

- all the Student Support plans are in place, and that students' needs are catered for.
- The programmes and curriculum on offer are responsive to the needs of students which will allow them to achieve their full potential.
- A climate and culture of respect is created among all members of the school community that allows students develop to their full potential.

- Staff are supported with appropriate Continuous Professional Development to manage students' needs.
- Parents are supported in helping their sons develop to their full potential.
- External agencies are facilitated to support the development of the students in our care as appropriate.

Deputy Principal

The Deputy Principal is involved in the welfare of all students at St Clement's College and holds an important role in meeting the academic and pastoral care needs within the school. The Deputy Principal liaises with the Principal, Year Heads, Chaplain, Guidance Counsellor[s], HSCL, Subject Co-ordinators, Teachers, Special Needs Assistants, to make interventions when required. The Deputy Principal holds a timetabled weekly meeting with the Senior Leadership Team and Student Support Team.

Student Support Team [SST]

The Student Support Team has responsibility for reviewing students in particular difficulty. The members of this team include:

- Principal/Deputy Principal
- Chaplain
- Guidance Counsellor[s]
- Outreach Worker
- HSCL Coordinator

The members of the team attend a timetabled weekly meeting and advise relevant individuals/groups within the school community on any pastoral care issues as appropriate. The Management & Student Support Team meet weekly with the Deputy Principal & Principal, and information from the SST meeting are shared as appropriate.

The key focus of the SST weekly meeting is to identify a list of vulnerable/at risk students. Each week students who may need additional support are rated in terms of */**/** in terms of risk or vulnerability, [where *** is **most vulnerable**]. The Chaplain updates the * (star) **list** on the shared staff file on Office365, by year group using Student Initials only, and indicates which member of the Student Support Team the students are linked with.

The Year Head

The Year Head is the first central point of contact about any concerns or reporting of any students within their care.

- The Year Head monitors the overall academic progress and well-being of the students in a particular year.
- Year Heads have both a pastoral and disciplinary role and have access to all information regarding students in the year groups.
- Year Heads support students across the year, meet with any student individually when in difficulty.
- Year Head will refer students to a member of the Student Support Team, as appropriate. Subject teachers will be informed by the Year Head of any student needing support or understanding.
- The Year Heads meet with the Deputy Principal for a timetabled weekly meeting to discuss any pastoral issues or concerns they may have about their year group.
- The Year Head can make a referral to the most appropriate member of the Student Support Team and is responsible for completing the Referral Form [see Appendix 1].

Class Tutors

Class Tutors have an important role in the care and wellbeing of students in his/her assigned class.

- The Class Tutor meets with the class group once a week, checking the students school journals and following up on any incidents, providing any relevant information of upcoming events, outings, meetings, examinations. Giving students an opportunity to voice any of their concerns arising each week.
- The class tutor has an important role as a monitor of students, for example, noticing irregular patterns of attendance, changes of behaviour and appearance.
- The Class Tutor can share these concerns with the Year Head. If necessary, the Year Head can make a referral to the most appropriate member of the Student Support Team, by completing the Referral Form [see Appendix 1].

Teaching Staff

All teachers have responsibility for the pastoral care of students in the school. Through their interactions in class, or through extracurricular programmes, they will

- Help students build their self-esteem.
- Help student learn how to make informed decisions to optimise their potential academically, socially, and emotionally.
- Ensure that the classroom environment is conducive to the development of each student.

There are times when a student may prefer to confide in a subject teacher. Should the teacher become concerned about a student, they should speak to the appropriate Year Head.

Non- Teaching Staff

There are other members of the St Clement's College community who play a vital pastoral care role with students, e.g., Special Needs Assistants, School Secretary, Caretaker, Canteen staff. There may be circumstances where they are confided in by a student, or they themselves become concerned about a student or his behaviour. They should inform the appropriate Year Head with any concerns.

AEN Team

The AEN Team has a role in responding to the needs of young people in our care who may have general or specific learning difficulties to facilitate their holistic education. These needs are often complex and may extend beyond the academic to comprise a wide range of interlinked social, emotional, behavioural, and psychological needs.

The AEN Team coordinate the provision of supports for students with AEN and liaises with all staff relating to AEN students in their care.

The AEN Team also liaise with parents of students with AEN to address all their needs including those of a pastoral nature.

SPHE and RSE Staff

The SPHE and RSE programmes provide teachers of these programmes with an ideal opportunity to students to develop their social and personal skills. This is supported by:

- Promotion of self-esteem and self-confidence
- Enable students to develop a framework for responsible informed decision-making
- Providing opportunities to discuss and reflect on issues relevant to them
- Promoting physical, mental and emotional health and well-being

The SPHE team also liaise with outside agencies where relevant, eg. Jigsaw, HSE, NEPS

Chaplaincy & RE Department

The Chaplain, together with members of the RE Department, work with all year groups. They co-ordinate various events throughout the school year that helps students reflect on their personal and spiritual lives.

