



MALAHIDE COMMUNITY SCHOOL
BROOMFIELD, MALAHIDE

Code of Behaviour
(Under Review)

POBALSCOIL ÍOSA
MALAHIDE COMMUNITY SCHOOL

VISION

Malahide Community School aspires to engage, inspire and enthuse learners.

We are a school that believes in creativity, critical thinking, communication and collaboration to develop an understanding of the world. We encourage lifelong learning to prepare the whole school community for change and innovation as 21st century citizens.

Valued Relationships with Parents and Guardians
Protocol for Communications with Malahide Community School

Malahide Community School continually seeks to build strong relationships with Parents and Guardians.

We value the fact that Parents and Guardians have entrusted their child / children into our care.

We view Parents and Guardians as true Partners in the education of their children and we strive to keep the channels of communication open at all times, in order to facilitate this.

With this in mind and in consultation with all of our Educational Partners - the Parents' Association, Staff, Students and the Board of Management - a Protocol for Communications with Parents and Guardians has been designed, for the education, welfare and safeguarding of all of our students.

This Protocol is outlined in the Flow Chart (See next page).

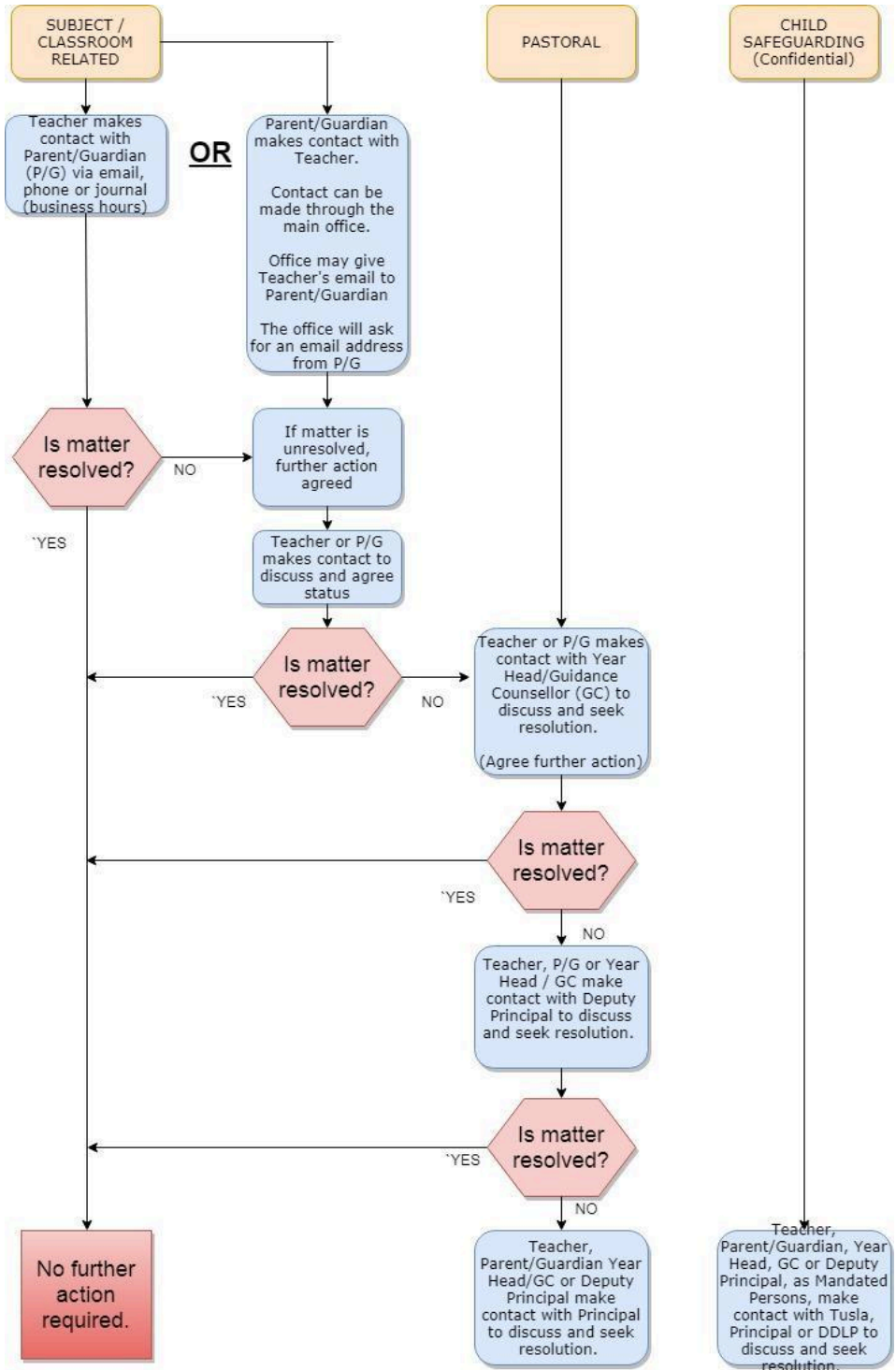
Please note:

- when dealing with a Pastoral Issue, contact can be made directly with a Year Head or a Guidance Counsellor
- the term 'Parent' / 'Guardian' may also constitute a Student who is over 18 years of age and who wishes to conduct the Communication Process themselves

We invite Parents, Guardians, Teachers and Students over 18 years of age to follow this Protocol, so that, together, we can provide the most positive and equitable educational experience for all of our Students.

Ratified by the Board of Management: 31st January, 2018

PROTOCOL FLOWCHART



MALAHIDE COMMUNITY SCHOOL'S CODE OF BEHAVIOUR

Teachers, students and Parents/Guardians have rights and responsibilities and it is integral to the ethos of the school as a caring community that mutual respect and tolerance should characterise all relationships in our school. Effective learning depends on an orderly atmosphere in which students find encouragement to learn and have appropriate learning targets set for them. It is important that the learning environment of students encourages intellectual and emotional exploration so that they can develop their potential to become responsible self-actualising young adults. A good relationship between teachers and students makes it easier and more enjoyable for teachers to teach and for students to learn. As a school, we aim to promote a genuine interest in learning and we endeavour to create a positive learning environment, in line with our Mission Statement and School Vision.

Roles and Responsibilities

Malahide Community School acknowledges the contribution of all members of our school community. It is everyone's responsibility to promote good behaviour and minimise negative behaviour. For 'Parent', please read 'Parent/Guardian'.

- DLP and DDLP

Malahide Community School has officially adopted the DES Child Protection Procedures, December, 2017. **The school has completed a Child Safeguarding Risk Assessment and has a Child Safeguarding Statement in place. These were reviewed by the BOM in September 2021.** The Designated Liaison Person (DLP) is Mr. David Hayes, Principal. The Deputy Designated Liaison Person (DDLp) is Ms. Cora Tighe, Deputy Principal.

- Students

Students are expected to uphold our Code of Behaviour and our School Rules at all times.

- Parents/Guardians

The central role of Parents/Guardians in the development and implementation of the code of behaviour is acknowledged. All Parents are asked to sign that they have agreed with the Code before sending their son/daughter to our school and to further support the school by signing the Code in the school journal / on the App each year.

- Staff

The teaching staff play an essential role in the successful operation of our code. The important role played by the teaching and non-teaching staff particularly in relation to encouraging positive behaviour and reporting incidents of misbehaviour is also acknowledged.

- The Board of Management

All policies are developed with the authority of the Board of Management. The school acknowledges the role of the Board as the decision making body and its contribution to the Code of Behaviour. While individual members of the Board are not responsible for the day to day running of the school, the Board is the body to whom Parents/Guardians and students

over the age of 18 may appeal, in writing, in cases of suspension or exclusion.

Setting Standards

In general, we aim to encourage our students to develop a sense of responsibility for themselves and towards others. This should be reflected in their attitude to work and to their behaviour in school. We expect students to conduct themselves with respect for the worth, self-esteem and reputation of others. Students should behave at all times in a manner appropriate to the ethos and inclusivity of our school. They are expected to be positive and cooperative in their dealings with members of the school community.

Our school respects, values and accommodates diversity across all nine grounds named in the Equal Status Act: gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Anyone who studies in, works for or visits our school should be dealt with in a courteous manner. We aspire to work with Parents/Guardians at all times to achieve these standards. We ask Parents/Guardians for your help and support in promoting mutual respect in our school and our community. With this in mind, we ask Parents/Guardians to be respectful at all times in their dealings with Management, Teachers and with all of the members of the school community. We believe that promoting respect among all stakeholders is essential for the Wellbeing of all concerned. This in turn will help develop a school community where learning and teaching will flourish and where your son/daughter will be placed at the heart of the curriculum.

