



# Millstreet Community School Code of Behaviour (Draft)





## **Mission Statement**

Millstreet Community School promotes all aspects of the development of each student in a caring environment. MCS seeks to provide students with the opportunity to use their voice in a meaningful way and to develop the capacity for lifelong learning.

## **We are a Community School**

As a Community School, represented by the Association of Community and Comprehensive Schools (ACCS), we are duty-bound to provide equal access to a comprehensive, community-based, multi-denominational education and to pioneer the delivery of an innovative model of teaching, learning, assessment and reporting. In so doing, we aim to contribute to a just and caring society. In line with the stated objectives of ACCS, we:

- innovate and disseminate good practice in Millstreet Community School
- communicate effectively with all stakeholders
- facilitate our staff in the execution of their responsibilities
- commit to use and account for resources efficiently and effectively
- influence and manage change by committing to partnership initiatives
- promote the growth of the Community School model

## **Characteristic Spirit & School Aims**

Millstreet Community school is a co-educational multi-denominational post-primary school under the joint patronage of Bishop of Kerry, C.E.I.S.T. (on behalf of the Presentation Sisters) and Cork Education and Training Board.

Community Schools provide a comprehensive system of post-primary education open to all the children of the local community. An innovative approach to delivery of a wide-ranging curriculum contributes to the spiritual, moral, mental, physical and social well-being of students within their community. Community Schools may also provide for life-long learning within their local community through the provision of adult education programmes.

Our school was established under the Deed of Trust and opened on 01.09.1973. The values of Cork ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of the Bishop of Kerry and the Presentation Sisters and are enshrined in the characteristic spirit and in the life of our school and are respected and cherished.

The core values of Millstreet Community School are care, respect, community, inclusion, equality, justice and fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/ her full potential in a calm, caring and creative environment.

Our values are reflected in how we live as a school community. The unique and intrinsic value of each member of the school community is recognised and respected. All are treated equally, regardless of race, gender, religion/belief, age, family status, marital status, civil status, membership of the Traveller community, sexual orientation, ability, disability or socio-economic status. All students are given equal opportunity for enrolment, in line with



the Education (Admissions to School) Act (2018) construed in accordance with section 3 of the Equal Status Act 2000. Once enrolled, our school provides all our students with equal opportunities to engage with the curriculum, school life and the local community.

Millstreet Community School, provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Our school promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society.

Our school is multi-denominational where we welcome, respect and support students of all religions and beliefs. The provision of religious education, religious worship and the work of the Chaplain all combine to reflect the founding intention of the school, the school's mission statement and the needs of the students within the school. The characteristic spirit of the school finds practical expression through the provision of pastoral, liturgical and social outreach activities, as appropriate, for each student.

In Millstreet Community School, we celebrate the partnership, collaboration and empathy which nurtures and develops our young people in a community where the essence of our ethos is care and respect for self, others and our environment.

#### **Specifically, Millstreet Community School:**

- Is a forward looking, listening and responsive, value based school in which students learn and flourish in a calm, caring and creative environment.
- MCS values collaboration and operates in spirit of cooperation.
- There is a culture of respectful engagement with all of the partners characterized by open relationships which seek the best outcome for and with all students.
- The intrinsic value of student voice is recognised and stimulates a response.
- Those employed in the school seek to work with and promote the growth and development of each student.
- Diversity is valued and celebrated.
- Honesty, hard work and critical thinking are promoted.
- Learning and Teaching in MCS are underpinned by the drive to promote excellence in the development of skills applicable to life during and after a student's time here and has the stated expectation that all teachers will work to the highest of standards in terms of classroom preparation, delivery and assessment.
- MCS continues the long established tradition of working with the community from which we grow.
- School Planning and Self -Evaluation involves, values and promotes the collaboration of all of the partners.
- All of those who work in the school are aware of and invested in the Pastoral Care of pupils.
- The Year Head, Junior/Senior Lead and Tutor system underpins the attitude of care, concern and expectation which exists throughout the school.



- Staff collegiality, positive, respectful, professional relationships and effective communication are highly valued and considered central to all learning and teaching.
- MCS seeks to be innovative in its approach, leading to new possibilities for learning and teaching and allowing us to better respond to individual student needs.
- Creativity is a central aspect of school life and is evident throughout the school.
- Progress and achievement are celebrated.
- The essence of the school is respect, for self, for others and for our environment.
- Commitment to global citizenship promotes social awareness and active participation in both the school, local and wider community.
- An awareness of personal wellbeing and the need to relate to others and the world are encouraged.
- MCS is respectful and supportive of all students

## Summary

Millstreet Community School encourages all students to become confident, responsible and successful individuals who will make a positive contribution to society. All parties in the school will also strive to ensure that the learning community of students will experience an ambitious, supportive and caring spirit in the school cognisant of the array of talents, abilities and diverse needs of the student population.

The day to day management of the school, supported by all the resources of the school at its disposal, e.g. committed teachers and leaders, guidance counsellor, chaplain, learning support teachers and SNAs, will foster a community that is supportive and understanding of the diverse needs of the student body. They will create an atmosphere of belonging for all, establish activities, events and occasions to foster and inspire students in keeping with the aims and objectives outlined in this Code of Behaviour to enable the student body:

- To have the highest expectations of themselves and each other
- To show respect for all in the school community
- To embrace and celebrate the diversity of our student body and our community
- To respect the dignity and ambition of others and to be ambitious for their own success in life by developing the skills they need for the future
- To develop as intellectually curious lifelong learners
- To be socially, environmentally, ethically and digitally responsible global citizens
- To actively promote and sustain their own emotional and physical wellbeing, to promote and respect that of others in our school and to foster a sense of responsibility and resilience



Our motto in Millstreet Community School is:

***Clara Dies Expectat (Latin phrase meaning 'Bright Days Ahead')***

*In accordance with S.15 (2) (b) of the Education Act, 1998 the Board of Management of Millstreet Community School shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.*

## ***Principles Underpinning our Code of Behaviour (in line with NEWB Developing a Code of Behaviour: Guidelines for Schools)***

**Providing clarity:** The code of behaviour describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning.

The code also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school. An effective code makes clear that an orderly, harmonious school requires students to behave in accordance with that code.

**Affirming that everyone's behaviour matters:** The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts.

**Focusing on promoting good behaviour:** The code gives priority to promoting good behaviour. The tone and emphasis of the code should be on setting high expectations and affirming good behaviour.

**Balancing needs:** The code makes clear that the educational needs of a student whose behaviour is unacceptable will be balanced with the educational needs of other students in the school.

**Recognising that relationships are crucial:** The quality of relationships between teachers and students relationships are crucial is a powerful influence on behaviour in a school. The school code fosters relationships of trust between students and teachers. Adults have more responsibility than students for building these relationships.

**Focusing on personal responsibility:** The code helps young people to experience the value of being responsibility responsible, participating members of the school community.

**Ensuring fairness and equity:** The code is informed by the principle of fairness. It respects the principles of natural justice, and ensures a consistent approach to behaviour on the part of all school personnel.



**Promoting equality:** The code promotes equality for all members of the school community. The code prevents discrimination and allows for appropriate accommodation of difference, in accordance with Equal Status legislation.

