

# Student Support Teams in Post-Primary Schools

A Guide to Establishing  
a Team or Reviewing  
an Existing Team



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# Student Support Teams in **Post-Primary** Schools

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or Reviewing an Existing Team



These guidelines have been prepared by the National Educational Psychological Service. They are a resource for all personnel who have a responsibility for student support in post - primary schools. Consultation with a broad range of Education partners in the process of development is acknowledged with thanks.

*It is recognised that this is an area of ongoing development and that current thinking and practice may well be superseded by future developments. Therefore this guidance document should be seen as an evolving one that will need adaptation in the light of future new perspectives and needs of individual schools.*

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# CONTENTS

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|          |  |    |
|----------|--|----|
| <b>1</b> | INTRODUCTION .....   | 5  |
| <b>2</b> | WHAT IS A STUDENT SUPPORT TEAM? .....  | 6  |
| <b>3</b> | MEMBERSHIP .....   | 8  |
| <b>4</b> | RESPONSIBILITIES OF TEAM MEMBERS .....   | 10 |
| <b>5</b> | PROCEDURES .....   | 12 |
| <b>6</b> | CONFIDENTIALITY .....  | 15 |
| <b>7</b> | RECORD KEEPING .....   | 17 |
| <b>8</b> | APPENDICES   |    |
|          | <b>8.1 APPENDIX</b> .....  | 18 |
|          | EXAMPLES OF THE TYPES OF CONCERNS THAT CAN ARISE<br>FOR DISCUSSION AT A STUDENT SUPPORT TEAM MEETING<br>SAMPLE PLAN FOR INTERVENTION |    |
|          | <b>8.2 APPENDIX</b> .....  | 20 |
|          | STUDENT SUPPORT REFERRAL FORM<br>SAMPLE RECORDING FORMAT FOR MEETINGS<br>SAMPLE REVIEW RECORD  |    |
|          | <b>8.3 APPENDIX</b> .....  | 23 |
|          | SUPPORTING DOCUMENTS AND LINKS   |    |



# 1

# INTRODUCTION

This document is a guide to establishing student support teams in post-primary schools and describes a way in which the resources of the school can be organised to benefit all students and in particular those presenting with additional support needs. It is not intended as a comprehensive manual but rather as an aid in establishing a team or reviewing an existing team.

The document *Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention* (2013) provides information for post-primary schools on addressing mental health and student well-being. The National Educational Psychological Service (NEPS), *A Continuum of Support for Post-Primary schools: Guidelines for Teachers and Resource Pack for Teachers* (2010) provides a framework for schools to support students with social, emotional or academic needs. The National Centre for Guidance in Education, *Planning a School Guidance Programme* (2004) provides guidance for schools in developing the whole school Guidance Plan. This booklet should be read with reference to these documents.

The *Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention* highlight the potential that schools have to make a significant contribution to the general well-being of young people and to provide a stable and supportive environment for all students. It is likely that, for most, difficulties will be short-lived and resolved with good support and minimal intervention. However, some difficulties that arise in adolescence can be of a serious and enduring nature and some students will require more intense and/or long term support, including referral to specialist services.

Early identification and intervention will ensure the best outcomes. A strong support system in a school can be the vital first step in addressing difficulties, whether through providing in-school interventions or through involving specialist services.



## 2

# WHAT IS A STUDENT SUPPORT TEAM?

The student support team is part of the student support system in a school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students. The Guidance Plan for the school sets out the components of this system which includes the SPHE curriculum; the behaviour management system; the role of year heads and so on.

### TERMINOLOGY

- ▶ In line with the Continuum of Support (2010) and the Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (2013) the term **student support teams** will be used in this document. However, it should be noted that some literature refers to **care teams** or **pastoral care teams**.
- ▶ In some schools, the term '**care team**' is used to refer to a small group of staff members with a specialist role, typically a guidance counsellor, deputy principal and/or one other member of staff, who meet weekly to address the urgent needs of a small number of students. This team can operate in addition to a larger student support team.

