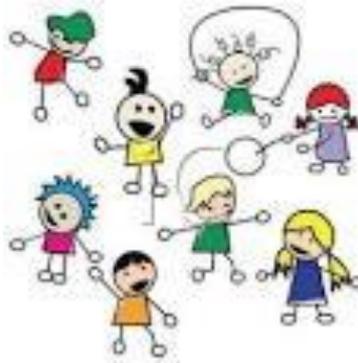




St. Nicholas' Primary School
Minorca Place
Carrickfergus
Co. Antrim
BT38 8AU

St Nicholas' Primary School, Carrickfergus

Positive Behaviour / Discipline Policy



Policy statement

The Positive Behaviour Policy in St. Nicholas' is based on the school's Pastoral Care Policy. Its aim is to provide a learning environment where every child sees themselves as a recognised member of our school community.

We believe that each child needs to be given the opportunity to become involved in all aspects of school life so that they can feel valued and achieve their best.

In order to promote positive behaviour, we recognise a need to develop practices that reflect every child's moral, intellectual, spiritual, physical, social, aesthetic and emotional potential.

This policy is based on the EA policy for the promotion of positive behaviour.

The school is committed to its implementation, review and evaluation.

AIMS

- To create a love of learning, a knowledge of how to learn and the motivation to produce his/her best work.
- To provide opportunities for pupils to achieve success in a variety of contexts, and to create an awareness of their capabilities.
- To create a climate and establish a community where the differing needs of others are recognised and attitudes of tolerance and respect are encouraged.
- To develop positive attitudes based on respect for themselves and others and to accept ownership for their own behaviour and learning.

'An orderly school is necessary for good learning and teaching'.

In St. Nicholas' P.S. we recognise the importance of everybody, connected with our school, working together to produce an 'orderly' school: pupils, teachers, parents, support staff, visitors to the school and the parish community.

If we work together good behaviour is more likely to occur. It is important that each section of our school community is aware of the value and contributions of the other groups and also aware of what is expected of them.

E.g. Teachers, pupils, parents have expectations/rights, but they also have responsibilities.

To support their children and the school, **parents** should:

- Get to know the school policy about promoting good behaviour and support it.
- Encourage their children to obey the school's rules and to show respect for other pupils, school staff and property.
- Make sure their children have all they need for school and have done their homework.
- Respond quickly to concerns raised by the school.
- Make every effort to come to curriculum and parent evenings.
- Take part in the life of the school.
- Treat school staff, teaching and non-teaching, with the respect they would expect to receive themselves.

To co-operate with parents and pupils, **schools** will:

- Be warm, welcoming and safe places.
- Treat pupils fairly and with respect.
- Give pupils advice on how they can improve.
- Give pupils support if they are bullied or abused or have other problems affecting their education.
- Tell parents about anything, which affects them or their children.
- Work with parents in carrying out their policies.
- Involve parents and children in key decisions about their education.
- Tell parents promptly about any concerns.
- Respond sensitively and effectively to any concern raised by parents or pupils.

To benefit from school, **pupils** should:

- Come to school each day and on time.
- Come to school with all they need and with their homework done.
- Learn, understand and obey school rules.
- Work as hard as they can in class.
- Respect the right of other pupils to learn and the teachers' duty to teach.
- Behave safely at break times and not do anything likely to upset or hurt others.
- Treat other pupils with respect and not bully.
- Respect school property.

(Taken from 'Good Behaviour at school' – DE, CCMS and the five Education Boards)

Non-teaching staff

It is important that non-teaching staff are conversant with school ethos and rules as they are invaluable in supervising, supporting children and teaching staff and implementing procedures. This is outlined in Staff Handbook for Support Staff.

Board of Governors

It is important that they are aware of ethos, rules and disciplinary procedures and that they provide support to all members of the school community.

Rewards / sanctions

In St. Nicholas' P.S. we aim to encourage positive behaviour by the use of rewards.