**Recognising educational vulnerability:** The code of behaviour reflects the school's commitment to provide positive support, including active teaching of relevant skills, for those students who are more vulnerable to behaviour problems.

**Attending to the welfare of students:** The code of behaviour is based on a commitment to the welfare of every student, including the right to participate in, and benefit from, education.

**Attending to the welfare of staff:** The code helps to promote a positive and safe working environment for all staff, including a positive and safe classroom environment for teachers.

**Promoting safety and freedom from threat:** The code promotes the conditions for learning and teaching, dignity and freedom from threat of violence for both staff and students.





# Code of Behaviour

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## Scope

This Code of Behaviour, to be reviewed every two years, applies to students of Millstreet Community School and relates to going to and coming from school and when representing the school or involved in any school activities. This Code was drawn up in consultation with all the school partners, including Joint Patrons, Board of Management, Staff, Parents/Guardians and Students.

## Rationale

Many people work together in our school each day and therefore a high level of courtesy and consideration for others is necessary. Behaviour which is ill-mannered, dangerous or disruptive cannot be allowed. Our Code is based on the recognition of the student as an individual and seeks to create an environment in which the welfare of all is protected.

## Introduction

In keeping with the Values, Mission statement and Aims of Millstreet Community School, this Code of Behaviour has been developed to create a friendly, respectful and co-operative atmosphere so that every person who belongs to Millstreet Community School is given the best possible opportunity to grow and develop academically, socially and personally within an ordered and safe environment conducive to learning. It promotes an environment that encourages all pupils to have pride in being a student of Millstreet Community School and inspires them to present a good image of the school to the wider community.

The MCS Code of Behaviour is developed in collaboration with all partners in education, parents/guardians, students and school personnel. It is ratified the Board of Management. Students and Parents/Guardians accept the terms of our Code of Behaviour prior to enrolment and agree to sanctions should the Code be broken. For the avoidance of doubt, any reference in this document to the Principal should be construed as being inclusive of an Acting Principal or the Deputy Principal or an Acting Deputy Principal if the Principal or Deputy Principal are absent or unavailable.

The Code of Behaviour endeavours to allow students to study and learn according to their own ability and to progress without interference from others. It allows for students to access the appropriate support and guidance when coping with the demands of school life. Following our Code of Behaviour will enable students to take on the future challenges of the adult world with self-assurance and ease.





The following policies will be considered in conjunction with the Code of Behaviour of Millstreet Community School and may be viewed on our school website [www.millstreetcommunityschool.ie](http://www.millstreetcommunityschool.ie) or are available from the school office. This list is not exhaustive and will be constantly reviewed and updated.

- Anti-Bullying Policy
- Substance Use Policy
- Uniform Policy
- Whole-School Guidance Policy
- Attendance Policy
- Homework Policy
- Acceptable Use Policy
- Admissions Policy
- CCTV Policy

**This Code of Behaviour is divided into three parts:**

### **Part I**

Part One outlines the relational values that should be upheld by our students to ensure that they make a positive impact on our school community. Beginning in September 2024, this part of the Code of Behaviour will be printed in each student's School Journal every year and agreement to uphold its philosophy must be signed by the student and at least one parent/guardian on/before the student has returned to school for three full days in each academic year.

### **Part II**

Part Two outlines the ways that positive behaviour is celebrated and encouraged in Millstreet Community School on a whole school basis, whilst recognising that despite the best efforts of our school, inappropriate behaviour, can happen from time to time and will be addressed using a combination of problem-solving and restorative approaches and/or the application of sanctions.

### **Part III**

Part Three outlines the procedures in relation to suspension and expulsion at Millstreet Community School.



## **OBJECTIVES**

It is our aim that this Code of Behaviour will support the progression of a professional learning community in Millstreet Community School and foster a climate where respect, tolerance and consideration for others is to the fore.

We hope that this Code of Behaviour will empower our students to develop the knowledge, skills and attitudes that will support them in learning how to learn and to take responsibility for their learning.

Our Code of Behaviour allows for students to access the appropriate support and guidance when coping with the demands of school life.

By following our Code, it is our hope that we will be in the process of equipping our students to become active responsible citizens and lifelong independent learners while developing the necessary skills that are required for the world of work in today's information age such as inclusion, collaboration, critical thinking and working with others.

## PART I

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### Relational Values

The MCS Code of Behaviour outlines the essential values that are required to ensure that every student can learn within an inclusive and caring school environment that is committed to recognising the unique dignity and value of each individual. The values at the core of this Code of Behaviour are:

#### 1. Respect

*I will show respect for myself, other students, all staff, visitors to the school and school property at all times.*

##### **This means:**

- I will respect the rights of all those who are part of our school community so that each person can achieve their full potential and develop as responsible citizens and lifelong independent learners.
- I am motivated to care for all property belonging to myself, other students, staff members, school visitors and the school grounds (or other such places while on school related activities) by ensuring that such property is not damaged, vandalised or stolen on or off the school grounds.
- I will avoid interference with school equipment such as fire safety equipment, alarms, cameras and other fixtures which have been installed for the safety and wellbeing of all who use our school.
- I understand that the use of school lockers are for my convenience and that continued use of this privilege is dependent upon care and respect of this property.
- I will only drink water/non-carbonated drinks and eat food at break times, before or after school in the school canteen.
- As we are a Green School, I will show appreciation for all those who work in our school by tidying up after myself in the canteen, disposing of all rubbish I have in the relevant bins throughout our school and promise not to have chewing gum or bottles of correcting fluid in my possession in our school.
- Unless it is unsafe or improper to do so, I will uphold the privacy of other students, staff and visitors to the school by being confidential in relation to another's learning, results, circumstances, personhood or school related activities and will avoid any inappropriate disclosure of such information either by verbal, photographic and written communication or via any technological device including mobile phone, social



media and the World Wide Web except where I have been requested to disclose such information by relevant school personnel. (See appendix one of this policy for further clarification).

**Why:**

- As a student of MCS, I have a shared responsibility to keep all classrooms and school communal areas clean and tidy so as to enhance our learning environment.
- I recognise that all facilities are provided for the benefit of students and members of staff and should therefore be cared for and used appropriately.
- I have a significant role to play in respecting the privacy and confidentiality rights of each person in our school so they feel protected, supported and safe in their quest to learn.



## 2. Kindness

*I will treat everybody as I would like to be treated myself.*

### **This means:**

- As a student of Millstreet Community School, I will ensure that all my actions towards the school and all members of the school community are carried out in a polite, friendly and inclusive manner.
- I will use appropriate language and actions at all times that are neither foul nor abusive.
- I will be kind by working hard to build strong, open and friendly relationships with my peers and all adults in our school community.
- I will support the characteristic spirit of our school by ensuring that all people who use our school are treated to an environment that is free from disruption, interference with one's personal space including lockers and school bags, verbal abuse or slugging, bullying and physical violence.
- I will treat the School Support Dog with kindness, gentleness and respect at all times.
- I will be truthful and respectful at all times, particularly when conversing with a member of staff of Millstreet Community School.

