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Mission Statement

Our school is characterised by an atmosphere of respect. This is at the heart of our school ethos. Respect manifests itself in our attitude towards one another in the school, in the community and in the environment in which we live and work. We endeavour to help each individual reach his/her full potential by promoting the formation of the whole person.

We provide an education which empowers young men and women to put their Christian beliefs and values into practice. As a Community School we strive to provide an educational environment which serves the needs and aspirations of the entire local community.

‘Ní neart go cur le chéile’.

Vision Statement for Moate Community School

We, the Trustees of Moate Community School, envisage a school based on a Christian community of faith, providing a secure environment for learning and teaching, which is conducive to the holistic development of the whole school community. The ambience will be open, supportive and welcoming, where students, teachers and support staff feel a sense of belonging, and parents are active partners in the education of their children.

Trustees Goals

We, the Trustees of Moate Community School, endorse, support and entrust this clear Vision Statement to the Board of Management and we fully support the process undertaken by the Principal and staff in their efforts to create a School Plan involving all the partners in the school.

Board of Management Goals

We, the members of the Board of Management, will make ourselves available at all times to manage all the resources of the school so that we can help the school community reach the goals outlined by the Trustees in the Vision Statement. We will support the Principal and all the partners in the development of the School Plan. We will endeavour to adjust courses and training programmes to meet the ever-changing demands of the work place.

Day to Day Management of the School

Main Office

Clerical Officers: Margaret Lynch
Finnuala Bracken

Opening Hours: 8.45 a.m. – 4.00 p.m.

All visitors including parents are required to report to the school office. This procedure is necessary in the interests of Health & Safety.

Telephone Number: 090 6481350 / 090 6481864

Fax Number: 090 6482133

Website: www.moatecs.com

Email: mcsadmin@eircom.net

Making an Appointment

Meeting with Principal/ Deputy Principals/Yearheads/Teachers

The Principal / Deputy Principals / Yearheads / Teachers are available for meeting by appointment. If you wish to request a meeting with them please phone the school office and leave your name as well as the general reason for the meeting. **Please note:** The first point of contact with the school regarding your son/daughter is the Yearhead concerned.

Meetings

There must be a clear understanding by all parties attending any meeting that the purpose of every meeting is to bring about a resolution of issues raised and therefore every meeting should be conducted in a cordial and courteous climate.

Parent's Responsibilities

It is important that parents are aware that they have the primary responsibility for the education of their own children. Article 42.1 of the Constitution states '**that the primary and natural educators of the child is the family**' and that '**it is the duty of the parents to provide for the education of their children**'.

School Policies

The following is a list of policies relevant to parents:

All school policies are available on the school Web page – www.moatecs.com

ADMISSIONS

ATTENDANCE

BOOK POLICY

BULLYING

EDUCATIONAL TOURS

CONTINGENCY PLAN FOR CRISIS

CODE OF BEHAVIOUR

HOMEWORK

PASTORAL CARE

POLICY ON THE ENVIRONMENT

PUPIL ASSESSMENT/SUBJECT CHOICE/TIMETABLING

RELATIONSHIPS AND SEXUALITY EDUCATION

SOCIAL PERSONAL AND HEALTH EDUCATION

HEALTHY EATING

HOME SCHOOL COMMUNITY LIAISON

PARTNERSHIP AND COMMUNICATION WITH PARENTS

PREFECTS/GAMES COMMITTEE/STUDENT COUNCIL/MENTORS

SCHOOL RETENTION/RECORD KEEPING

INTERNET ACCEPTABLE USE POLICY

PARENT/TEACHER MEETING

RELIGIOUS EDUCATION POLICY

STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

CAREER GUIDANCE

SUBSTANCE ABUSE

HEALTH AND SAFETY POLICY

Parents Association

Parent Association Members:

Elizabeth Palfreyman, Peter Cunningham, Tommy Walsh, Caroline McManus, Angela Higgins, Louis Cunningham, Jimmy Redmond, Teresa Malynn, Breda O'Brien, Ray McSharry, Caroline Bracken, Margaret Maloney, Stephen Heffernan, Mary O'Neill.

Management Structure

Role of Principal Kevin Duffy

The day to day management of the school is delegated to the Principal, assisted by the Deputy Principals, Assistant Principals, Special Duties post holders and staff. The Principal is responsible for the day-to-day management of the school subject to the direction of the Board of Management as the overall management authority for the school.

The Principal controls the internal organisation, management and discipline of the school, exercises supervision over the teaching and non-teaching staff and has power, for any cause which he judges adequate, to dismiss, subject to the approval of the Board, or to suspend pupils from attendance, but on the dismissal or suspension of any pupil, **the parents shall be informed that he or she has the right to appeal to the Board.** The functions are also clearly specified in Sections 22 and 23 of the Education Act.

Role of Deputy Principals – Maura Murray / Tom Lowry

The Deputy Principals assist the Principal in the day-to-day running of the school and deputise for the Principal in his absence.

Role of Management Team

The Principal, Deputy Principal and holders of Posts of Responsibility will together form the in-school management team for the school, subject to the overall authority of the Principal and the Board of Management.

Yearhead

The Yearhead forms part of the Middle Management system that relates specifically to parents. It is the role of the Yearhead to establish personal relationships with the students in his/her assigned Year. He/she is fully responsible for these students.

Yearheads 2010/2011

First Year:	Pamela Keogh
Second Year:	Lorna Duignan
Third Year:	David Wynne
Transition Year:	Myra McLoughlin
Fifth Year:	Mark Walsh
Sixth Year:	Ann Lloyd

Duties of Yearhead include:

- To create a positive climate within the particular year with emphasis on good behaviour, respect and study skills.
- To monitor attendance, uniform, record absenteeism and grant permissions.
- To support and advise tutors/teachers with regard to problem students.
- To communicate and liaise with parents.
- To monitor breaches of discipline and implement sanctions.
- To monitor students reports.
- To compile and maintain all student records.
- To liaise with Career Guidance/Chaplain/HSL and Special Education Department on students abilities and difficulties.

Tutors

The Tutor is the class teacher with responsibility for a class unit.

Duties:

- To monitor the progress of students.
- To endeavour to resolve difficulties.
- To monitor attendance, uniform, punctuality and absenteeism and to alert parents regarding difficulties.
- To implement SPHE programme (See section of SPHE).
- To advise on Student Awards (See section on Awards).

Role of the Teaching Staff

The staff, together with the Principal and the Deputy Principals, acts as an advisory body to the Board of Management in the formulation of education policy. Each teacher is responsible for the effective teaching of the subject(s) allocated to him/her by the Principal. Each teacher is expected to cover the subject syllabus, mark and monitor homework and prepare students for examinations. Section 22 of the Education Act further defines the role of Principal and teachers as follows:

“The Principal of a recognised school and the teachers in a recognised school, under the direction of the Principal, shall have responsibility, in accordance with this Act, for the instruction provided to students in the school and shall contribute, generally, to the education and personal development of students in that school.”

The Principal and teachers shall:

- Encourage and foster learning in the students.
- Regularly evaluate students and periodically report the results of the evaluation to the students and their parents.
- Collectively promote co-operation between the school and the community, which it serves.

Teacher Based Classrooms

Our school operates a teacher based classroom system which means each teacher has their own classroom. Our campus is made up of a number of buildings- St. Joseph's, St. Kieran's, St. Brigid's, St. Malachy's, St. Patrick's, St. Philip's, St. Mary's and the Business Centre.

Home School Links

Home School links are extremely important if real educational progress is to be made. In order to maximise co-operation and understanding, any such communication must be efficient, open and multifaceted.

The main channels of communication include:

- October/Christmas/Easter/Summer Reports
- Informal/Formal Meetings
- Parent/Teacher Meetings
- Newslink (October/Christmas/Easter/Summer)
- Parents Handbook.
- Adult Education Programme
- Student Journal etc.
- Web page www.moatecs.com
- Web text

Parent/Teacher Meetings

Parent/Teacher meetings afford parents the opportunity to discuss with each teacher the progress of their student in a particular subject.

