



Code of Behaviour

2026-27

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1. Introduction to our Code of Behaviour

Our mission

Mount Seskin Community College was established in 1986 to serve the local community in Jobstown. Our mission is to provide an inclusive learning environment which promotes academic excellence, built on the personal, social and spiritual development of all. We endeavour to develop confident, creative life-long learners in an atmosphere of equality, justice and respect.

Oversight of our school

We are a co-educational, second-level school under the patronage of Dublin and Dun Laoghaire ETB. As a designated College, its Board of Management comprises of nominees of Dublin & Dún Laoghaire Education and Training Board, nominees of the Catholic Archdiocese of Dublin, parent nominees, teacher nominees and, on occasion, community nominees (community nominees will be at the discretion of the Board and subject to ratification by the ETB). The Principal acts as Secretary to the Board.

Our ethos

Mount Seskin Community College aims, with the resources available, to provide the best possible environment in order to cater for the cultural, educational, moral, physical, social, linguistic and spiritual values and traditions of all students.

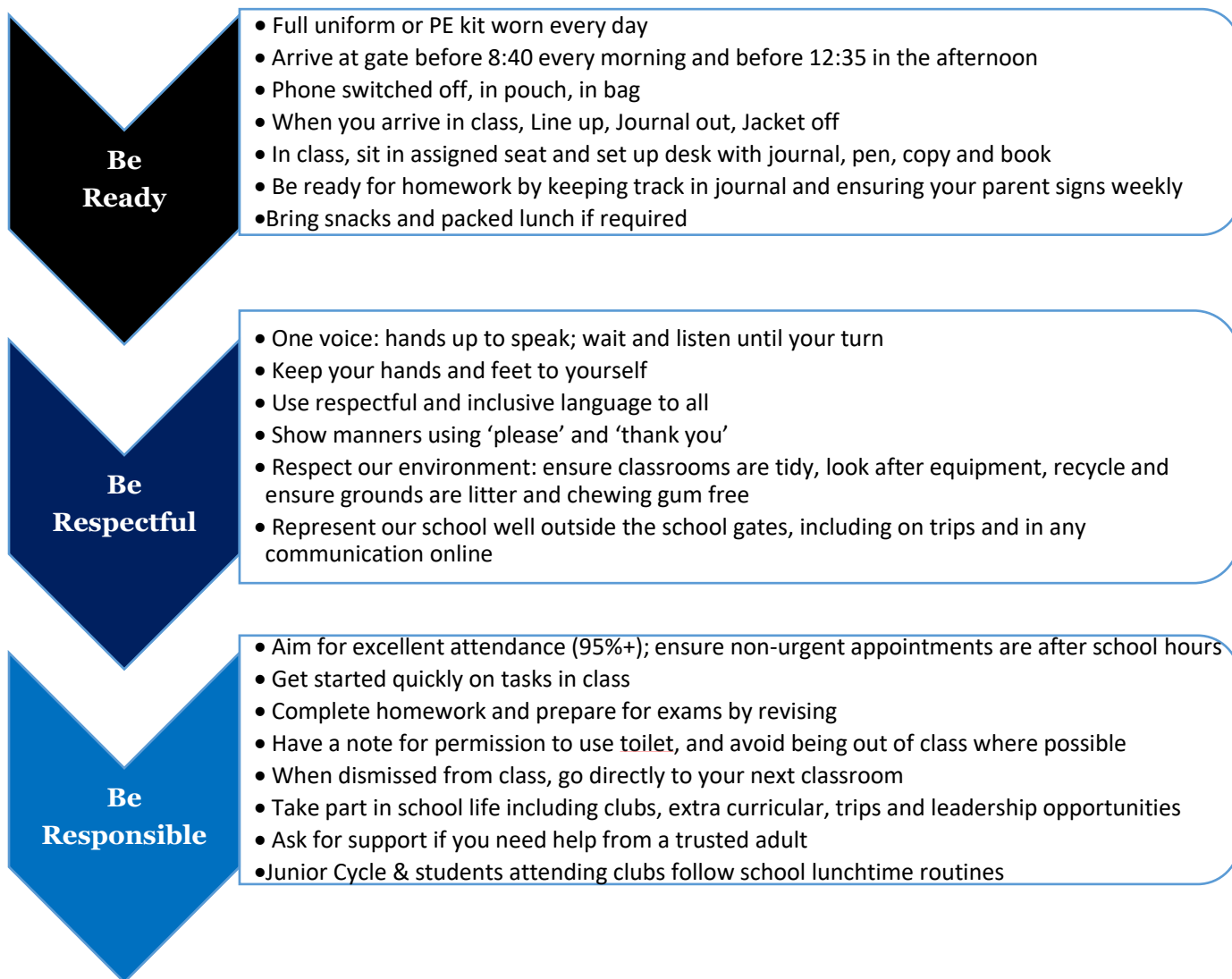
We make every effort to ensure that the uniqueness and dignity of each child in our care is respected and responded to.