### **Why:**

- Everyone in our school has an obligation to create a friendly, supportive, uplifting and safe school culture that values the honest contributions of each individual and supports the wellbeing and resilience of all members in our school.
- I appreciate that everyone has a right to be happy in school. Bullying makes people unhappy; they may not want to come to school which affects progress in our school and bullying can affect people for the rest of their lives.



### 3. Teamwork

*I commit to working as a team player in Millstreet Community School by being on my best behaviour at all times throughout the school grounds.*

#### **This Means:**

- I will be well behaved throughout the school campus, in the mall, corridors, the canteen, the sports hall, in the toilets, and outside the school buildings.
- I will follow directions given by staff at all times.
- I will walk throughout the school building, avoid pushing, running and shoving and will only enter classrooms, administrative areas, study areas, work areas and the canteen when advised to do so.

#### **Why:**

- As a team player, it is my responsibility to work well with others in our school and contribute to the organisation of each school day while valuing the work and contribution each individual makes to our school and creating unity among all members of MCS.



## 4. Self-Presentation

*I will wear my uniform properly and proudly to school every day.*

### **This Means:**

- I will wear my full uniform in school, travelling to and from school, on school trips and for other school-related activities and events, unless otherwise informed.
- My appearance will be neat and tidy
- I will not wear excessive jewellery or piercings
- I know that one pair of small earrings is acceptable
- I know that make-up, if worn, must be discreet and minimal.
- I will bring appropriate sportswear to school for all PE classes when required to do so and accept that such sportswear is reserved for PE classes and sporting activities only.
- I will take responsibility to care for my belongings and will clearly mark my name on all my belongings.

### **Why:**

- To provide me with a sense of belonging to Millstreet Community School and create an identity for our school in the wider community while encouraging me to dress smartly and be proud of my appearance and our school.



## 5. Pride

*While wearing my school uniform outside the school grounds and at all times when I am on school related activities, I will treat school staff, students and members of the community with respect.*

### **This means:**

- I will be well-mannered, use appropriate language, refrain from using banned or dangerous substances and safely use footpaths and cross roads while coming to and from school, outside the school at lunch time and during any school-related activity either inside or outside school hours.
- I will avoid all areas that are deemed 'out of bounds' by our school management, which shall be published and regularly reviewed.

### **Why:**

- As a student of MCS, I commit to providing a positive image of our school to the wider community in order to protect the good name of our school.



## 6. Engagement

*I will engage with the school's curriculum, have a positive attitude to my work and always try to do my best by availing of all opportunities to work and learn.*

### **This means:**

- I will bring all necessary equipment, materials and books that are required for each class including the school Journal, textbooks and copybooks.
- I will listen to and work with my class teacher and follow all class rules.
- I will participate in an active and positive way in all lessons.
- I will be punctual so that class can start on time.
- I will always do homework to the best of my ability – written work, oral work, practical work and study.
- I will take responsibility and ensure that I record all homework and/or classwork in my Student Journal for each class and that I will get my Journal signed at least once a week by my parent(s)/guardian(s).
- I will get my parent(s)/guardian(s) to sign any notes written by any staff member in my Student Journal
- If my class is unsupervised at any time, I will take action to inform a member of the school management team and/or administration staff.
- I will only use phones or electronic devices on the school premises or on school-related activities if I have been given consent to do so by my teacher, SNA or school management including administrative staff.
- I am aware that if I need to contact my parent(s)/guardian(s) at any stage throughout the day, that I can go to the Main Office where staff can assist me.
- I understand that if my mobile phone is seen, heard or used on the school campus or on school-related activities without the express consent of a member of staff that, as far as practicable, the procedures of this Code of Behaviour will be followed.
- I will take an active part in the development of our school by electing suitable members to the Student Council and/or seeking nomination for election to this group.

### **Why:**

- I should have a positive attitude to learning so that all students in Millstreet Community School, including myself, can receive a quality education that is characterised by high expectations and the pursuit of personal excellence.



- I should contribute to the development of our school to increase my social competence, camaraderie and sense of purpose.
- I should engage in class in class to increase my attention and focus while promoting meaningful learning experiences that lead to enhanced learning outcomes for me.



## 7. Participation and Punctuality

*I will attend school regularly and be punctual every day.*

### **This Means:**

- I will do my best to come to school each day and to attend all classes for the duration of the school day by seeking to schedule any appointments I may have outside school hours or term time.
- I will vacate the locker areas and/or malls and corridors at least five minutes before the beginning of school, the end of small break and before the end of lunch, so that I will be in the classroom of each lesson on time and have all required materials on my desk.
- If I arrive at school late in the morning, I will sign in at the Main Office with an explanation. I will collect any necessary books for my classes from my locker without delay and explain myself to my teacher.
- Each day, I will be on time for all other lessons throughout the school day and will only go to my locker in the morning before school starts, at break time, lunchtime and at the end of the school day.
- I will remain in all classes until the bell rings (with some exceptions for First Year students).
- If I need to leave a lesson at any stage, I will seek permission from my teacher to do so. If I need to use the toilet during a lesson, I also sign out and in using the sign in sheet in each classroom.
- Once I enter the school premises in the morning, I will remain on the school grounds for the duration of the school day (including time before Evening Study, sports training, school bus collection, etc. if applicable) unless I have been given permission to leave by School Management, or relevant staff acting on their behalf.
- I understand that it is a privilege to leave the school at lunchtime and recognise that my enjoyment of this privilege is subject to courteous and appropriate behaviour at all times. First Year Students remain on campus for the duration of the school day.
- If I need to attend an appointment during the school day, I will have a note from my parent(s)/guardian(s) in my school journal detailing the time that I need to sign out at and when I will be returning to school (if relevant).
- I will show this note to my Class Tutor or, in the event of their absence or unavailability, the First Year Head, Junior or Senior Lead or Deputy Principal, as appropriate.
- Having been given permission from the school authorities, I will fill in the sign out book at the office, and await collection by my parent(s)/guardian(s) from the Main Office area.
- If I am absent from school for any length of time, my parent(s)/guardian(s) will (as required by the Education Act 1998) inform the Main Office by phone and submit an Absence Note via the MCS App or in hard form in the School Journal.
- I understand that I am responsible for catching up with any classwork and assigned homework if I am absent as a result of illness, sporting, cultural or other such activities.



## Why:

- In order to fully participate in all lessons, I will need to attend all my classes and be punctual so lessons can begin on time.
- I should understand that by attending class and being punctual, I will be supporting my fellow students to work together, generate enthusiasm and participate in our lessons while building on our learning to date.
- By remaining on the school premises throughout the school day, I will endeavour to ensure my safety and guarantee punctuality.
- As our school acts *in loco parentis*, it is imperative that the school authorities know where I am at all times throughout the school day.



## 8. Responsibility

*I will take action to promote my own wellbeing and that of others by making right choices to protect my safety, attention, memory and ability to learn and that of others.*

### **This Means:**

- I will not smoke or have, use, pass, buy, sell or share alcohol, cigarettes, e-cigarettes, vapes (disposable or otherwise), smoking paraphernalia, solvents, or drugs, legal or illegal and I will not have, use, buy, sell or share fireworks or similar products including laser lights or any offensive weapon while on the school premises, wearing the school uniform outside the school or while on school related activities.
- I am aware that in accordance with the Public Health (Tobacco) Amendment Act 2004, smoking in a public building is against the law.

