



Principal:
Mr. Cormac Flynn

Mohill Community College

Code of Positive Behaviour



Deputy Principal:
Mr. Seamus Kennedy

Development of the Code of Behaviour

The Code of Behaviour of **Mohill Community College** has been developed in consultation with students, parents/guardians, staff, and other partners in education.

Vision for Relationships and Discipline

We aim to ensure that every student in our care develops a sense of responsibility and respect for themselves and others. Achieving this requires ongoing support and guidance from both home and school. At Mohill Community College, we strive to promote values of **respect, responsibility, and positive citizenship** in all aspects of school life.

School Mission Statement

Mohill Community College is committed to providing an inclusive, caring, and disciplined learning environment. We promote respect for diversity and encourage mutual respect among students and staff. Working in partnership with parents/guardians and the wider community, we challenge students to pursue excellence, enjoy learning, and reach their full potential as individuals and citizens.

Roles and Responsibilities

The school community is committed to the core values of **Be Respectful, Be Responsible and Be Ready**. All members of the school community share responsibility for creating a positive, safe and supportive learning environment.

Students

Students are expected to:

- **Be Ready** by attending school regularly, arriving on time, returning promptly after breaks, and coming to class with the correct books, materials and equipment.
- **Be Ready** by participating fully in lessons, completing assigned work and striving to achieve their full potential.
- **Be Respectful** by wearing the full school uniform correctly, both in school and when representing the school.
- **Be Respectful** by supporting the learning of others and contributing positively to a productive classroom environment.

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- **Be Respectful** by following school rules, cooperating with staff and respecting the authority of the school.
- **Be Respectful and Responsible** by treating themselves, others and school property with care and consideration.
- **Be Respectful, Responsible and Ready** by representing the school positively at all times, including during travel to and from school, school trips, sporting events and other school activities.

Teachers

Teachers are expected to:

- **Be Ready** by providing high-quality learning experiences that support students in achieving their potential.
- **Be Respectful** by treating all students fairly, consistently and with dignity.
- **Be Responsible** for maintaining high standards of teaching, learning and behaviour.
- **Be Respectful and Responsible** by recognising and encouraging positive behaviour while addressing behaviours that negatively impact learning.
- **Be Ready** by creating engaging learning environments where students can develop academically, socially and personally.
- **Be Responsible** by maintaining effective communication with parents/guardians regarding student progress, wellbeing and behaviour.
- **Be Respectful, Responsible and Ready** by modelling the standards and values expected within the school community.

Classroom Assistants

Classroom Assistants are expected to:

- **Be Ready** by supporting students to engage positively in learning activities.
- **Be Responsible** by assisting students in developing organisation, independence and confidence.
- **Be Respectful** by promoting positive relationships and encouraging respectful interactions.
- **Be Responsible** by supporting teachers in maintaining a positive, safe and productive learning environment.
- **Be Respectful and Responsible** by recognising and reinforcing positive behaviour.
- **Be Ready, Respectful and Responsible** by working collaboratively with staff and parents/guardians to support student wellbeing and success.

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All School Staff

All staff are expected to:

- **Be Respectful** in all interactions with students, parents/guardians, colleagues and visitors.
- **Be Responsible** for contributing to a positive, inclusive and supportive school culture.
- **Be Ready** to support students in all aspects of school life.
- **Be Responsible** for promoting and maintaining a safe learning environment.
- **Be Respectful and Responsible** by recognising positive behaviour and encouraging students to make good choices.
- **Be Respectful, Responsible and Ready** by working collaboratively to support student learning, wellbeing and achievement.

Parents/Guardians

Parents/Guardians are expected to:

- **Be Responsible** by promoting a positive attitude towards education and supporting the school's values and expectations.
- **Be Ready** by ensuring students attend regularly, arrive on time and come to school fully prepared for learning.
- **Be Respectful** by supporting the school's policies, procedures and expectations for behaviour.
- **Be Responsible** by informing the school of absences and relevant concerns affecting their child.
- **Be Ready** by ensuring students have the required books, materials and equipment for school.
- **Be Responsible** by regularly monitoring and signing TYRO communications when requested.
- **Be Respectful and Responsible** by working in partnership with the school to support student progress, wellbeing and behaviour.
- **Be Ready, Respectful and Responsible** by attending Parent-Teacher Meetings and other school appointments where possible.