Through the taught curriculum and our pastoral care, we enable all students to fulfil their role in society.

2. Expectations of Behaviour in our school

At Mount Seskin Community College, we expect the best of our students through each school day.

Our core expectations are that our students should:



- We share expectations for behaviour in admissions documents, on our website, in communication with parents and in our school journal
- Parents and students acknowledge their commitment to our Code of Behaviour & expectations when they accept a place at MSCC & sign our code; students reaffirm each year signing their journal
- We share the rationale for all expected behaviour with students in Induction and regularly revisit this
- We train students on all core routines during Induction and reinforce termly and/or as the need arises amongst any group; for First Year this is encompassed in the 'Ready, Steady, Learn' programme
- We display expectations and key reminders clearly across the school
- We use common language to describe core routines and expectations
- We link expectations for behaviour to our school values of Respect, Care, Community, Equality, Excellence
- We emphasise our expectations through regular assemblies and pastoral time, and celebrate student, tutor group and year group successes

3. Rewards for positive behaviour

Across MSCC school life, we promote good behaviour in order to maintain an effective learning environment and a safe and inclusive school. Positive behaviour, progress and effort are acknowledged in formal and informal ways.

Acknowledgement of positive behaviours:

In the classroom:

- Verbal praise and encouragement
- Positive notes home or positive phone calls home
- Display of work in classrooms & acknowledgement on Year Group boards
- Recording of positive behaviours on Tyro linked to our values:

Respect & Equality	Examples include: • Being an excellent role model • Taking part in events that promote respect and understanding e.g. 'Stand up Awareness week' • Keeping journal well organised and presented • Keeping our school environment clean, tidy and representing our aspirations • Including others or participating in a wider group
Care & Community	Examples include: • Being a 'buddy' for a new student • Offering help to staff or students • Taking part in wider community events e.g. Parents' Evening, supporting Primary transition or school performances • Contributions to school clubs or student voice • Acknowledging the success of others
Excellence in education	Examples include: • Excellent work in classwork, homework or assessment • Striving for excellence in any aspect of school life • Extra work on revision • Working hard in homework club • Asking for or acting on feedback • Supporting the learning of others

Wider school rewards

- Praise in parent meetings including annual Parent-Teacher meeting or Year Head meetings
- Praise and positive encouragement published on student reports, written twice yearly and saved on Tyro
- Public acknowledgement of group or individual achievements
 - on our school website and/or newsletters
 - at year-group assemblies
 - in Student Council announcements
 - in Displays around school
- Certificates of achievement for excellent attendance or punctuality
- Termly progress awards & annual Spirit of Mount Seskin Award, nominated by staff and chosen by Year Head in consultation with senior team
- Home visits by HSCL
- Rewards trips to acknowledge positive behaviour and student work and effort

4. Support and intervention

Our school has a range of extra supports to support the students and parent/ guardians with developing and supporting positive behaviour:

Daily tutor time	Equipment & journal checks Informal check in and support to start the day well
Co-teaching & team teaching	Support for additional needs of individual students throughout normal classes Ensuring learning environment & class behaviour support all students
Tutor and/or Year Head	1:1 check ins daily/weekly/bespoke timeline Support via Progress Report
Check & Connect mentor	Volunteer mentors matched with students Monthly check ins Referral via Student Support Team
Guidance Team	We have two Guidance Counsellors Students can self-refer or any member of staff can refer Specific support for Senior Cycle around
Behaviour for Learning (BFL) Teacher	Referral form via Year Head Relationship developed with student & parent over the programme of support Academic support or intervention programme in place for example Emotion Coaching or Anger Management
Home School Community Liaison (HSCL) Coordinator	Home visits & 'direct line' support for parents and families Family support includes equipment, uniform and household support Links and bridging with TUSLA, social care & external organisations
Chaplaincy	One off support for grief, trauma or programme of support for wellbeing Referral via Student Support Team
School Completion Programme	We are part of a local network linking three local primaries and our school Breakfast Club & Lunch support provided Informal check-ins and withdrawals for sport, games and wellbeing conversations
SNA support	Support with specific interventions in lesson Allocated under the direction of the Special Needs Coordinator
Special Needs Coordinator	Support with specific intervention allocation across the school Link with Educational Psychologist and NCSE Coordinates SEN link teachers

The school has also developed links with a range of local agencies who can support students and parents/guardians.