Students in 3rd/6th Year may attend the meeting with their parents. Dates of the Parent/Teacher Meetings will be available on the school calendar. There will be a number of information leaflets available at the Parent/Teacher Meeting covering topics such as Alcohol and Young People, SPHE, Bullying, etc. These leaflets are for information purposes and are there to aid you in your role as parent.

Parent teacher meetings are held in the School Gymnasium and when you arrive at the school you will be supplied with:

1. A map of the Gym indicating where each teacher is sitting. Teachers will be sitting alphabetically.
2. Your son/daughters journal will be collected the day of the PTM and you will be given this before you enter the gym.

In preparation for the Parent/Teacher Meeting:

1. Talk to your child about classes, subjects and any concerns you may have.
2. Get a written list of all of your son/daughters teachers indicating subject and level.
3. Consider what type of questions you may like to ask i.e. homework, behaviour, socialising etc.

At the Parent/Teacher meeting:

1. Be direct/know what you want to say.
2. Each teacher has many parents to see, be considerate, be direct and don't delay.
3. If you wish to discuss something sensitive make an appointment to see the teacher in question.

Parent Nights

At various times during the year parents will be invited to the school to attend information sessions. These could be in relation to study skills, internet safety, subject choices, graduation and many more. We are always delighted to invite parents to the school and thank parents for their continued support. Some of the nights are times of celebration for example the Graduation Ceremony and some are informative but all add to the great sense of community that exists in Moate Community School.

Pastoral Care

Pastoral Care is a systematic approach to education, which seeks to value the young person at every level. It involves a holistic approach creating an environment, which enriches the lives of students. It is a programme, which aims to provide a caring supportive school community allowing for the full development of the emerging adult, nurturing talents, fostering self worth and maximising potential.

Anti Bullying Committee

The Anti Bullying Committee is a sub committee of the Pastoral Care committee and meets regularly. The aim of this committee is to promote awareness of bullying and to promote where possible a Bully Free environment. The Committee consists of: Pastoral Care coordinator, Chaplain, Catechist, Guidance Counsellor, Parent rep and two student reps. As a parent you have first hand knowledge of your child and will be aware of any sudden or unexplained changes in your son/daughters behaviour.

Role of the Chaplain

The Chaplain focus at all times is the welfare of all individuals within the school community. The Chaplain is a spiritual guide, a faith friend and a supporter of others as they experience personal difficulties. In fulfilling this role, the Chaplain works closely with all staff, students, parents and agencies/groups/organisations within the community. The Chaplain attends Pastoral Care, Yearhead, Special Education and Referral meetings on a weekly basis.

Areas of Focus:

1. The Chaplain has a teaching role within the school.
2. The Chaplain works closely with the RE Department to identify and mark significant events in the school and liturgical calendar.
3. The Chaplain is available to meet parents in their home or in school and may offer them support at times of difficulty.
4. The Chaplain also plays a pivotal role in the Transition of all students from Primary to Secondary school and will contact all National Schools of incoming first years.
5. The Chaplain liaises where appropriate with the Special Education Department relating to students who need additional support.

Role of the Guidance Service

The aim of the Guidance Service, in keeping with the school ethos, is to assist and challenge each pupil to become aware of and reach their fullest potential in each facet of their development.

The Guidance Counselling service is in part of a whole school enterprise and provides for the development needs of all its students in the three key areas: Personal and Social, Educational and Vocational.

Team: The Guidance Counsellor works as a member of a team, working with members of the staff, with parents and other relevant professionals outside the school.

The Guidance Counselling service in this school includes:

- COUNSELLING
- CONSULTATION
- CAREER TRANSITION PROGRAMME
- EDUCATIONAL DEVELOPMENT PROGRAMMES INFORMATION
- ASSESSMENT
- ETHICS
- REFERRAL
- RECORD KEEPING

Referral of Students

The referral team is made up of Guidance Counsellors, Home School Community Liaison Officer, Chaplain and Principal or Deputy Principal. The team meet once a week.

Links:

The Guidance Counsellor links with Special Education Department, Referral Team and Pastoral Care Team on a weekly basis. Further information available from the Guidance Department upon request.

Counselling

To further assist students with difficulties our school offers an external counselling facility. This is available through our Schools Guidance and Referral system. If the school feels that this service is warranted then it is offered in a discreet manner. It offers students a chance to articulate difficulties they may be experiencing in a safe and secure environment.

How do we acknowledge the achievements of our Students?

Honour Board

This is a Notice Board placed in a prominent place in school which displays achievements by students. From time to time it will show newspaper clippings, photographs, articles, etc.

Newslink

The Newslink is a newsletter that is issued out to parents in October, Christmas, Easter and Summer. It contains news items and articles about all aspects of the school including sporting achievements, musical events, upcoming events, Principals' matters etc. It acknowledges students' achievements and their contribution to school life.

Yearbook

The Yearbook is published annually and is available for sale in May. It contains articles on events that have taken place throughout the school year. It acknowledges students achievements and displays some of their work in the form of book reviews, poems, articles etc. It also contains pictures of each student in the school along with pictures of the many events that have taken place during the year. Many of these events are also posted on the schools webpage throughout the year.

Stamps

Each teacher is issued with a stamp, which contains a positive statement, which may be used twice a week with each class group.

Postcards

Postcards are available through a designated member of Pastoral Care. These postcards are intended to acknowledge achievements of students. They will be signed by the Principal and will be sent to parents from time to time.

Student of the Term

Student of the Term will be nominated by the Tutor upon examination of his/her student's journals. Other specific criteria for the selection of Student of the Term will also be used.

Assemblies

Assemblies will be seen as an opportunity to acknowledge the achievements of our students within the school community.

Student of the Year Awards

Student of the Year awards are a culmination of the students work and achievements. Specialist awards in subject departments, sports awards and student of the year awards for each year group are among the many offered to students at the end of each year.

Web Page www.moatecs.com

The web page is constantly updated to include students achievements and participation in school related activities.

Student Council/Games Committee/ Prefects/Mentors

These Committees are filled from TY/Fifth and Sixth Year students. Students may apply by way of application form and after consultation with school management and staff they are appointed. The co-ordinator of each programme will meet their group at regular intervals to monitor their progress. Training in leadership is provided. Staff support for the role each group of students fulfils is very important and appreciated.

Student Council

A Student's Council (Junior/Senior) is in operation in our school. The Council involves a representative from each class. These representatives will be democratically elected by their peers. The duties of the Council will be:

- To represent the view of students.
- To arrange regular meetings with Co coordinator/teacher in attendance.
- To act as class representative.
- To report any irregularities to tutors.
- To report on any damages etc. to the classrooms.
- To liaise with other committees and groups in the school.

Games Committee

The duties are:

- To assist and supervise during lunchtime.
- To organise inter-class games at lunchtime.
- To report any irregularities or damages to school property.

Prefects

The duties are:

- To assist First Year Class Tutors in creating good class spirit.
- To operate one-way system.
- To assist with Canteen supervision.
- To control entrance/exits.
- To supervise locker areas and toilets.
- To assist at school functions.

Mentors

The mentors provide a very valuable and impressive support system, to assist new students in their transition to MCS. In order to undertake the many challenges presented, mentors undergo a rigorous training programme. The programme provides students with invaluable insight into the role of the mentor and greatly facilitates their work. *The duties are:*

- First Year Hand Book
- First Day Programme
- Mentor/First Year Group Support
- Club
- Mentor Meetings
- Special Events

School Uniform

The school uniform must be worn at all times:

Boys:		Girls:	
<i>Shirt</i>	White Shirt	<i>Shirt</i>	White Shirt
<i>Pants</i>	Navy (no denims or cord)	<i>Skirt</i>	Tartan. (Navy trousers with crest optional)
<i>Jumper</i>	Navy with school crest	<i>Jumper</i>	Navy with school crest
<i>Shoes</i>	Black (non-slip soles)	<i>Shoes</i>	Black (non-slip soles)
<i>Jacket</i>	School jacket with school crest	<i>Jacket</i>	School jacket with school crest

T-shirts or polo neck jumper are not allowed to be visible. **School uniform is only available from:** Cochrane's Main Street, Moate and Walshe's Irish House, Main Street, Moate. Students who arrive in school out of uniform will not be admitted to class. Parents will be contacted and advised to bring in the uniform or collect their son/daughter from the school.