### **Why:**

- To ensure that MCS is a safe and healthy environment where our school grades and potential are not negatively affected, attendance at school and extra-curricular activities is maintained and our brain development continues without any changes as a result of trauma or the misuse of substances.



## Acceptance

### Student Declaration:

As a student of Millstreet Community School, I promise to abide by the values and their interpretation as outlined in the MCS Code of Behaviour. I accept that in upholding this Code, I am making a positive contribution to our school and pledging to co-operate with all members of the school community in order to progress my learning.

Signed (Student): \_\_\_\_\_

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

### Parent / Guardian Declaration:

As a Parent/Guardian of the above student, I hereby confirm my intention to co-operate at all times with the school authorities to support my child in upholding the values of the Code of Behaviour in Millstreet Community School. I accept that the school has the right to investigate any infringements of the Code and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and previously accepted on enrolment/ratification by the Board of Management.

Signed (Parent/Guardian): \_\_\_\_\_

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

## PART II

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### Whole school approaches to support our relational values

#### 1. RECOGNITION

In Millstreet Community School, we are acutely aware that the majority of our students will attain an education without ever being in breach of our Code of Behaviour. We recognise that the majority of students understand that learning matters and, in so doing, make a valuable contribution to the progression of a quality learning environment within our school. Their support of our school community has a significant impact on student outcomes, student engagement and participation as well as lesson preparation and teaching. To encourage and acknowledge their hard work, commitment, resilience and leadership qualities, as well as their sporting, musical or artistic skills, we employ a range of initiatives to applaud and affirm them.

Some of these initiatives may include but are not limited to the following:

- Public announcement of congratulations on the school's public address system.
- Receipt of verbal praise and/or certificates or awards at assemblies, as appropriate.
- Affirmation of positive behaviour by the classroom teacher, either verbally, electronically or via a note in the student's school journal.
- Letters of commendation from the Principal and/or other Staff to commend exceptional work, improvement or other student achievements.
- School trips or complimentary Canteen Food for a class or year group.
- Attendance Awards for Students with very high levels of school attendance.
- Positive letter or phone call to parents/guardians.
- Display of students' work around the school.
- Walking the School Support Dog
- Publication in the local newspapers, school magazine, the school website or other web pages.
- School concerts, carol services, fashion shows, musicals, plays or art exhibitions that promote the arts in our school and encourage teamwork, collaboration and the pursuit of excellence.
- National Awards such as BT Young Scientist & Technology, Woldwise Global Schools, Gaisce Award, GAA Future Leaders, Ambassador Schools Programme, etc.
- Positive references while in school and/or on completion
- Inter-class competitions



- Enjoyment of privileges e.g. use of locker, attendance on educational tours, etc.

## 2. SCHOOL SUPPORTS

To promote positive behaviour and relationships, we offer a range of supports for all our students. This is provided throughout Junior and Senior Cycle in our Wellbeing initiatives, talks and programmes such as SPHE, CSPE, TY and LCVP. All students have a Class Tutor and who undertakes the role of caring for a class group in order to promote learning at every level. MCS is delighted to have a School Support Dog, Kaci, through Autism Assistance Dogs Ireland. The School Support Dog is present in various classes and is available to all students for support and companionship whenever needed.

First Year Students are assigned a specific First Year Head. In close association with the Class Tutors, the First Year Head will be responsible for the welfare of all students in First Year groups with particular regard to:

- Transition from Primary to Secondary School
- personal and academic development
- attendance
- positive behaviour and relationship-building
- extra-curricular activity

The First Year Head has a central role in the experience of students transitioning from Primary to Secondary School and is an important point of contact for First Year Students and their Parents/Guardians.

All students in Second and Third Year are assigned a Junior Lead. All students in Fifth and Sixth Year are assigned a Senior Lead. The Junior/Senior Lead is a central figure in the school community who provides a critical link between the senior management team and Tutors, Classroom Teachers and SNAs. The remit of the Junior/Senior Lead is spread across three areas of responsibility including personal and academic development, attendance and extra-curricular activity. The Junior/Senior Leads also have central pastoral care and behaviour support roles and link seamlessly with the Class Tutor for a given year group. The Programme Coordinator acts in the same way for Transition Year students. MCS also offers other supports, which may be accessed by our students from time to time. These include, but are not limited to, the following:

- Learning Support and Resource
- Guidance and Counselling
- Chaplaincy Services
- Restorative Practice
- Aoireacht (Pastoral Care) Team
- Attendance Supports
- Grúpa Stiúrtha (AP1 Steering Committee)





- Student Voice Initiatives
- Access to our School Support Dog
- FUSE Anti-Bullying Programme
- After School Evening Study
- Ambassador Schools' Programme
- Green Flag Programme
- TY-First Year Mentoring Programme supported by Kerry Diocesan Youth Services
- Inclusion Workshops, facilitated by KDYS
- TÚSLA Educational Welfare Officer Interventions
- NEPS Educational Psychological Support

### 3. INVESTIGATING PROCEDURES AND INTERVENTIONS

Students will be encouraged to correct inappropriate behaviour as far as practicable without recourse to formal sanctions. However, we recognise that there may be times when a student may display behaviour that contradicts our Code of Behaviour. To address infringements of our Code, staff in Millstreet Community School may use a variety of interventions and/or sanctions that will be applied in a fair and reasonable manner. These interventions are spread across four levels.

## 1. SECTION A – Minor Infractions

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### CLASSROOM TEACHER / TUTOR / SUPERVISOR

Section A infractions may be by the disruption of a class by any of the following:

- Homework not done
- talking / laughing / back-answering
- eating / drinking / chewing gum in class
- late arrival
- not being in full uniform
- no journal, books or class materials
- use of locker outside stated times
- out of class without permission
- wearing of excessive jewellery
- not removing outer garments, e.g. gloves, hood.
- Littering

*\*List is not exhaustive*

### Minor Infractions – Interventions

Some interventions that may be applied at this level by a classroom teacher, tutor or supervisor may include the following:

- discussing the matter with the student
- restorative circle - an attempt to repair the harm done
- advising the student on aspect(s) of behaviour that need to change
- apology and/or reparation as appropriate
- changing seating arrangements
- writing a note in the school journal



- confiscating a device if it is visible and/or used on the school grounds
- writing a report for referral to the First Year Head, Junior/Senior Lead, Programme Coordinator, Deputy Principal and/or Principal in the case of repeated negative behaviour that interferes with learning and teaching in the classroom.
- in some instances, a teacher may request the assistance of the First Year Head, Junior/Senior Lead, Programme Coordinator, Deputy Principal and/or Principal to remove a student from class/corridors/mall due to repeated disruption or inappropriate behaviour or if there is a serious and immediate concern for the health, safety and wellbeing of others.
- checking and applying SENCo and Aoireacht recommendations as per VSware and/or Staff notification

## 2. SECTION B – Major Infractions

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### FIRST YEAR HEAD, JUNIOR and SENIOR LEAD, PROGRAMME COORDINATOR

The First Year Head, Junior/Senior Lead and/or Programme Coordinator may receive a referral in relation to a particular student if they are absent from class without permission or engaged in behaviour that repeatedly interferes with learning and teaching in the classroom such as, but not limited to, latecoming, unwanted interruption or failure to bring all necessary materials to class.