- Education and Welfare Officer (EWO)
- ALP provision
- Youth Horizons
- Trinity Access Programme
- UCD Partnership

5. Responding to inappropriate behaviour

Strategies are put in place as an appropriate response to inappropriate behaviour which prevents teaching and learning from taking place:

- Framing clear instructions positively
- Reiterating expectations to all students and acknowledging who has followed well
- Allocation of effective seating or adjustment of seating plan
- Practice of key class routines
- 'Anonymous' correction, acknowledging the teacher is waiting for 1-2 small group to follow instructions

Inappropriate behaviour can be classified as low or high level behaviour. In the main, lower level behaviour is dealt with in the moment, by the member of class leading a class or by a teacher/staff member who observes the behaviour around the school.

Low level behaviours	Possible sanction
Failure to bring correct equipment	Rule reminder
Failure to submit homework	Re-submission deadline set
Disruption in class (minor)	1:1 conversation to re-set
Arriving late to class	Note home
Unsafe/silly behaviour	Refer on Tyro Referral to tutor and/or joint conversation

In the main, higher level behaviour is referred to the pastoral or senior leadership team, depending on the behaviour and situation.

Higher level behaviours	Possible sanction
Repeated low level disruption (after sanctions above in place)	Refer on Tyro Tutor/parent call or meeting Year Head parent meeting Internal suspension Suspension (Year Head & Principal allocate)
Derogatory or abusive language	Refer on Tyro Detention Internal suspension Suspension (Year Head & Principal allocate)
Defiance (refusal to follow reasonable instructions)	Year Head parent meeting Internal suspension Suspension (Year Head & Principal allocate)
Repeated lateness to school	Detention after school Tutor/Year Head parent call or meeting
Phone use during school time	Reported on Tyro Detention after school (Year Head allocates) Suspension for repeated use (Year Head & Principal allocate)
Failure to attend detention (after school)	Internal suspension Suspension (Year Head & Principal allocate)
Damage to school property	Detention Internal suspension Suspension (Year Head & Principal allocate)
Truancy (this includes leaving school grounds without permission)	Year Head parent meeting Internal suspension Suspension (Year Head & Principal allocate)
Physical aggression	Detention

	Internal suspension Suspension (Year Head & Principal allocate)
Abuse of the basis of any protected characteristic (for example disability, race, religion, gender, sexuality)	Year Head parent meeting Internal suspension Suspension (Year Head & Principal allocate)
Bullying or cyber-bullying	Letter of acknowledgement to victim's parents Letter of acknowledgement to aggressor's parents Suspension (Year Head & Principal allocate)
Possession or use of substances including cigarettes, vapes, solvents or energy drinks	Detention Tutor/Year Head parent meeting Internal suspension Suspension (Year Head & Principal allocate)
Bringing the school into disrepute	Detention Internal suspension Suspension (Year Head & Principal allocate)
<i>Students repeating higher level poor behaviour may be referred to the discipline sub-committee of the Board of Management for a review of behaviour.</i> <i>This includes any student reaching 20 days suspension in one year.</i>	

Responding to Challenging Behaviour

['Understanding Behaviours of Concern'](#) and 'Responding to Crisis' guidance provide essential guidelines which should be read in tandem with the policies and procedures set out above.

All staff are expected to be fully familiar with *Section 3: Section 3 Crisis Situations – prevention and response*

Our Code of Behaviour 'Be ready, be respectful, be responsible', positive reinforcement of behaviour we want to see as well as appropriate strategies responding to inappropriate behaviour **all** support **prevention** of escalation, in line with the guidance. This is alongside school wide inclusion measures to meet AEN.

A crisis situation occurs when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others. Physical restraint is not permitted except in such a crisis situation where there is imminent risk to students' physical safety or the safety of others.

In all other cases, physical restraint and/or contact should be avoided. This includes physical prevention from leaving through the use of a locked door, a blocked door, or an exit held closed by a staff member.