Transport

In many instances parents will require transport for their children to attend Post Primary School. This will be provided by Bus Éireann. An application form should be completed on enrolment.

A private bus service is available to students in the Ballycumber/Clara area. Details are available from the school. We offer transport to all extra curricular activities for a nominal fee.

Book Rental Scheme

Our School offers a book rental scheme to all pupils which greatly reduces the cost of books. These books are distributed through the class teachers and each student is expected to take full responsibility for their books which are collected at the end of each academic year. In light of recent educational cuts the provision of the book rental scheme is based on the provision that all students pay the appropriate rental fee.

Canteen

Our school operates its own canteen. Food is prepared fresh in our kitchen each day. We offer wraps, rolls, soup, fresh fruit salad, yogurts, fruit and a wide variety of confectionery. All of our produce is on sale at a reasonable price and supports our Healthy Eating Policy.

Lockers

Each student has the opportunity to avail of the use of a Locker to store their books and equipment. There is a small charge for the use of the locker and lockers are issued early in the school year. Each student will be given a code to their locker and it is their responsibility to ensure that no one else knows the code.

Extra Tuition/Revision Courses

Our School offers extra tuition/revision courses from time to time to help and assist students. These are offered free of charge to our students and offer the students an

excellent opportunity to avail of extra help in a particular subject. Students will be informed about the availability of all classes.

Mock Orals

In preparation for oral examinations our school may offer mock orals. The oral examination is a great opportunity to gain valuable marks and thus enhance the overall grade. We are delighted to be able to offer students the chance to practice their oral skills prior to an exam.

Supervised Study

Supervised study is open to all students and is run in two centres in the school. There is a charge for each term and students must re apply each term.

Terms:

1. September - Halloween
2. Halloween - Christmas
3. New Year - St. Patrick's Day
4. St. Patrick's Day - Summer

Mon - Thurs 3.55-6.00pm; Friday 3.45-5.30pm.

Rules and Regulations

1. Students will have their journals stamped each evening. This will inform parents/guardians that a student is in attendance. Therefore, notes explaining absence are not required.
2. Parents may be contacted to verify a students absence during the term.
3. Students must be present for the entire duration, otherwise they will not be admitted to study.
4. Students will be assigned a seat and should sit in this seat for the term.
5. Responsibility will only be accepted for students in attendance at study.
6. Normal school rules in relation to discipline apply to evening study.
7. Any student who fails to comply with these rules, will have sanctions imposed which may include the following:
 - (1) Verbal warning
 - (2) Temporary suspension from evening study
 - (3) Permanent suspension from evening study (In this event money will not be refunded).

Homework

Homework is an essential part of learning and an important aspect of a student's programme. Homework helps students to develop study skills and self-discipline. Homework, each evening, consists of the following:

- Revision of the work done in class earlier in the day.
- Completion of work started in class of written exercises prescribed.
- Research into topics that are being studied.

It will rarely be valid for a student to say 'I have no homework tonight'. Students must record their set homework in the School Journal. Parents must check their children's Journal each evening. The Journal is a means of daily communication between school and home.

The following time scales are given as a guide to students and parents:

Year	Minimum Time Monday - Friday	Minimum Time Weekends
First	1½ - 2 hours	1 hour
Second	2 - 2½ hours	2 hours
Third	2½ - 3 hours	4 hours
Transition Year	2½ - 3 hours	4 hours
Fifth Year	3 - 4 hours	4 hours
Sixth Year	3 - 5 hours	8 hours

Role of the Teacher in Homework:

- The setting of homework is an essential part of the teacher's lesson plan.
- Homework should address the specific learning outcomes of the lesson.
- The teacher will design the task around relevant achievable goals with consideration of the ability levels of the class groupings.
- The homework will be assigned and fully explained during the lesson.
- Time will be granted for it to be recorded accurately by the student in the student journal within the lesson.
- It is vital that all homework assignments are presented on time.
- Failure on the part of the student to complete any homework assignment, to a satisfactory standard, is recorded by the teacher. Sanctions may be imposed.

Role of Parent/Guardian in Homework:

- Provide a suitable study area and the necessary tools (for example - paper and books) to complete the homework assignments.
- Monitor after-school activities and television viewing etc, establish a specific homework time and procedure.
- Praise the student's efforts. Assist the students, if requested, by reading over assignment questions or working through an example rather than simply providing the answer.
- Junior students will need more parental guidance and assistance with homework than senior cycle, the parent should observe that appropriate time is spent doing homework and review completed work assignments.

Homework completes the cycle of learning:

Students may not always view homework as a pleasant experience, but if the assignment serves a good purpose and parents reinforce the completion of the tasks, students will benefit by gaining grades, better study habits, and a more positive attitude towards school and learning.

School Reports:

School Reports will be issued at the following times. November Break, Christmas, Pre Examinations (*3rd & 6th Year only) Easter (1st, 2nd 5th & Transition Year); Summer 1st, 2nd, 5th & Transition Year).

The Formal Curriculum

First Year

A system of Subject Sampling is in operation for First Year students. The following applies:

Core Subjects - Studied for full year

Irish
English
Maths
PE
History
Geography
Religion
SPHE*
CSPE
Science
Business Studies
French/Spanish

Tasted Subjects (16 weeks each)

Materials Technology (Wood)
Materials Technology (Metalwork)
Technical Graphics
Music
Art
Home Economics

Students study all subjects in the core section all year and each subject in the 'Tasted Section' for half the school year on a rotational basis.

***What is SPHE?**

Social, personal and health education, as part of the curriculum, supports the personal development, health and well being of young people and helps them create and maintain supportive relationships.

Taster Programme

A taster programme is in place prior to students entering the school to give students an opportunity to select their language choice. The taster programme also allows students to taste other subjects including physical education IT, Science, etc as well as facilitating the transition from Primary to Secondary School. The taster programme takes place between January – April each year.

Second/Third Year

At the end of first year students decide on their subjects for Junior Certificate. All students study the following examination subjects:

Irish English Maths History Geography
Religion CSPE

as well as four other subjects of their choice. They also study PE, SPHE and Computer Studies. All subjects are offered at Higher and Ordinary level. At the end of Third Year students sit their Junior Certificate Examinations. A certificate listing student's grades will be issued by the Department of Education & Science.

Senior Options

After Junior Certificate students have the option of doing a two/three year Leaving Certificate cycle.

(a) **Transition Year:** Transition Year is a year between Junior Certificate and the beginning of Leaving Certificate. Moate Community School has designed its own Transition Year Programme to meet the needs of its own students. One of the chief benefits of TY is that students can sample various subjects and have the opportunity to grow and mature.

Benefits:

- one extra year of maturing before making Leaving Certificate subject choices.
- 40% of Leaving Certificate syllabus covered.
- Statistics show that students who do Transition Year will achieve higher Leaving Certificate points.
- Opportunity to experience wider range of subjects.
- Develops critical thinking and independent learning skills.
- Prepares students for life and the world of work.
- Greater participation in extra curricular activities.
- Greater opportunity to develop creativity, initiative and leadership.

Leaving Certificate/ Leaving Certificate Vocational Programme

Leaving Certificate

After Junior Certificate/Transition Year students study a 2 year Leaving Certificate Course. Students study Irish, English and Maths together with four other examination subjects of their choice.

Subjects on offer:

Home Economics, History, Geography, Agricultural Science, Biology, Physics, Chemistry, Art, Music, Engineering, Business, Construction Studies, Design & Communications Graphics (DCG), French/Spanish, Accounting, Religion.