In Millstreet Community School, we recognise that the role of the First Year Head, Junior/Senior Lead and Programme Coordinator is a supportive role, whereby the both work closely with a student in a pastoral capacity to encourage the student to alter their behaviour in a way that supports them in their learning and academic progression.

In doing so, the First Year Head, Junior/Senior Lead and/or Programme Coordinator will document and monitor the student over the days and weeks following any referral to them.

It is expected that the First Year Head, Junior/Senior Lead and/or Programme Coordinator should, where relevant, recommend to the Principal the suspension of a student for a major infraction. The ultimate decision to suspend a student rests with the Principal (and Board of Management, where necessary).

Section B infractions ,may be by the disruption of a class by any Section A Minor Infractions displayed on a **regular** basis or other behaviour including, but not confined to:

- use of foul language
- leaving class before being dismissed
- hitting / horseplay /mess-fighting
- bullying / racism
- inappropriate comments
- malicious damage to property / theft
- skipping classes
- aggressive / threatening behaviour
- skipping detention

### Major Infractions – Interventions

Some interventions that may be applied at this level by a First Year Head, Junior/Senior Lead and/or Programme Coordinator may include the following:

- restorative circle - an attempt to repair the harm done
- advising the student on aspect(s) of behaviour that need to change
- apology and/or reparation as appropriate
- checking and applying SENCO / Aoireacht Team recommendations as per VSWare and/or Staff Memo



- interviewing one or more students
- receiving a written statement from one or more students
- putting a student on a White or Yellow Report Card
- compiling a Student Profile Report
- issuing bespoke targets
- issuing one or more lunchtime detentions to the student (students can eat their lunch at this time)
- arranging a meeting with Parents/Guardians
- prohibiting access to the corridors, malls and/or lockers at break time and/or lunchtime
- referral to any of the school supports as outlined above in our Code of Behaviour
- referral to Deputy Principal or, in the case of very serious infractions, to the Principal.



### 3. SECTION C – Gross Infractions

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#### DEPUTY PRINCIPAL / PRINCIPAL

The Deputy Principal and/or Principal may receive a referral in relation to a particular student as a result of a serious incident and/or persistent infractions of our Code of Behaviour.

In addition, it is acceptable that the First Year Head, Junior/Senior Lead and/or Programme Coordinator can and should, where relevant, recommend the suspension of a student for a gross infraction.

Examples of a serious incident that may be referred to the Deputy Principal and/or Principal include, but are not limited to, an instance of inappropriate language towards a member of staff, absence from class without permission, bullying, racial abuse, harassment of any kind that is directed at any member of our school community, persistent disruption of class, vandalism, possession or misuse of substances as outlined in Part I of our Code of Behaviour or if there is a concern about the health, safety and wellbeing of others in our school.

In order to fully investigate any such incident(s), the Deputy Principal and/or Principal may be assisted by interviews, written statements, referrals and reports from any staff member or the First Year Head, Junior/Senior Lead, Programme Coordinator, CCTV (as detailed in our CCTV Policy), meeting with in-school support personnel and/or meeting with parents/guardians.

Section C Code infractions may be caused by the disruption of a class, by an infraction in any part of the school grounds, by any of the infractions listed under Section A or Section B (above), which are **repeated or persistent**, including, but not confined, to:

- any of the above infractions listed under A or B which are repeated or persistent
- verbal abuse to member of staff / peers
- use of foul language to any member of staff
- direct refusal to obey instructions
- mistreatment of our School Support Dog
- smoking on school premises or grounds
- vaping on school premises or grounds
- setting off the fire alarm
- substance abuse or dealing in prohibited substances (including aerosols)
- inappropriate use of the internet
- violent behaviour, e.g. physical assault
- any illegal activity

#### Gross Infractions – Interventions

Some interventions that may be applied at this level by the Deputy Principal and/or Principal may include any of the interventions at Sections A and/or B and/or the following:

- restricted access to the canteen or confinement to a specific area of the school
- prohibiting leave of the school grounds during lunchtime
- seeking a contribution for any wilful damage and/or interference with school property or that of others while on school related activities
- Reporting to the Office before school and at other periods throughout the school day for a period of time as decided by the Deputy Principal and/or Principal
- **Suspension** at the discretion of the Principal, and in accordance with the school policy on suspension and expulsion, as detailed in Part III of this policy
- **Referral** to the Positive Behaviour Committee; a sub-committee of the Board of Management
- **Referral** to the Board of Management as detailed in Part III of this policy
- **Expulsion**: in cases of gross infraction(s) of this Relationships Charter, a student may be expelled in accordance with the school's Policy on Suspension and Expulsion, as per the Education Welfare Act (2000)

The seriousness of the misbehaviour will determine the sanction to be applied. This may include referral to the Principal with a recommendation for suspension or referral by the Principal to the Board of Management with a recommendation to consider expulsion.

## 4. REFERRAL TO THE BOARD OF MANAGEMENT

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The Board of Management of Millstreet Community School reserves the right to arrange a meeting with parents/guardians and, if necessary, to apply further suspension(s) or expulsion as outlined in Part III of this policy, including referral to the Board of Management.

### Notes:

- a. Suspensions applied by the Principal will be officially ratified by the Board of Management at the next meeting of that body.
- b. The Positive Behaviour Committee is established and ratified by the Board of Management as and if required. When it is deemed necessary by the Principal, and as a matter course if a student has been suspended for a total of 15 days or more, a student will be brought before the Positive Behaviour Committee, which will impress upon the student how unacceptable their behaviour has become, and will encourage them to reform. The Positive Behaviour Committee will outline what sanctions, targets and/or changes to behaviour are deemed necessary. If, having been referred to the Positive Behaviour Committee, the student has neither achieved the set targets nor desisted from causing infractions of the Relationship Charter, the Principal may refer the student to the full Board of Management, as detailed in Part III of this policy. There will be three members on the Positive Behaviour Committee; the Deputy Principal, a nominee from the Board of Management and a staff member, drawn from the student's Class tutor, Junior/Senior Lead, Guidance Counsellor or Chaplain. This staff member shall act as the student's advocate at the meeting. The student's parent(s)/guardian(s) will also be invited to attend the meeting.
- c. Parents and students are asked to note that it is not possible to detail every rule and regulation governing one's behaviour at school. Attendance at MCS is conditional upon acceptance of the above code and the Management reserves the right to make the final decision in its interpretation.





## **PART III**

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# **SUSPENSION AND EXPULSION POLICY**

## **1. SUSPENSION**

### **RATIONALE**

In Millstreet Community School, our Mission Statement states that our school *“promotes all aspects of the development of each student in a caring environment. MCS seeks to provide students with the opportunity to use their voice in a meaningful way and to develop the capacity for lifelong learning.”*

The Board has obligations under Health and Safety to provide a safe place of work. *“The Board shall take other reasonable measures as it considers appropriate to ensure that good order and discipline is maintained and the safety of staff and students is secured.”*

It is acceptable that the school can only function effectively with a clear Code of Behaviour that recognises the right of the student to learn unimpeded and the right of the teacher to teach without obstruction. As part of the Code of Behaviour, the Board of Management must ensure that the school has a policy on, and procedures for, the use of suspension. Suspension and expulsion will only be exercised by the Principal/Board as a proportionate response to a student’s behaviour.

