



MERCY SECONDARY SCHOOL MOUNTHAWK.

TRALEE,

CO. KERRY.

066 7102550.

BEHAVIOUR CODE

*Ratified by the Board of Management on June 21st 2010.
Signed by the Trustees, CEIST, July 2010*

Section 1. PREAMBLE

- 1.1 This code has been developed on the basis of the existing school Behaviour Code (Ratified by the Board of Management, 25th Jan 2008).

The code has as its cornerstones two important documents, our school Mission Statement and the key principles of the CEIST charter.

Mission Statement

Mercy Mounthawk Catholic Voluntary Secondary School is a witnessing community which fosters:

- *The full potential of all staff and students*
- *A positive partnership between all members of the school and wider community.*
- *The highest standards of teaching, learning and performance.*

CEIST Charter

The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school-students, staff and parents. Its key principles focus on-

- *Promoting spiritual and human development*
- *Achieving quality in teaching and learning*
- *Showing respect for every person*
- *Creating community*
- *Being just and responsible*

This policy is informed by and compliant with the following legislation:

Education Act 1998

Education Welfare Act 2000

Education (Miscellaneous) Provisions Act 2007

Equal Status Act 2000

Education for Persons with Special Education Needs 2004

It is also guided by 'Developing a Code of Behaviour: Guidelines for Schools' published by the NEWB.

- 1.2 In accordance with section 23 of the Education (Welfare) Act 2000, responsibility for this Behaviour Code rests with the Board of Management. The Board has prepared the policy in consultation with the Principal, the Deputy Principals, the teachers, the parents of students registered at the school (through the Parents' Council), the students and the Education Welfare Officer.

- 1.3 In accordance with section 23.2 of the Education (Welfare) Act, this code will specify the standard of behaviour that shall be observed by each student attending the school, the measures that may be taken when a student fails to observe those standards, the procedures to be followed before a student may be suspended or expelled from the school, the grounds for removing a suspension imposed in relation to a student and the procedures to be followed relating to notification of a child's absence from school.
- 1.4 A positive partnership between all members of the school community is essential to the operation of the code and the full support of parents is required in upholding the code. In accordance with Section 23.4 of the Education (Welfare) Act and Section 9 of the School's Admissions Policy, parents or guardians of students and/or students who have reached majority must accept the Behaviour Code as a condition of enrolment in the school. The appropriate form must be signed and returned to the school authorities as a condition of acceptance in the school.
- 1.5 The scope of this code.** The rules set out below only apply when the students are on the school premises, while on trips or outings, when engaged in extra-curricular activities or when attending functions organised by the school. In circumstances other than the above, if school management is made aware of student behaviour which does not adhere to the expectations outlined in this code, management may consult with the parent/guardians of the student.

Section 2. PHILOSOPHY OF THE CODE

Mercy Mounthawk is a school community which fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community. We believe that good behaviour is rooted in respect for self and others and in the recognition of the dignity of each individual.

This code gives priority to the promotion of good behaviour, affirming that behaviour and thereby creating and sustaining the environment for effective teaching and learning.

We hold the highest expectations of all members of this community. This code outlines these expectations. Teaching a recognition of responsibilities in relation to behaviour in class and while in school is at the heart of the code. Central also is the knowledge that students' behaviour can change. The code seeks to outline goals, motivation and incentives to support a student in managing his or her behaviour

This code also clearly outlines our response to behaviour which undermines the positive climate of our school. The code seeks to involve students, teachers and parents in the process of managing behaviour which hinders the promotion of positive teaching and learning. As such, intervention involving discipline and consequences are designed primarily to promote self-discipline in the student.

All members of this community have a right to be safe and to be respected. This code of behaviour is our policy supporting these key rights and an outline of the strategies and sanctions which serve to protect these rights.

SECTION 3 PROMOTING POSITIVE BEHAVIOUR

The Behaviour Code is primarily aimed as reinforcing positive behaviour in the school community. To this end, the code outlined a series of measures to promote positive behaviour.

Strategies to acknowledge and reinforce positive behaviour:

3.1 Merit Cards

The Merit Card provides a method whereby teachers can validate the good behaviour of students and reinforce the Catholic ethos of the school. This policy suggests the following reasons for awarding a merit card to a student.

- Voluntary effort outside of class time.
- Students who show exceptional concern for other students and teachers.
- Students who demonstrate a high degree of co-operation, responsibility and school spirit.

In order to heighten the profile of the Merit Card system, the merit cards will be used as an indicator for the awarding of prizes for School Spirit at the end of year Awards Ceremony.

3.2 Improvement Cards

Students who show a marked improvement in work and/or behaviour will be acknowledged with an Improvement Card in order to reinforce and promote continued improvement.

3.3 Awards systems

An annual Awards system focusing on characteristics such as Christian Leadership, Extracurricular endeavour, diligence and School Spirit as well as Academic areas of excellence will serve to recognise the merits of being a positive member of the school community.

3.4 Hidden Heroes System

The Hidden Heroes Awards are letters and certificates of commendation issued to students who work quietly and effectively, without seeking reward or attention, in their engagement with their education.

3.5 **Voucher Reward System**

Management, in conjunction with the Parents' Council will develop a bank of appropriate vouchers/tickets/tokens for distribution as concrete rewards for use by Year Heads in the context of Individual Behaviour Plans. This system is used to emphasise positive behaviour concerning uniform, attendance, base class tidiness, class behaviour.

3.6 **Merit Stamp system- School Journal Achievement Page**

A Record of Achievement page is included in the Student Journal which can be accessed by all staff. A Merit Stamp may be recorded therein. This page may also be used to record Merit or Improvement Cards issued to a student. In particular this initiative is targeted at Junior Cycle students.

School structures which support positive behaviour:

3.7 **Referral to pastoral care system**

Where it is requested by parents, teachers or students themselves, and deemed suitable and necessary to students, the school offers pastoral support. The structures and procedures around this support are outlined in the Pastoral Care Policy.

3.8 **Mentoring programmes (teacher/community/peer)**

The school operates various mentoring programmes, supporting student academic, emotional or behavioural needs as identified.

3.9 **Positive Behaviour Reinforcement Teams: Junior and Senior**

These two teams, comprising a senior or junior Year Head, a member of the management team, a member of the pastoral care team, a member of the special education team and a member of the guidance and counselling team will co-ordinate the positive initiatives outlined in this section, ensuring a focus on reinforcing good behaviour in the school. A member of the Student Council Executive will be invited to liaise with the PBRTs prior to the weekly meeting

Interventions to support positive behaviour:

3.10 **Reflection Sheets and follow up**

Reflection Sheets may be used by teachers to encourage students to reflect on their behaviour, enabling them to participate actively in the discipline process. The intention is to encourage students to evaluate the behaviour engaged in and to understand why they are choosing such behaviour. This sheet can be used instead of or in conjunction with a sanction. Reflection sheets are also used in the context of the Anti-bullying policy to assist in resolving situations. The reflection sheet will be sent home for signing by parents or guardians.

