



Inch National School

Scoil Náisiúnta an Inis

Inch, Killeagh, Co. Cork.

Tel: 024 95490 Email: inchnationalschool@gmail.com

CODE OF BEHAVIOUR

Introduction

Our school aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and the board of management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

The purpose of this code is to provide practical guidance for teachers, parents, pupils and other relevant persons on how to ensure an orderly climate for learning in our school.

Good behaviour is based on good relations between parents/ guardians, child and the school. In Inch National School, we hope to foster the ideal in cooperation with our parents/ guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The board of management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/ her classroom while sharing a common responsibility for good behaviour within the school premises. The staff is committed to creating a sense of good order and using a reasonable approach to discipline so that the school can operate smoothly for the benefit of all.

Parents/ guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Inch National school has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour of Inch NS, has been developed in accordance with the “ *Code of Behaviour: Guidelines for Schools*”, National Educational Welfare Board, 2008”

This Policy is to be read in conjunction with:

- Mission Statement & Ethos
- Anti-Bullying Policy
- Acceptable Use Policy

- Use of Mobile Phones and Electronic Devices
- Child Safeguarding Statement
- Safety, Health & Welfare at Work Act
- Communication Policy

Aims

The aims of the Code of Behaviour of Inch NS are

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To create a positive learning environment that encourages and reinforces good behaviour
- To promote positive behaviour and foster a sense of responsibility and self- discipline in pupils, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and wellbeing of all members of the school community.
- To assist staff, parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their cooperation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

Roles and Responsibilities of Adults

Responsibility for the implementation of this policy rests, in varying ways, with all the partners in our school community – Principal, Staff, Pupils and Parents/Guardians.

Board of Management

- Ratify the Code
- Support the Principal and staff in implementing the code
- Ensure that the entire school community has a comfortable and safe environment
- Provision of support to the principal and staff in the implementation of the code of behaviour.

Principal

- Provide a safe and effective learning environment
- Promote a positive climate in the school
- Promote positive behaviour, through example, honesty and courtesy
- Encourage relationship based on kindness, respect and understanding the needs of others
- Provide support for colleagues in implementing the Code of Behavior
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for regular reviews of the Code of Behaviour

Teaching Staff

- Implement the school's Code of Behaviour within common areas of the school and within their own class
- Discuss the Code with their class in an age appropriate manner at the beginning of the school year.
- Teach the school rules through the SPHE programme.

- Develop classroom rules with pupils through the SPHE programme and display them in the classroom.
- Use Restorative practice during the school day, in the school yard to avoid conflict and to resolve conflict.
- Promote positive behaviour, through example, honesty and courtesy.
- Promote self-discipline and positive behaviour through effective teaching and well managed classrooms
- Use a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Ensure that all misbehaviour is being investigated using fair procedures.
- Keep a written record of all incidents of continued, serious or gross misconduct.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report matters of concern to the Principal
- Communicate with parents when necessary and provide reports on matters of mutual concern

Parents / Guardians

Parents/Guardians play a crucial role in shaping attitudes in their children which produces Positive Behaviour in school.

Parents/Guardians can assist the school by:

- Supporting the implementation of the Code of Behaviour and encouraging their children to abide by the school rules
- Ensuring punctuality and regular attendance
- Supporting and encourage their children's schoolwork and homework
- Ensuring that homework is given due time and effort.
- Communicating with the school regarding any problems that may affect their child's progress or behaviour
- Attending meetings at the school if requested.
- Signing the Code of Behaviour form to confirm that it is acceptable to them and that they will make all reasonable efforts to encourage their child to comply with the Code. Pupils will only be enrolled if parents/guardians agree to this in advance (See Education Welfare Act 2000. Section 23 (4))
- Co-operating with and supporting the teacher/school as much as possible to ensure their child behaves in accordance with school expectations
- Equipping pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Being courteous towards pupils, staff and other parents and members of the school community
- Making appointments to meet with the teacher/the principal through the office
- Respecting school property and encouraging their children to do the same
- Approaching staff members directly in relation to any issue that may arise. Should a parent/guardian be concerned about any aspect of their child's behaviour, they are welcome to make an appointment to discuss their concerns.

Pupils General Behaviour

Each child is expected to:

- Be well-behaved and show consideration to all other children and adults

- Respect all school property and the property of other pupils
- Attend school regularly and punctually
- Do his/her best both in school and at home
- Bring correct materials / books to school and wear the appropriate school uniform
- Listen to and respect teachers, other pupils and visitors if they are speaking
- Work to the best of his/her ability
- Follow the direction of his/her teacher
- Play safely in the yard, allowing others to join in in games
- Remain on the school grounds at all times

Behaviour during school outings and activities

- Each child is expected to:
- Follow the school rules
- Remain with the teacher/supervisors and group of pupils at all times
- Behave in a polite and mannerly way at all times
- Line up and enter/leave the bus, school or venue in an orderly and safe manner
- Remain seated with seatbelt closed for the entirety of all bus journeys.