If a care team in this sense is the **only** model in place in a school, there are a number of risk factors associated with this:

- ▶ This group could become the 'default' mechanism for wider student support issues and be used to address the needs of a wider group of students. Those students who have emerging needs or who could benefit from minimal support and intervention could be overlooked and only considered when matters have deteriorated.
- ▶ Access for other staff to the support system may be restricted and, even with the best will in the world, communication to the wider staff could be limited.
- ▶ Opportunities for preventative measures in relation to student well-being could be restricted.
- ▶ Other staff may not have access to training that might become available through the student support system.

Essentially, a **student support team** is a student-focused mechanism put in place by a school in order to:

- ▶ co-ordinate the support available for students in the school
- ▶ facilitate links to the community and other non-school support services
- ▶ enable students with support needs to continue to access a full education
- ▶ assist staff to manage those students effectively
- ▶ ensure new staff members are briefed about policies and procedures relating to student well-being and support
- ▶ advise school management on the development and review of effective student support policies and structures.

Participation in the student support team will benefit its members in their planning for interventions with students. For example, a staff member may obtain information about a student that will assist in planning work experience placements or a special needs co-ordinator may decide to modify a support plan based on background information on a student.

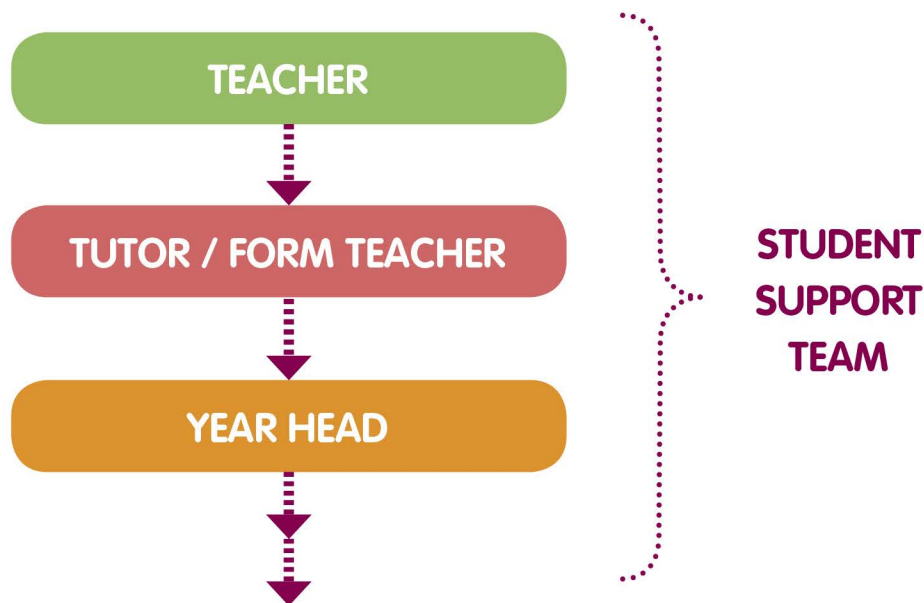
**Critical Incidents:** In the case of a critical incident, it is likely that a Critical Incident Management Team (CIMT) would draw its key members from the student support team.<sup>1</sup> In addition, the team is likely to take responsibility for the development and monitoring of the school's Critical Incident Management Plan.

**Child Protection:** The Principal, as the Designated Liaison Person (DLP) has responsibility for the implementation of Child Protection Procedures (2011) and oversees all issues related to child protection, including reporting to the Board of Management. There will also be a deputy DLP. However, each member of the school community shares the responsibility for implementation of the procedures and it is particularly important that members of the student support team have a clear understanding of the procedures and of their role in relation to them.

## THE BEHAVIOUR MANAGEMENT SYSTEM

The student support team has strong links with the behaviour management system of the school and can initiate preventative programmes for addressing issues that arise. The National Education Welfare Board's (NEWB 2008) guidelines on a school's code of behaviour emphasises the promotion of good behaviour as the goal of the code.

### BEHAVIOUR MANAGEMENT SYSTEM



<sup>1</sup>The NEPS guidelines on critical incident planning recommends that a critical incident management team consist of a Principal, Guidance Counsellor, Chaplain, Home/School/Community Liaison Officer, member of the Special Education Needs team as well as other staff who may be appropriate (2007)



## 3 MEMBERSHIP

Core membership of the student support team should include:

- ▶ A management representative - principal or deputy principal
- ▶ Guidance counsellor
- ▶ Special needs co-ordinator
- ▶ Year heads /form tutors
- ▶ SPHE co-ordinator

Membership of the student support team should be a routine part of a year head's duties but all year heads do not need to attend every meeting (or all of a meeting). However, year heads do need to know which students are of concern as they are a vital link in the referral process and in the communication chain that operates in the school.