All staff should note procedures for one-to-one teaching/support situations below

This is in tandem with the [DDLETB Staff Code of Conduct](#)

6. Procedures for Suspension and Exclusion

Mount Seskin Community College is required under Section 23 (2) of the Educational Welfare Act 2000 to include our procedures for Suspension and Expulsion in our Code of Conduct.

Our procedures have been drafted in consultation with the NEWB guidelines¹ on developing our *Code of Behaviour*. They are based up on the principles of natural justice² and are applied in a fair way³.

Where there is an allegation of criminal behaviour, our school will liaise with TUSLA services and refer to our Gardaí/Juvenile Liaison Officer.

Authority to Suspend or Exclude

The DDLETB holds the authority to suspend or exclude. It may devolve this authority to the Board of Management under Section 31 of the Vocational Education (Amendment) Act 2001. The Board of Management of a school then has the authority to suspend or exclude.

The DDLETB has devolved this responsibility to Board of Management of Mount Seskin Community College. The Board of Management has devolved this responsibility to suspend to the Principal of the school.

Suspension

‘Suspension should be a proportionate response to the behaviour that is causing concern’ (page 70 NEWB Guidelines)

Generally other interventions will have been attempted prior to suspension. Staff will consider and have reviewed why these have not worked. The decision to suspend a student requires serious grounds such as:

- The student’s behaviour has had a seriously detrimental effect on the education of other students
- The students’ continued presence at this time constitutes a threat to safety
- The student is responsible for serious damage to property

A single incident of higher level behaviour may be grounds for suspension.

Determining the appropriateness of suspending a student

When it has been deemed appropriate to suspend a student by school management it seeks to;

- Allow the student time to reflect on the link between their action and the impact of its consequences
- Allow staff time to plan ways of helping and supporting the student to change their unacceptable behaviour

Where appropriate, suspension may be deemed as part of a behaviour management plan implemented through school supports (see section 4 above).

¹ Developing a Code of Behaviour: Guidelines for Schools, NEWB

² Right to be heard and the right to impartiality

³ Fair way – Free from bias

Suspension shall

- Enable the school to set behavioural goals with the student and their parents
- Give school staff an opportunity to plan other interventions
- To impress upon the student and their parents/guardian the seriousness of the behaviour

Forms of Suspension

1. Immediate Suspension

The Principal may consider an immediate suspension to be necessary when the continued presence of student is a serious threat to the safety of staff and students.

2. Automatic Suspension

Automatic suspension will be in place for the following named particular behaviours:

- Threatening language and/or behaviour towards a staff member or another student
- Repeated failure to comply with sanctions put in place by the Year head
- Repeated high level poor behaviour

3. Suspension for persistent reoffending

This occurs when the student continues in persistent offending and where support strategies have been put in place to enable positive choices.

4. Suspension during a State examination

This shall only be used when there is deemed to be:

- A threat to the good order or conduct of an exam
- A threat to the safety of other students, staff and personnel
- A threat to the right of other students to do their examination in a calm atmosphere

Procedures for suspension

When it is proposed to suspend a student, the following procedures will apply

- Where it has been deemed appropriate to suspend and this has been agreed with Principal or DP, parents will be phoned first and where relevant, arrangements will be made with parents for the student to be collected or sent home.
- Parents informed in writing within 24 hours; letter is emailed by Year Head in most cases and posted where this is not possible. Formal record on student file.
- When an immediate suspension is considered by the Principal to be warranted, any formal investigation will follow the imposition of the suspension.
- Students may not attend school during a period of suspension.

Each suspension letter confirms:

1. The reason/s for the suspension, with reference to the higher level behaviours above
2. The period of suspension with a beginning and end date

3. Suspended students are expected to study and revise their coursework to date. Where possible, guidance on specific work to be completed is provided at the time of suspension or via email to the parent. Work completed should be presented by the student at the reintegration meeting.
4. The arrangements for returning to school and reintegration meeting with Year Head / Tutor and Principal or DP
5. The provision for appeal to the BOM, ETB and the Department of Education and Skills (this is set out below)
6. The number of cumulative days of suspension and incidents of suspension.

Length of Suspensions

The Principal may suspend up to 5 days. Suspensions of longer than 5 days must be consulted with the Board of Management.

The Board generally does not provide for an individual suspension for longer than 10 days. The Board of Management may extend the individual period of more than 10 days in exceptional circumstances where the students behaviour presents a danger to the welfare, health and/or safety of the staff/students.

An accumulation of 20 day's suspension in one school year is reported to the Educational Welfare Officer.