- In each class the pupils contribute to the drawing up of class rules, which are then clearly displayed. Each teacher runs a reward system which will lead to 'Golden time' etc for the pupils.
- Tangible rewards such as badges, stars and stamps and occasional treats
- Pastoral Awards: Gold, Silver & Bronze are awarded ½ termly to pupils. Gold- Greatest Achievement. Silver – Greatest Effort & Bronze – Greatest Improvement.

We recognise that there are occasions when difficult or disruptive behaviour will occur and when it is necessary to apply sanctions. These should be applied calmly and consistently. Pupils and parents should understand why they are being applied.

DISCIPLINARY PROCEDURES FOR UNACCEPTABLE BEHAVIOUR

The following strategies may be used by teachers in dealing with unacceptable behaviour. At all times the teachers should use their own professional judgement and knowledge of the child involved to determine when to bring in the principal etc.

1. Verbal reprimand.

For minor incidents the class teacher, (or the teacher in charge at the time), should make the child aware that her behaviour is unacceptable. A verbal reprimand should be delivered. Teacher should phrase their conversations with pupils around the restorative questioning techniques.

2. Isolation from other class members / Letters of Apology

For repeated minor incidents, or for an unacceptable display of bad behaviour, a child will be isolated in the classroom in such a manner that he/she cannot disturb other children at their work, but remains in sight of the teacher. A pupil may be placed on lunch time detention and asked to complete a restorative reflective worksheet. Occasionally older pupils will be asked to write a letter of apology to demonstrate understanding of the incident and the reasons why it should not have occurred – this is usually a homework which is signed by parents.

3. Loss of 'Golden Time' etc.

4. Initiation of Behaviour Sheet / Weekly Report

If the child's behaviour is frequently unacceptable a personal Behaviour Sheet will be kept and if this stage of procedure is invoked it will be recorded by the teacher involved on the child's own sheet in consultation with child, parent, class teacher and principal.

At this stage the parents / carers will be made aware that the child's behaviour is becoming a matter of concern, of the nature of behaviour that is being displayed and of the fact that incidents concerning displays of unacceptable behaviour on the part of the child are being recorded and invited into school to discuss this. Considering the outcome of the meeting, a Risk Reduction Action Plan may be put in place.

5. For repeated disruptive behaviour, escalation in or serious lack of improvement in behaviour, which are considered serious and/or dangerous, the child may be placed on Suspension or Expulsion from school in line with CCMS and EA Procedures. This is not the desired preference of the school and is only required in extreme situations.

At this stage the teacher may decide to initiate a Record of Concern for behaviour and may eventually need to put the child on Stage 1, 2 etc.

6. Miss Doherty, (Principal), and Mrs Byrne (DT, SENCO) will investigate and look for reasons for a child to persistently display unacceptable behaviour. Where a child's home background is deemed to be a major factor for the child's behaviour, other agencies will be informed and advice taken: eg. NHSCT, NSPCC Family support Service; Primary Behavioural Support Services (PBSS); Educational Psychologist etc.

Monitoring and evaluation

All teachers but in particular, Miss Doherty, will be responsible for maintaining records of discipline issues.

Regular Review will take place as necessary.

ST NICHOLAS' PRIMARY SCHOOL, **CARRICKFERGUS**

INSPIRING ACHIEVEMENT, FULFILLING POTENTIAL



St. Nicholas' Primary School is committed to the development of each child's full potential in a climate of joy, challenge, co-operation and celebration, in partnership between Home, School and Parish.

MISSION STATEMENT

We, the Governors and Staff of St Nicholas' Primary School believe the school to be a vital part of the Catholic community.

We are firmly committed to providing a loving and caring atmosphere, which embodies our Catholic Ethos in which the children can grow and develop to their full potential in all aspects of their life.

We are fully committed to:

- The aims of the school
- Providing high quality, effective education for all our children
- Developing pastoral care in the school
- Establishing close links with the home, the parish and the wider community.