**Other members** of the team in schools where these posts exist will be:

- ▶ Home School Community Liaison Teacher (HSCLT)
- ▶ School Completion Officer (SCO)
- ▶ Chaplain
- ▶ Behaviour Support teachers

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**Additional participation** in some meetings may be appropriate for others as follows:

### **School Counsellor**

If a school employs a counsellor, it may be appropriate for them to attend some meetings. Attendance at the meetings could be a cost factor if the counsellor is contracted to be available for a set time.

### **Staff members with a specialist role**

There may be a staff member who is working in a specialist role or, for example, a subject or resource teacher who is working with a group of students who are of particular concern. In some instances, the teacher may want to elaborate on the reason for their initial concerns or to discuss details of interventions being put in place.

### **Parents/guardians and students**

From time to time, parents/guardians or student(s) may be invited to meet with the team for a particular purpose, such as a project that relates to the well-being of students.

### **Professionals from external agencies**

Professionals from other services or agencies such as school psychologists (NEPS); Education Welfare Officers (EWO)<sup>2</sup>; the Special Education Needs Officers (SENO) of the National Council for Special Education (NCSE); Health Service Executive (HSE) personnel may attend when appropriate.

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<sup>2</sup> The National Education Welfare Board comprising the Education Welfare Service; School Completion Programme & Home/School/Community Liaison Service, operating as one, have a model of service which includes a lead worker to oversee support for a student identified with attendance & participation difficulties.

# 4

## RESPONSIBILITIES OF TEAM MEMBERS

Responsibilities of core team members are agreed and recorded. This can take time and will always need review. For example, it could happen that two members see themselves as working with the same student and there might be confusion about who has overall responsibility for supporting the student.

Typical responsibilities of the core team include the role of **co-ordinator**. Sometimes the principal may take on that responsibility, at least initially, to ensure a successful start. However, it may be more convenient for the principal to appoint a senior member of staff to take it on or a guidance counsellor may be the most appropriate person to co-ordinate the team. The role may be rotated, perhaps annually, but the value of experience should be taken into account as the co-ordinator's role is key to effective functioning of the team. It would be of value to have a deputy co-ordinator who would be available to take over as co-ordinator in the event of the co-ordinator going on maternity leave, for example, to take the role on the following September.

The **co-ordinator** will:

- ▶ organise and make preparation for the meetings
- ▶ liaise prior to the meetings with any additional attendees and arrange for the relevant year heads, other teachers, parents/guardians, students to be present
- ▶ brief any 'extra' attendees about issues and procedures
- ▶ ensure documentation is circulated
- ▶ make appropriate referrals or allocate the task to another person
- ▶ liaise with relevant agencies and, if appropriate, with parents/guardians
- ▶ provide structured feedback to those agencies
- ▶ convene and chair case meetings or arrange for someone else to chair
- ▶ ensure relevant staff are kept informed of appropriate decisions/action
- ▶ provide support in the development of criteria for monitoring the operation of the student support system.

The **guidance counsellor**:

- ▶ may have detailed information on particular students
- ▶ may agree to provide on-going support or specific interventions to individual students as an outcome of the meeting
- ▶ may support subject teachers in their work
- ▶ may liaise with outside agencies
- ▶ may be a contact for parents/guardians who have concerns about their children.

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The **year head/form tutor:**

- ▶ will collate information from teachers in relation to particular students or issues
- ▶ may be required to give feedback to individual staff
- ▶ may make contact with parents/guardians
- ▶ may liaise with class teacher; the school psychologist ,or other professionals
- ▶ may be available to monitor/support individual students.

The **SPHE co-ordinator:**

- ▶ will, through the SPHE curriculum, work with year heads/form tutors
- ▶ and may be required to provide input on a range of topics from time to time related to whole school issues, e.g. bullying, substance use.