Promoting Positive Behaviour

Inch National School. creates an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Our reward systems seek to provide encouragement to all children of all abilities and talents. Individual teachers will use various reward systems within their own classrooms to encourage positive behaviour. Use of programmes such as Friends for Life, Zippy's friends, Weaving Well- Being, Zones of Regulation and use of positive mindsets through growth mindset, the power of yet and the value of mistake making are encouraged across all class levels.

Some whole school approaches for promoting positive behaviour include:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of staff or to the principal for commendation
- A word of praise or a prize giving in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Golden time reward system
- Awards at monthly assembly- good behaviour, special achievements, service to the school, acknowledgement of efforts, kindness, Principal's Award
- Class treats
- Class prizes
- Comments, stickers, badges, ink stamps on children's work
- Work displayed
- Homework off
- Field trips, annual school tours and seasonal special events will be reserved for those who have consistently strived to behave well

School Rules

Each school rule emphasises respect, responsibility, and participation, which are essential for creating a safe and enjoyable learning environment. These rules provide clear guidelines for students to follow and contribute to a sense of community within the school.

Rules apply during school-time and during all school related activities

1. **Be Kind to Everyone:** I will treat classmates, all school staff, and visitors with kindness and respect.
2. **No Bullying Allowed:** I will not engage in any form of bullying. I will adhere by the schools Anti-Bullying Policy
3. **Help Everyone Learn:** I will make sure my actions allow the teachers to teach and my classmates to learn.
4. **Come Prepared and On Time:** I will bring everything I need to class and arrive on time every day.
5. **Try your best:** I will always do my best to take part fully in all school activities
6. **Do Your Homework:** I will complete my homework carefully and to the best of my ability each evening
7. **Take Care of School Property:** I will treat school property and other people's things with care.
8. **Use Nice Words:** I will always speak politely and respectfully.
9. **Wear Your Uniform Proudly:** I will wear my school uniform every day unless a teacher says otherwise.
10. **Be Kind and Caring:** I will show respect by being nice to everyone at school and showing courtesy and good manners
11. **Keep Everyone Safe:** I promise not to do anything that could hurt someone or make them feel scared. I will walk calmly and orderly when in the school building
12. **We don't bring phones and electronic devices to school:** I will adhere to the school's acceptable use policy.
13. **Follow our " Healthy Eating Policy"** I will make healthy food choices
14. **Stay on the school grounds.** I will not leave the school premises without permission and ask the adults on the yard if I need to re- enter the school building (to go to the toilet) during break time
15. **Follow the Rules:** I will adhere to the Code of Conduct and keep our school safe and fun for everyone, including following classroom rules, classroom rules and agreements for sports (as detailed in the appendix).

These can be summed up as 6 Golden Rules

1. Be mannerly, be helpful, and be friendly.
2. We are gentle. We don't hurt others
3. We are honest. We tell the truth
4. We are kind- kind hands, kind feet, kind words
5. We do our best and let others do the same
6. We show respect to all property, ourselves and others.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children based on the rules above. Class rules will be devised with regard for health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g walk and not Don't run) Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences. Where difficulties arise, parents will be contacted at an early stage.

Unacceptable behaviour

Three Levels of misbehaviour are recognised: Level 1- Minor Level 2: Serious,
Level 3- Gross.

All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated minor misbehaviour, repeated serious misbehaviour or single instances of gross misbehaviour parents/ guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Level 1: Minor

Example of Level 1 Behaviours include (minor behaviours)

- Disturbing the work or play of others
- Not following instructions
- Not wearing correct uniform
- Inappropriate responses to teacher correction e.g. ignoring, back answering etc
- Running in the school building
- Endangering self/ fellow pupils during break time

Example of supportive interventions and sanctions for Level 1: Behaviour:

- Discussion with pupil and agreement on a more appropriate way to act in future
- Reinforcement of alternative positive behaviour
- Verbal reprimand/reminder
- Prescribing additional work
- Temporary separation from peers, friends or others i.e. the thinking chair
- Loss of privileges
- Parent contact – note home (Aladdin- to be acknowledged/ Journal to be signed by parent) or telephone call

Level 2: Serious

Examples of Level 2 Behaviours include (serious misbehaviours)

- Repeated instances of Level 1 behaviour which has not improved with intervention
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Intentional damage to property of the school or others
- Theft
- Disrespectful language or behaviour towards an adult

- Possession or use of dangerous equipment or items in school
- Leaving school/school activities without permission.
- Throwing items in an aggressive way
- Persistent refusal to do schoolwork
- Using unacceptable language
- Excessive rough play

Examples of supportive interventions and sanctions for Level 2 behaviours:

- Child fills in behaviour sheet to record, reflect on and identify better choices for their behaviour to be signed by parent/guardian (see appendix)
- Principal discusses behaviour with the pupil . Name and misdemeanour recorded by the principal
- Formal notification of parents with written documentation
- Meeting with parents
- In school supervised suspension
- Use of the individual behavioural plan procedure (see appendix)

Level 3: Gross

Examples of Level 3 Behaviours include (gross misbehaviours):

- Absence from school without parental permission.
- Repeated instances of Level 2 behaviour which has not improved with intervention
- Assault on a teacher or pupil
- Abuse of any member of the school community (pupils, teachers, employees) physical, verbal or through the use of technology
- Serious damage to property
- Behaviour that is dangerous or harmful to self or others (e.g. bullying, discrimination and victimisation)
- Carrying drugs, alcohol, cigarettes or vapes
- Overt sexual behaviour
- Repeated bullying of other pupils
- Deliberately injuring a fellow pupil
- Possession of mobile phone or electronic device

Examples of supportive interventions and sanctions for Level 3 behaviours:

- If behaviours go beyond those listed at Level 1 and 2, the school may invoke its right to suspend and/or expel following the 2008 guidelines. (see Appendix 1 and 2)
- Removal from class and referral to principal
- Sent home early (informal suspension) with parent/guardian
- Inform BOM
- The board reserves the right to introduce a restricted timetable
- Report to Gardaí
- Every effort will be made to ,seek further professional help for children where deemed necessary.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others

- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- reinforcing the boundaries set out in the code of behaviour
- Signal to other students and to staff that their wellbeing is being protected.
- Prevent serious disruption to teaching and learning
- Keep the student, and other students or adults safe

In instances of more serious breaches of school standards, sanctions may be needed to prevent serious disruption of teaching and learning to keep the student, or other students or adults, safe.

Pupils will not be dis allowed to engage with a Curricular Area except on the grounds of health and safety

The following steps will be taken when a child behaves inappropriately, to show disapproval of unacceptable behaviour. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of the sanction is to prevent the behaviour occurring again and if necessary help the pupil devise strategies for this

Additional examples of sanctions include:

- Praising the positive behaviours of other pupils in the class
- Planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils)
- Teacher operating from an area in close proximity to the pupil that is misbehaving
- Non- verbal warning e.g. making pupils aware that you can see their behaviour.
- Reasoning with the pupil
- Confiscation of the item
- Verbal reprimand including advice on how to improve behaviour by the class teacher or principal, verbal/ written apology and undertaking
- Time out in the classroom
- Loss of privileges for example, not being allowed to do a job, sit on the student council etc.
- Temporary separation from peers, friends or others (in class) Child is given work to continue in another classroom.
- Loss of yard time , a ten minute timeout period during break time, a full break time timeout period (once 3 10 minute periods have already been received by the pupil)
- Referral to the principal
- Communication with Parents
- Loss of school privileges (school tours, trips, matches)
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Bullying

Bullying is repeated, targeted aggression – physical, verbal or emotional - conducted by an individual or group against another or others. Pupils who engage in bullying will be subject to the Anti-Bullying Policy within the Code of Behaviour

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc
- VERBAL: name calling which hurts, insults or humiliates
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner. Issues in relation to bullying are explored continually during SPHE lessons and using Circle Time, Weaving Well-being, Walk Tall etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or an Aladdin message to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time. Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying. Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary

Individual Behaviour Plans

If a child is not responding positively to class support in relation to his/her behaviour, the teacher will begin the process of drawing up a behaviour improvement plan, taking guidance and direction from the “ *NCSE Behaviour Resource Pack: Reducing Behaviours that Challenge*”

Behaviour plans will be drawn up on a case by case basis. This plan is usually worked out with the parent/guardian so that the teacher can get a greater understanding of the rewards/sanctions that may work best for each child

- If the poor behaviour continues, the teacher will meet with the child’s parents/guardian again
- If there is no improvement following the second parent/teacher meeting and if the child is still behaving inappropriately, the parent/guardian will be called to meet with the principal where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and playground. Very occasionally, this may include a request from the teacher/principal that the parent/guardian of the child supervise their child in school or during a school outing
- The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child’s behaviour be deemed to be unacceptable.
- If a parent refuses to meet with a class teacher the matter will be referred to the principal. Any refusal to meet with the principal will automatically be referred to the

board of management/ single manager and will be regarded as a serious breach of cooperation in our school behaviour policy.

The NCSE Behaviour Resource Pack: Reducing Behaviours that Challenge will be consulted

Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour..