All subjects are offered at Higher/Ordinary level.

Leaving Certificate Vocational Programme

Students taking certain combinations of subjects are LCVP students. This programme allows the students to have project work together with work experience recognised as a subject. It is a considerable advantage to have project work carried out during school time accepted as an examination subject, which qualifies for points. Students choose any 2 subjects from the combinations listed.

The subjects which qualify a student for LCVP are:

Specialist Groupings:

- Construction Studies or Engineering or DCG (any two).
- Physics and Construction Studies or Engineering.
- Agricultural Science and Construction Studies or Engineering.
- Agricultural Science and Chemistry or Physics.
- Home Economics and Agricultural Science or Biology.
- Home Economics and Art.
- Accounting or Business or Economics (any two).
- Physics and Chemistry.
- Biology and Chemistry or Physics.

Services Groupings

- Engineering and Business or Accounting or Economics.
- Construction Studies and Business or Accounting or Economics.
- Home Economics and Business or Accounting or Economics.

- Agricultural Science and Business or Accounting or Economics.
- Art and Business or Accounting or Economics.
- Music and Business or Accounting or Economics.

The student of course takes Irish, English, Maths and two further subjects as usual. There is no difference for LCVP students and ordinary LC students.

Three additional short courses or modules are done by LCVP students. They are:

- Enterprise Education
- Preparation for Work
- Work Experience

The modules are examined by portfolio (60%) and examination (40%).

Points System

% Band	Leaving Cert Grades	Points scale for LC Higher Papers	Points scale for LC Pass Papers	Maths Foundation
90-100	A1	100	60	20
85-89	A2	90	50	15
80-84	B1	85	45	10
75-79	B2	80	40	5
70 - 74	B3	75	35	
65 - 69	C1	70	30	
60 - 64	C2	65	25	
55 - 59	C3	60	20	
50 - 54	D1	55	15	
45 - 49	D2	50	10	
40 - 44	D3	45	5	

Accompanying conditions:

1. The six best results, in recognised subjects, in one Leaving Certificate Examination will be counted for points computation.
2. One sitting only of the Leaving Certificate Examination will be counted for points purposes.
3. In the case of certain subjects, e.g. Home Economics (General), Foundation Level Maths or Foundation Level Irish, some Higher Education Institutes (HEI's) may not award the points shown above. If in any doubt, check with the Admissions Office of the appropriate HEI's.

L.C.V.P. Link Modules:

All HEI's award points for results in Leaving Certificate Vocational Programme Link Modules, in place of a sixth Leaving Certificate Subject:

Grade	Points
Pass	30 points
Merit	50 points
Distinction	70 points

Moate Business College

Moate Business College is an integral part of our school which offers PLC courses. A Post Leaving Certificate Course is a full time course, which takes place after the Leaving Certificate. We offer a wide variety of courses in our Business Section:

- Higher Diploma in Administration
- Business Studies & Secretarial
- Diploma in Childcare & Education
- Teaching Assistant
- Health & Social Studies
- Nursing Studies
- Art & Craft
- Art & Design
- Sport & Leisure
- Performing Arts
- Computer Studies
- Diploma in Information Technology
- Tourism & Travel
- Diploma in Counselling

Special Education Provision

1. Aims

Moate Community School is committed to providing an education for its students in a caring and supportive environment. Our aim is that all students achieve their full potential. In order to achieve this goal some of our students may require supplementary teaching, additional resources, classroom support or the provision of specialised equipment. In all cases it is the intention to integrate students socially and academically.

The effectiveness of this provision relies on:

- whole school policies
- parental involvement
- provision of intensive intervention by committed personnel
- the direction of resources towards pupils in greatest need
- the development of a team approach involving parents, teachers and relevant support personnel such as psychologists and speech and language therapists
- an efficient Transition Programme from primary to post primary school aimed at supporting pupils within the target group
- the provision of appropriate time allocation and support services by the Department of Education and Science. Learning Support Teacher Allocations and additional resource hours to address pupil's special educational needs are critical here. Other support services, (Special Needs Assistants, National Educational Psychological Service Reports, Occupational Therapists Reports, Speech and Language Therapists Reports etc) are of vital importance to the school in providing a professional, holistic service.

2. Definition

The students who fall within the Special Needs definition include:

- Students with learning difficulties and disorders
- Students with physical and sensory disabilities
- Students with emotional and behavioural disorders
- Students with other special needs

3. Identification of students

- Upon enrolment any available reports from a psychologist, speech & language therapist or other relevant medical professional should accompany the enrolment application.
- Consultation with parents and the student's primary school is pivotal for the identification of pupils who may qualify for the assistance of a Resource Teacher or a Special Needs Assistant.
- Standard entrance tests are administered by the Guidance Department following enrolment.
- An application will be made to the Department of Education and Science for additional resources both human (resource teaching hours or special needs assistants) and physical (ramps, computers etc) for pupils who have been appropriately assessed and whom meet the relevant criteria for Special Educational Needs.
- Parental consent is obtained prior to an application being made to the National Council for Special Education.

- If a pupil has not been identified as having a special educational need until after commencement of school, the permission of parents will be sought to have the pupil assessed by the appropriate professionals. The commissioning of this assessment will be dependent on the resources available to the school at that time.
- Parents may wish at any time to pursue an assessment privately themselves.
- The school is allocated additional teaching hours by the Department of Education and Science on the basis of psychologist reports submitted to the National Council for Special Education in the academic year preceding the year of entry of a student.
- The level of support provided to a student with special needs will be based on the resources allocated from the Department of Education and Science for that student.
- Curricular modifications may be designed for students whose special educational needs would make full access very difficult. The timetabled periods which become available due to curricular modifications will be used, where possible, to implement individual resource interventions and learning supports.
- Students identified as being in need of resource teaching are, where possible and appropriate, placed in small class groups for core subjects to facilitate more specialised attention.

4. Exemption from Irish

- Certificates of Exemption from the study of Irish granted in Primary School should accompany the enrolment application.
- The school will consider granting an exemption for Irish when a written request is made by the student's parents and supported by a psychologist report or other relevant documentation.
- The guidelines set down by the Department of Education and Science will be strictly adhered to (Circular 12/96).

5. State Examinations – Special Arrangements

- Applications are made for all students deemed in need of Reasonable Accommodation for State Examinations at both Junior Certificate and Leaving Certificate.
- The procedures of the State Examinations Commission will be strictly adhered to.
- Reasonable Accommodations are made for students who, because of a temporary, permanent or long-term disability, have special assessment needs in examinations.
- Provision is made for both physical and learning disabilities.
- Applications for Reasonable Accommodations can be made on the following grounds:
 - i. Application on the Grounds of a Specific Learning Difficulty

- ii. Application on the grounds of a Hearing Difficulty
- iii. Application on the grounds of a Visual Difficulty
- iv. Application on the Grounds of a Physical Difficulty
- The following accommodations may be granted by the State Examinations Commission to students who meet the criteria relevant to their disability:
 - Access to a Reader
 - Use of a Tape Recorder or Word Processor
 - Waiver from the assessment of spelling, grammar and punctuation in the language subjects.
 - Access to a Scribe
 - Separate Centre for Aural Examinations
 - Modified Aural Examination
 - Personal Stereo in the Main Centre for Aural Examination
 - Exemption from the Aural Examination
 - Enlarged Examination Papers
 - Braille Version of Examination Papers
 - Modified Version of Examination Papers
 - Helper in Home Economics
 - Exemption from Practical Test in Home Economics
- The following will assist in the identification of students for Reasonable Accommodations:
 - Psychological Assessments on file.
 - Consultation with the resource teacher and class teachers.
 - Aptitude test administered by the Guidance Department.
- Any Leaving Certificate student, for whom an application for Reasonable Accommodation is made, will be assessed by a NEPS psychologist prior to the allocation of such accommodations by the State Examinations Commission.
- Provision will also be made where possible, and where deemed appropriate, to assist students in Mock Examinations in line with the State Examinations Commission's provisions.