Supporting the Code of Behaviour in our school

This Code mirrors our ethos which supports positive behaviour in the following ways:

- We make the student the focus of school life through our wide and varied curriculum, which includes: sampling in 1st year; open choice of optional subjects in 1st and 5th years; Transition Year, as well as the traditional Leaving Certificate.
- In classes and programmes such as SPHE, CSPE and RSE which deal directly with the Wellbeing of the student, we encourage respect, tolerance, a sense of fairness and an understanding of the principles of natural justice.
- Through the collaboration of the Parents and the whole school community we endeavour to create a positive climate of learning, respect and cooperation which encourages and challenges students to take responsibility for their own learning.
- There is a whole-school response to the academic, social and spiritual needs of our students. They are supported by the teachers, Tutors, Year Heads, Guidance Counsellors, Chaplain, and the Student Support team.
- Students are involved in the democratic process of the school through the Student Council and the Prefect System.

The following are examples of some of the methods we use to reward and encourage good behaviour:

- Positive verbal / written comments by subject teachers, tutors and Year Heads.
- Positive reinforcement in classroom.
- Positive feedback on our approved school platforms e.g., Schoology, school App, school website etc.
- Announcements over the Intercom.
- Positive comments by Deputy Principals and the Principal.
- Positive notes home to parents in the journal.
- Display of students' work on the school campus / on approved school platforms.
- Whole class trips with tutors and teachers.
- Public recognition on the school's website, the school's Twitter account, the school App.
- Inter-class competitions for kindness, punctuality, attendance, etc. with class prizes.
- Emphasis on holistic development.
- Providing a very wide range of extra-curricular activities to provide students with opportunities to develop non-academic skills and personal qualities.
- Commendations at the Merit Awards.
- Recognition on school reports.
- Positive reinforcement days i.e. Friendship week, Pride week, Active week, etc.
- Positive References when students leave school.

SCHOOL RULES

The rules have been divided into the following categories:

Respect for Self and Others	Attendance and Punctuality
School Uniform and General Dress	Safety

Expectation	Explanation	Illustrative Rules
Respect for Self and Others	All members of the school community are expected to act in ways that promote mutual respect, personal dignity, and collective well-being. We must keep our Core Values of Kindness, Respect and Inclusion at the centre of everything we do. When things go wrong, we focus on understanding the impact and restoring trust.	<p>R1. Follow instructions from teachers and staff promptly to support a safe and effective learning space. Ask respectfully if clarification is needed.</p> <p>R2. Avoid disruptive behaviour; instead, contribute to a calm and focused atmosphere where everyone can thrive.</p> <p>R3. Acknowledge that everyone has the right to learn and teach free from disruption. Recognise the effects of disruptive actions and take steps to repair harm.</p> <p>R4. Do not engage in physical or verbal behaviours that cause harm or distress.</p> <p>R5. Communicate using respectful, non-offensive language; learn how words impact others.</p> <p>R6. Keep mobile phones off and locked in YONDR pouches during school hours. (See Mobile Phone / Wellbeing Policy)</p> <p>R7. Do not share untrue or disrespectful content (online or otherwise) that could damage the school or its members.</p>

<p>Respect for Property</p>	<p>Respecting belongings - whether personal, shared, or belonging to the school - is essential. This includes treating resources with care and acknowledging the impact of taking or damaging what is not ours. Responsibility and honesty are key to rebuilding trust when property is disrespected.</p>	<p>R8. Take responsibility for your own items by clearly labelling them and seeking them calmly if misplaced. Avoid assuming the worst in others. R9. Never borrow, use, or take others' belongings or school property without permission. R10. Avoid damaging or defacing school property. If damage occurs, it must be reported, and students are encouraged to help repair the harm. The school is not responsible for personal property brought onto campus, which is done at students' own risk.</p>
<p>Respect for the School Environment</p>	<p>Maintaining cleanliness and order shows pride in our community and supports everyone's well-being. Students are expected to help maintain a pleasant environment for all. It shows respect to the people in our school community who work so hard to maintain a clean environment.</p>	<p>R11. Do not chew gum to help keep school clean. R12. Dispose of litter responsibly. R13. Eat and drink only in designated areas (Ground Floor corridors, Canteen, outside) to keep classrooms and corridors conducive to learning. R14. Use lockers responsibly by keeping them tidy, avoiding food storage and reporting issues promptly. Accessing lockers during class time should only be done with a teacher's permission to reduce disruption.</p>