St Nicholas' Governors & Staff seek to establish an educative community centred on Christ so that His values and gospel message pervade the whole life of the school.

STATEMENT OF SCHOOL AIMS

- To provide for all pupils a broad and balanced curriculum based on the statutory requirements of the Revised Northern Ireland Curriculum, taking account of the differing needs and abilities of each child.
- To provide for the spiritual, moral, intellectual and physical development of each child in an environment, which is both safe and welcoming and which respects and values the individuality of each child.
- To create a Christian environment which emphasises and reinforces the values of Catholic Christian living.
- To enable the children to communicate by talking, reading and writing competently so as to prepare them for the responsibilities and experience of life.

- To foster close, friendly and co-operative links with the home, local community, neighbouring schools and other support agencies to the benefit of the school and its pupils.
- To develop in the pupils a sense of citizenship with respect of oneself and others and encourage self-control, self-confidence, co-operation, independence and high personal standards of work and behaviour.
- To lay foundations for a lifetime of learning by providing our pupils with active, challenging and enjoyable learning experiences across the Curriculum.
- To provide opportunities for all the children to experience success, win praise and see themselves as valued members of our school and community.
- To train, develop and support teachers in their vital role in developing skills, knowledge and potential in our pupils.



ST. NICHOLAS' PRIMARY – A RIGHTS-RESPECTING SCHOOL



As a UNICEF Rights-Respecting School, St Nicholas' Primary accepts and promotes the UN Convention on the Rights of the Child.

In addition to this, as a Catholic school, we expect all those associated with our school community to understand and know their rights and subsequently, their responsibilities in helping us to uphold their own and the rights of others.

St Nicholas' Primary School aims to create and embed an atmosphere of
"Love of God and Love of Neighbour"

As part of our continued commitment to the effective development and promotion of first-class pastoral care and as part of our journey to the next level of accreditation in the Rights-Respecting Programme, St Nicholas' Primary School wish to clearly express our expectations for all members of our school community.

At the end of a half-term, staff will award, at their discretion, a:

Gold Award for a pupil within the class who has demonstrated the greatest achievement

Silver Award for a pupil within the class who has demonstrated the greatest effort

Bronze Award for a pupil within the class who has demonstrated the greatest improvement

Reviewed Aug 2022

Teachers will also try to ensure that in the course of a year, all pupils efforts are recognised and rewarded through **in-class** treats, toys and points systems and in our **curricular award** schemes: **Amazing Authors** (Literacy), **Maths Magicians** (Numeracy), **ICT Whizz Kids** (ICT) and **Awesome Artists** (The Arts)

St Nicholas' Primary School recognises the achievements of all our pupils and celebrates these fully at the end of year **Annual Award Ceremony** in June.

In order to ensure that everyone within St Nicholas' Primary can reach and achieve their full potential, we must first outline the [Rights and Responsibilities](#) of those important stakeholders.



RIGHTS OF THE TEACHER

Teachers' expectations in their workplace:

- An appropriate learning environment, adequately resourced
- Respect and support from pupils, parents, staff from peripatetic and outreach services, Board of Governors, inspectorate and others involved with the education and care of our pupils
- Safety from physical abuse and mental stress
- Information about health problems which would exclude children from school
- Information about educational needs of intake children
- Courses relevant to teachers' and school needs
- An acceptable standard of working conditions

TEACHERS' EXPECTATIONS OF THEIR PUPILS

St Nicholas' teaching staff expect our pupils to:

- Work to the best of their ability at school and at home
- Have respect for teachers, ancillary staff, outreach teachers, other pupils and all visitors
- Live what they have been taught
- Wear full school uniform, be on time and fully equipped for the day
- Take responsibility for personal hygiene
- Be responsible for his/her behaviour in school
- Have respect for the school and others' property
- Take pride in their class and home work
- Learn and keep the school rules
- Obey all persons in authority within the school
- Be an ambassador for our school