6. Conclusion

Special Education Provision ensures that all students have access to, participate in, and gain positive outcomes from their time in school with a view to providing the foundations of a fulfilling life. The staff at Moate Community School, in co-operation with parents and external professionals, acknowledges the importance of providing support for its students with special needs and is committed to the ongoing reappraisal of its provision with regard to its suitability and effectiveness of implementation.

Individual Education Plan

The Education for Persons with Special Educational Needs (EPSEN) Act was enacted in Ireland in 2004. One of the key provisions of the Act was to provide the legislative basis for the introduction of individual education plans for people with special education needs.

An Individual Education Plan (IEP) is a written document prepared for a named student, which specifies the learning goals that are to be achieved by the student over a set period of time. It also specifies the teaching strategies, resources and supports necessary to achieve those goals.

Those students who require an IEP are defined by the SEN ACT, 2004, as an individual who experiences “a restriction in their capacity to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”.

Subsequently students who are assessed as having a specific educational need, will be provided with an IEP which will support their education in an all inclusive educational environment.

As a consequence students receiving additional support from the DES will have an IEP. Parents will be fully consulted in formation and delivery in targets outlined in the IEP.

Special Needs Assistant

A student who is assessed and granted support of an SNA is facilitated in our School. The student is allocated a specific number of SNA hours by the DES. The SNA provides support and encouragement and plays a vital role in the educational attainment of the student.

Assessment Test

Our school conducts an assessment test in the weeks immediately following the open day:

- Students will normally be advised of the outcome of their application prior to sitting for the school’s Assessment Test.
- All applicants shall be obliged to sit for the school’s Assessment Test, which shall be held on a day, time and place determined by the school. A candidate who fails to sit

for the test without good reason (as judged by the school) will put their admission at risk. The Board may decide to revoke an earlier decision to admit such a student and to offer the place to a student on the waiting list.

- The Assessment Test will be used to help the school identify whether a student has special educational needs and the results may be used as a basis for seeking additional teaching or other resources from the Department of Education & Science, in line with the school's Special Educational Needs Policy.
- The Assessment Test guides the school in its assignment of students to certain classes.

Attendance

Parents must understand that there is legal obligation to ensure that students attend school regularly. Regular attendance is essential and directly linked to student's achievement at school. The school understands and accepts that there are genuine reasons students will not be in a position to attend school i.e. sickness, bereavement, etc. However, a parents priority should always be to ensure their son/daughter is in school whenever possible.

To enable our school to achieve our obligation with regard to attendance the following is in place.

- A roll call will be taken first class each morning.
- When a student is absent he/she must bring an explanation note in the Journal on the first day he/she returns to school. Failure to supply a note may necessitate the school contacting you by letter.
- Each students absence will be monitored by Yearheads
- Any student leaving the school must sign out at the office.
- An afternoon register will also be taken. Unexplained absences may mean the school contact you by letter/phone/web text.
- Absences in excess of 15 days – parents will be notified.
- Absences in excess of 20 days – parents and the Education Welfare Officer (Department of Education & Science) will be notified
- To encourage students to attend school, full attendance awards will be presented on Awards Night.

Punctuality

Punctuality is part of school training. Parents have a duty to see that their children arrive in school on time. However, a small percentage of offenders in this area take up staff time with constant monitoring and checking. Students who arrive late will be met by the Principal who will stamp their Journal, and must report to the office. The onus is on students who are late to sign in on the 'Late Pass Book' in the office. If no satisfactory explanation is offered in writing a sanction will be applied after the third or subsequent offence up to an including refusal of admission.

If my child is ill

If my child is ill and in school they should:

- (a) Inform the teacher
- (b) Report to the Office and phone home
- (c) Return to their class.
- (d) If you can call to collect them, you should call to Reception and your child should sign out of school.

If my child is ill and at home

They should remain at home until they are fit to come into school.

If I wish to make contact with my child

If I wish to make contact with my child during class time I should: -

- Ring the school on 090 6481350 and leave a message;

If I wish to collect them during the school day, I should: -

- Ensure that I place a note in their school journal indicating the collection/ appointment time and inform them to wait for me at Reception at the appropriate time.

Please note that announcements will only be made in the case of an emergency or at break-times.

Family Holidays

Students being absent from school because of family holidays are a cause for concern and a breach of current legislation. Parents are asked to ensure that students do not lose time in school due to family holidays during term time or because they are needed at home.

School Closures / Emergency Closures

Announcements of school closure for reasons that become known in advance will be communicated in advance to parents/guardians. Emergency closing due to bad weather or service breakdowns cannot be notified as easily. The school authorities will make the best decision they can with the available information. Parents must consider local conditions before sending children to school. Please note that if there are icy roads the decision on whether or not school buses should run is a matter for the school bus drivers and Bus Éireann. In the context of emergency closures the school will make every effort to advise local stations of this situation and text parents. Please note the school will remain open in all situation if at all possible.

Extra Curricular Activities

All students are encouraged to become involved in Extra Curricular Activities. Our school believes that Extra Curricular Activities play an important part in the holistic development of young people. Parents should encourage their son/daughter as much as possible but always be mindful that all classwork and homework must be completed so that the academic achievements of the student is not affected in any way.

As well as physical fitness, the principle value sought through team sports is a sense of enjoyment through team participation. We expect a high level of respect for our opponents and when representing the school our students must take responsibility for the sport in which they partake, respect their mentor and the performance of the team.

Our facilities include:

1 GAA pitch	1 Cross country course
1 soccer pitch	3 Tennis courts
1 Training pitch	4 Basketball Courts
1 Large Multipurpose Gym	3 Outside Soccer courts
1 Set of Hydraulic Gym Equipment	Access to the Local Community Hall
1 Multi – Gym Weights Set	Threadmill/Rowing Machine

Clubs and Activities

Debating, Irish Debating, Public Speaking, Dance, Computer Club, Spanish Club, Music/Drama, Retreats, Tours, Exchanges, Gaisce.

Sport

The following sports are available:

Ladies and Boys Gaelic, Soccer, Basketball, Athletics, Badminton, Table Tennis, Hurling/Camogie, Tennis, Cross-Country, Athletics, Swimming, Horse Riding, Kickboxing, Volleyball.

All training takes place at lunchtime or after school in the evenings and does not impact negatively on student's attendance in class. Students who miss class time due to representing the school in any competitions are obliged to obtain class notes and complete homework.

Students should limit themselves to approx. two extra curricular activities so as not to adversely affect their academic performance.

School Tour / School Exchanges

Over the past number of years school tours have taken place to different locations on the continent. The school is of the opinion that such trips give students learning opportunities in the areas of travel, experience of different cultures and civilisations, coping with living away from home, teamwork etc. The management of such trips places a great onus of responsibility on supervising teachers. In these circumstances it is important that they are reasonably happy that the students they are bringing with them do not pose a potential threat to the safe conduct of the tour. Consequently the following general rules are in operation:-

- Permission form must be signed by parent/guardian at the time of booking.

- If a student has shown a poor attitude to the Code of Behaviour or has refused to co-operate with an investigation into breaches of discipline he or she may not be considered.
- Any student who has committed a serious misdemeanour prior to tour departure date, notwithstanding that he/she may have paid in full for his/her ticket will not be allowed to travel. Any money paid by such a student will be forfeited.

Decisions with regard to the interpretation of these conditions will rest with the Principal in consultation with the organising teacher and the supervising teachers.

Students who breach school rules/regulations during school trips abroad, in particular abuse/use of alcohol or other illegal substances will be sent home and extra costs involved will be the responsibility of the parents.

Code of Behaviour – Moate Community School

This policy was developed by the staff, parents and students of Moate Community School in conjunction with NEWB 'Developing a Code of Behaviour - Guidelines for Schools'.

Parents as partners with teachers and the Board of Management must accept the Code of Behaviour as a precondition to their sons/daughters enrolment in the school. Parents and each student must sign the code and undertake to make every effort to uphold and respect it.