3.11 **Behaviour Report Cards**

The Behaviour Report Card is designed to cultivate and reinforce good classroom behaviour. A student, whose behaviour in class is not up to standard, may be put on report by a Year Head or by the Deputy Principal or

Principal. The student presents the card to each teacher at the end of each class period and is then given immediate feedback on his/her behaviour for that class. The student's progress can then be evaluated by the staff member assigned. The report card should also be signed by the parents or guardians in order to reinforce its significance.

3.12 **Attendance Reports**

Attendance Report Forms can be issued by Year Head or Deputy Principals to students who have absented themselves from class.

As regular attendance is a necessity for good academic performance, an award for attendance will also be given at the school Awards Night.

3.13 **Individual Behaviour Support Planning**

When required, an IBP will be put in place to support the behaviour of a particular student. This plan may include specific concrete goals and targets in relation to attendance, punctuality, behaviour in class or at break times, uniform and/or academic performance. See section 4.3 below.

Proactive teaching strategies:

3.14 **Induction Sessions**

Induction into First Year, Transition Year and Senior Cycle will focus on developing student awareness of the practical requirements and the relevant supports pertinent to the particular year. It will focus on reassuring the students in the transition into the new programme.

3.15 **Year Group Behaviour Charter**

In conjunction with the Year Head, the SPHE teacher and the class tutors, a year group Behaviour Charter will be drawn up based on section 4 of this code and adopted by all students in the year group. This will be set out in sign-format and displayed in the class rooms. The agreed charter will be written into the student's journals and signed by the students.

3.16 **Teaching Positive Behaviour**

While each member of staff has a role in this task, specific emphasis is placed on positive and appropriate behaviour in SPHE classes. In conjunction with the Transition Year students, a Drama piece emphasising the practicalities of positive behaviour is available to first and second year SPHE classes. Senior school students may also be invited to work with Junior classes in order to guide and mentor the development of an understanding of appropriate behaviour in school.

3.17 **Positive Behaviour Leaflet**

In conjunction with staff, students and parents, an agreed promotion of positive behaviour leaflet for Mercy Mounthawk has been developed which outlines the expected behaviours to create a positive and supported teaching and learning environment

3.18 **Assemblies**

Through regular Assemblies with each year group school expectations will be reinforced and positive behaviours will be rewarded. In particular Year Heads and school management utilise Assemblies as an opportunity to reiterate the school's mission. Senior students may also engage in promoting positive initiatives at Assemblies

SECTION 4. BEHAVIOUR SUPPORT STRUCTURES AND PROCEDURES

4.1 Behaviour support structures and the attendant rewards and sanctions used in the school are designed to support students in behaviour modification. It is an important lesson for life to realise that adhering to rules brings reward while breaches of rules carry consequences.

4.2 Students who consistently support the expectations and responsibilities outlined in the code will be rewarded in line with our Ladder of Reward (4.4. below). Infringements of the Behaviour Code the code are graded as 'a breach' (yellow card), 'a serious offence' (red card – detention) and 'a grave offence' (suspension or expulsion) in increasing order of seriousness. Sanctions reflect this gradation. Section 4.5 of the code identifies a hierarchy of response which a teacher may use to effect change in the behaviour of a student. This ladder of response may be accessed at a level appropriate to the infringement.

4.2.a **Persistent Misbehaviour**

Students who engage in persistent misbehaviour will be referred to the Behaviour Support Team for the year group in question who will review the student's conduct and make a decision as to the best course of action.

4.3 **Individual Behaviour Plans**

An Individual Behaviour Plan will be developed for a student when he/she has not modified behaviours deemed inappropriate following a number of interventions. An IBP will be designed to respond to specific behaviour concerns, will state expectations and will be co-signed by the students parent/guardians. The IBP will also outline a period after which a review of the students behaviour will take place and the possible sanctions should behaviour not improve.

4.4 **Ladder of Reward**

Positive behaviour is reinforced by staff through the application of a series of

rewards. In the delivery of such rewards a teacher draws from his/her professional discretion in deciding the appropriateness of the method to be used. Staff are encouraged to utilise the full menu of rewards available in supporting positive behaviour in school

- Verbal praise
- Use of journal note
- Use of Merit Stamp
- Improvement Card
- Merit Card
- Hidden Heroes citation
- Notification to Year Head
- Notification to Positive Behaviour Reinforcement Team
- Notification to Awards Committee

4.5 **Ladder of Sanction**

Within our school, effecting change to negative behaviour is addressed by a ladder of sanction response. Depending on the level of misbehaviour and the response to initial strategies, a member of staff uses his/her professional discretion in deciding the most appropriate course of action. A serious or grave offence may require immediate application of an appropriately weighted intervention. This hierarchy of response begins with;

- Verbal warning
- Use of journal notes system
- Use of generic post home notes
- Use of Penalty Sheet/Lunch time Detention
- Detention warning- Yellow Card
- Memo to Year Head
- Detention Notice – Red Card
- Behaviour and/or Pastoral Support Team intervention
- Individual Behaviour Plan
- Suspension
- Engagement with external support agencies (NEPS/HSE/ EWO/Community Gardai)
- Expulsion

4.6 **Behaviour Support Teams**

A behaviour support Team will exist for each year group consisting of the Year Head and the Deputy Principal in charge of discipline. The Behaviour Support Teams will administer the behaviour code for the respective year group. Each Behaviour Support Team will meet once a week to deal with issues arising in the management of behaviour within the particular year group.

Referral to the behaviour Support team will be at the discretion of the Year Head and will normally occur in the case of 3 or more repeat offences or in the case of serious or grave offences.

- 4.6.a Interpretation and application of the rules in section 5 below is a matter for the Behaviour Support Team and/or the Principal or Deputy Principals. An appeal of a decision of the Behaviour Support Team or the Principal or Deputy Principals can be made as outlined below (Section 8 below).
- 4.6.b In the case of a serious or grave offence or a disputed offence, the Behaviour Support Team, having been notified of the alleged offence shall, interview the student as soon as practicable, following notification of the alleged offence. The student, at the interview, shall be notified of the allegations and shall be given a full opportunity to comment on the allegations made. The Behaviour Support Team, following such an interview, shall determine whether a student has committed a serious or grave offence and shall apply the disciplinary procedures outlined in the code.
- 4.6.c The Behaviour Support Teams will have authority to make recommendations regarding particular students or incidents to the Principal. The Teams have the authority to recommend suspension to the Principal. Only the Principal or Acting Principal may suspend a student.
As a consequence of the weekly meeting, the Teams will liaise with the Positive Behaviour Reinforcement Team to ensure that students whose actions are positive and noteworthy are recognised in a formal manner.
The Teams will also liaise with the Pastoral Care Team in the school and refer individual students to the Pastoral Care Team for support or counselling. The Pastoral Care Team will process all referrals for counselling, including the obtaining of parental consent for support or counselling in accordance with the school Pastoral Care Policy.