There are a number of religious services organised throughout the catholic liturgical year, e.g., Opening School Year Mass, November Remembrance Month, St Clement's Day and Graduation service where interested students can attend mass or appropriate other services.

Other programmes and initiatives that are led by the RE Department and Chaplain include, which can help students demonstrate in a practical way their faith and spiritual growth from their RE programmes:

- The Buddy System
- Kindness Week
- Multicultural Day/Week
- Interfaith Talks
- School Retreat [for all year groups]

- Pilgrimages

The School Chaplain is a member of the Student Support Team has allocated specific timetabled slots where she is available to meet students for one-to-one meetings to offer support or to listen to students who may be struggling in some aspect of their lives.

Guidance Counsellor

The role of the Guidance Counsellors is to support students to make choices about their lives, and to provide assistance and care to students learning to manage the many challenges of adolescents. The Guidance Counsellors are members of the Pastoral Care/Student Support Team.

The Guidance Counsellors co-ordinate the school guidance and counselling service under three integrated areas of activity:

- Educational Counselling
- Vocational Counselling
- **Personal and Social Counselling**

Personal and Social Counselling includes developing crucial developmental skills of the students for education and career, eg. Coping strategies, decision-making, problem-solving, self-awareness, managing and organising themselves.

Counselling Students

The Guidance Counsellors counsel students after referral through the Pastoral Care/Student Support Team weekly meetings. A Guidance Counsellor will meet the student one-to-one on an ongoing basis to listen to students and to provide appropriate advice and support. When the needs of the student cannot be met within the school the guidance counsellors will recommend support for the student from outside agencies and professionals through parent(s) or guardian(s).

Student Support and Counselling

The role of the Guidance Counsellor is to provide a counselling environment which is caring and non-judgemental on a one-to-one or group basis. Counselling is all about the relationship with another person, who has the skills and expertise in dealing with the difficulties encountered by students. The relationship is one of support and advice, education and challenge, warmth and empathy.

Counselling and Confidentiality

At the beginning of any counselling session, the Guidance Counsellor explains to the student that all reasonable steps are taken to preserve the confidentiality of information about the student in the course of their professional work. They inform students that information is revealed only with their consent, but there are **certain exceptions**, which include, where concealment would result in danger to the student or others, or when required by law. The voluntary participation in counselling of the referred student is

respected by all concerned. All referred students have the right to discontinue their engagement with the counselling process at any stage.

The Confidentiality Policy [May 2021] is available to all staff on Shared Staff Folder [Office 365] and in the Deputy Principal's Office. A copy of the Confidentiality Policy is also displayed in Guidance Office.

Parents complete a Consent Form for students to attend 1-1 meetings with members of the Student Support Team, as appropriate. The consent form is included in the admissions documentation from August 2021. Parent can access the Confidentiality Policy via the school website.

Home School Community Liasion Officer (HSCLO)

A Home School Community Liaison Officer (HSCLO) is a teacher who acts as a bridge between the school and the home, primarily working with parents and guardians to improve educational outcomes for students. They build relationships, offer support, and provide resources to help families navigate the school system and support their children's learning.

Key Responsibilities of an HSCLO:

Building Relationships:

HSCLOs establish strong relationships with parents/guardians, often through home visits, to foster trust and open communication.

Providing Information:

They offer information about the school, its policies, and local community resources that can support families.

Supporting Parental Engagement:

HSCLOs encourage and support parents in actively participating in their child's education.

Organising Parent Classes:

They organise and facilitate educational or recreational classes for parents to enhance their understanding of the school system and parenting skills.

Working with Other TESS Strands:

HSCLOs collaborate with other TESS (Tusla Education Support Service) programs, such as the School Completion Programme (SCP) and Educational Welfare Service Statutory (EWS), to provide comprehensive support to families.

Outreach Support Worker

St Clement's College is fortunate to have an Outreach worker, funded by the Redemptorist congregation. Her role is primarily to liaise with students and their families who may need additional support, either emotionally or financially. Her role is varied and adapts to facilitate the nature of the work she does, but some aspects of her role include:

- Monitoring student attendance.