Our school has the care of each student at the heart of its ethos. All teachers base their work on the philosophy that each student is directed and helped to become the best person he/she is capable of becoming. In order to achieve this goal teachers will establish good working relationships with students, and will lay down clear behavioural expectations. The help and co-operation of parents is vital at all times to enhance the schools work.

Students, teachers and parents can help promote a happy school environment by

- (a) respecting the rights of each other
- (b) working together for a common goal
- (c) understanding and forgiveness in times of difficulties.
- (d) not discriminating against anyone on the grounds of age, gender, religion, sexual orientation, disability, colour and ethnic group or nationality.

The quality of our school is the quality of relationships between staff, students and parents. These relationships are based on trust, respect, fairness, consideration, good manners and loyalty.

Problems concerning school will be discussed in a spirit of confidence and trust. All incidents will be fully investigated and the tenants of natural justice will apply. Any sanctions will be used as a positive intervention and will be applied proportionally as part of a wider plan to help the offending student to learn. Parents are always welcome to consult the Yearhead, Deputy Principals, Principal concerning their children. This should be done during school hours by appointment. Our school must at all times be supported in its efforts to strike a balance between our investment of time in disruptive students and time invested in pupils who conform.

In our school we have agreed:

1. To a Reward System:

The school is committed to a policy of recognition, encouragement and reward of positive behaviour and achievement. It has in place good school and class routines where students are clear on the boundaries and expectations. Students are given recognition for:

- Outstanding Achievements
- Sporting Accomplishments
- Extra Curricular Success
- Attendance
- Good Manners and demeanour

Acknowledgement may take the form of:

Involvement in positions of responsibility e.g. Committees, Student Council, Prefects, Mentors, representing the school, etc.

- Praise from staff members, privately/publicly
- An affirmative stamp/note in student Journal
- A postcard home
- At Assemblies
- Announcement over the Intercom
- Student of the Month – Vouchers
- Honour Board Notice
- Articles in Local Newspapers/Newlink/Yearbook
- Certificate of Merit
- Awards Night.

It is our schools aim at all times to encourage each student to fulfil his/her educational potential, academically and in every other respect.

1. To have Respect for Others:

This includes

(a) Recognising the rights of others e.g.

- The right to grow as a responsible person
- The right parents have to expect good results
- The right the teacher has to do her/his work without having to constantly correct students for inattention.
- The right each member of the class has to learn.

(b) Behaving in an orderly manner:

- Students should always use the student entrance. The door at front entrance of school is reserved for staff and visitors and should not be used by students at any time.
- Students should move quickly and quietly, keeping to the left in single file on the stairs, corridors and doorways.
- Disruptive behaviour on corridors or in class will not be tolerated.
- Lockers should be visited prior to 9.00 a.m. and during breaks only.

(c) Not bullying any other person:

Bullying, rough conduct, name-calling, isolation or any other form of intimidation of students by other students is totally unacceptable and will be dealt with as a serious breach of good order. The use of bad language will not be tolerated. If you think you are being bullied talk to your Class Tutor or Yearhead or a member of the anti-bullying team. Remember that silence is the bully's greatest weapon.

(d) Being a team player:

Student Council: We encourage students to take part in the development of school policies and procedures. Each year a new Council is formed and elected members liaise with class captains from each year group.

Prefects: Transition Year and 5th Year students can apply to become a prefect. Prefects help in the day to day running of the school.

Games Committee: TY, 5th and 6th Year students can become Games Committee Members helping to organise and supervise lunchtime sport activities.

Student Mentors: Members of TY and 5th Year can become part of our mentoring programme. Mentors give peer support to junior members of the school community. Participants in all the above programmes are highly valued members of the school community.

3. TO RESPECT THE ENVIRONMENT WE LIVE IN:

Smoking:

In accordance with the Public Health (Tobacco) Amendment Act 2004 – smoking is not allowed in the school, the school grounds or the school environs at any time, or while a student is involved in school related activities. Smoking is considered a serious breach of good order.

Litter:

Students are expected to keep classroom, corridors and school grounds free from litter. Litter is a health hazard.

Tippex, chewing gum, mp3 players, laser pens, aerosols and offensive weapons are forbidden in the school at all times

Mobile phones:

As the ownership of Mobile Phones increases, it has been noticed that many students are bringing them in to school. While recognising their uses, especially in emergencies, the school authorities believe that they can act as a major distraction in the classroom environment and beyond. It is strongly recommended that students do not bring mobile phones to school.

Failing that, the following is the school policy regarding mobile phones:

All mobile phones to be switched off at the gate before students enter school.

- If any mobile phone rings during class or co-curricular activities, it will be confiscated and returned at the end of term to student or collected by parents at an earlier date on the understanding that it will not be brought back into school.
- Because of their size, mobile phones can be easily lost/misplaced/concealed so the school takes no responsibility for missing phones.
- Any student found to be using the camera of their mobile phone at any time will have their phone confiscated and the matter dealt with as a breach of good order.
- Any parent wishing to contact their son/daughter urgently should ring the main school number and messages can be passed on. If you need to make contact with your child during class time we would ask you to please understand that announcements are very disruptive and will only be made in the case of an emergency and/or at break times.
- The Department of Education & Science regulation states that for Leaving and Junior Certificate exams, a candidate is liable to have his/her whole examination (in

all subjects) cancelled if he/she brings into the exam hall or has in his/her possession a mobile phone.

Substance Misuse:

The possession, use or distribution of mind altering substances, legal or illegal, while in the school or on school outings is not permitted.

The school has zero tolerance policy in relation to the possession, sale and use of mind altering substances and will be considered as most serious behaviour.

4. TO A DRESS CODE:

In the interest of overall appearance of pupils as individuals and as a group, full school uniform is to be worn in the school at all times and at all school functions. This includes occasions such as public and house examinations.

Student uniform consists of the following:

1. Crew neck navy jumper with school crest
2. White shirt/blouse
3. Navy uniform trousers for boys
4. Navy check uniform skirt for girls/navy trousers with crest
5. Black shoes – for health & safety reasons, these should be non-slip.
6. Navy uniform waterproof /fleece jacket with crest

The school uniform is available from Walshe's (The Irish House) Main Street, Moate, and Cochrane's, Main Street, Moate.

Students may wear sports gear strictly for the duration of sports activities only.

Any one of the following will apply where there is any deviation from the wearing of full school uniform:

- Parents will be contacted and asked to bring in the correct uniform, when the student reports for school.
- Permission will be sought for the student to go home to collect the uniform.
- The student will be provided with the correct uniform by the school attendant, which they must wear.
- If wearing a jacket students must wear the school crested jacket. Students who wear other jackets will have them confiscated and returned at the end of the week following undertaking regarding future breaches. **The above also applies to students carrying jackets.**
- In house suspension will apply, during which the student will follow a study plan for normal timetabled classes.

Hairstyles/Jewellery:

Students are expected to be neat and tidy in dress and appearance. Excessive use of hair colouring and make-up is forbidden. The only jewellery allowed is watch, a ring, a chain and a pair of ear studs for girls, a watch and ring for boys. Any other rings/clips are not allowed on the ear; nose stud(s) or piercings on any other part of the face/body are not allowed.

The School Authorities are the judges of acceptable standards of dress and hairstyles.

The wearing of the school uniform contributes a lot to the atmosphere of order, discipline and respect in the school and it is essential that parents ensure that students are not negligent in this matter.

5. STARTING TIME:

The school will be opened to cater for pupils arriving on the early bus. All students should be in school at 8.55 a.m. Students arriving after that time should report to reception with their journal. A 'late stamp' will be placed in the Journal. Otherwise the student will be marked absent for that day. A note of explanation should be given to the Deputy Principal/Yearhead/Tutor. Parents may be contacted by phone or webtext on lates/requests to leave school or absences from school.

