

Tipperary Education and Training Board (ETB)

CÉIM ÉILE AND TCFE

ONE-TO-ONE POLICY – COUNSELLING AND TEACHING

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Contents

[One-to-One counselling (Guidance Counsellor) Procedure 4](#_Toc139879402)

[General 4](#_Toc139879403)

[Responsibilities and Duties of the Counsellor 5](#_Toc139879404)

[One-to-One Meeting/Teaching with Learners 6](#_Toc139879405)

[Responsibilities and Duties of Teachers, Tutors and Resource Team. 7](#_Toc139879406)

[Record Keeping and Access to Records 8](#_Toc139879407)

[Review 8](#_Toc139879408)

**Céim Eile, Templemore College of Further Education (TCFE)**

**ONE-TO-ONE POLICY – COUNSELLING AND TEACHING**

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**Céim Eile, Templemore College of Further Education (TCFE)**

**ONE-TO-ONE POLICY – COUNSELLING AND TEACHING**

**Rationale**

This policy is to establish correct protocols around the provision of One-to-one counselling or teaching for learners.

*It is the policy of this school that one-to–one counselling and teaching is often in the best interest of the learner. Where one-to-one sessions occur, this will take place in an open environment i.e., staff member and pupil visible through a glass panelled door.*

## One-to-One counselling (Guidance Counsellor) Procedure

### General

The guidance counsellors are fully qualified guidance counsellors and members of the Teaching Council and Garda Vetted.

The guidance counsellors are full members of the Institute of Guidance Counsellors (IGC) and are facilitated to attend five sessions of Supervision through the IGC each academic year.

The counsellors will have a sensible regard for the learners’ beliefs and values. They will work in ways to promote the learners’ personal autonomy, freedom of choice and self-direction. The counsellors record a list of learners detailing who they meet on a one-to-one basis and relevant notes regarding the sessions.

All one-to-one meetings with learners take place in the counselling/guidance office where possible or as deemed appropriate by the facilitator. At the guidance counsellor’s discretion, they may decide to use alternative indoor or outdoor spaces. Any concerns (Learner Protection) that the counsellor has regarding the safety of a learner is discussed with the Principal (DLP) as a matter of urgency. If the principal is unavailable, the issue will be discussed with the Deputy Principal (DDLP).

### Responsibilities and Duties of the Counsellor

Learners may be referred to the Guidance Counsellor/Counsellor by senior management, the Coordinator, in consultation with the resource team, or can self-refer. In the sessions the counsellor should always be mindful of:

* their role and explain the boundaries within the counsellor/learner relationship
* their qualifications, areas of expertise and relevant limitations
* the nature of counselling activities involved and the reasons for undertaking them and the benefits to the learner in the case of counselling
* any referral options which may benefit the learner where any presenting issue is beyond the counsellor’s current level of competency or would serve in the best interest and welfare of the learner.
* confidentiality in the counselling process and the limits of confidentiality
* the learners' right to engage in and withdraw from involvement in the process at any stage and take all reasonable steps to ensure that clients give valid consent to proposed interventions
* consent for learners to avail of counselling is sought from parents as part of the new parent induction form
* consent of the parent/ guardian is not always looked for or required. However, the Guidance Department will encourage learners to open up dialogue with parents and guardians and to inform them they have linked in with the guidance counselling department. Parents and guardians are contacted by the guidance counselling department if issues of concern arise that warrant parental involvement, and this is flagged with learners per the guidance department protocols.
* keeping all written records in a locked filing cabinet in the Guidance Counselling/Principal’s office. When making or keeping records, care should be taken to distinguish between fact, observation, and opinion and to include only such information as is required for the purpose of professional involvement with the learner. Where a decision is made, the basis for the decision is noted. Statutory and data protection responsibility with regard to records applies to all media, whether written hard copy, electronic or digitally recorded.
* Reveal information about clients only with their consent, but with certain exceptions, which include: where concealment would result in danger to the client or others; when required by law or designated guidelines; or for purposes of professional consultation or supervision.
* If after an initial meeting the guidance counsellor suggests a programme of intervention is necessary then consent of parents/guardians may be required if the client is a minor, (in line with Informed Consent and Freedom of Consent section 1.3.1 ICG Code of Ethics)

## One-to-One Meeting/Teaching with Learners

**One-to-one teaching**

PROVIDED IT IS DEEMED APPROPRIATE for an individual, one-to-one teaching may be provided. It is our preference to use small groups as this alleviates any learner protection issues. TCFE and Céim Eile will weigh up the benefits of this against the possible disadvantages in relation to a learner protection issue. Every effort should be made to ensure the protection of learners and staff. It is crucial that clear boundaries are put in place and most one to one teaching will take place in the open area.

IF A LEARNER NEEDS learning or other support (e.g., therapeutic support) on a one-to-one basis, parents/guardians will be advised of arrangements in place. This will be overseen by the Principal, Coordinator and resource team. Where there is a need to see a learner in a one-to-one situation e.g., learning support, special examination centres, tutor, teacher or resource team interventions etc., the teacher, tutor or resource person must be visible at all times through an open door or a clear glass panel. Work carried out by Special Needs Assistants will also be completed in an open environment as per the care plan.

Staff members will not detain a learner alone in a classroom or in an area of the school where they may not be visible to others.

All one-to-one **meetings** with learners take place in an open environment with a glass panelled door. One-to-one **teaching may** occur between learners and Special Education teachers.

From time-to-time outside professionals may be required to meet with/assess learners in a one-to-one setting. This includes visits from external agencies for example, SEC, TUSLA etc. All personnel in such cases, working with learners on a one-to-one basis, will be required to present identification upon entry to the premises, must be Garda Vetted and parental permission must be given in advance of such visits.

## Responsibilities and Duties of Teachers, Tutors and Resource Team.

Teachers, tutors and resource team have a **responsibility to inform learners of the extent and limitations of confidentiality** with respect to the college’s policies and safeguarding of the wellbeing of the learner. Learners should be informed of the limits of confidentiality where information about them may need to be shared. If issues of safety override those of confidentiality and a concern around learner protection arises the concern will be discussed with the DLP as a matter of urgency. DLP/Principal will inform parents of any learner protection related issues in line with Learner Protection procedures.

## Record Keeping and Access to Records

All written records are kept in a locked filing cabinet in the Principal's/Coordinators office. When making or keeping records, care should be taken to distinguish between fact, observation, and opinion and to include only such information as is required for the purpose of professional involvement with the learner. Where a decision is made, the basis for the decision is noted. Statutory and data protection responsibility with regard to records applies to all media, whether written, hard copy, electronic or digitally recorded. For SEN learners all learner support files are recorded and stored in accordance with the SEN Policy.

# Review

This policy will be reviewed by the Board of Management once in every school year.

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| Submitted to Staff: |  |
| Submitted to Board of Management: |  |
| Submitted to ETB Board: |  |