RESPONSIBILITIES OF TEACHERS & SUPPORT STAFF



The teachers and support staff have responsibility for:

- His/her own behaviour as a role model within school
- The well-being and education of each child within their care
- The management of his/her class
- Schemes of work planned and lessons prepared to implement the curriculum
- A marking system for pupil feedback and encouragement
- Each child's individual needs
- Providing a safe and secure learning environment in which each child feels supported and valued
- Consistently promoting the school rules
- Upholding the agreed procedures regarding whole school behaviour management
- Developing the values and attitudes necessary for present and future life
- Communicating with parents on the progress of their children including behaviour and class work
- Being informed regarding school policies
- Keeping themselves up to date on current trends
- Giving support to their colleagues
- Making known his/her classroom procedures, when availing of substitute cover

VALUES AND ATTITUDES STAFF ARE RESPONSIBLE FOR PROMOTING IN PUPILS

Caring	-work and play
Sharing	-co-operation and fairness
Tolerance	-listening to others -respecting others differences, opinions and property -being sensitive and thoughtful -forgiveness -respect towards whole staff and parents and visitors to the school
Honesty	-sense of responsibility
Trustfulness	-owning up for actions
Reliability	-valuing the truth
Confidence	-ability to interact with peers and others appropriately -social independence -build up positive self image/esteem -developing leadership qualities
Self belief	-showing individuality -stand up for beliefs -be prepared to take responsibility for themselves
Integrity	-to do one's best at all times
Academic	-to question and be inquisitive
Independence	-to value learning for itself -to value learning as relevant for now and the future

-to develop a positive work ethos

Good habits

- punctuality
- working as a team
- knowing the value of friendship

STRATEGIES TO DEVELOP THESE VALUES AND ATTITUDES

We will show a positive attitude to prayer by ...

- Making prayer an integral part of the school day
- Using the prayer services within the Grow In Love religious programme
- Children praying together at mass and at assemblies

We will show that we are living the faith by ...

- Our own example of practising what is taught
- By making faith, prayer and attitude central to everyday life
- Showing Catholic attitudes and values as a way of life
- Engaging with the children in class, key stage and whole school assemblies

We will show respect for ourselves and other by ...

- Showing an interest in each child as an individual and treating others with respect
- Setting example in dress, talk, attitudes and values
- Showing kindness and fairness
- Being sensitive to children who want or need to confide
- Developing an awareness and respect for the world – its races, religions and cultures
- Accepting our own strengths and weaknesses.

Failure to comply with acceptable school behaviour and/or rules and routines may result in a pupil being placed on daily report. If this does not improve, school may need to consider implementing the suspensions and expulsions scheme.

RESPONSIBILITIES OF PUPILS

Pupils have a responsibility to:

- Show good manners in a variety of situations
 - in class with their peers
 - know the basic rules of etiquette e.g. table manners
 - when a visitor or guest enters room
 - on school trips and in church
 - assembled as an audience
 - in corridors and in the playground
- be aware of different modes of conversation for appropriate circumstances
 - listen attentively while others speak
 - converse in an articulate, appropriate and confident manner
 - tolerate the opinions of others
 - take turns to speak
- be aware of others needs and differences by respecting them, their property and point of view



- present their work and themselves in a neat and tidy way
 - be good ambassadors for St Nicholas' Primary School
 - move from one place to another safely and quietly
 - develop independence:
- let others join in work and play and thus include others
- play by the rules in a socially acceptable manner
- remain calm in difficult situations
- ensure all notes are delivered to parents