4.7 **Lunch time Detention /Community Service**

Lunch time detention or community service may be utilised by members of staff as a sanction for persistent low level breaches of the code of behaviour

- Persistent lateness to morning assembly or to class.
- Persistent failure to bring required materials, texts.
- Persistent failure to wear full uniform
- Persistent low level disruption

Lunch time detention/community service is normally applied to a student on the day of the incident. Should the student normally go home for lunch, a days' notice is given to allow a student to make alternative arrangements. At the discretion of the Behaviour Support Team for the specific year, having taken cognisance of the nature of the offence for which he/she is detained, a student may be put on lunch time clean-up duty. This community service

activity may occur for engagement in any littering, graffiti or low level act of vandalism.

4.8 **Compulsory Charitable Donations**

These donations to charity are an optional sanction applied for the possession of a mobile phone or M.E.D. Should a student wish to have a MED returned at the end of a school day (or inside the mandatory confiscation time) he/she may pay a set fee. At the present time this is €10 for a MED, €25/€50 for a mobile phone. The disbursement of compulsory charitable donations to community organisations will be agreed in consultation with the Student Executive Council.

4.9 **Evening Detention**

Supervised evening detention with two supervisors will take place for an hour once a week at a time to be determined by the staff. Administered by the Behaviour Support Teams, Principal or Deputies, students will be detained for three offences (yellow cards) or one serious offence (a red card). Advance notice of detention will be given to the parents or guardians by letter so that arrangements can be made to collect students.

Parents of students who fail to turn up for detention, without prior explanation or arrangement, will be contacted by the school authorities to discuss this grave offence for which suspension will be imposed.

If a student has been detained three times within the period of an academic year and then receives a fourth red card, the sanction of suspension is imposed automatically.

4.10 **Restorative Practices**

In accordance with the anti-bullying policy, where the Behaviour Support Teams deem it appropriate, they will utilise Restorative Practices to help students who engage in hurtful and/or offensive take responsibility for their actions, understand the consequences of their behaviour and restore a positive relationship with those affected by their actions.

Mediation between pupils, acknowledging what has happened, what harm has been done and what can be done to put it right, apologising and finally agreeing a way forward is at the heart of this practice.

SECTION 5. THE STANDARD OF BEHAVIOUR EXPECTED

*In section 5, school **expectations** regarding behaviour are outlined in bold print, with any **rules, procedures or prescriptions** relating to that behaviour stated in normal print.*

***Sanctions** consequent on the breaking of these rules or the ignoring of procedures are outlined in the correspondingly numbered section – for example, section 5.1.a carrying the expectations and rules is followed below by section 4.1.a/s, outlining the related sanctions.*

5.1 GENERAL CONDUCT, SCHOOL EXPECTATIONS

- 5.1.a **All members of the school community are expected to show courtesy and respect for each other, for members of staff and any visitors.**

Incidents of disrespect will be regarded as a serious or grave offence depending on the details of the incident.

- 5.1.b **Students must show care at all times for property, buildings, books, desks and all equipment of the school, of teachers and of other students.**

- 5.1.c **It is our expectation that the teaching-learning environment be free from distraction.**

As mobile phones and mobile electronic devices (iPods, MP3 players etc) disrupt student concentration and may be used to impinge upon the dignity and/or privacy of members of the school community, the use of mobile phones is banned in school and in the school grounds from arrival time in the morning until school finishes. If brought to school, mobile phones must be powered off and left in lockers on arrival at school.

Students may receive messages or make telephone calls from the office during school hours in exceptional or emergency cases.

- 5.1.d **In order to be organised for class, students will only use lockers in the morning before assembly, and during mid-morning break and lunchtime and again in the evening.**

Other than at the above times, students may not access lockers between classes.

- 5.1.e **All members are expected to take care of their school environment, ensuring, by taking personal responsibility, that the school, its environs and class rooms remain litter free.**

Chewing gum is banned from the school. Tippex and other such products are also banned.

- 5.1.f **In the interests of health and safety and in order to maintain an orderly teaching and learning environment, students are expected to be in class unless he/she has written permission from his/her teacher using the Pass System in the School Journal.**

Students must get written permission to go to the toilet during class or between classes, other than at break time. Students must have this permission with them when asked. Students must use the toilets designated for their own year group.

- 5.1.g **It is the responsibility of every member of the school community that an ethos of mutual respect be fostered and that the health, dignity and personal safety of all members of the school community be maintained.**

Possession and/or circulation of any indecent or socially objectionable material is forbidden in school.

5.1/s GENERAL CONDUCT, RELATED SANCTIONS

- 5.1.a/s Disrespectful behaviour to any member of staff or visitors:
- A reflection sheet will be issued and will form the basis of a meeting with the persons concerned and the Year Head and/or Deputy Principal.
 - Inappropriate or abusive language will warrant at least a red Card and may be a grave offence
 - A detention will be imposed if it is a serious offence.
 - Grave offences in this area will merit suspension.

- 5.1.b/s Damage to Property:
- Accidental breakage will be charged to the student and his/her parents or guardians.
 - Defacement of school property or the property of a teacher will be regarded as a serious or grave offence. The student will be referred to the Year Head. The student may be required to clean the graffiti, or pay to have the cleaning done, or pay to have the damage to property repaired.
 - Destruction or vandalism of the property of the school, of teachers, ancillary staff, or of other students, resulting from carelessness or wilful intent by students, will be regarded as a serious or grave offence.
 - Any form of stealing will be regarded as a serious offence and will merit detention. Grave offences will merit suspension.

- 5.1.c/s Mobile Phones/Video Phones:
Since all phones are to be powered off and left in lockers, if a student uses a phone or has a phone on their person, the phone will be confiscated. Students are reminded that the phone and

sim card will be confiscated together. Refusal to comply is a grave offence and will be dealt with as a refusal to comply with the school rules, thereby warranting a suspension. Before returning to class a student must comply with the rule.

A compulsory charitable donation of €25 or a seven day confiscation will be applied on the first offence and €50 or a fourteen day confiscation thereafter will be imposed. Phones will only be returned and after payment of the fine or after the confiscation period is over. On the last day prior to a school holiday period (half term or end of term) a confiscated phone may be collected by the student without payment of a compulsory charitable donation.

C.D players, walkmans, MP3 players, iPods (MEDs) etc. will be confiscated and a compulsory contribution to charity of €10 will be paid or a seven day confiscation applied.

5.1.d/s Students who use lockers outside the permitted times will be given a penalty sheet and/or lunchtime detention. Loss of privilege through confiscation of the key for a period may also occur.

5.1.e/s Tippex or other like substances will be confiscated.

Littering is regarded as an offence and will warrant a community service activity such as clean up duties at lunch time.

Chewing Gum: The use of chewing gum is considered a serious issue since it causes such damage to furniture and carpets.