Expectation	Explanation	Illustrative Rules
Attendance and Punctuality	Being present and on time shows respect for learning and community. Clear communication about absences helps the school support students and meet legal obligations. When attendance falls short, we aim to understand why, and work collectively with students, parents, guardians and any outside agencies to re-engage students.	<p>A1. Arrive by 8:35 a.m. so that lessons begin promptly at 8:45 a.m. Late arrival disrupts learning and unsettles others.</p> <p>A2. Provide reasons for all absences through the school App or journal; this supports pastoral care and meets the Education (Welfare) Act, 2000.</p> <p>A3. Attend all classes on time. Consistent lateness or absence can affect participation and have a negative impact on students' progress.</p> <p>A4. If arriving late, sign in at reception. Parents / Guardians are asked to provide a Late note via the School App.</p> <p>A5. Stay on school grounds at break and lunch (for junior students), unless given permission to leave.</p> <p>A6. Sign out through proper procedures if leaving during the day due to illness or appointments.</p> <p><u>Illness:</u> Go to the main office, parents / guardians will be contacted by the school.</p> <p><u>Appointments:</u> Permission to Leave notes are sent in advance (before 10:00) Students sign out at reception on the tablet. Contacting parents directly is not permitted as it causes confusion and may cause health and safety concerns for our students.</p>

Expectation	Explanation	Illustrative Rules
<p>School Uniform and General Dress</p>	<p>Uniforms and appearance reflect our collective identity. Dressing appropriately shows self-respect and readiness to learn.</p>	<p>U1. Wear the full, correct uniform daily, including the school jacket and black/navy leather shoes. No non-uniform items should be worn to and from school. Shirts/polo shirts must be visible.</p> <p>U2. Piercings are limited to three stud earrings per ear to support safety and consistency.</p> <p>U3. Keep hair neat and clean; avoid extreme hairstyles.</p> <p>U4. Neatly groomed beards are allowed.</p> <p>U5. Make-up should be discreet. If it is considered excessive or inappropriate, you will be asked to remove it.</p> <p>U6. Leggings are not permitted as part of the school uniform.</p> <p>U7. PE uniform must be worn for all PE lessons by all year groups.</p>

Expectation	Explanation	Illustrative Rules
Safety for All	<p>The health and safety of everyone in our school community is of utmost importance. In order for our students to learn effectively and for teachers to teach, we must feel safe and feel a sense of belonging. Unsafe behaviours and prohibited items are taken seriously. When safety is compromised, we aim to respond with fairness, clarity, and a focus on preventing future harm.</p>	<p>S1. Smoking or vaping (including possession of related items) is prohibited anywhere on school grounds or during school activities. Breaches may result in suspension.</p> <p>S2. Alcohol and drugs are strictly forbidden at school or during any school-related activity.</p> <p>S3. Being present while others break substance rules (e.g., smoking) without removing yourself or speaking out may also result in consequences.</p> <p>S4. Staff may check lockers, bags, or footwear if there are serious concerns. Refusal to cooperate may lead to sanctions.</p> <p>S5. Avoid rough play or running indoors; this prevents injury.</p> <p>S6. Never tamper with safety equipment such as fire alarms, extinguishers, CCTV, or first aid kits.</p> <p>S7. Follow instructions immediately during fire alarms.</p> <p>S8. Act respectfully while wearing the school uniform offsite (e.g., on public transport).</p> <p>S9. Do not bring vehicles to school without prior permission.</p> <p>S10. Dangerous items (e.g., knives or weapons) are forbidden. Bringing them to school could result in expulsion.</p> <p>S11. Threatening or intimidating behaviour, including online, is unacceptable and will be addressed seriously.</p>

Strategies for early intervention in response to inappropriate behaviour

- Discussing their behaviour with a student after class.
- A simple reprimand.
- Changing a student's location in the classroom.
- Extra schoolwork.
- Discussing the student's behaviour with the tutor.
- School community tasks such as picking up litter, cleaning graffiti off desks etc.
- Detention on a Wednesday or at the end of a school day. Students are given at least one day's notice of detention. The fact that it may be inconvenient to do detention on a particular day will not excuse a student from this punishment. Should a student fail to turn up to Detention, he/she may be required to do a double detention and/or parents may be required to call in person to the school before that student is readmitted to class.
- **Notes to parents:** All students must have a homework journal which may be requested by teachers in order to write notes to parents. All notes must be acknowledged.
- **Referrals** to Year Head, Deputy Principal or Principal as appropriate.