Reintegration following suspension

When the period of suspension will end as outlined in the notification to parents, students are supported to return to school with a range of interventions (see section 4 above). These are discussed in a formal reintegration meeting with parents.

Appeals

The BOM shall offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the BOM, the appeals process may be provided by the patron, the DDLETB.

Where the total number of days for a student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under Section 29 of the Education Act 1998 and should be given information about how to appeal.

Records, reporting and review of suspensions

All suspensions, once agreed with the Principal & DP, are logged in the schools' suspension & bullying log.

The Principal reports all suspension to the Board of Management with the reasons for and the duration of each suspension. This report includes discussion at Board of Management of patterns in behaviour and interventions made or planned by the school to support students and promote positive choices and behaviour.

All suspensions are reported to the Education Welfare services and TUSLA through the yearly reports as required.

The Board of Management shall review the uses of suspension to ensure that it is used in a consistent manner with the other policies in place in the school to ensure that it is used in an effective and appropriate manner.

Expulsion

The Board of Management of Mount Seskin Community College has the authority to expel. The DDLETB has devolved this responsibility to the BOM under section 31 of the Vocational Education Amendment Act 2001.

The degree of seriousness and persistence of the behaviour where the school has repeatedly tried a series of interventions and believes that all possibilities have been exhausted for changing the student's behaviour shall be the grounds for expulsion.

The school shall ensure that all other options have been tried and that the assistance of support agencies (e.g. NBSS, psychological support services, Child and Adult Mental Health services, HSE community services etc.) has been sought.

Automatic expulsion (Expulsion for a first offence)

The Board of Management in consultation with the relevant partners have named the following behaviours which incur expulsion as an immediate action.

1. A serious threat of violence against another student or staff member
2. Actual violence or physical assault
3. Supplying illegal drugs to other students in the school
4. Sexual assault

Grounds for Expulsion

Expulsion is only considered by the Board in extreme cases of misbehaviour. It shall be a proportionate response to student's behaviour. It is a serious step and the school will take significant steps to address the behaviour of the student to avoid its use.

Given the seriousness of expulsion as a sanction, the Board of Management shall undertake a very detailed review of a range of factors in deciding whether to expel a student through its Board of Discipline. The Board of discipline can consist of members of the BOM to convene at times deemed appropriate by the BOM and at the request of the secretary of the BOM.

1. Principal as the secretary to the Board of Management will liaise between the BOM and the Board of Discipline; a detailed investigation shall be carried out at the direction of the Principal
2. The Board of Discipline shall convene a hearing with the parents and student to try and find ways of changing their behaviour
3. The Board of Discipline shall make sure that the student understands the possible consequences of their behaviour
4. The student and parent shall be given a time frame to address the findings and recommendations of the Board of Discipline
5. Should the student's behaviour continue in a manner deemed unacceptable, the principal shall make a recommendation to the BOM for a hearing
6. The parents/guardians and student are invited to attend
7. The Board of Management shall consider the findings of the Principal and Board of Discipline's recommendation
8. The Board of Management shall deliberate and consider the actions of the Board of discipline's hearing and the view of the parents/guardians
9. The Board of Management shall inform the Educational Welfare of its decision to expel; consultation shall take place at the arrangement of the Educational Welfare Officer

10. Where the 20 day period of notification to the Educational Welfare officer has elapsed and the BOM remain of the view that the student is to be expelled, the Board of Management shall formally confirm the decision to expel at the next BOM meeting
11. Parents shall be notified immediately that the expulsion is to proceed; this includes informing of right to appeal and sharing formal notification and supporting relevant information
12. A formal record of the decision to appeal shall be kept

Appeals

A parent or a student aged over 18 years may appeal a decision to expel to the patron body of the school, the DDLETB⁴ using the relevant paperwork outlined in the footer below.

A parent or a student aged over 18 years may appeal a decision to expel to the patron body of the school, to the Secretary General of the Department of Education and Skills.

An appeal may also be brought by the Educational Welfare officer on behalf of the student.

Review of the use of expulsion

The Board of Management shall review the uses of expulsion to ensure that is used in a consistent manner with the other policies in place in the school to ensure that it is used in an effective and appropriate manner.