- Referral to Year Head and/or Deputy Principal for a compulsory charitable donation of €10. (This amount can be increased on subsequent offences.) In consultation with the student, a community clean-up activity may be imposed as an alternative to the compulsory charitable donation

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5.1.f Toilets:

- Students who go to the toilets, outside of the official break times, without having written permission from a teacher, may be given a lunchtime detention. Students who persist in this behaviour may receive an evening detention.

- Students must use the toilets designated for their own year group. Students found in a toilet, other than that designated for their year group, will receive a red card.

5.1.g/s Any indecent or socially objectionable material, in the judgement of a staff member, will be confiscated and can only be returned when the

student is accompanied by a parent. Possession and/or circulation of such material will be considered a serious or grave offence depending on the circumstances.

5.2. CONDUCT IN CLASS, SCHOOL EXPECTATIONS

Positive behaviour in class is at the core of our school mission. Learning is a partnership between students and staff in the school. By taking personal responsibility for their behaviour, students ensure a positive teaching and learning environment in the classroom. It is our expectation that behaviour in class promotes the student's own learning and the learning of others and assists the teacher in his or her role.

5.2.a Students are required to be on time for class.

Students should line up outside the specialist rooms to wait quietly for the teacher to arrive.

5.2.b Students are expected to present themselves properly prepared for class, with the correct books and materials.

5.2.c Students are expected to listen attentively to the teacher, to follow instructions and to participate in the work of the class to the best of their ability.

5.2.d Students are expected to be respectful towards their teachers and towards the other students in the class and to be mindful of the teacher's right to teach and the students' right to learn.

Class may not be disrupted for any reason and is an offence in the code.

5.2.e Students should have their school journal with them at all times and present it to a teacher when requested.

Class Tutors will check the journals randomly as will the Year Heads. Parents are asked to sign the student journal each week checking that it is being used to note homework and that there are no unsigned notes from teachers.

5.2.f In order to aid the organisation of their learning, students should note homework in their journals. It is our expectation that all homework (oral and written) be done to the required standard and must be ready to meet deadlines.

5.2.g In order to maintain a focused learning environment, students may only eat at break or lunchtime. Should a student wish to rehydrate, he/she may do so between classes or during break or lunch time, from a small water bottle only (maximum size 500ml) This bottle must be stored in the student's schoolbag at all other times

- 5.2.i **Students are expected to abide by the Computer and Network Usage Agreement in the school. c.f. Appendix 4.**
- 5.2.j **In order to maintain an orderly learning environment, students are expected to keep their classrooms clean and to help pick up any litter when they are asked.**

Students are expected to put their chairs up on the desks at the end of the day and to help tidy the room.

5.2. CONDUCT IN CLASS, RELATED SANCTIONS

Classroom management is properly the preserve of the subject teacher. The possible sanctions outlined here are cognisant of the professional discretion of the subject teacher.

5.2.a/s Arriving late for class:

On the first occasion:

- Warning given

On subsequent occasions:

- A Reflection Sheet or Penalty Sheet may be issued
- Note in journal (or standard letter) to be signed by parents.

Persistent lateness:

- Lunch time detention and contact with parents through the template letter system

5.2.b/s Not having books or materials for class:

On the first occasion:

- Verbal warning given

On subsequent occasions:

- Penalty sheet(s) given
- A note in the journal or standard letter sent home. The school feels that it is part of the shared responsibility of parents to ensure that students have the correct books for class.

Persistent refusal to have books or materials:

- Parents will be requested to meet with the teacher to discuss the solution to the situation.
- Students may have their locker privileges revoked for a period in order to ensure that books are not left in lockers.

5.2.c/s Disruptive behaviour in class:

On the first occasion:

- verbal warning given

On subsequent occasions:

- Penalty Sheet(s) given
- A reflection sheet given to fill in.
- A note sent home for signing by parents.
- Low level misbehaviour will warrant a Yellow card

- Consultation with and referral to the Year Head.
- Serious offences or constant disruption will warrant a red card at the teacher's professional discretion.

5.2.e/s If a student does not have a journal:

- Students are required to collect a journal sheet from the office
- Students will be issued with a yellow card.
- If the journal is lost or mislaid, students are required to buy a replacement journal.
- Defacing of school journals is a serious offence and may warrant a red card. Students are required to replace defaced journals.

5.2.f/s No Homework done:

On the first occasion:

- Note in the journal to be signed by parents or a standard letter home
- The student is required to do the work as well as the new work for that night

On subsequent occasions:

- Penalty sheet issued as well as requiring the work to be done
- A Reflection Sheet may be issued
- On recurrence of the problem, the teacher may consult with the Year Head regarding addressing the problem with the student.

Persistent offences:

- In the case of students who consistently refuse to do homework, the student can be referred to the Deputy Principal with responsibility for curriculum using an Academic Referral Form
- A meeting will be requested with parents to address the situation.

5.2.g/s Eating and drinking in class:

On the first occasion:

- verbal warning given.

On subsequent occasions:

Any water bottles used during class will be confiscated.
All bottles larger than 500 ml are prohibited in the school building and will be confiscated.

Should a student persist in this behaviour:

- yellow card or/and a note sent home for signing by parents.

5.2.i/s Failure to comply with the Computer and Network Usage Agreement will result in loss of computer privileges. Should the infraction in question fall under another section of this code such as that covering vandalism or the possessions and circulation of indecent material or bullying, the offence will be also be treated in line with that section of the code.

5.3. ATTENDANCE AND PUNCTUALITY - SCHOOL EXPECTATIONS

It is our expectation that each student will be aware of the importance of attendance at school and at each lesson as a fundamental of achieving success in education. It is also our expectation that students understand that punctuality is critical in promoting a positive teaching and learning environment. Punctual attendance is a matter of personal responsibility for each student.

5.3.a In the interests of good order and learning, students must be on time in the morning for assembly and thereafter for all classes.

5.3.b The following procedures apply should it be necessary that a student be absent from class for a period during the day:

Parents or guardians may, having notified the school, collect a student from the school and return him/her to the school afterwards.

- (i) Permission for absence from class must be sought from the class tutor by presenting a written request from parents or guardians or an appointment card for a medical appointment. The Tutor will issue an Authorised Absence Pass docket to the student at morning assembly.
- (ii) On signing out of the school at the office, students must present the Authorised Absence Pass signed by the appropriate authority.
- (iii) On returning to the school, students must sign back in at the office.

Students who wish to attend funerals must be collected by their parents and returned to school afterwards.

Unaccompanied groups of students are not allowed to leave the school.

5.3.c The following procedures apply should it be necessary that a student be absent from school for a day or longer.

On return to school after an absence of a day or more, a student must present a note of explanation to the class tutor signed and dated by parents or guardians.

Procedures in this section are established to comply with the provisions of the Education (Welfare) Act, 2000. Section 18 imposes a duty on parents to inform the school of the reasons where a child is absent from the school during part of a school day or for a school day or for more than a school day. Under section 21(1) of the said act, the school is obliged to keep a record of attendance for each student for each school day which must specify the reasons for any absence. Pursuant to section 21 (4) of said act where the aggregate number of school days on which a student is absent is not less than

20 or where a student, is in the opinion of the Principal, not attending school regularly, the Principal is obliged to so inform, by notice in writing, an Educational Welfare Officer.