### **DEFINITION**

Suspension is defined as requiring the student to absent himself/herself/themselves from the school for a specified, limited period of school days. (NEWB Guidelines, pg. 70). The decision to suspend is made by the Principal, or in the Principal’s absence, the Deputy Principal.

### **GROUNDINGS FOR SUSPENSION**

The decision to suspend a student requires serious grounds such as, but not limited to:

- Disruption of teaching and learning
- The student’s presence in the school is a threat to health, safety and wellbeing
- Refusal to follow instructions
- A single incident of serious misconduct
- Threatening and abusive behaviour to a student or member of staff



- Persistent bullying
- Damage to property
- Selling, sharing, using or in possession of drugs or any illegal substances on the school premises or anywhere in school uniform
- Fighting
- Smoking or vaping inside the school building
- Failure to attend detentions
- Misuse of Social Media concerning the school community

## PROCEDURES

Where a preliminary assessment of the facts, as ascertained by the Principal, could warrant suspension, the school will observe the following procedures:

- Inform the student and their parents/guardians about the complaint
- Give parents/guardians and the student an opportunity to respond
- Parents/Guardians of the student shall be informed by phone and a letter will be sent home as soon as reasonably possible thereafter. This letter will normally include the following:
  - Notice of suspension
  - Starting date of the suspension
  - Reason for the suspension
  - Expectations of the student while on suspension
  - Importance of parental support in resolving the matter
  - A statement that the Education Welfare Board has been informed if the student has been suspended for more than six days
  - Information regarding an appeal of the suspension to the Board of Management
  - Requirements which need to be in place when the student returns
  - Department of Education and Skills will be informed if suspensions exceed 20 days and an appeals form enclosed
  - All Suspensions will be reported to and noted by the Board of Management

The Board of Management of Millstreet Community School has authorised the Principal to suspend for a maximum of **three** days.

In consultation with the Chairperson of the Board of Management, the Principal may suspend a student for **five** school days.

If a longer period of suspension is warranted, the matter will be referred to the Board for consideration and a hearing will ensue. The procedures for investigating and informing the Board of Management hearing are the same as those for expulsion (See the relevant section under expulsion). The Board of Management can suspend for a maximum of **ten** days.



## **APPEALS**

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student.

- All suspensions may be appealed to the Board of Management
- Appeals should be made in writing as soon as practically possible to the Secretary, Board of Management, Millstreet Community School.
- The student may be requested to remain at home and away from the vicinity of the school, to include the front and rear school gates, for the duration of the suspension, while any appeal on a suspension is in progress.
- If the suspension is served and the appeal is successful, the suspension will then be removed from the student's file/record.
- All appeals will be heard by the Board of Management as soon as possible.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians, or a student aged over eighteen, may appeal the suspension under Section 29 of the Education Act (1998), as amended by the Education Act (2007).
- At the time when parents/guardians are being formally notified of such a suspension, they and the student will be furnished with the relevant information to appeal to the Secretary General of the Department of Education and Skills (Section 29 of the Education Act 1998).

## **GROUNDINGS FOR REMOVING A SUSPENSION**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act (1998).

## **REINTEGRATING THE STUDENT**

- The school will encourage the student to take responsibility for catching up on work missed.
- Students must complete detentions, go on report and/or accept any other requirements put in place for their return.
- Where deemed appropriate, a student may be referred to a member of the Aoireacht Team and a care plan for the student may be put in place.
- A Student may be referred to the guidance counsellor or chaplain for support.

## **2. EXPULSION**

### **DEFINITION**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000.

### **GROUND FOR EXPULSION**

A proposal to expel a student requires serious grounds as follows:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to health and safety.
- The student is responsible for serious damage to property.
- The student is supplying, using or in possession of drugs or any illegal substances on the school premises or anywhere in school uniform.
- The student has persistently broken the school code.
- The student is involved in a single incident of a serious nature

Where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

### **AUTOMATIC EXPULSION**

A Board of Management may decide, as part of the school's policy on sanctions and following the consultation process with the Principal, parents/guardians, teachers and students, that particular named behaviours incur expulsion as a sanction.

However, a decision to impose expulsion will only take place after the school authorities have followed fair procedures and due process.

### **EXPULSION FOR A FIRST OFFENCE**

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code of Behaviour could include, but are not limited to the following:



- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying or passing illegal drugs to other students in the school
- Sexual assault

## PROCEDURES

Where a preliminary assessment of the facts confirms serious misbehaviour, as mentioned in the grounds for expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal in accordance with the relevant school policy. This investigation will be carried out by the Deputy Principal or other member(s) of staff, as nominated by the Principal. Under the principles of natural justice, a written report is furnished by the staff member or member(s) and the student is given the opportunity to furnish an oral or written submission outlining their version of events. Other witnesses including students will be asked to give an account of the incident, if necessary.

In investigating an allegation, in line with fair procedures, the Principal should:

- Inform the student and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents/guardians and the student every opportunity to respond to the complaint of serious behaviour before a decision is made and before a sanction is imposed.

2. A recommendation to the Board of Management by the Principal. Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. The principal will:

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given parents/guardians.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.



- Ensure that parents/guardians have enough notice to allow them to prepare for the hearing.
- In normal circumstances when the decision to recommend expulsion is being exercised, a Board of Management meeting will be called within 3 working school days.
- Suspend a student in the intervening time, under normal circumstances.
- Inform parents/guardians that they will be facilitated if they wish to be accompanied to the meeting by a third party.
- Request that parents/guardians notify the school of their intention to attend the hearing and whether or not they will be bringing a third party.

### **CONSIDERATION BY THE BOARD OF MANAGEMENT OF THE PRINCIPAL'S RECOMMENDATION AND THE HOLDING OF A HEARING**

The Board will review all documentation and the circumstances of the case. The Principal, parents/guardians and the student will have the opportunity to put their case to the Board in each other's presence. The Board will take care to ensure that they are and are seen to be impartial as between the Principal and the student. After both sides have been heard, the Board will ensure that the Principal and the parents/guardians are not present for the Board's deliberations. The Board will then deliberate on whether disciplinary action is warranted, and if so, whether expulsion is appropriate.

### **BOARD OF MANAGEMENT ACTIONS FOLLOWING THE HEARING**

Where the Board of Management has decided that expulsion is necessary, they will:

- inform parents/guardians in writing about its conclusions, including the reasons for why it is of the opinion the student should be expelled. The Board should advise the parents that it will meet again after the expiration of twenty school days at which a final decision on the matter will be made by the Board of Management.
- ensure that the Education Welfare Board has been informed
- inform the EWO/Tusla on the official form/documentation in accordance with Section 24 (1) of the Education Welfare Act.
- ensure that parents/guardians will be informed in the letter mentioned above, that the Education Welfare Officer and Tusla have been informed.



## **CONSULTATION ARRANGED BY THE EDUCATIONAL WELFARE BOARD OFFICER**

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Board will:

- Make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000*, section 24).