- Supporting students with social, emotional, health or behavioural issues and making referrals to outside agencies.
- Visiting parents and students at their home.
- Liaise with Management and Year Heads on student issues.
- Devising positive strategies that will support and encourage engagement of students at school.
- Support student transfers to Youthreach /Catherine McCauley's School.
- Sourcing Financial support for families from Redemptorists & St. Vincent De Paul i.e., Christmas Food Hampers
- Liaising with outside agencies: CAMHs, TUSLA, Barnardo's, Social Workers, Education Welfare Officer, NEPS, St Gabriel's Centre, Children's Grief Project, Social Services Centre , Parenting Programmes , School Completion Programmes, Community Youth groups .Primary Schools HSLO, Juvenile Liaison Officers JLO's, Limerick Equine Academy.

Students

Our students have an important role to play in their own pastoral development. This role takes several forms:

- Respecting all other members of the school community
- Cooperating with staff, who seek to help address their pastoral needs.
- Engaging in all aspects of school life
- Seeking out opportunities for their own development within the school
- Taking responsibility for their learning and for their development as young individuals
- Acknowledging the rights of all other students to learn in a positive climate which value and nurtures learning and acting on this by behaving responsibly.
- Communicating any needs that they may have to the appropriate member of staff.
- Supporting other students who may have particular needs.
- Reporting any behaviour that are damaging to themselves or other students.

School Captains

School captains have an important role to play from within the student body. They

- Work with school management and staff
- Represent the school at functions and events.
- Lead by example through their punctuality, attendance, uniform, behaviour and model attitudes and values which empower other students to develop similarly.

Parents Association

Parents have a major influence on the environment in which the young person lives. Parents have an important part to play in helping to identify the priorities of the school pastoral care programme and in supporting the programme parents can also participate in pastoral care by:

- Communicating and consulting with the Principal or Deputy Principal on any initiatives they might be interested in running.
- Organising guest speakers for parents to help support their children.
- Attendance at relevant information meetings and other meetings at the college.
- Encourage their children to become self-confident, responsible, caring and independent young men who are prepared to take on the challenges of school and adult life.
- Provide support and care for their children.

Extra-curricular Pastoral programmes

- Kindness Initiative [Kindness week]
- Green Schools
- Homework club
- Lunchtime Games Club
- Multicultural/Interfaith Initiative
- Christmas Dinner for Local Community
- Anti-Bullying Week
- Gaisce
- Choir
- Sporting Activities [Soccer, Basketball, Hurling]
- Charity Fund Raising
- Anois

Student Support and Child Protection

Due to confidentiality, Child Protection cases are not discussed by members of the Student Support Team with all staff. Child protection issues are dealt with by Mr Michael O'Connor, as Child Protection Designated Liaison Person [DLP], and Ms Joan Chawke, as Child Protection Designated Deputy Liaison Person [DDL]. Any concerns around child protection are reported to the DLP or DDL. The DLP and the DDL will then take appropriate actions as outlined in the school child protection policy. All teachers are now mandated to report child protection concerns. The College has a separate Child Protection Policy in place.

Student Support Team

The Student Support Team is not a stand-alone team. It will support and is supported by other systems and structures within the college as identified above. The Student Support Team and Year Heads meet with the Principal and Deputy Principal each week for a time-tabled 40-minutes meeting.

Student Support Team members

Designated Liaison Person/Principal	Mr Michael O'Connor
Deputy Designated Liaison Person/Deputy Principal	Ms Joan Chawke
Guidance Counsellors	Ms Úna Ruddle
Outreach Support Worker	Ms Niamh Canty
HSCLO	Mr Tommy Giltenane
Chaplain	Ms Frances Murphy
Year Heads	Mr Eoin O'Toole
	Mr David Tidswell
	Ms Joanne Behan
	Mr Mike Lynch
	Mr Robert Browne

Role of the Student Support Team

The Student Support Team:

- Has a responsibility to respond in a sympathetic and understanding way to the concerns, fears and worries of all students.
- Has a responsibility to support students in difficulty in a systematic and structure way.
- Many of the issues that students present with are a normal part of growing up and students are supported through difficult times by various members of the Student Support Team.
- The Student Support Team decides the school supports which need to be put in place for student groups and individuals.
- Where issues arise with students which are of a more severe nature the group refers the student through their parent(s)/ guardian(s) to an outside agency or professional that might be able to help.
- Members of the Student Support Team who deliver personal counselling are required to attend supervision and are provided with the time to do so, as appropriate.
- All members of the Student Support Team have access to on-going training and engage with external agencies such as the Institute of Guidance Counsellors, Limerick Chaplain Group, HSE, NCSE, TESS, LCETB, UL and NEPs

Student Support Procedures

Referrals

Students can be referred to the Student Support Team in the following ways:

- Self-Referral
- Student Referral
- Parent Referral
- Year Head Referral
- Staff Referral must be done through the Year Head

Communication Strategies

Year Heads, Class Tutors and referring teachers will be kept informed of the supports students are receiving by the relevant member of the Student Support Team, as appropriate.