6. CLASS TIMES:

	Monday to Thursday	Friday
1.	9.00 - 9.40	9.15 - 9.55
2.	9.40 - 10.20	9.55 - 10.35
3.	10.20 - 11.00	10.35 - 11.15
BREAK	11.00 - 11.15	11.15 - 11.35
4.	11.15 - 11.50	11.35 - 12.10
5.	11.50 - 12.25	12.10 - 12.45
6.	12.25 - 1.00	12.50 - 1.20
BREAK	1.00 - 1.40	1.20 - 2.05
7.	1.40 - 2.20	2.05 - 2.45
8.	2.20 - 3.00	2.45 - 3.25
9.	3.00 - 3.40	

Students are requested to be punctual for all classes, so as to prevent disruption of class and to maximise learning time.

On Friday class commences at 9.15am and finishes at 3.25pm.

7. LUNCH TIME:

Canteen facilities including healthy options are available in the deli for all students. Students from the town who wish to go home for their lunch must have the necessary form completed and signed by parents.

A lunchtime pass will then be issued. Students must carry this pass with them at all times during lunch break. Students, not going to their home for lunch will have their lunchtime pass withdrawn. Responsibility for any accidents or incidents resulting from this will fall on the parents. Students are encouraged to participate in school activities, which are organised at lunchtime.

8. TOILET PROCEDURES:

Students are requested to use the toilets before and after school and during break times. During class time the following will apply:

- Students should ask the teacher for permission to go to the toilet.
- If permission is granted, the teacher will write 'TP' /time in the student's journal.
- The teacher will then give the student a Key for the toilet which must be given back on return.
- Students should not allow access by other students to the toilet while they are there.
- Excessive use of this procedure will not be permitted.

9. INSURANCE:

While every reasonable precaution will be taken, the School Management accepts no responsibility for loss or damage to a pupil's property. School insurance does not cover loss or damage to jackets or bicycles. Bicycles should be securely locked to the bicycle rack. Large sums of money and valuable items should not be brought to school. Mobile phones, glasses and other valuables should be kept in students locker.

11. BETWEEN SCHOOL AND HOME:

The conduct of pupils on their way to and from the school is as important as within the school. Students are reminded to behave in a mannerly way on the road and in the bus. Only students waiting on school buses should loiter at the school gate after school. The school reserves the right to impose in-house sanctions if a pupil's activities outside the school have a detrimental effect on the pupil's behaviour or academic performance in school or on the well-being of any other pupil in this school.

12. HEALTH:

The Principal and Deputy Principals should be informed of any students illness or physical ailment which might affect her /his performance in class or should be noted by those taking extra-curricular activities.

13. PE:

All students are obliged to take part in all physical education classes. Students with medical conditions, which prohibit such involvement, must provide a medical certificate. Students failing to participate (no gear etc) will have sanctions imposed. It will be considered a breach of good order.

14. PASTORAL CARE:

The basic objectives of our school are to foster the intellectual, social, spiritual, moral, athletic, cultural and physical development of each student. Each student is seen as an individual whose talents should be realised to the full. Each year has a Yearhead and each class has a Class Tutor. The Yearhead has the overall responsibility for discipline, monitoring academic progress, absences, lateness, disciplinary problems and the overall personal development of each student. Many support structures have been put in place to encourage support and motivate students – homework club, evening study, extra tuition, extra curricular activities, mentors, etc.

15. PASTORAL CARE:

Students are expected to be fully prepared for their classes each day. This will require careful study at home to ensure that written assignments and memory work set in class are completed thoroughly. Homework should also include due time for study and revision. When students are absent they are still accountable for homework assignments.

Students involved in extra curricular activities must do home work for the classes they have missed. **It is their responsibility to find out what homework was given. (For further information – see Homework Policy).**

16. THE STUDENT JOURNAL:

The Journal is an important medium of communication between home and school. It serves the following functions:

- a. Record of all homework
- b. Record of important notice
- c. Means of communication between Teacher and Tutor/Yearhead
- d. Means of communication between Teacher and Parent.

Students are to have their Journal in school at all times. This should be signed by parents and never defaced. Replacement cost of lost/defaced journal /lost journal €10.00.

Appointments: Parents should write to Class Tutor, via the Journal or letter to meet a teacher during school hours at a mutually acceptable time. It will be appreciated if teacher is not interrupted during class times.

17. CONDUCT DURING EXAMINATIONS:

Students who are talking or copying will have their paper cancelled. Parents will be called by Yearhead, sanctions may be imposed. Students who absent themselves from term examinations without a Medical certificate or permission from Principal/Deputy Principal will be deemed to have left the school. Students wishing to return will have to re-apply for admission.

18. SICKNESS:

Students should not come to school if they are sick. To avoid abuse, strict procedures must be adhered to:

- Students who feel ill in class may only report to Reception with the express permission of the class teacher.
- The school will try to contact parents and ask them to arrange to take the student home. Parents may nominate (in writing) a person/persons who will take responsibility for their son/daughter if he/she is ill and they are not available.
- The students will return to class pending arrival of parent/guardian. If the student's condition gives cause for anxiety he/she may be brought to a doctor, or a doctor called to the school. If a doctor is not available the school may call for an ambulance.
- Medical expenses are the responsibility of parents.
- **In keeping with modern accepted practice and advice, no medication will be dispensed to students by school staff. Students should not give prescribed/unprescribed medication to other students.**

19. ATTENDANCE:

Students are required to attend school regularly. In the case of unexplained absences, the Tutor or Yearhead will contact parent/guardian. A note of explanation in the pupil's Journal from parent or guardian is required for absence from school, homework undone, late arrival or for permission to leave school early. Unauthorised departures from school within the school hours are regarded as serious transgressions **and a student found in breach of this rule may be suspended.** Students who wish to be excused during the school day may only do so if a note of explanation from a parent is signed by the Principal or Deputy Principal/Yearhead. The Journal will then be stamped at reception on departure.

20. THEFT:

Any student involved in stealing either school property or property belonging to individuals (school personnel or students) may be suspended and / or referred to the Garda Siochana. Students who damage school property or equipment may either have to replace or repair the property.

21. LOST PROPERTY:

Students should ensure all their clothing and possessions are named or marked so that they can be identified. Lost property should be handed into the school office without delay. Named items that are handed in as lost property are directed to the owners. Unnamed lost property may be reclaimed from the Lost & Found. Unclaimed, unnamed items will eventually be disposed of.

22. EXTRA CURRICULAR ACTIVITIES:

All students are encouraged to participate in some area of extra-curricular activities. However, students and particularly examination students are discouraged to take on too many activities. If a student misses class because of an extra-curricular activity the onus is on the student to find out what homework has been given and to complete same. Students representing the school or involved in extra-curricular activity must wear the school uniform and their behaviour should reflect the high standards of the school. Students may only attend school activities at venues away from the school either by the mode of transport provided by the school or with their parents. Students who are involved in extra-curricular activities and/or training at lunchtime must ensure that they are in class at 1.40 pm (or 2.05 pm on Friday's).

23. MISUSE OF FIREWORKS/POSSESSION OF WEAPONS/DAMAGE:

- Bangers and fireworks are not permitted in the school or school grounds. Students caught in possession of or setting off bangers or fireworks will receive an automatic suspension of at least five days. Students selling or supplying bangers or fireworks will be suspended.
- Students are not permitted to bring any kind of knife or dangerous implement to school. Possession of same will result in automatic suspension.
- Students who damage the uniforms of other students will be suspended. Students are not permitted to write on school shirts/blouses. Examination students who engage in this practice will not be permitted to sit examination in this school.

24. BREACHES OF CODE OF BEHAVIOUR/SANCTIONS:

- All breaches of Code of Behaviour will be fully investigated with the basic tenants of natural justice being applied. A recording system will be in place, and all parties to the dispute will have an opportunity to explain their position.
- A number of sanctions will be in place which will be appropriate and proportionate. The purpose of the sanction(s) is to bring about rehabilitation and this will be explained to students.
- A programme will be put in place through SPHE to explain the need for good

behaviour and the purpose of sanctions. Parents will be notified where sanctions are imposed.