5.3.d The following procedures apply should a student arrive late to school:

On arriving late to school, a student must report to the office and sign in. Students are expected to hand in a note signed by a parent or guardian explaining the reason for the late arrival.

5.3.e Students must remain within school bounds and attend timetabled classes unless they have permission to leave the school and are collected by a parent/guardian.

5.3.s ATTENDANCE AND PUNCTUALITY - SANCTIONS

5.3.a/s Late for assembly:

- All students who are late report to the office where the late will be recorded so that the student is not marked absent for that day.
Students must have a note from parents to explain lateness, though this is not always possible. Staff on duty will decide if the reason offered is acceptable or not. A student may be required to ring home to confirm the explanation.
- If the explanation is not acceptable, the student will be given a penalty sheet.
- A note may be sent home to parents to address recurrent lateness.
- Persistent lateness will incur lunch time or evening detention.

5.3.e/s Truancy from school will warrant referral to the Behaviour Support Team and is regarded as a grave offence.

- (i) Non-attendance at timetabled classes (though the student may still be in the building) is regarded as a serious offence, because of concern for student safety and the manner in which it impacts on a student's education and the health and safety of all..
- (ii) Being in restricted areas within school grounds will be considered a serious offence.

5.4 HEALTH AND SAFETY – SCHOOL EXPECTATIONS

As a Health Promoting School, we endeavour to offer students a broad range of healthy activities and options. Through the curricular and extracurricular programme these options are presented to our community. All members of our school community are entitled to teach and learn in an area devoid of unnecessary health and safety risk.

5.4.a Students are expected to be vigilant at all times so as to ensure their own safety and the safety of the other members of the school community or persons visiting the school.

5.4.b It is our expectation that students will uphold the Public Health (Tobacco) Act 2002 in relation to cigarette smoking which is illegal on school premises.

Section 47(b) of the Public Health (Tobacco) Act, 2002 states that fines of up to €3,000 can be incurred by persons smoking in a prohibited area. Smoking will be considered a grave offence.

5.4.c It is our expectation that students will uphold the law in relation to possession, consumption, inhalation or otherwise taking of drugs or alcohol or any harmful or mood altering substances.

5.4.d Any attempt to encourage or involve others in such activities (5.4.c above) is strictly forbidden. *(c.f. the school Substance Abuse Policy for a full account of procedures in relation to the use/abuse of controlled substances.)*

5.4.e It is our expectation that each member of the school community will act in a manner which promotes the dignity of all members of the community.

Anti-social acts against any member of the school community such as bullying, intimidation, extortion, rough conduct, harassment, teasing and exclusion are not acceptable in the context of a school which promotes the dignity of the individual. Breach of this rule will be handled in accordance with the Anti-Bullying Policy in the school. Any act of assault or violence against any member of the school community will be considered a grave offence.

5.4.f In the interest of health and safety and hygiene, students must only eat in the designated areas.

5.4.g Students are expected to be conscious of the welfare of others while moving between classes and at break times, and while on the school grounds

In the interests of safety, students are requested to walk on the right hand side of the corridor. Running on the corridors or in the classrooms or the careless depositing of students' possessions is forbidden at all times.

Students must walk their bicycles at all times when on school grounds. Bicycles may only be locked to the bicycle racks provided.

5.4.h **It is our expectation that students will not bring any potentially dangerous implements or objects (as determined by the school authorities), including cigarette lighters.**

For health and safety reasons, throwing objects in the classrooms, in the canteen or in the corridors is forbidden.

5.4.i The use of aerosols is forbidden in any area of the school for health and safety reasons.

5.4/s HEALTH AND SAFETY - SANCTIONS

5.4.b/s As smoking is a grave offence. Where reasonable certainty exists that a student has been smoking in the school or on school grounds the student will be suspended.

In cases of persistent or repeated offences of smoking, the student may be reported to the Health and Safety Authority.

5.4.c/s Possession, consumption, inhalation or otherwise taking of drugs or alcohol or any harmful or mood altering substances and/or any attempt to encourage or involve others in such activities is strictly forbidden. Breach of this rule will be considered to constitute a grave offence and will lead to suspension or expulsion. The procedures for handling situations in relation to substance use and abuse are outlined in the school Substance Abuse Policy and will be followed in these cases.

5.4.d/s In reference to behaviours in 5.4.d incidents will be investigated by the Year Head and/or Deputy Principal and the seriousness of the and nature of the incident determined. Procedures outlined in the Substance Abuse policy will be followed in these cases.

5.4.e/s In reference to behaviours in 5.4.e incidents will be investigated by the Year Head and/or Deputy Principal and the seriousness of the and nature of the incident determined. Procedures outlined in the School Bullying Policy will be followed in handling such situations and the determination and imposition of sanctions will be a matter for the Behaviour Support Teams.

Any act of assault or violence, as outlined in 5.4.e, will be considered a grave offence and will warrant suspension or expulsion.

5.4.g/s Any act which impinges on the welfare of other students, through boisterous or careless actions will lead to a sanction commensurate with the consequences. It may include confiscation of carelessly deposited personal possessions or materials, lunch time detention or evening detention.

5.4.h/s Any implement which might be considered threatening or dangerous in the school context will be confiscated. A parent may be required to accompany the student when collecting the item/s. Possession of such implements may lead to suspension if the situation is considered grave enough.

Students throwing objects (whether this causes intentional harm or not) will be issued with a red card at the least. More serious sanctions will apply in response to intentional acts or act that result in harm to others.

5.5 DRESS AND APPEARANCE – EXPECTATIONS

It is our expectation that all students will wear the official school uniform, without modification at all times. The wearing of the school uniform promotes respect for self and peers and serves to increase a sense of community, order and organisation.

5.5.a Out of respect for themselves and others in the community, students are encouraged to be neat and tidy.

Students will wear the full school uniform without modification.

During P.E. period, each student must be properly attired in the appropriate P.E. uniform. (*c.f. Appendix 1 for description of uniform.*)

5.5.b All students are expected to keep their hair in a neat and clean condition.

5.5.c The wearing of make-up is only allowed on presenting a Doctor's Certificate advising the use of make-up, accompanied by a letter from parents and following consultation with management.

5.5.d Students may wear, at most, one pair of stud earrings, one ring, and one bracelet.

5.5/s DRESS AND APPEARANCE – SANCTIONS

5.5.a/s The tutors at morning assembly will check uniforms. If the dress code is not adhered to:

1. Explanatory notes will be required.
2. Further to this and depending on the circumstances
 - Students may be given items of uniform to wear for the day
 - Students who do not have a tie will be required to purchase one from the office
 - Students will be asked to have the items delivered to the school by parents/guardians
 - parents can be asked to collect students from the school until the uniform is corrected

5.5.b/s Students will be asked to remove hair colour or remedy length or hair style deemed to be extreme, to remove makeup, unless they have received permission from a Deputy Principal to wear makeup in accordance with section 5.5.c. Contact may be made with parents/guardians to gain their assistance in ensuring that the rule is complied with in the future.