Senior Management

Senior Management are expected to:

- **Be Ready** by providing clear leadership that promotes excellence in teaching, learning and school life.
- **Be Respectful** by modelling professionalism, integrity and positive relationships.
- **Be Responsible** for establishing and maintaining high expectations across the school.
- **Be Responsible** for implementing policies and procedures fairly and consistently.

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- **Be Ready** by supporting staff in delivering high-quality educational experiences for students.
- **Be Respectful and Responsible** by promoting positive behaviour, wellbeing and inclusion.
- **Be Responsible** for maintaining effective communication with parents/guardians, staff and the wider school community.
- **Be Ready, Respectful and Responsible** by leading continuous improvement and development throughout the school.

Year Heads

Year Heads are expected to:

- **Be Ready** by promoting high standards of attendance, engagement and achievement within their year group.
- **Be Respectful** by fostering a positive, inclusive and supportive environment.
- **Be Responsible** for monitoring student progress, behaviour and wellbeing.
- **Be Responsible** for supporting students in developing self-discipline, accountability and positive decision-making.
- **Be Respectful and Responsible** by addressing behavioural and pastoral concerns fairly and consistently.
- **Be Ready** by coordinating support and communication between students, parents/guardians and staff.
- **Be Respectful** by ensuring all students feel valued, included and supported.
- **Be Ready, Respectful and Responsible** by maintaining accurate records and responding appropriately to emerging issues.

Tutors

Tutors are expected to:

- **Be Ready** by supporting students in developing positive routines, organisation and engagement with school life.
- **Be Respectful** by building positive relationships within the tutor group and fostering a sense of belonging.
- **Be Responsible** for monitoring student wellbeing, attendance and participation.

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- **Be Respectful and Responsible** by promoting positive behaviour and encouraging students to make good choices.
- **Be Ready** by acting as a first point of support and guidance for students.
- **Be Responsible** for identifying concerns and referring issues to the appropriate staff member when necessary.
- **Be Respectful, Responsible and Ready** by working closely with Year Heads, teachers, classroom assistants and parents/guardians to support student success.

Our Shared Commitment

Every member of the school community has a role to play in ensuring that Mohill Community College is a place where everyone strives to:

- **Be Respectful** in words, actions and relationships.
- **Be Responsible** for their behaviour, learning and contributions to the school community.
- **Be Ready** to learn, participate and achieve their full potential every day.

Purpose of School Rules

School rules provide clear expectations for behaviour and support a safe, respectful, and productive learning environment.

The rules aim to promote:

- Respect for self and others.
- Kindness and helpfulness.
- Positive conflict resolution.
- Fairness.
- Good manners.

Students are expected to:

- Respect the authority of school staff.
- Apply themselves fully to their studies.
- Avoid disrupting the learning of others.
- Attend school regularly and be punctual.
- Wear the full school uniform.

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- Respect school property and the property of others.
- Report any damage immediately.

Recognising Positive Behaviour, Effort, and Progress

Teachers may award a **Good Signature** for:

- Excellent homework.
- Positive effort.
- Showing initiative.
- Helping classmates.
- Good behaviour.
- Positive attendance.
- Improvement in academic or personal performance.

Effective rewards recognise effort as well as achievement and encourage personal development.

Rewards may include participation in **End-of-Year School Trips**, which may take account of:

- Academic effort and achievement.
- Positive behaviour.
- Class participation.
- Attendance.
- Involvement in extracurricular activities.

Behaviour Monitoring System

Mohill Community College uses **Tyro** as its Student Management Information System.

Parents/Guardians can access the following information at any time:

- School reports (current and historical).
- Attendance records.
- Timetables.

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- Behaviour records.
- Class and teacher information.

Graded System for Minor Incidents

- Each student begins the year with **100 Tyro points**.
- Points may be deducted for minor breaches of school rules.
- Parents/guardians can view points through Tyro.
- Serious incidents may be referred directly to the Year Head.

Behaviour Thresholds

- **100 Points** – Starting balance.
- **85 Points** – Meeting with Year Head.
- **80 Points** – Placement on Yellow Day Report.
- **75 Points** – Parents/guardians invited to discuss concerns and improvement strategies.
- **70 Points** – More serious sanctions may be considered.
- **Below 70 Points** – Students may be excluded from school trips and school teams.