- Each situation is different and therefore discretion is an important consideration. Progressive sanctions (getting more severe) will not apply.

Sanctions:

- Verbal reprimand - teacher/student (Step 1).
- Note in the Journal.
- Separation within class.
- Formal meeting between teacher, Yearhead and student (Step 2).
- Formal meeting between teacher, student, Yearhead, Deputy Principals/Principal (Step 3).
- **Clean Up** – This involves cleaning up the canteen after lunch. Students are required to report at 1.15 (1.25 Friday) and co-operate with the supervising teacher. Students placed on ‘Clean-Up’ will have their journal stamped and will be notified by means of the plasma screen.
- **On-Report’** involves a student presenting a special On Report Card to their teacher at the commencement of each class and collecting it at the end. They must then bring it home, have it signed by parents and return it to the Yearhead the next morning. Repeated continuous misconduct can bring further sanctions including longer exclusion of the student from school.
- **Study Hall** – Students may be sent to Study Hall following dismissal from class. They will be required to complete Form A – an explanation of what occurred from their perspective. The teacher will also be required to complete Form B – an explanation from their perspective. These forms will form the basis of further discussion on this incident. (These forms will also be used for serious incidents.)
- **Internal Suspension** – This means students spending the day in the Study Hall.
- **Detention** – This involves students being detained at lunchtime (on Wednesday and /or Friday). Students detained will have their journal stamped and parents will be informed.
- **Suspension** – If suspension is being considered parents will first be informed. They will be asked to meet with Yearhead and student. Parents may appeal any suspension. (Step 4).

DEALING WITH BREACHES OF CODE OF BEHAVIOUR

Breaches of Code of Behaviour will be categorised as follows:

(a) MISDEMEANOURS

Misdemeanours include isolated minor breaches of school regulations and isolate infringements related to schoolwork, homework, lack of effort, discipline, and general

order, litter. Parents can help at these times by checking the school Journal each day, reprimanding their child, supporting the school and monitoring progress. Standard sanctions in general use may be applied by subject teachers and class teachers, such as:

- Verbal reprimand.
- Note in the Journal.
- Separation within the classroom.
- Additional homework such as essay, extra question or work appropriate to the subject area.
- Removal from class and placed under supervision.
- Report to Tutor, Yearhead, Deputy Principal, or Principal.
- Supervised detention by the teacher.
- Being assigned tasks within the school building and grounds, e.g. clean up duty, internal suspension.

(b) ISOLATED BREACHES OF GOOD ORDER

Isolated breaches of good order include the following:

- Use of abusive language.
- Misbehaviour in class of an isolated nature.
- A fight between students in the school.
- A temper tantrum in class.
- Sanctions for such offences may include clean up/detention suspension.

(c) CONTINUOUS MISCONDUCT

Continuous misconduct includes repeated misdemeanours or repeated breaches of good order. Examples of this type of behaviour include:

- Continuous disruption of classes.
- Failure to present homework on a continuous basis
- Failure to bring necessary books, equipment and resources on a continuous basis, lack of commitment.
- Bullying or harassment of other students '**Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others**'. This includes harassment and sexual harassment. If a student feels they are being bullied they should report the matter to their Tutor/Yearhead or any Teacher.
- General behaviour inappropriate to the smooth operation of the school
Sanctions for such offences include clean up/detention, the placing of the student on report or suspension. It should be noted that a suspension may result in a student being excluded from school related activities/or school privileges (canteen).
- Note: The school has a separate policy on Bullying (available www.moatecs.com)

(d) SERIOUS MISBEHAVIOUR

As a guide for parents and pupils, the following is a list of some of the offences, which will be regarded as serious:

- Assault, threat or abuse of a member of staff by a student.
- Assault, threat or abuse of a fellow student.
- Damage to property of staff or students.
- Putting a teacher's or fellow student's health or safety at risk.
- **Possession of drugs or alcohol.** Sale, consumption or distribution of such alcohol or drugs.
- Possession of knife or offensive weapon.
- Malicious damage to property
- Theft within the school.
- Serious misbehaviour on school-related activities.

Serious misbehaviour will warrant instant suspension, a full investigation or possible expulsion.

PROCEDURES RELATING TO SERIOUS MISBEHAVIOUR

Suspension or possible expulsion will be applied, following an enquiry by the Principal, Deputy Principal/Yearhead.

Procedures relating to Serious Misbehaviour – (following an enquiry):

- The student will be suspended immediately.
- The parents/guardians will be notified in writing informing them of the reason for and duration of suspension.
- The parents/guardians may discuss the decision with the Yearhead by meeting him/her.
- At this meeting the case may be reviewed.
- Parents/guardians may appeal the decision of the Principal to the Board of Management where they may present a case to the Board.
- The suspended student must meet with the Principal or his/her representative before the student is readmitted to the school.
- Students who have been suspended for behaviour-related offences may not be permitted to represent the school in any capacity.
- Any work in preparation for state examinations missed through suspension is the responsibility of the student.

(f) PROCEDURE IN CASES OF EXPULSION

- The student will be suspended immediately pending a decision on expulsion.
- Parents/guardians will be notified in writing, informing them of the reason for and advising them of the Principal's recommendation for expulsion.

- Parents/guardians may present a case to the Principal by meeting him/her. Following such a meeting the principal will inform them of decision/recommendation made.
- If an expulsion is recommended by the Principal, the Board of Management will meet to make a decision on the matter.
- Parents/guardians will be advised in writing of their rights to present a case to the Board of Management of the school before a decision is reached. Parents/guardians or the student himself/herself, if over eighteen years of age, have a right of appeal to the Board of Management in the first instance and subsequently such further rights of appeal as set out in Section 28 and 29 of the Education Act 1998.

Note: Parents/Guardians and students are asked to note that it is not possible to detail every little rule and regulation governing one's behaviour at school. Full details on all relevant school policies and procedures are available on our website www.moatecs.com. Each student is accepted into the school on the understanding that she/he will comply with the school rules detailed above. School Authorities reserve the right to resign responsibility for any student who is disruptive or who is not amenable to school policy and regulations.

I agree that the school rules are acceptable and will support the school in upholding the standards set therein:

Parent/Guardian's Signature:

Date:/...../20

Emergency Contact No.:

Student's Signature:

Date:/...../20

PLEASE BRING THIS JOURNAL TO THE PARENT/TEACHER MEETING

Replacement journals will only be issued to students on receipt of an explanatory note from parents and at an additional cost of €10.

We the undersigned, Parent/Guardian of:

Grant permission to Moate Community School

- To photograph our son/daughter, either alone or together with others and to use the image in school publications, on the school website and/or for promotional purposes in local newspapers.
Permission is granted subject to an undertaking that the privacy or integrity of our son/daughter's image will be respected at all times.
- Agree to allow our son daughter to participate in the school's SPHE Programme (Social, Personal, Health Education).
- Agree to the school's 'Internet Acceptable use' Policy. This is explained to all students and must be adhered to. It is available for viewing on the school's website and by request from the school.

Signed:

Date:

Please note the above Code not only relates to school time but also after school activities, school bus, school tours, school linked activities before and after school.

This Code will be reviewed on an Annual basis by the Board of Management/Trustees/ Staff/Parents/Students of Moate Community School and was approved by the Board

of Management on

CONCLUSION

The Primary purpose of any school is to offer the opportunity for all students to receive a well-rounded education. The opportunity cannot be interrupted by the inappropriate behaviour of a few students who are not willing to follow guidelines that have been established for the good of the majority by the Board of Management. Attendance at Moate Community School is conditional upon acceptance by the students and the parents of the school of the general guidelines outlined above, and the general regulations on which these are based. This document does not purport to be a legal statement or a definition of contract. The School management reserves the right to make the final decision on the interpretation of any point in this document that comes within their responsibility. Comments or suggestions from parents, staff and students on any point in the document, or the entire document, are welcome. The document is subject to ongoing review, revision by the Board of Management in the light of experiences and circumstances.