5.5.d/s Students will be asked to remove excessive jewellery. Excess or inappropriate jewellery may be confiscated.

SECTION 6. SUSPENSION

- 6.1 The purpose of suspending a student from school is to provide the student with time for reflection, to emphasise the seriousness of specific misbehaviours and to give staff time to plan ways of helping the student to change unacceptable behaviour.
- 6.1.a The Board of Management has delegated authority to the Principal to suspend a student for a period up to and including three days. If a suspension for longer than three days is being proposed the matter must be referred to the Board. In such a case, having sought approval from the Chairperson of the Board, the Principal may suspend for up to five days to allow for time to convene a Board meeting. The Board will not normally impose a suspension of more than 10 consecutive school days.
- 6.1.b Suspension will normally be imposed for a grave offence as defined in this policy. Further to this, where in the opinion of the behaviour Support Teams and/or Principal or Acting Principal, detention or warning are inadequate disciplinary responses to serious offences or in the instance of repeated serious offences, the sanction of suspension may also be imposed. Such incidences may involve
- A threat to the safety of others
 - Serious disruption of teaching and learning
 - Deliberate damage to property
 - Misuse of technology
 - Substance abuse
 - Persistent breaches of the Code of Behaviour which have not been rectified by the normal school interventions.
- 6.1.c Other than in the case of immediate suspension (6.1.e below), before a suspension is imposed the Principal, mindful of the investigation report from the Behaviour Support Team, will have considered the seriousness and context of the behaviour; the impact of the behaviour on the other members of the school community; the interventions that have already been tried with the student involved (where relevant) and the likely impact of the suspension on the particular student.
- 6.1.d Suspension Procedures.
- The alleged incident will be investigated by the Deputy Principal and/or the Behaviour Support Team to determine the facts of the situation. This will involve an interview with the student(s) in question and any witnesses to the event.
- Following the report from the investigation, if the Principal decides it is appropriate to suspend a student, the following procedure will be followed.
- Before the suspension is imposed, the student and His/her student's parents will be contacted and the matter will be explained to them. Every effort will

be made to request and to facilitate the student/ parent/ guardians to meet with the Principal and/or Acting Principal, Deputy Principal and Year Head at a specified time acceptable to all parties so as to afford them a full opportunity to comment on the disciplinary action being considered.

If the student/parents/guardians fail to attend such a meeting and fail to provide a reasonable explanation for not doing so, the matter will be determined in their absence and the suspension carried out. The student and parents/guardians will be informed in writing that the suspension has been imposed, the date from which the suspension takes effect and the period of the suspension.

In the event of the student/parents/guardian attending such a meeting, if having heard the student/parents/guardians, the Principal considers that it is proper and necessary that suspension be imposed, s/he may suspend on such terms as s/he considers appropriate.

Confirmation in writing will be given to the student/parents/guardians that suspension has been imposed, the date from which such a decision takes effect and the period of the suspension. Parents/guardians will be fully informed of their right to appeal the decision to suspend to the Board of Management.

- 6.1.e Without prejudice to the foregoing, where the Principal or Acting Principal has been notified of an alleged grave offence and where immediate suspension is deemed necessary for Health and Safety reasons, the Principal, (as per EWB guidelines p75), following a preliminary investigation and without prior notice to the students/parents/ guardians, may suspend a student with immediate effect for such a period as is deemed appropriate, pending a full investigation of the allegation of an offence.

Official notice of such suspension will be confirmed in writing to the student/guardians/parents/ and the period of the suspension indicated. The process will then proceed as per section 6.1.d above.

- 6.1.f Following the imposition of a suspension, the Principal will notify the Board of Management of the suspension. Under Section 21(4) of the Education (Welfare) Act, 2000, where a student is suspended for a period of not less than six days, the Principal will forthwith so inform the Educational Welfare Officer by notice in writing.
- 6.1.g Following a period of suspension, the student, accompanied by his/her parent/guardian, is required to present himself/herself to the Principal or Deputy Principal on returning to the school, before going to any class. At this meeting the Principal/Deputy Principal will review the case decide what structures are required to support the student in returning to school and in addressing the behaviour which led to the suspension.

6.2 Appeals of suspension

A suspension imposed by the Principal can be appealed to the Board of Management as follows:

- 6.2.a An appeal should be submitted in writing to the Secretary of the Board of Management within 5 school days of the imposition of the suspension and should set out the parent's case against the suspension.
- 6.2.b At its next meeting the Board will nominate two members, neither of whom should have any involvement in the case, to investigate the issue and report back to the Board with its findings and recommendations.
- 6.2.c If this investigation recommends that the Board remove the suspension, the record of the suspension will be removed from the student's file. If the investigation approves the suspension then the suspension will stand.
- 6.2.d There is no further right to appeal unless the student's cumulative suspensions in any one year exceed 20 days, in which case there is a right to appeal to the Secretary General of the Dept. of Education and Science. The Principal must inform the parents and the NEWB if this 20 day limit has been reached.

6.3 Review

The Board will monitor the frequency of the use of suspension as a disciplinary measure and will regularly review the procedures to ensure that it is being used fairly and appropriately and in the best interests of the entire school community.

SECTION 7. EXPULSION

- 7.1 Only the Board of Management has the authority to expel a student. This authority will not be delegated.
- 7.2. Expulsion of a student is a very serious step and will only be taken by the Board in extreme cases or as a last resort after interventions (7.3 below) have failed as follows:
- 7.2.1 Where there is significant and continuing disruption to the learning of others or to the teaching process.
 - 7.2.2 Where there is a serious threat to the health and safety of the student themselves, other students or members of staff.
 - 7.2.3 Where the pupil is uncontrollable and is not amenable to any form of school authority.
 - 7.2.4 Where parents refuse to exercise their responsibility for the pupil in accordance with this Behaviour Code
 - 7.2.5 Where the pupil's behaviour is detrimental to sustaining the ethos of the school
 - 7.2.6 In cases of specific behaviour such as
 - Actual violence or physical assault.
 - Supplying illegal / mood altering substances.
 - Sexual assault.
 - Deliberate serious damage to property.
 - Serious misuse of technology.
- 7.3 Other than in exceptional circumstances (section 7.4. below), before considering expulsion, the school will have taken significant steps to address the student's behaviour. These steps may include:
- 7.3.1 Meeting with parents and the student to try and find ways of helping the student to change their behaviour.
 - 7.3.2 Making sure that the student understands the possible consequences of their behaviour, if it should persist.
 - 7.3.3 Ensuring that other possible options have been tried to bring about an improvement in behaviour through an Individual Behaviour Plan (IBP).
 - 7.3.4 Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).
- 7.4 However there may be exceptional circumstance where the Board of Management forms the opinion that a student should be expelled for a first offence. Due process and fair procedures will be followed in all cases and the principles of natural justice will apply.