## **CONFIRMATION OF THE DECISION TO EXPEL**

Where the twenty day period following notification to the Educational Welfare Officer has elapsed, the Board will reconvene to consider the matter further. If the Board is still of the opinion that the student should be expelled, they will make a decision to expel the student.

The Board of Management will confirm their decision to expel in writing to the parents of the student confirming the decision to expel and notifying them of their rights to appeal the decision to the Secretary General of the Department of Education and Skills pursuant to Section 29 of the Education Act, 1998.

Parents should be advised that an appeal should be made within forty two calendar days from the date the parent or student is notified of the expulsion. The NEWB Guidelines pertaining to suspension and expulsion have been adopted by the Board of Management of Millstreet Community School and are available from the school office or on the NEWB website – [www.newb.ie](http://www.newb.ie)



## ACCEPTANCE

### Acceptance of the Code of Behaviour and the Suspension and Expulsion Policy of Millstreet Community School on (re-)enrolment of a student / following ratification by the Board of Management

#### Student Declaration:

As a student of Millstreet Community School, I promise to abide by the values and their interpretation as outlined in our Code of Behaviour. I accept that the school has the right to investigate any infractions of the Code and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management.

Signed (Student): \_\_\_\_\_

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

#### Parent / Guardian Declaration:

As parent/guardian(s) of the above student I hereby confirm my intention to co-operate with the school authorities to support my child in upholding the values of the Code of Behaviour in Millstreet Community School. I accept that the school has the right to investigate any infringements of the Code of Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management. I understand that changes may be made to this document from time to time and that every effort will be made by the school authorities to consult with me in relation to these changes.

Signed (Parent/Guardian(s)): \_\_\_\_\_

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





## APPENDIX ONE

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### POLICY ON MOBILE PHONES AND OTHER TECHNOLOGICAL EQUIPMENT

While Millstreet Community School accepts that it is a student's right to have a mobile phone, the following policy aims to maintain a safe, nurturing environment where the personal dignity and rights of the school community are preserved. In order to assist the school in implementing this policy, parents/guardians are asked not to arrange to contact the students by mobile at any time during the school day.

- Any parent/guardian who wishes to urgently contact their child can do so through the main school office at (029) 70087.
- If a student brings a mobile phone, ear phones or electronic device to school, the phone or electronic device must be switched off, unseen and unheard throughout the school day unless permission is given by a teacher.
- If, in spite of the above rule, students are discovered to be using such devices or have such devices visible while on the school premises or grounds, they will be confiscated immediately.
- If requested to hand over the device, students must immediately comply with that request. All component parts (SIM card(s) etc.) must be included. Failure to comply may result in immediate suspension.
- The device will be retained by school management and returned when the student collects it in the main office at the end of the school day.
- In the case of multiple infractions of this policy, the phone will remain in the Main Office until collected by a parent/guardian.
- The school accepts no responsibility for replacing lost, stolen or damaged devices including those which have been confiscated. The safety and security of mobile phones and electronic devices are wholly a matter for students and parents/guardians.
- Students participating in school related activities (e.g. study, extra-curricular activities, school trips, tours, etc.) must abide by the mobile phone rules as instructed by the accompanying teacher(s).
- The Department of Education and Skills regulations during the State Examinations states that an examination candidate is liable to have his/her phone or electronic device confiscated and forwarded to the State Examinations Commission and have his/her whole examination (in all subjects) cancelled if he/she brings into the Examination Centre or has in his/her possession an electronic communications device during the State Examinations.
- Any student found to have photographed an incident on the school premises or photographed other students while in uniform, and subsequently uploaded it to a social network, will face serious sanctions, up to and including suspension and/or expulsion (See Acceptable Use Policy).
- Circulating, publishing or distributing (including on the internet) material associated with school activities including, but not limited to, material in relation to staff and



students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such a disciplinary action, the Board of Management reserves the right to suspend or expel a student or students where it considers the action(s) to warrant such sanctions.



## APPENDIX TWO

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### POLICY ON SMOKING IN A PUBLIC BUILDING

In accordance with Public Health (Tobacco) Amendment Act (2004), smoking in a public building is prohibited - therefore smoking is not allowed in the school, the school grounds or the school environs at any time, while a student is wearing the school uniform or is involved in school-related activities. Students found in possession of cigarettes, e-cigarettes, smoking paraphernalia or illegal substances may be subject to some of the following sanctions:

- Parents / Guardians will be informed via text, or phone call
- Lunchtime detentions
- 1 day suspension if caught smoking/vaping within the school grounds and/or buildings

Students found in possession of or under reasonable suspicion of using / supplying / sharing banned substances may be subject to some of the following sanctions:

- parents / guardians will be contacted
- suspension
- possible Garda notification
- possible expulsion



## APPENDIX THREE

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### SPECIFIC SCHOOL REGULATIONS

#### School Uniform

Students are expected to arrive in school in full uniform every day. Any student arriving in school without full uniform should have a satisfactory written explanation in the school journal. Parents must be prepared to replace damaged, worn out or missing items of uniform at short notice at any time of the school year. Therefore, it is recommended that you have a second uniform on reserve, in case of emergencies. Our uniform consists of:

- Maroon jumper with school crest for all students
- Grey trousers/skirt for girls
- Grey trousers for boys
- Blue shirt
- Black shoes (flat soles, no visible branding)
- Cultural headdress is welcome and, if worn, should be plain grey, black, white or maroon.

#### Jewellery

The school reserves the right to instruct students to remove excessive jewellery and make-up. 'Excessive' shall be determined by the Principal and that interpretation is final. One pair of small earrings is acceptable. Make-up must be discreet and minimal.

#### School Punctuality

Classes begin each day at 9am. Students are expected to be in school before this time to ensure adequate opportunity to prepare for classes. If students arrive late for school, it is the student's responsibility to provide a note of explanation from the parent/guardian, even if the parent/guardian has telephoned the school office.

All students who arrive late to school must sign in at the office.

Lateness may incur additional work or penalties if it is a persistent issue. Constant late coming may result in students being issued with a punctuality card. If there is no improvement, an interview with parents/guardians will be arranged and their co-operation sought.



## **Expectations During School**

Students are expected to behave in a reasonable manner at all times while in school or when participating in school organised activities. While moving through the building, students must walk at all times. At the changeover of class, If remaining in the classroom, students are required to sit quietly in their seat and prepare for the next class. If leaving the classroom, students are to walk in a quiet and orderly manner to the next classroom and line up outside the classroom.

It is an expectation that students of Millstreet Community School will:

- treat teachers and fellow students with respect
- line up outside classrooms quietly and on time
- enter classrooms and sit in their assigned seat with teacher's permission
- immediately place appropriate classroom materials, homework and journal on their assigned desks
- listen attentively and follow their teacher's instructions
- always raise their hand and wait quietly for permission to speak
- complete all work on time and to the best of their ability
- record all homework in the journal and leave quietly when dismissed

## **Practical Classes**

Preparation and tidying up are essential for the success of practical classes. Each student must co-operate with the instructions of their teachers for reasons of health and safety, as well as respect for self and others.

## **Extra-curricular activities**

Normal school rules apply at all times. It is a privilege to represent your school, and students who break the rules may face removal from further participation in such activities and/or other sanctions. In exceptional circumstances, the Principal reserves the right to remove students from representing the school in extra-curricular activities.