Additional measures may include:

- Lunchtime detention after three behaviour signatures in one week.
- Friday detention where appropriate.
- Behaviour contracts signed by students and parents/guardians.

Failure to attend detention may result in further disciplinary action, including suspension.

Students can regain points through positive contributions such as:

- Good work and effort.
- Participation in school activities.
- Improved classroom performance.
- Teacher commendations.

Note: This system is not necessarily sequential. The Principal may alter disciplinary procedures in exceptional circumstances under authority delegated by the Board of Management.

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Implementation of the Code

A summary of the Code of Behaviour is included in every student's school journal.

The full Code is:

- Available on the school website.
- Available from the school upon request.

At the beginning of each school year:

- Students are introduced to the Code of Behaviour.
- Staff are briefed on its implementation to ensure consistency.

The Code is reviewed regularly in consultation with students, staff, parents/guardians, and management. Behaviour-related issues are discussed at staff, Year Head, department, and committee meetings.

Mobile Phone and Electronic Devices Policy

The use of mobile phones, smartwatches, recording devices, MP3 players, iPods, and other personal electronic devices is not permitted on school grounds unless specifically authorised by a teacher for educational purposes.

Rules

- Mobile phones must be switched to **Airplane Mode** and placed in a locked phone pouch before entering the school building.
- Taking photographs, recording audio, or recording video is prohibited unless authorised by a teacher.
- Any phone not stored in a phone pouch will be treated as contraband and confiscated.

Confiscation Procedures

- Confiscated devices will be held in the school office.
- A parent/guardian must collect the device at the end of the school day or subsequent day.
- Repeated breaches may result in longer confiscation periods or more serious sanctions.

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- Students may use the school telephone if necessary.

If a student refuses to surrender a phone when requested by a staff member, the matter will be investigated and may result in suspension.

The school accepts no responsibility for lost, stolen, or damaged electronic devices and will not conduct investigations into such losses.

Students are reminded that recording members of the school community and sharing such content online may have serious disciplinary and legal consequences.

School Uniform Policy

The full school uniform must be worn at all times during the school day and at school-related events.

Students who fail to comply with the uniform policy may receive a behaviour signature on Tyro.

In exceptional circumstances, such as medical reasons, a signed note from a parent/guardian must be presented to the Principal, Deputy Principal, Class Tutor, or Year Head before first class.

Girls' Uniform

- Black V-neck jumper with school crest or PE half zip.
- School skirt or grey trousers.
- White shirt/polo.
- Black socks or black tights.

Boys' Uniform

- Black V-neck jumper with school crest or PE half zip..
- Grey trousers.
- White shirt/polo.

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All Students

- White T-shirt only underneath the school shirt.
- Black shoes or black runners with no prominent branding.
- Uniforms must be clean, neat, and maintained in good condition.

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PE Uniform

- PE Half Zip
- PE tracksuit bottoms
- PE t-shirt or standard white polo (no jerseys or non-white polos)
- Black runners as above



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Meeting Expected Standards

Mohill Community College promotes positive behaviour through strong partnerships between students, parents/guardians, and staff. This is supported by:

- Meetings with parents/guardians of incoming students to promote a clear understanding of how home and school can work together to encourage positive behaviour.
- Encouraging parents/guardians to share any information that may affect a student's behaviour, with all information treated sensitively and confidentially.
- Maintaining open and effective communication between home and school.
- Involving parents/guardians in the development and review of school policies.
- Encouraging participation in the Parents' Association.
- Regular discussion of the Code of Behaviour in classrooms and the consistent promotion of its values by all teachers.
- Involving students in the development and review of school policies.
- Supporting effective student representation through class discussions and the Student Council.

Support When Problems Arise

Most behavioural issues are managed by class teachers, who build positive relationships with students and are often best placed to provide support and guidance.

Where additional support is required, students may be referred to the:

- Year Head
- Guidance Counsellor
- Chaplain
- Pastoral Care Team

Students and parents/guardians are encouraged to make use of the school's Pastoral Care Programme (see the Pastoral Care Policy). The school will also work with families to access appropriate external support services where necessary.