7.5. Procedure for expulsion

- 7.5.1. The Principal will ensure that there is a thorough investigation of the incident. The student may be suspended from school while this investigation is taking place if this is deemed necessary in accordance with section 6 above.
- 7.5.2 The Principal will inform the student and the parents, in writing, of the details of the alleged misbehaviour and the possibility that it could result in expulsion.
- 7.5.3 The student and parents will be given every opportunity to respond to the complaint before a final decision is made. If the final decision is that the Principal intends to recommend expulsion to the Board of Management then the parents will be invited to a meeting with the Principal before the recommendation is taken to the Board.
- 7.5.4 The Principal will provide the parents and the Board of Management with records of the allegations, the investigation and also the grounds on which the Board is being asked to consider expulsion.
- 7.5.5 The parents will be notified of the date of the Board of Management hearing and will be invited to attend. They will be given adequate notice of the meeting and will be informed that they may make a written and oral submission to the Board. The written submission may be made in advance.

7.6. The Board of Management Hearing

- 7.6.1 The Board will ensure impartiality and a Board member who has had any involvement in the circumstances of the case will not take part in the hearing.
- 7.6.2 At the hearing the Principal and the parents, or a student who is eighteen years or over, will put their case to the Board in each others presence.
- 7.6.3 Parents may wish to be accompanied at such hearings and the Board will facilitate this. There is no right to legal representation in this process.
- 7.6.4 Neither Principal nor parents will be present when the Board is making its decision.

7.7. Following the Board Decision

- 7.7.1 Where the student and his/her parents/guardians attend the meeting with the B.O.M., and the Board, having heard the student and/or his or her parent/guardian, form the view that it is necessary and proper to impose the sanction of expulsion, the Board, before making the decision to expel the student, will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

Where the student/parents/guardians do not attend the meeting:

If the student or his/her parent/guardian fail to attend the meeting with the B.O.M. and fail to provide a reasonable explanation for not doing so, the B.O.M. may determine the matter in their absence. Before making a decision

to expel the student, the Board will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

- 7.7.2 Where it is decided to impose the sanction of expulsion, the student and his/her parent/guardian will be informed by letter by the Board that the sanction of expulsion has been imposed and the date from which decision will take effect. The student will not be expelled from the school before the passing of 20 school days following the receipt by the Education Welfare Officer of the notification. In the interim, the Board may, in accordance with section 5 of the Education (Welfare) Act, suspend or make other arrangements to ensure that 'good order and discipline are maintained in the school'.

7.8 Involvement of the Education Welfare Officer

- 7.8.1 Within this twenty day period, the Education Welfare Officer will convene meetings with relevant parties to ensure that arrangements are made for the student to continue in education.
- 7.8.2 While these negotiations are taking place, and before the expulsion is finalised, the Board may consider it necessary to continue the student's suspension from school. This task may be delegated to the Principal or Chairperson.
- 7.8.3 After the twenty days has elapsed, where the Board remains of the view that the student should be expelled, the decision will be formally confirmed to the parents and the student in a registered letter signed by the Chairperson and the Principal.
- 7.8.4 The parents will be told about the right to appeal and supplied with the appropriate form. This appeal is made to the Secretary General of the Department of Education and Science.

SECTION 8. APPEALS

8.1 General Remarks

The parent of a student or, in the case of a student who has reached the age of 18 years, the student, may appeal against a decision of a teacher, Year Head, the Behaviour Support team or the Principal.

Appeals are made in accordance with the hierarchy of authority in the school. An appeal against the decision of a Teacher or can be addressed to the Behaviour Support Team. An Appeal against the decision of a Year Head or the Behaviour Support Team will be heard by the Principal and thereafter to the Board and an appeal of a decision of the Principal will be heard by the Board of Management. An appeal of certain decisions of the Board of Management (section 8.4 below) will be directed to the Secretary General of the Department of Education and Science as outlined in the Education Act.

8.2 An appeal to the Behaviour Support Team or Principal

The parent/Guardian of a student, or, in the case of a student who has reached the age of 18, the student, may appeal to the Principal/Behaviour Support Team against a decision of a teacher that the student has committed an offence and /or any decision of a teacher to impose a penalty.

It is recommended that the initial approach be informal, seeking to investigate and resolve the situation. The appeal can be made orally or in writing within a reasonable time from the date of the communication of the decision. Upon receipt of notification of an appeal, the Principal/Behaviour Support Team shall investigate the matter and shall arrange a meeting with the parent/guardian and/or student and the relevant teacher. At this meeting, all parties shall be given a full opportunity to comment on the matters under appeal. The arrangement of such a meeting will be undertaken cognisant of the school policy on teacher/parent meetings. In the event that the parent/guardian and /or student do not attend that meeting and fail to provide a reasonable explanation for not doing so, the appeal will proceed in their absence.

After hearing the parties, the Principal/Behaviour Support Team may make such decision as considered appropriate including affirming, revoking or amending any decision of the teacher. Notice of the decision will be communicated to the parties involved.

8.3 **An appeal to the Board of Management**

The Parent/Guardian of a student, or, in the case of a student who has reached the age of 18, the student, may appeal to the Board of Management against a decision of the Principal or Behaviour Support Team that the student has committed an offence and /or any decision of the Principal or Behaviour Support Team to impose a penalty. The right of appeal arises regardless of whether the decision was made by the Behaviour Support Team or Principal or on foot of an appeal against a decision of a teacher.

The appeal must be in writing, specifying the grounds for the appeal and must be lodged with the Chairperson of the Board of Management within a period of 21 days from the date of the decision being appealed.

In determining the appeal, the Board of Management will follow any procedures, which may be prescribed by the Minister pursuant to Section 28 of the Education Act, 1998 and the current guidelines for Boards in handling any such complaint.

Upon receipt of the Notice of Appeal, the B.O.M. shall appoint a sub-committee to deal with the appeal. The sub-committee will notify all of the parties involved of the procedure that is to be followed. The subcommittee shall investigate the matter and shall arrange a meeting between it, the parent/guardian and/or student and the Principal and/or Behaviour Support Team representatives. At this meeting, all parties shall be given a full opportunity to comment on the matters under appeal. In the event that the parent/guardian and /or student do not attend that meeting and fail to provide a reasonable explanation for not doing so, the appeal will proceed in their absence.

After hearing the parties, the sub-committee shall advise the Board of Management of its findings and the Board of Management may make such decisions as considered appropriate including affirming, revoking or amending any decision of the Behaviour Support Team and/or Principal. Notice of the decision will be communicated to the parties involved.