⁴ <https://www.education.ie/en/Parents/Services/Appeal-against-Permanent-Exclusion-Suspension-or-Refusal-to-Enrol/>

7. Roles and Responsibilities of partners in our Code of Behaviour

Parents	Signing the school's code of behaviour; parents/guardians agree to comply with it • Encourage their child to display positive student behaviour • Provide their child with school uniform, books and materials to be able to engage in the learning environment of the classroom and the school • Encourage and support their child in completing homework and in using their student journal • Check student journal and sign when appropriate • If a student has been placed on a Progress Report, to ensure that it is checked and signed • Communicate with the school, sharing relevant family information with school as appropriate • Attend parent teacher meetings, and to be available to meet with staff in relation to supporting their son/daughter's learning and the behaviour necessary to support it • Monitor a child's attendance during the school day using the VSWare App • Inform the school when their child is absent, avoiding wherever possible absence during term time and appointments during the school day • Raise concerns in an appropriate manner and through the relevant channels of communication • Support the school and its policies and support in the wider community
Tutors Co-tutors (where deputising)	Every morning: • Journal check on way in: Issue day-journal if needed • Ensure students are using morning tutor time to write out homework subjects and key events in journal or to read/study • Pen check: Note to parents in journal if no pen; keep track of any lent to student • Ensure any child without uniform is sent to reception to rectify, with note in their journal • Support spot check of uniform/equipment once per week with YH • Take note of who is missing to ask them about their absence when they return • Check weekly update to see who is on progress report – check they have the report Every Wednesday Pastoral Care: • Set students to work on activity as per the scheme of work and using shared PPT/other resource • Check every journal is signed by parent • Anyone who has missed a 3 day block in the last week, have a conversation with • Where applicable, have a conversation with anyone on Progress Report to check in • Over the half term, ensure there is a 1:1 chat with every student Strategies • Build a positive relationship with all tutees; over the half term, ensure there is a 1:1 chat with every student – pastoral care time in particular supports this • Establish a positive culture amongst the tutor group, encouraging students to work hard • Mediate between teacher and student if required • Encourage students to improve their behaviour and repair relationships Responses • Use least invasive strategies and respond in the moment to address low level poor behaviour • Refer repeated low level behaviour to Year Head • Assist with internal suspension of student if necessary

Teachers	Strategies • Set seating arrangements allowing for the best running of the class (on paper or on Tyro) • Greet students at the door to ensure they are prepared using 'Line up, Jacket off, journal out' • Teach and practice key class routines • Frame clear instructions positively • Positively reinforce good behaviour • Build a positive relationship with students in all classes • Scaffold learning appropriately to meet individual needs and provide in-class support • Provide equipment/materials to support students in their learning where appropriate • Note current student circumstances via the 'in/out' Student Support Team list and respond appropriately If despite these strategies, school expectations are not being met, it may be deemed appropriate to use a number of the responses set out above and/or the detail here: Responses • Reiterating expectations to all students and acknowledging who has followed well • 'Anonymous' correction, acknowledging the teacher is waiting for 1-2 small group to follow instructions • Verbal and non-verbal rule reminder • 1:1 conversation with individuals where behaviour does not reach expectations • Note in journal if unacceptable behaviour continues • Discussion of behaviour with tutor and improvements required • Feed back on behaviour via Progress Report, as appropriate • Meeting with student to reflect on behaviour and repair relationship • If unacceptable behaviours continue despite use of these, or other appropriate interventions, the teacher will log inappropriate behaviour on VSWare
Year Heads	The Year Head has overall responsibility for a particular year group/groups of students Strategies • Implement the Code of Behaviour under the guidance of the Principal and support of the Deputy Principal • Set expectations clearly via student induction and regular assemblies • To support the Tutor in monitoring attendance, punctuality, uniform and the journal Responses • Meets with student to discuss behaviour and set targets for improvement • Makes contact with parents through phone calls and school meetings, to discuss behaviour and set targets for improvement • Place the student on Progress Report sheet if their behaviour is deemed a concern and requires monitoring; escalate the report if no improvement seen after a week • Record incident notes and letters home on student files • Place student on detention or internal suspension due to higher level behaviour concerns • Refers student to relevant support services if necessary (in-school and external) • Recommends student for suspension – in discussion with Principal/DP • Refers student to Deputy Principal / Principal if behaviour has reached a level that is deemed to be of serious concern