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Definitions of Serious Misbehaviour

The following behaviours are considered serious breaches of the Code of Behaviour:

- Serious disruption of teaching and learning, including refusal to follow reasonable instructions from staff.
- Physical, verbal, written, or online abuse of staff or students.
- Any form of bullying, intimidation, harassment, or threatening behaviour, including physical, emotional, racist, cyberbullying, extortion, or other forms of bullying.
- Physical assault.
- Inappropriate sexual behaviour, sexual language/gesturing, or possession of sexually explicit, pornographic, or violent material.
- Possession of a weapon or any item that could cause harm.
- Misuse of school ICT systems, including unauthorised photographs, recordings, or breaches of the school's Acceptable Use Policy (AUP).
- Misuse of mobile phones or electronic devices (see Mobile Phone Policy).
- Deliberate damage to school property or the property of others, including graffiti.
- The use, possession, supply, or distribution of alcohol, illegal drugs, tobacco products, e-cigarettes, vapes, nicotine products, solvents, or chewing gum on school premises or during school activities.
- Attending school under the influence of alcohol or drugs.
- Disrespectful behaviour towards visitors to the school.
- Cheating or disrupting examinations and assessments.
- Theft of school property or personal property belonging to members of the school community.
- Deliberate, repeated, or significant littering that negatively affects the school environment.
- Entering staff rooms, offices, practical rooms, or the gym without permission.
- Possession, use, or distribution of fireworks, bangers, or any other dangerous substances or materials.
- Dangerous or irresponsible use of motor vehicles or electrically powered vehicles on school grounds.
- Health and safety breaches in toilets, including overcrowding or sharing toilet cubicles.
- Unauthorised absence from class or school and repeated lateness.
- Any behaviour outside school that damages the reputation of the school.

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Disciplinary Procedures

The following measures may be used to address inappropriate behaviour:

1. Discussion and guidance with the student.
2. Verbal warning or reprimand.
3. Classroom management measures, including relocation within the classroom or additional work.
4. A behaviour note recorded on Tyro, visible to parents/guardians.
5. Placement on a Report Card when a student reaches 80 Tyro points. The Report Card will normally be monitored for a minimum of three days and must be signed daily by a parent/guardian.
6. Placement on Tuesday Lunchtime Detention where appropriate.
7. Referral to Friday After-School Detention if the Report Card is unsatisfactory.
8. Referral to the Year Head, Deputy Principal, or Principal for serious or repeated incidents.

For very serious incidents, some or all the above steps may be bypassed. The incident will be recorded, and the student may be referred directly to senior management. This may result in suspension.

Important Note

The school reserves the right to move directly to more serious sanctions where the nature or severity of an incident warrants such action.

Suspension

Every reasonable effort will be made to contact parents/guardians regarding a suspension, usually by telephone, or text if the parent/guardian cannot be contacted, followed by written confirmation.

Expulsion

Expulsion is the most serious sanction available and may be considered by the Board of Management where:

- The safety of others is at risk.
- The student's behaviour seriously disrupts the rights of others to learn and participate in school life.

Detention Procedures

Tuesday Lunchtime Detention

A student may be assigned Tuesday Lunchtime Detention:

- After receiving three behaviour signatures in one week.

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- For a specific/single incident of inappropriate behaviour.

Regular detention takes place on Tuesdays from **1:35 p.m. to 2:05 p.m.**

Detention may take place on any day of the week if the situation arises and may only require a single breach of the Code of Behaviour.

Students:

- Will be notified in advance.
- Must bring a packed lunch.
- Must remain on school grounds during lunchtime.
- Will complete work related to their studies or the Code of Behaviour.

The detention is recorded on the student's Tyro profile.

Friday After-School Detention

A student may be assigned Friday Detention:

- Following an unsatisfactory Report Card.
- For a serious incident where deemed appropriate by the Year Head in consultation with school management.

Friday Detention takes place from **1:29 p.m. to 2:29 p.m.**

Parents/guardians will be informed in advance by Tyro notification or telephone.

Failure to Attend Detention

Failure to attend Friday Detention without a valid reason may result in a one-day suspension.

Where exceptional family circumstances arise, detention may be postponed if a parent/guardian informs the Principal before **1:29 p.m. on Friday**.

Bullying, Harassment and Sexual Harassment

Mohill Community College is committed to providing a safe, respectful, and inclusive environment where every member of the school community can learn and develop to their full potential.