8.4 **The appeals process through the Department of Education**

Pursuant to Section 29 of the Education Act, 1998, there is a statutory right of appeal to the Secretary General of the Department of Education and Science against a decision of the Board of Management or of a person acting on behalf of the Board to permanently exclude a student from the school or to suspend a student from attendance at the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year. This right of appeal can be exercised by the Parent(s)/guardian(s) of a student, or in the case of a student who has reached the age of 18 years, by the student. The school will advise the parent/guardian and/or student of the right of appeal

and associated timeframe when notifying them that the relevant sanction has been imposed.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent/guardian or student. As a general rule, appeals will only be considered by an appeals committee under section 29 where the parties are unable to resolve the issue at local level. Accordingly, the appellant and the Board of Management will first consider the matter at local level to see if an accommodation can be reached.

Appeals to the Secretary General must be made in writing on the Section 29 Appeals Application form (a copy of which can be obtained from the school or from the Appeals Administration Unit of the Department of Education and Science) and addressed, by signed letter, fax or e-mail to the Appeals Administration Unit of the DES. The appellant should at the same time notify the school of the appeals or, alternatively, send a copy of the completed Application Forms to the school.

APPENDIX 1

SCHOOL UNIFORM

Girls:

- Jumper:* Aquamarine jumper with black stripe in v-neck and incorporating school crest.
- Shirt:* White shirt.
- Tie:* Black with aqua and white stripes.
- Scarf:* Similar to tie (Optional)
- Skirt:* Aquamarine pleated skirt of wool mixture
- Tights/socks:* Black
- Shoes:* Black leather shoes (**not trainers or platforms**)
- Blazer:* Optional black Blazer with school crest.
- Trousers:* Grey school trousers with aquamarine stripe (**Supplier's cut only**)

Boys:

- Jumper:* Aquamarine jumper with black stripe in v-neck and incorporating school crest.
- Shirt:* White shirt.
- Tie:* Black with aqua and white stripes.
- Scarf:* Similar to tie (optional)
- Shoes:* Black leather shoes **not trainers or platforms**)
- Blazer:* Optional black Blazer with school crest.
- Trousers:* Charcoal Grey (**Club 1880**)
- Socks:* Black

Games Uniform:

- Navy polo shirt with school crest, available in school.*
- Track suit bottom, navy or white, available in any sports shop.*

Sole supplier of Official School uniform is Gemma's of Limerick

APPENDIX 2

Summary of Red and Yellow card offences.

Without prejudice to foregoing, where the professional discretion of a teacher is acknowledged in imposing red or yellow cards, the following list provides guidelines for teachers on the use of cards.

Red Card / Serious Offences

- In appropriate bad language in the school
- Constant disruption in class
- Vandalism
- Throwing objects in the school
- Smoking – (only for the purpose of record keeping – the consequence in this case is suspension)
- Defiant behaviour

Yellow Card Offences.

- Persistent lateness for class
- Defiance of a teacher – first offence
- Eating/drinking in class
- Not having a journal in class
- Littering
- Low level misbehaviour

APPENDIX 3 From Dignity in the Workplace Policy

Protocols for Visitors in the school.

It is the expectation of the school that all visitors behave in a respectful manner towards the staff and students of Mercy Mounthawk.

On arrival at the school all visitors must report to the Administration Office and receive a visitors badge.

It is unacceptable for any visitor to make contact with a member of the student population or teaching staff of the school community without reporting to the Administration Office and awaiting direction.

Contact with students

Parent/Guardians who wish to contact their son/daughter must first report to the Admin Office and allow the school staff to organise the contact. Only those who are stated as guardians on the school data base will be allowed to meet or sign out for students. Anyone other than a guardian can sign out for a student only after the guardian has been contacted by the school and given their permission.

Contact with staff members.

Due to constraints of working hours and timetabling, parents/visitors cannot to meet with staff members other than by appointment.

Should a parent wish to discuss a matter with a member of staff, the appropriate procedure is to contact the Admin Office and arrange an appointment at a mutually suitable time.

APPENDIX 4 Computer and Network Usage Agreement.

Any person who uses the School's computer and network facilities does so on the understanding that he/she agrees to abide by the School's Computer and Network Usage Policy and by the Code of Practice outlined below. The primary purpose of this Code of Practice is to ensure that all users operate in a safe and secure environment and that the computer and network resources in the school are protected from loss, modification or destruction.

I Agree:

1. To accept that any behaviour considered inappropriate in the ordinary world is also considered inappropriate in the virtual world and that inappropriate behaviour in using the Internet is prohibited.

Regarding the school computer network:

2. To make no attempt to circumvent data protection schemes, "hack" into systems or interfere with the intended operation of the School's computer and network resources and to accept that "hacking" is a serious offence under criminal law.
3. Not to access, download, upload, save, create or transmit unauthorised software, "plug-ins", games or other entertainment, software (including screen savers) or save inappropriate, offensive or pornographic material.
4. Not to knowingly perform any act which will interfere with the normal operation of computers, peripherals or networks or knowingly destroy the integrity of computer-based information.
5. Not to give another individual unauthorised access to my computer account and to make no attempt to access another individual's computer files.
6. Not to use CD-roms, multi-media storage devices or other external storage devices without approval.
7. Not to plug lap-top computers onto the network without authorisation.

Regarding use of the computer system:

7. To access the Internet only during the period(s) allocated to me for this purpose.
8. When accessing the Internet to observe good "netiquette" at all times and not to undertake any actions that may bring the school into disrepute.
9. Not to use the computer and network facilities for unauthorised profit or commercial purposes.

10. To use the Internet for educational purposes only, to observe copyright laws and not visit sites that contain obscene, illegal, hateful or otherwise objectionable material.
11. Not to create or transmit any abusive, obscene, threatening, defamatory, offensive or harassing images or material or cause offence to another individual or discriminate on the grounds of gender, marital status, sexual orientation, religious or political belief, age, disability, race, colour or membership of the traveler community.
12. Not to publish new sites, projects and school work on the World Wide Web without the approval of a teacher. Personal details including home address and contact details, digital photographs, audio or video clips of individual pupils may not be published in web pages.

Regarding e-mail accounts:

13. To use approved course email accounts under supervision by and with approval from the instructor.
14. Not to send or receive email attachments without permission from the instructor.
15. Not to send or store anonymous e-mail or partake in or promote chain e-mail messages or send unnecessary files that would adversely affect computer and network resources.
16. Not to open e-mail attachments from unsolicited or unknown sources.
17. That by its very nature, the Internet is an insecure network with no guarantee of either privacy or confidentiality for its users and that information posted on the Internet is available to a global audience. I also agree not to post on the Internet any personal information such as home address, telephone numbers, contact details, or other personal information such as home address, telephone numbers, contact details, or other personal information about myself or any other person and not to arrange face to face meetings.
18. Not to register or sign “visitors books” on Websites without prior permission.
19. to access only chat rooms, discussion forums and other electronic communication forums approved by the course organisers for educational purposes

General Statements:

20. That the school may check my computer files and monitor my e-mail and Internet activities.
21. To report to the School any suspected abuse of computer and network resources, or any inappropriate material or e-mail that may come to my attention as well as any suspected damage or problems with files.
22. That should I fail to comply with any of the preceding conditions, all access privileges may be denied to me.