The **Coordinating Teacher for Special Education Needs:**

- ▶ will have specialised information on students with learning difficulties
- ▶ can advise on appropriateness of supports for particular students.

## Good communication is key to effective student support teams

The team can appoint a **link person** to provide for the effective communication of information if this is warranted by a particular situation. For example, the subject teachers of a student may need to be briefed. The co-ordinator of the student support team could speak individually to each of those teachers **or** ask a year head to do so **or** share the task between them. However, the task of ensuring that other staff members know how the team operates and that the referral procedures put in place are being followed would be best done by the co-ordinator.

The structure and operation of the team will have a significant influence on the development and maintenance of good communication within the team as well as with the rest of the school staff and with external agencies. This will be key to its success.

**Other Services:** It is essential for the student support team to have information about the various services and agencies which provide support. Some of this information is available in the Well-Being in Post-Primary Schools Guidelines. It is necessary for the student support team members to be familiar with procedures for accessing local services. As agencies and services can change, periodic reviews of what is available and the agencies' criteria for access will be worthwhile.

## 5 PROCEDURES

While there is much variation in schools, there are key features essential for the maintenance of a student support team:

- ▶ **Regular designated meeting times** are necessary. Whether weekly, fortnightly or monthly will depend on the needs of the school and the immediacy of the issue. It is recommended that the team meet once a month as a minimum but weekly is preferable. Infrequent and irregular meetings will not facilitate a good process as this could mean that it is difficult to address issues adequately. The structure will not then be seen as useful and effective.
- ▶ **Adequate time** needs to be allocated for preparation to ensure the best use of time, for example, scheduling meetings well in advance.

*Not all members will be available for every meeting but as far as possible the student support team meeting should be held. The co-ordinator or other team member should undertake to inform the non-attendees about decisions taken.*

- ▶ **Clear and easily accessed referral procedures** are essential. It is best to have some flexibility but the referral route should take the least intrusive pathway and involve the least number of persons. Schools may use a variety of pathways, e.g. verbal referral to any team member or to a designated member of the team or referrals only from management or year heads. Students who have been identified by external services or by parents/guardians may be referred through the principal.

In some schools any professional directly involved with students can refer to the team. In DEIS schools, it is possible that the Home School Community Liaison Teacher, the School Completion Officer or a teacher from the Behaviour Support class (National Behaviour Support Service), will have information or concerns about particular students that they can bring to the team meeting (it is recognised that these resources are not accessible for all schools).

Various models of referral exist and one example of a referral route for teaching staff might be as follows:

- a) a subject teacher informs the class tutor of a concern
- b) the tutor may suggest actions to be taken or may refer directly to year head
- c) year head and tutor discuss what actions might be taken and make a plan for intervention or
- d) may refer at once to the student support team

**The urgency of a matter will be a determining factor in this.**

Some examples of the types of concerns that may be discussed at a meeting are provided in Appendix A with a plan of action set out for one example.

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**Meeting procedures** for student support teams are based on the same principles of good practice that any meeting will follow:

- ▶ clarifying the purpose of the meeting
- ▶ ensuring that all views are heard
- ▶ staying within time schedules
- ▶ recording actions

Whenever possible, a collaborative approach is used to reach decisions but the co-ordinator may at times have to make a decision if agreement cannot be reached. A student support team should be non-judgemental and use a structured problem-solving approach (see below). A co-ordinator may benefit from access to professional development in managing a meeting.

The following is an approach to dealing with a case:

**Step 1:** The meeting begins with a statement of the concern in behavioural terms:

“Dean -----, following suspension for his attack on another student at the lockers, was verbally abusive to Ms ----- in her class before walking out of the room”

**Step 2:** A review of what is known about Dean follows – his history, the level of his ability, and other relevant information from school records.

**Step 3:** What is known about the classes or situations where the behaviours occur is examined. Is there a pattern/connection? If possible, group and prioritise the main concerns.

**Step 4:** Where other information is required to progress the matter, this information is identified.

**Step 5:** Possible actions to be taken are identified – including immediate; medium and longer term. Who needs to be spoken to? Who will speak to the parents/guardians etc?