Any behaviour that undermines the dignity, safety, or rights of another person is unacceptable. Incidents may be dealt with under this Code of Behaviour and other relevant school policies, including the Bí Cinealta Policy and Dignity and Respect policies.

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CCTV

The school may use CCTV footage to monitor and investigate behavioural incidents where appropriate.

For further information, please refer to the school's CCTV Policy.

School Tours and School Activities

The Code of Behaviour applies to all school-related activities, including:

- School tours and trips.
- Sporting events.
- Competitions.
- Extra-curricular and co-curricular activities.
- Evening study.
- Any event where students are representing the school.

Students are expected to uphold the school's standards of behaviour at all times while participating in school activities.

Guidelines for Suspension and Expulsion

Suspension and expulsion are serious sanctions used only when necessary and in accordance with legal requirements and principles of fair procedure.

Suspension

Suspension may involve:

- Temporary removal from school for a specified period.
- Removal from a particular class, subject, activity, or privilege while remaining in school.

Reasons for Suspension

Suspension may be considered where a student:

- Repeatedly breaches school rules despite support and intervention.
- Refuses to accept legitimate authority.
- Significantly disrupts the learning of others.
- Poses a risk to the safety or wellbeing of themselves or others.

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- Fails to comply with Friday Detention.
- Commits an act of serious misbehaviour as outlined in this Code.

All suspensions are reported to the Board of Management and recorded in accordance with the Education Welfare Act.

Suspension Procedures

Before suspension:

- Parents/guardians will be contacted.
- The reasons for the suspension will be explained.
- Parents/guardians will receive written confirmation, including details of the duration of the suspension and requirements for the student's return.
- Information on the right to appeal will be provided.

A student will not be sent home unless arrangements have been made for their safe return.

Following a suspension, the school may require:

- A meeting involving parents/guardians and the student.
- A written apology.
- A behaviour contract outlining expectations for future behaviour.

Expulsion

Expulsion is the most serious sanction available to the school and will only be considered in exceptional circumstances.

Where expulsion is being considered:

- The student and parents/guardians will be informed of the concerns and supporting evidence.
- They will have the opportunity to respond and present their case.
- The Principal may recommend expulsion to the Board of Management.
- The Board of Management will independently consider all evidence before making a decision.

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Parents/guardians have the right to appeal an expulsion decision through the appropriate channels, including MSLETB and the Department of Education where applicable.

The Educational Welfare Services (Tusla Education Support Service) will be notified of any decision to expel a student. An expulsion cannot take effect until the statutory notification period has been completed.

Notification of Absence

All student absences must be explained by a parent/guardian through Tyro or by another method approved by school management.

Parents/guardians should provide:

- The date of absence.
- The reason for absence.
- Any relevant supporting information.

Records of absences are maintained in accordance with Tusla Education Support Service guidelines and may be reviewed by the Educational Welfare Officer.

Where no explanation is received, the school will contact parents/guardians.

Temporary Absence

If a student must leave school during the school day for a planned absence, a parent or guardian must log the absence on Tyro indicating the reason for the absence, the time the student will be picked up and who is expected to collect the student.

If a student feels unwell during a school day, that student should inform a member of staff and request permission to call home using the school phone at reception and wait at reception to be collected. Under no circumstances should any student use their own phone during the school day.

Contacts for Behaviour-Related Matters

Students may contact:

- Year Head

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- Guidance Counsellor
- Chaplain
- Deputy Principal
- Principal

Parents/Guardians may contact:

- Subject Teacher
- Year Head
- Guidance Counsellor
- Chaplain
- Deputy Principal
- Principal

Subject Teachers may contact:

- Tutor
- Year Head
- Guidance Counsellor
- Chaplain
- Deputy Principal
- Principal

Review of the Code of Behaviour

The Code of Behaviour is reviewed regularly to ensure it remains effective, relevant, and aligned with the needs of the school community.

The review process includes consultation with:

- Students
- Parents/Guardians
- Teachers
- School Staff
- School Management

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The aim of the review process is to strengthen positive relationships, promote mutual respect, and support the values and ethos of Mohill Community College.

Approved by the Board of Management: 14/01/2026

Next scheduled review: 2028 or earlier if required

Chairperson Board of Management _____ Principal _____

Date _____ Date _____

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