Deputy Principal	The Deputy Principal supports the Principal in the day to day implementation of the Code of Behaviour • Reenforcing expectations for attendance, punctuality, uniform and wider behaviour through presence and in all interactions • Meets with students before Board of Management Discipline Committee • Signs letters of suspension • Acts in absence of a Year Head • Supports staff if and where required
Principal	Day to day implementation of the Code of Behaviour while respecting the principles of fairness and natural justice which apply to the Code • Reenforcing expectations for attendance, punctuality, uniform and wider behaviour through presence and in all interactions • Working with all partners to promote the code • Refers to & meets with students before Board of Management Discipline Committee • Signs letters of suspensions • Acts as secretary to the Board of Management
Support staff	• All staff, teaching and non-teaching are vital to the day to day running of the school. • All report incidents of misbehaviour and examples of positive behaviour they see to the relevant staff member.
Board of Mgt	• The Board of Management is responsible for governance and the direction of the school • The Board of Management shall ensure that the Code of Behaviour has been developed in consultation with all partners and is formally adopted and reviewed • The Code of Behaviour supports the Board of Management in providing an inclusive learning environment which promotes academic excellence built on the personal, social and spiritual development of all. • The Board of Management is the body to which suspension and expulsions are appealed by parents/guardians and students over 18 years of age

8. Consultation with our school community

How our code was developed

The Positive Behaviour Strategy Team has worked with school staff and management to identify priority areas for development.

School staff have been consulted on the best practices in our school. Students and parents were consulted on and contributed to the development of our school expectations. The Educational Welfare officer was also consulted with the development of our policy.

The Code is written in accordance with the National Educational Welfare Board's "Developing a Code of Behaviour: Guidelines for Schools" (2008).

Appendix 1: Uniform Policy V3

Why do we have a uniform?

The school uniform is an integral part of our school identity and ethos. It reflects our commitment to excellence, equality, and community. By wearing the uniform with pride, students demonstrate respect for themselves, their school, and the wider community. The school uniform serves several important purposes:

- **Promotes Equality:** Wearing a uniform places all students on a level playing field by reducing visible economic and social differences. This fosters a sense of fairness, inclusivity, and mutual respect.
- **Encourages School Pride and Community Spirit:** The uniform represents our shared identity. Students who wear it with pride act as ambassadors for the school, strengthening their sense of belonging and connection to the community.
- **Supports a Positive Learning Environment:** A consistent dress code minimises distractions and helps students focus on their academic and personal development.
- **Develops Responsibility and Accountability:** Adhering to uniform standards teaches students self-discipline, responsibility, and respect for rules—qualities essential for personal growth.
- **Prepares Students for the Working World:** Wearing a uniform helps students understand the importance of professionalism and presentation, equipping them with skills necessary for success in future careers.

Uniform Expectations

Students are expected to wear the correct uniform at all times during the school day and at official school events, unless otherwise instructed. All students are required to attend school in full school uniform or full PE kit every day.

- Uniforms must be clean, neat, and worn appropriately.
- Any exceptions, including those for medical, cultural, or religious reasons, will be considered respectfully and in accordance with school policies.
- Non-compliance will be addressed in a fair and supportive manner.

Items Required for Our School Uniform

Main School Uniform – Required for All Students:

Items to Be Purchased from the Uniform Shop:

- Navy jumper with school crest
- Tie in school colours

Additional Uniform Items (These items may be purchased from the uniform shop or other general retailers):

- Formal white shirt (short- or long-sleeved). Historic grey shirts may also be worn.
- Navy skirt or navy trousers (student/parent choice)
- Black shoes or plain black runners
- School jacket with crest (optional) or a plain, unbranded jacket

PE Uniform – Required for All Students:

Items to Be Purchased from the Uniform Shop:

- Navy sports jumper with school crest

Additional PE Items (These items may be purchased from the uniform shop or other general retailers):

- White polo shirt (available from the uniform shop or a plain white polo shirt is acceptable)
- Navy tracksuit bottoms
- Runners

Branded tracksuits are not permitted, as they can create competition and distract from learning. Jackets must be plain and free from large logos for the same reason.

The Uniform shop is: **Schoolwear House** <https://schoolwearhouse.ie/collections/mount-seskin-cc>
Unit D7, Ballymount Cross Industrial Estate, Ballymount, Dublin, D24 XRH3 Phone: (01) 460 4371

Emergencies or extreme weather

In the event of extreme weather resulting in adjusted guidance for a period of time, school leadership will contact parents/guardians as soon as is practical to advise them of the matter. This may correlate with weather warnings and/or national guidance from Dept Education or HSE.

Students will be supported as far as possible in this situation with items from school where practical.