### **A solution-focused approach provides a way of implementing a short-term intervention that can be readily evaluated.**

- ▶ Emphasises short-term, goal focused interventions
- ▶ Focuses on constructing solutions, rather than analysing possible causes
- ▶ Seeks to have elements of the solution already present, i.e. start with an easily achieved target
- ▶ Explores how things will be different and what it will take to make this happen
- ▶ Develops an action plan
- ▶ Includes monitoring and reviewing the action plan

The school’s NEPS psychologist, if requested, could advise on a useful structure for case discussions and facilitating action plans.

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**An annual student support team review** of the team's work and role is necessary. This gives an opportunity to obtain a profile of the referred students and establish if there are clearly identifiable patterns or issues emerging. While this exercise can be seen as a demanding task at the end of the academic year, it will be of practical value in informing any necessary changes for the coming year. Appendix 2a of the *Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention* contains a School Self-Evaluation Questionnaire which may be a useful tool in supporting this review. Key Area 4 – Partnerships (Family & Community Links) in the questionnaire provides for a review of the school's student support system.

In addition, a review of the composition and organisation of the team will allow for an examination of the place of the team in the support system of the school i.e. what other systems are operating that might overlap with the team's work? The need for modifications and adjustments in how the wider school system works and connects may be identified. The Learning Environment Checklist provided in *A Continuum of Support for Post-Primary Schools Resource Pack for Teachers* on pages 8 – 22 may be a useful tool for reference.

In the context of a student support team there are two aspects to the issue of confidentiality.

The first relates to the responsibilities of those who work directly with children and young people in terms of their duty of care.

The second is the need to find a balance between keeping teachers informed to help them carry out their duties and unnecessary disclosing of personal information about students and their families.

All those who work with students need the opportunity to express personal views and feelings. However, student support team meetings should avoid becoming merely opportunities for adults to express their frustration. Professional boundaries should be preserved in discussions about young people and teams should ensure that factual information is used when making decisions on a course of action.

The expression 'need to know' is used frequently but the difficulty can be in interpreting the level of 'need'. Teachers who are asked to modify their teaching or their interactions with students should have a reason provided for doing so. It can also help them to understand a student's behaviour. Teachers of any student who is being supported should, if possible, be made aware of the support and how long it may continue.

Respecting privacy and confidentiality is very important and students often express concerns about 'being talked about'. Following a format such as the solution focussed or similar problem-solving technique can help prevent circular discussions about students' problems.

School staff should always be advised of the importance of privacy and confidentiality in relation to any information they receive about students. Families can have strong views about how much of their personal information is known and these views should be respected.

**The key question is** - will disclosure of information be of benefit to the student?

**The welfare of students is the deciding factor.**

The student support team makes the decision about how much information should be shared. Consultation with parents/guardians, the student, NEPS, or other professionals may help in making this decision.

- Sometimes, more serious issues relating to possible neglect or abuse will arise and in those cases, follow-up will be carried out by the Designated Liaison Person, whose role is outlined in the Child Protection Procedures for Post-Primary Schools (2011).



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Any disclosures that relate to a student's or others' safety must be reported by a teacher. Young people have to be informed that this will happen. It is important that they are also made aware that what is discussed will not be disclosed unnecessarily and that privacy will be respected. These issues are less likely to be seen as problems if a student has a positive and trusting relationship with a member of staff. However, at times, it can happen that a student will disclose information that indicates potential self-harm. The staff member must put the student's safety above any issues of trust.

When working with students, it is essential to provide them with **privacy** through:

Choice of time and meeting location

Having protocols about who has access to the information

Keeping any written information secure.

## Parental Consent

*While school personnel may discuss any student at a support team meeting, signed parental consent is required when any non-staff attendee is participating in such discussions.*

# 7

## RECORD KEEPING

**Data Protection** is an important element of the work of the team. If information about students is kept, whether on computer or paper files, the Data Protection Acts of 1988 and 2003 will apply. These laws are designed to safeguard the privacy of individuals in relation to the processing of their personal information. It is essential that the school have a well-developed and implemented policy on record keeping

The Dept of Education's Child Protection Procedures for Post-primary Schools (section 3.5) outlines the requirements for recording information in relation to reports and/or allegations relating to child welfare concerns.