## **Preparation for Going Home**

There is an onus on each student to keep the school tidy. At the end of the school day, students, assisted by their teachers, should:

- tidy chairs and tables and place any litter in bins
- close all windows
- turn off all lights
- leave classroom, building and grounds immediately without disturbing others
- uphold the image of the school at all times by behaving well on your journey



## **Social Behaviour**

A high standard of courtesy is expected of each student. They are expected at all times to show respect for themselves, for their fellow students, for all teaching and non-teaching staff and for visitors and guests of the school.

Students are expected to take pride in the appearance of the school and of the local area and to have respect for the school premises and grounds and for the dignity of all who work and visit here. Each student is expected to help ensure that the school is always kept clean and tidy by cooperating in the anti-litter campaign in a positive manner.

The school has a Substance Abuse Policy, a copy of which is accessible on the school website. This policy document outlines procedures for dealing with substance abuse in the school. Chewing gum, Tipp-Ex (correction fluid), aerosols (except for appropriate hygiene use in the gym changing rooms) , fireworks, drugs, imitation firearms, knives and dangerous objects of any description are all banned outright.

## **School Support Dog**

Our School Support Dog, Kaci, is an integral part of our School Support Structure. Kaci has been fully trained by Autism Assistance Dogs Ireland and provides support and companionship to all students, as and when needed, regardless of their educational needs. Kaci has a strict feeding regime and is not fed any human food or fed from the hand. Students must always respect Kaci and treat her appropriately. Any student who mistreats our School Support Dog in any way will be subject to sanctions as a gross infraction.

## **Personal and School Property**

Malicious damage to any property is a serious breach of school rules and the person responsible must pay for the repairs to, or replacement of damaged property. Detention, suspension or expulsion may also be imposed, depending on the nature of the damage caused.

## **Online Privacy**

Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it is considers the actions to warrant such actions.

## **Lockers**

Students will be allocated a locker at the beginning of the school year. Lockers are not



to be shared. Access to lockers is confined to:

- before school until 8.55am
- Morning break until 5 minutes before the end
- Lunchtime until 1.15pm, and
- After school finishes



Students who need to urgently access their lockers during tuition time must get permission from a teacher. Students who persistently break the rules on the use of lockers will have their locker taken from them.

Student lockers are school property. If the school authorities deem there are reasonable grounds to search a student's locker, the student will be invited to open and search the locker. Reasonable grounds would include, but are not limited to, a suspicion that there may be stolen property or something unlawful in the locker.

If the student refuses to open and search the locker, the Principal or Deputy Principal will advise the student that they are going to open and search the locker. The search will be carried out by the Principal or Deputy Principal in the presence of a teacher and the student (where practicable)

### **Student Bicycles**

If a student comes to school on a bicycle, the student must lock his/her bicycle with their own lock and chain. No bicycle is to be locked to another bike. The bicycles are parked at owner's risk and the Board of Management of Millstreet Community School will not accept any liability for any bicycle that is damaged or stolen from this facility.

### **Lunch Pass**

All 1st Year students **must** stay in for lunch every day, without exception.

2<sup>nd</sup> Year, 3<sup>rd</sup> Year, Transition Year, 5<sup>th</sup> Year and 6<sup>th</sup> Year students enjoy the privilege of being able to leave the school grounds for lunch. Normal school rules apply.

*In all cases, all students are expected to be at their lockers before the first bell (1:15pm) to arrange their books and equipment for their 1:20pm class. Late coming is not acceptable, and parents and guardians are expected to assist the school in ensuring that students arrive to school on time.*





## **Appeals against certain decisions of the Board of Management**

Section 29 of the Education Act, 1998 gives parents/guardians (and students of 18 years of age and over) the right to appeal certain decisions made by the BOM. Any appeal may be made to the Secretary General of the Department of Education & Skills in respect of a decision by the BOM to:

- permanently exclude a student from the school;
- suspend a student from the school for a period which would bring the cumulative period of suspension to 20 school days in any one year; or
- refuse to enrol a student in the school.

Appeal forms may be obtained from: The Appeals Administration Unit, Department of Education & Skills, Cornamaddy, Athlone, Co. Westmeath.



## APPENDIX FOUR

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### REMOTE TEACHING AND LEARNING: STUDENT GUIDELINES AND PROCEDURES

Each student must adhere to the following procedures and guidelines when engaging with remote teaching and learning:

1. You will only communicate through your @millstreetcommunityschool.ie Microsoft Office account. The use of personal email addresses is not permitted.
2. Do not communicate with anyone outside of the @millstreetcommunityschool.ie domain.
3. Report any unusual activity/ unknown contact requests to your teacher, tutor or Junior/Senior Lead
4. The school's anti-bullying policy is in place and as such, any report of online bullying will be taken extremely seriously.
5. Students must always be civil and respectful and adhere to the school's code of conduct when communicating with teachers and fellow students, sanctions are in place for students who break the schools code of conduct.
6. Students are strictly prohibited from taking any screenshots/recordings of their online classes.
7. Students should only communicate with teachers during the school hours of 9am-4pm Monday - Friday.
8. In line with the schools GDPR and AUP policy, students are strictly prohibited from sharing online material provided to them by their teacher, such as revision material, slides, videos ect. Students are also prohibited from sharing links provided to them by their teacher, this includes but is not limited to; links to join a live class, links to join a Microsoft Teams Group or Class, links to access a One Drive or One Note folder.
9. All student email communication is monitored and any student found to be using their @millstreetcommunityschool.ie email account for reasons considered inappropriate will be dealt with in an appropriate manner.
10. Students must treat online classes in the same manner they treat their usual classes and as such they are prohibited from listening to music in headphones, browsing mobile phones or any other activity that may distract them from the online class.



11. Students should, where possible, strive to find a quiet environment when attending/engaging with online classes.
12. When students join an online class, they must ensure that their microphones and cameras are off, unless instructed otherwise by their teacher.

As normal practice, students will have the opportunity to ask questions during online classes. Students who want to ask a question **should** type Q into the comment box of the live class and wait for their teacher to ask them to speak. Students **should not** turn their mic on and interrupt their teacher as they are speaking.



**Parent/Guardian Permission to use photos/video images of students**

Images of: **Pupil Name** \_\_\_\_\_

may be used by Millstreet Community School for the following purposes –

- 1 School Displays
- 2 School Publications
- 3 School Website and Social Media
- 4 Videos of school activities
- 5 Local and national newspapers

Please place a tick [  ] in the appropriate box below.

I accept the above paragraph  [ ]

**OR**

I do not accept the above paragraph  [ ]

PARENT'S/GUARDIAN'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**I accept the rules for the use of lockers.**

Signed \_\_\_\_\_ Student

**We/I have read the Code of Behaviour and accept that our/child's continuing attendance as a student of this school is conditional upon full acceptance of the Code of Behaviour.**

SIGNED: \_\_\_\_\_ STUDENT

SIGNED: \_\_\_\_\_ PARENT/GUARDIAN

\_\_\_\_\_ PARENT/GUARDIAN

CONTACT TEL. No.'s (1) \_\_\_\_\_ (2) \_\_\_\_\_