Staff will be made aware of students who are experiencing more severe or prolonged difficulties, by putting their names on the 'Star' [*] List. This is reviewed at least weekly, but more often as required.

The [Star] * **List** categorises **student support levels**, as follows.

***** = Most Vulnerable**

**** = Vulnerable but functioning**

*** = Moderate Concern**

- All members of staff have access to the * **List**.
- The names on the * **List**, or other referrals are discussed each week at the Student Support Team meeting.
- A member of the team is assigned to a student on the *List.
- The * List is updated and shared to Shared Staff file on Office365 by the Chaplain, after the Student Support Team meeting, and as required if needed. In line with child protection and confidentiality, the ***List** identifies students, according to their year group, using only their Initials, and alongside is the name of the Student Support Team member assigned to each student.
- Any teacher who has concerns about students on the ***List** can share that concern to the member of the Student Support Team assigned to that student.
- All staff have access to a list of strategies/advice on how to deal with students on the ***List**.

Policy Monitoring and Evaluation

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time.

Monitoring: Class teachers, Year Heads, Chaplain and the Guidance Counsellor will meet with class groups and year groups regularly to monitor the Student Support Programme. Year Head meetings with the Principal and Deputy Principal will monitor Student Support on a regular basis. Teachers will discuss academic and pastoral development of each student at Parent/Teacher Meetings. The Student Support Team meet weekly and will review the policy annually, or as deemed necessary.

Evaluation: An evaluation of the effectiveness of the Student Support Policy will take place at least each year but will be updated as required. The Student Support Team will lead the evaluation of the Student

Support Policy. The evaluation process will also seek input from the senior management team, teaching staff, parents and the students council.

The Student Support policy is part of St Clement's College Whole School Development Planning, and therefore should be read in conjunction with the following school policies:

- Admissions Policy
- Code of Behaviour Policy
- Child Protection Policy
- Whole School Guidance Policy
- Bí Cineálta Policy
- Bereavement Policy
- Confidentiality Policy
- Critical Incident Policy
- Substance Misuse Policy
- Acceptable Use Policy
- Chaplaincy Policy
- Religious Education Policy
- SPHE/RSE Policy
- Additional Educational Needs Policy
- Data Protection Policy
- CCTV Policy

Monitoring and Review

Note: Submitted to Board of Management and Trustees on the 4th June 2025.

Reviewed and ratified on the 4th June 2025.

Signed:

Patricia Kieran
(Chairperson of Board of Management)

Date: 4th June 2025

Michael O'Connor
(Principal)

Date: 4th June 2025

Appendix 1: Referral Form

PRIVATE & CONFIDENTIAL

Please pass this form to one of the Members of the Student Support Team **ONLY**

Year Head

Student Support Referrals

Student Name: _____

Year Group: _____

Class Group: _____

Class Tutor _____

Year Head _____

Initial concern raised by: _____

Reason for Referral

Date: _____

Star List

Students on the * [star] List

Strategies and Advice for staff

From time to time teachers often feel if they were aware that there was an issue with a student, situations with him could be handled differently. The Purpose of the * [Star] List is to communicate efficiently to all staff the names [using student initials] who are likely to be having personal issues and may be struggling in school.

A Student whose name is on the * [Star]List means they are currently experiencing sensitive emotional issues. The level of concern or risk experienced by student will be rated using */**/***.

***** = Most Vulnerable ** = Vulnerable but functioning * = Moderate Concern**

If teachers have concerns about the student, and their name is on the list, they now have a link with a member of the Student Support Team to share their concerns with. The *List is updated weekly in the Student Support Team Meeting. It is envisaged that there will be a limited number of names on the list. The * List will be shared to staff each week via Office365. The initials of the student are used to allow for purposes of student confidentiality.

How to support a student on the * List

A student may need emotional attention and support for example a student could be visibly upset in class, withdrawn, not tuned in, isolating himself, not taking part etc. A student may be under stress and some acting out may be expected e.g. angry or confrontational

What to do if you see a student's name on the * List

- Encouragement
- Possible attention
- Watchful eye
- Reduce Isolation
- If huge concern talk to the assigned Student Support Team for that student

How? **You may already be doing these. Use your own judgement.**

- Use their name in class
- Eye contact
- Mind them in a non-directive manner
- Positive comment on VShare, if earned
- Calm tone of voice
- Avoid confrontation
- Focus on the positive
- Tactical Ignoring
- Check in with them at the end of class

Please note there is always individual support for a student on the *List. Any Change from the normal behaviour should be noted and inform the Student Support Team member assigned to the student.