In addition to formal requirements, the team will need a means of keeping track of discussions and decisions. The tasks in relation to paperwork include:

- ▶ design of a referral form for staff
- ▶ design of a form for recording the information relating to students of concern
- ▶ design of an action plan form if considered useful. Its purpose would be to let relevant personnel know of the plans for a particular student, especially if there are individualised resources to be sought. Alternatively, the team may prefer to keep this record for the team only and to verbally inform others.

**A referral form should be no more than one page, easily completed and allow for a short description of the concern, for example,**

There is an increase in number of classes J is leaving early; he has left school grounds three times this week

**Or**

M's Social Worker requested school support following traumatic incident at M's home

**APPENDIX B** has examples of template forms used by schools.

The 'sample recording format for meetings' may appear to be complicated at first glance but it is worth pointing out that the school that developed it took some years to do so and found it very useful.

Some of the sample template documentation provided in *A Continuum of Support for Post-Primary Schools Resource Pack for Teachers* (2010) may be of use particularly pages 51 to 54.

Using a single colour for paperwork associated with the student support team is a useful tip to allow instant recognition.

All documentation related to the work of the student support team should be marked **Confidential**.

## 8.1 APPENDIX

### EXAMPLES OF THE TYPES OF CONCERNS THAT CAN ARISE FOR DISCUSSION AT A STUDENT SUPPORT TEAM MEETING

- (i) *The local Child and Adolescent Mental Health Service (CAMHS) has notified the principal that a young person is particularly vulnerable. They request that the school make temporary adjustments for the student. The student support team makes an assessment\* and decides what support is required. This could take the form of the team notifying teachers that there are special circumstances in relation to the young person. Support for teachers in making any adjustments would also be included in the planning. Or, if a decision is made that the young person needs individual support that will require them to miss some classes, a team member will undertake to arrange/oversee this and to link with the student's teachers. They may also be the contact with the family and undertake to speak with the young person about what is planned as well as liaise with HSE personnel.*
- (ii) *A student whose behaviour is reported to have deteriorated over a short period of time also appears to be isolating themselves from their peers. Assessment\* in this instance would include a history of any contact with the family or information on what is known of their circumstances. One team member may undertake to seek that information. It may be considered appropriate to refer on to clinical services immediately **(see sample plan for intervention for this case)**.*
- (iii) *A small group of 1st Year students is causing serious difficulties in a number of classes. Assessment\* indicates that intervention is required on a number of fronts: support for the teachers involved; individualised follow-up for one or two of the students in the group; an examination of the way in which sanctions have been used with the students. All of these tasks are included in a plan of action and are reported back on at subsequent meetings.*
- (iv) *The principal requests a review of the school's Critical Incident Response Plan. Discussion is held on some aspects of the review process and decisions are made on who will be responsible for the tasks to be done.*

*\*Assessment in this instance refers to the collating of school file information, teachers' knowledge of the student and other general information. It should be as comprehensive as possible.*

## SAMPLE PLAN for INTERVENTION

A second year tutor spoke to the year head about Shane, a normally easy-going student who was observed recently to be in 'bad form' and not talking with his friends as much as before.

Three subject teachers also mentioned to the principal and the year head that Shane's behaviour had deteriorated. He had made smart comments to a couple of teachers and was often off-task. The year head spoke to Shane who said there was 'nothing wrong' and that he 'didn't know why' he had misbehaved. The year head brought it as a referral to the student support team because Shane's behaviour, though not yet of a serious nature, was uncharacteristic and had altered quite quickly.

- At the meeting, a review of what was known of Shane indicated that the family had not come to attention during routine contacts with all parents. He was considered to be an average student who related well to teachers and had a group of friends.

Following a review of the concerns, it was decided that:

- ▶ the year head would speak to Shane's parents about the school's observations
- ▶ the guidance counsellor would meet with Shane
- ▶ a Short Teacher Report form would be circulated to all his teachers.

- At the next meeting the information available about Shane was reviewed. The following are two possible scenarios reflecting a mild need and a more complex need:

### Scenario 1

Shane's parents had recently split up and his mother said that he was angry about his father leaving. Shane's teacher reports indicated that he was doing less well in some subjects but was considered to be as usual in others. The guidance counsellor found that Shane didn't know what to expect following his parents separation and was worried that his father might disappear from his life.