SANCTIONS

Breaches of the Code of Behaviour will require investigation by members of school staff. During the course of these investigations, students may be interviewed by a member(s) of school staff.

Depending on the seriousness of the behaviour the school uses the following sanctions to deal with serious misbehaviour and breaches of rules:

- **Progress Report:** in the case of students whose work is unsatisfactory
- **On Report:** where a student's behaviour and/or academic work is closely monitored until an improvement is achieved.

Note that the distinction between a Progress Report and an On Report is that the latter implies that a student's misbehaviour accounts for being put on such a report. The Progress Report implies unsatisfactory academic progress.

1. Parents may be contacted to discuss the progress/behaviour of their children.
2. Students may be required to sign contracts of behaviour (countersigned by parents/guardians). Failure to honour such contracts may result in suspension.
3. **Suspension:** In the case of a serious breach of school rules, persistent misbehaviour, bullying or serious aggression/threat against any member

of the school community, a student may be liable to suspension, pending an investigation. The authority to suspend has been delegated by the Board of Management to the Principal or, in his absence, to the Deputy Principals.

4. In keeping with the NEWB Guidelines, 2008, Parents/Guardians are contacted to discuss the incident/allegation, and to give a response, before a final decision is made on a sanction. Parents/Guardians have the right to appeal a suspension to the Principal, in the first instance, and/or to the Board of Management.
5. **Permanent Exclusion:** In extreme cases where a student is putting the health, safety, welfare and Wellbeing of students or staff at risk or persistently preventing other students from learning, it may be necessary to permanently exclude the student from the school. Exclusion procedures as outlined in the NEWB Guidelines will be implemented.

In many cases outside agencies would be involved in the decision. These agencies might include National Educational Psychological Service (NEPS) through the School Psychologist; Social Workers from the HSE or Child Guidance Clinics; the Gardaí, through the Juvenile Liaison Officer; National Educational Welfare Board (NEWB) through the local Educational Welfare Officer; or Psychiatrists, etc. Parents have the right to appeal against permanent exclusions and suspensions of more than an accumulated 20 days under section 29 of the Education Act, 1998 and the Education (Welfare) Act, 2000.

PE Participation

In order to address the growing concern over the fitness levels of adolescents we require that all our students bring suitable gear in order to fully participate in their PE classes/Sports modules throughout the year.

PE uniform is required for all students from 1st to 6th Year. See the Uniform Policy on the website for further information.

SCIENCE LABORATORY SAFETY RULES

Student safety is paramount when carrying out experiments in the science laboratories in Malahide Community School. The following laboratory rules are designed to ensure that students learn in a safe and healthy environment. Students must adhere to these at all times.

1. Students must not enter the laboratory unless a teacher is present.
2. Follow all instructions exactly as directed by your teacher.
3. Safety glasses should be worn at all times during practical work.
4. No eating or drinking allowed in the laboratory.
5. Long hair must be tied back during practical work.
6. Do not run or rush around the laboratory.
7. Take care when handling any chemicals. Chemicals should never be tasted and should only be used under the supervision of a teacher.
8. Take care when using the Bunsen burner. The gas taps must never be tampered with.
9. When heating a test-tube always point the mouth of the test-tube away from yourself and others.
10. All equipment should be cleaned and put back in its correct place after use.
11. Any accident, however slight or minor MUST be reported immediately to your teacher.
12. Students must always behave in a responsible manner at all times in the laboratory.

AGREEMENT TO THE CODES OF BEHAVIOUR

I have read, understand, accept and agree to the Code of Behaviour and School Rules of Malahide Community School, as outlined above, and I support the school and staff in their implementation.

(Including the Bí Cineálta Policy, AUP and iPad Code of Behaviour, Science Laboratory Rules, PE Participation)

Please note, that acceptance of the Code of Behaviour and School Rules is taken as a full commitment to abiding by their content and to supporting the school and staff in their implementation, including updates made on an ongoing basis.

If a Parent/Guardian has a query or objection to an update, this must be brought to the attention of the Principal, in writing, immediately.

Student's signature: _____

Date: _____

Parent / Guardian signature: _____

Parent / Guardian signature: _____

Date: _____

Witness

Tutor's signature: _____