Support with Uniform or Missing Items

If you require assistance in purchasing a uniform, please contact our HSCL Coordinator or visit the school reception. We are committed to supporting all families with dignity and discretion. The school maintains a limited supply of uniform items available for loan. These are issued in accordance with the procedures outlined in this policy.

Procedure for Students Not in Correct Uniform

To uphold the standards of Mount Seskin Community College and ensure fairness and consistency, the following procedures apply when a student presents without the correct uniform:

1. Provision of Loan Uniform: Where possible, the student will be offered the appropriate uniform from the school's available stock. These items are new or maintained by the team.
2. Parental/Guardian Notification: A parent or guardian will be contacted and informed of the issue.
3. Opportunity to Rectify the Issue: to resolve the matter promptly, a parent/guardian may bring the missing item to the school
4. Unavailability of a Parent/Guardian: If a parent or guardian is unavailable and a loan is not available, the student will be set work and placed on internal suspension until the matter is resolved.
5. Monitoring and Record-Keeping: All uniform breaches will be recorded on the school's Uniform Tracker. Repeat offences will result in sanctions in line with the Code of Behaviour.
6. Non compliance: Students who refuse to comply with the uniform policy will be referred to the Code of Behaviour. Appropriate sanctions, such as detention, will be applied. Students are not permitted to attend class until they are in full and proper uniform, unless authorised by Senior School Management.

In cases of ongoing or repeated non-compliance, a collaborative and supportive approach will be adopted. A formal meeting will be arranged when:

- A student repeatedly presents without the correct uniform.
- Previous interventions and sanctions have not resolved the issue.
- There are ongoing difficulties in obtaining or maintaining the required uniform.
- Concerns have been recorded on the Uniform Tracker.

Meeting Outcomes

- The reasons for non-compliance will be discussed in a supportive and solution-focused manner.
- A clear and reasonable timeframe will be agreed upon to resolve the issue.
- Supports available through the school will be outlined.
- Agreed actions will be documented and monitored.

Appendix 2: Phones Policy 2026-27 Draft V1

Why do we have a policy on phones in our school?

The purpose of this policy is to support a focused, respectful, and safe learning environment for all students. Our school recognises that while mobile phones are an important part of modern life, their presence during the school day can lead to distraction, reduced engagement in learning, and potential safeguarding concerns.

This policy aims to minimise these risks and promote student wellbeing, positive behaviour, and effective teaching and learning. It applies to all students for the full duration of the school day, including before classes begin, between classes, during break and lunchtime, and during any school-organised activities unless explicitly stated otherwise by school management.

General Rule: We are a phone free school: Mobile phones are not permitted for use at any time during the school day, including at lunchtime, a break or after school club.

- Students must switch off their mobile phone upon arrival at the school gate.
- Phones must be placed in a designated pouch and stored in the student's school bag for the entire day.
- Phones must remain out of sight and unused until the student has left school at the end of the day.

The responsibility for ensuring that phones are switched off and properly stored rests with each individual student. Bespoke regulations on trips or school events will be set out by management, where they apply.

Communication with home

Students are not permitted to use mobile phones to contact home during the school day.

Where communication with home is necessary:

- Students must do so through the school office (reception) or via their Year Head or Tutor.
- Parents/guardians who need to contact their child during the school day must contact via school reception.
- In cases of emergency, communication will be facilitated promptly through the school.

Routine communication between home and school should take place via:

- A student's Year Head or Tutor
- Email correspondence
- Telephone contact through the school office

This ensures that all communication is appropriate, recorded where necessary, and supports student wellbeing and safeguarding.

Safeguarding and Appropriate Use

The use of mobile phones during the school day presents risks related to:

- Cyberbullying
- Recording or sharing images or videos without consent
- Access to inappropriate content
- Disruption to teaching and learning

By prohibiting phone use during the school day, the school aims to reduce these risks and uphold a safe and respectful environment for all members of the school community.

Sanctions

Any misuse of a mobile phone, particularly involving the recording or sharing of images, audio, or video without permission, will be treated as a serious breach of the school's behaviour and anti-bullying policies. Failure to comply with this policy will result in sanctions in line with the school's Behaviour Policy. Sanctions will be applied proportionately, taking into account the nature and seriousness of the breach. These may include:

- Detention
- Referral to Year Head & communication with parents/guardians
- Suspension (in cases of serious or repeated misuse, particularly involving safeguarding concerns)

Year Heads may agree a bespoke arrangement with parents to look after phone at school following multiple instances



Code of Behaviour 2026-27

Ratified by MSCC's Board of management 28/5/2026