**ACTION:** ▶ It was decided that the Guidance Counsellor would continue to see Shane and share his concerns with his parents if Shane agreed. If he did not want this, then the guidance counsellor would get agreement from the parents that she would support Shane.

### Scenario 2

Shane's mother told the year head that Shane's behaviour at home had changed also. He was uncommunicative, bad tempered and wasn't going out as much as he used to. She herself was suffering from depression and was on medication. His teacher reports indicated that Shane was performing poorly in most areas and was becoming increasingly argumentative with teachers. The guidance counsellor found Shane to be very negative about school and his future in general. She said he did not seem to be interested in anything.

**ACTION:** ▶ It was decided that the guidance counsellor would speak with the NEPS psychologist about a plan to support him in school and discuss appropriate referral routes for Shane.

- ▶ His parents would be contacted immediately to discuss the school's concerns.
- ▶ His teachers would be alerted to the need for him to be observed and supported.

## 8.2 APPENDIX

## STUDENT SUPPORT REFERRAL FORM

Private and Confidential

Name of Student: .....

Year: .....

Class: .....

Form Teacher: .....

Year Head: .....

State how you know the student: .....

Is it a pastoral care / learning/behaviour concern (please tick one)?

Pastoral care Learning Behaviour 

Reason for concern: .....

.....

.....

.....

.....

.....

.....

.....

Signed: ..... Date: .....

PLEASE HAND TO THE CO-ORDINATOR (OR DEPUTY CO-ORDINATOR) OF THE STUDENT  
SUPPORT TEAM

## SAMPLE RECORDING FORMAT FOR MEETINGS

| Student Support Team - Date |            |                    |       |                         |   |
|-----------------------------|------------|--------------------|-------|-------------------------|---|
|                             | From       | Student            | Risk* | Concerns**              | Follow-up***                            |
| <b>1st Year</b>             | Year group | Student's initials |       | category of problem     |   |
|                             | 1.1        | S O'M              | 1     | Emotional               | Year head talk to parents/guardians     |
|                             | 1.2        | P T                | 2     | Behavioural             |   |
|                             | 1.2        |                    |       |                         |   |
|                             | 1.4        | 2                  |       | Behavioural             | Tutor support Maths teacher             |
|                             |            |                    |       |                         |   |
| <b>2nd Year</b>             |            |                    |       |                         |   |
|                             | 2.2        | 5                  |       | Behavioural / Emotional | Guidance counsellor > referral to CAMHS |
|                             | 2.5        |                    |       |                         |   |
|                             |            |                    |       |                         |   |
|                             |            |                    |       |                         |   |
| <b>3rd Year</b>             |            |                    |       |                         |   |
|                             | 2.1        | A M                |       | Social                  | Tutor and peer support                  |
|                             |            |                    |       |                         |   |
|                             |            |                    |       |                         |   |
| <b>4th Year</b>             | 4.2        | E D                | 3     | Emotional               | Consult NEPS psych.                     |
|                             |            |                    |       |                         |   |
|                             |            |                    |       |                         |   |
|                             |            |                    |       |                         |   |

\*Risk is rated from 1- low risk to 5 - high risk (immediate action required).

\*\* Concerns are phrased in categories according to the MAIN presenting problem:

- ▶ Behavioural – acting out; aggressive; bullying...
- ▶ Emotional – family or personal problems; grief ...
- ▶ Social – isolated; fighting...

\*\*\*Follow-up refers to the individual(s) who will be reporting back on that student following some action.

| STUDENT SUPPORT TEAM REVIEW RECORD |                  | DATE:             |               |        |  |
|------------------------------------|------------------|-------------------|---------------|--------|--|
| NAME                               | Positive changes | On going concerns | Current needs | Action |  |
|                                    |                  |                   |               |        |  |
|                                    |                  |                   |               |        |  |
|                                    |                  |                   |               |        |  |
|                                    |                  |                   |               |        |  |
|                                    |                  |                   |               |        |  |

## 8.3 APPENDIX

### SUPPORTING DOCUMENTS AND LINKS

**Department of Education and Skills, Health Service Executive, Department of Health (2013).**

Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention.

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