Where there are repeated instances of serious misbehaviour, the chairperson of the board of management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the chairperson and the principal. If the parents/guardians do not give an undertaking to support the school in trying to bring about modification in the child's behaviour, the pupil may be suspended for a period. Prior to suspension, where possible, the principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the board may authorise the chairperson or principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act 2000

Removal of Suspension (Reinstatement)

Following or during a period of suspension, where it has been alleged that the pupil poses a threat to the safety of others in the school and therefore did not qualify for internal suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Children with Special Educational Needs (SEN)

All children are required to comply with the code of behaviour. However, the school recognises that children with SEN may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, learning support/resource teacher, and/or principal. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive

development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

Children may be taught strategies to assist a pupil with SEN to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parents

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly. Parents/Guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour. Parents are not to approach another child or parent on the school grounds to discuss any suspected misdemeanours. All complaints must be processed through the teacher, deputy principal or principal.

The following methods of communication are to be used within the school:

Informal/formal parent/teacher meetings

- Through children's homework journals
- Letters/notes from school to home and from home to school
- School Aladdin notice board/ emails
- School website
- Phone Calls

Inch National School places a huge emphasis on parental involvement. Teachers are encouraged to develop a very positive/open relationship with parents/guardians and to enable them to help their child as much as possible. Inch NS adheres to this philosophy and we hope that this will have a positive effect on pupil behaviour in the school.

Code of Behaviour for Parents: By signing our enrolment form, you are agreeing to make every effort to support the school in line with our Code of Behaviour. If you have any questions in relation to the Code of Behaviour please contact the school for school principal for clarification.

At the beginning of each year, the Code of Behaviour will be shared directly electronically with parents. They will be asked to re-familiarise themselves with the content of the policy, discuss it with their child and show the commitment of both themselves and their child, to the Code, through Aladdin permission.

Review: This code may be reviewed at the behest of the Board of Management.

Ratification:

This policy was ratified by the Board of Management on 16th of May 2024

Implementation: This Code of Behaviour will commence being implemented in the 2024-2025 school year.

Signed: *Tom Ashman* Chairperson

Kat Walsh Principal



Inch National School

Scoil Náisiúnta an Inis

Inch, Killeagh, Co. Cork.

Tel: 024 95490 Email: inchnationalschool@gmail.com

Sport Agreement

This Sports Agreement forms part of the school Code of Discipline

In Inch National School our aim is to offer a wide sports curriculum to the maximum number of children. Our ethos is one of respect, where the children comply with decisions of the teachers and referees and show respectful behaviour at all times. Through the medium of Sport the pupils receive much more than just the benefits of aerobic exercise. They also learn important life lessons. They will learn how to win with honour and lose with grace. They will learn acceptance in the face of disappointment. They will learn compliance with rules and regulations regardless of personal opinion. They learn respect.

It is important for parents to read the contract below carefully and fully discuss it with their child before signing. There will be zero tolerance for disrespectful attitude or demeanour towards teachers or referees at training sessions or matches. Parents should provide positive, encouraging support. Decisions are school based only and will be final. Clear understanding of this is vital from the outset. Sport in Inch National School is inclusive and is not allied with any outside agencies or clubs, though we may request their input from time to time. It is important to note that school training/matches is offered on a voluntary basis by our dedicated teachers and it is not compulsory. Respect for the authority of the teachers is mandatory and your child may be asked to step down from the team if they are unable to show a respectful attitude or demeanour. Decisions regarding team selection rests solely in the realm of the school.

- I agree to be respectful at all times to teachers and referees.
- I agree to accept the decisions of the teachers and referees.
- I agree to be respectful at all times to helpers, other teams and their teachers/helpers.
- I agree to be positive and support sport in Inch National School
- I agree to abide by the Inch National School Anti-Bullying Policy.
- I agree to abide by the Inch National School Code of Behaviour.
- I agree to behave responsibly on the pitch and at the sideline.

I hereby declare that I have read and understand and agree to comply with the above

Parent/Guardian

Child



Inch National School

Scoil Náisiúnta an Inis

Inch, Killeagh, Co. Cork.

Tel: 024 95490 Email: inchnationalschool@gmail.com

Lunch Time Rules

- I will remain in the classroom until I hear the bell ring.
- I will enter, exit, and line up in an orderly fashion, as requested by the teacher.
- I will have permission to re-enter the school building to use the toilet or leave the playground.
- I will not bring any food onto the astroturf/ all-weather pitch.
- I will stay in the infant area to the right of the hall and not enter the area beyond the paw prints, unless it is my assigned day in the astroturf if I am in Junior and Senior Infants
- I will not run in the infant area if I am in 1st class or above.
- I will only play ball in the field, astroturf, and basketball court, on the tarmac by the sheds, if my class is permitted to do so.
- I will not engage in rough games or playing that may cause harm to others.
- I will not remove any equipment from the PE shed.
- I will report any issues or problems to the teacher on yard duty.
- I will adhere to restrictions on my access to certain areas, such as the grass area, depending on the weather, astro turf according to the rota