STRATEGIES WE WILL USE TO DEVELOP PUPILS' RESPONSIBILITIES

- rewarding and reinforcing acceptable behaviour by praise, encouragement and merit award system
- helping children learn about their own responsibilities through RE and PDMU lessons
- showing by our own example that we value acceptable behaviour by being kind and courteous to all children and by our positive attitude to visitors, all staff, new pupils and parents
- reinforcing social skills such as table manners, saying please, thank-you and excuse me
- listening to pupils and being seen to give children quality time
- creating a disciplined, controlled and stimulating working environment
- encouraging discussion of what is or is not acceptable
- promoting a culture of inclusion within the school
- promoting their values and attitudes through our delivery of the curriculum
- promoting the use of restorative practices in education

RIGHTS OF THE PUPIL

St Nicholas' pupils can expect to:

- be made aware of Catholic beliefs and values
- feel secure, valued and happy in school
- have their opinions heard
- develop the skills which will allow them to work as a team
- develop the necessary range of attitudes and values for life
- acquire skills and interests for the future
- reach his/her full potential in all areas of the curriculum
- develop a positive attitude to learning
- achieve acceptable social and interpersonal skills
- have a sense of being cared for and belonging to our school
- be helped to acknowledge and deal with their disappointments



STRATEGIES WE WILL USE TO DEVELOP PUPILS' RIGHTS

Staff will develop these rights by:

- recognising each child as an individual
- promoting restorative practices in education
- continuous recognition of achievement in all areas of curriculum and outside interests
- ensuring pupils get full range of educational and social opportunities

- helping children learn about their own rights and the rights of others through RE and PDMU lessons
- encouraging each child to always do their best and praising consistently
- promoting our school as a centre for excellence
- using the Merit Reward System and Pastoral & Curricular Awards based on personal and academic achievements
- promoting self-discipline and organisations skills
- promoting each pupil's strengths and encouraging development of these
- being sensitive to the circumstances leading to negative behaviour and not labelling the child rather label the behaviour as unacceptable
- promoting a sense of responsibility for his/her own actions and those of the class
- using Circle Time as a forum for discussion – encouraging children to talk to appropriate adults about difficulties or problems
- providing appropriate mentoring and counselling services
- making children aware of positive role models

All pupils are required to attend school everyday. All pupils are required to be punctual. Pupils consistently missing or late for school may have to be referred to the Education Welfare Officer (EWO).

WHAT PUPILS CAN EXPECT OF ST NICHOLAS' STAFF

St Nicholas' pupils can expect:

- kindness, understanding, sympathy, respect, to be treated fairly and with consistency
- to feel safe, secure and happy
- to have fun at school
- to be taught effectively
- to experience consistent discipline
- staff to set a good example
- staff to apologise if they have made a mistake
- appropriate and adequate resources
- to voice an opinion, state ideas, to be listened to
- support in improving work and behaviour
- a 'safe' person to talk to
- staff to take an interest in getting to know individuals, their personalities, interests and families



RIGHTS OF THE PARENT

St Nicholas' Parents can expect:

- a Catholic Ethos throughout the school
- to know and trust that their child is well cared-for by staff who have only the child's best interests at heart
- to be listened to
- respect and honesty
- to have a meeting promptly arranged at a mutually convenient time
- to be valued and respected as a partner in your child's education
- a caring attitude towards your child
- teachers' lessons prepared and adapted to the individual ability of your child



- complete confidentiality
- pastoral support and a 'listening ear'
- communication on your child's progress
- communication on behavioural issues, failure to produce work or bring appropriate resources to school
- invitations to take part in the life of the school
- to be communicated to regarding any area of concern about your child
- information to be made available regarding School Policies, Rules and Routines, School Prospectus

RESPONSIBILITIES OF PARENTS

Parents' responsibilities are to:

- help to pass on the Catholic Faith and acknowledge and accept the faith and/or (non)beliefs of others
- show respect to teaching and non-teaching staff
- follow agreed procedures when wishing to speak to the teacher/principal within the timeframe of the school day
- address concerns with the school rather than other parents
- only approach staff for pupil progress or other reports/concerns within their working day/environment
- provide support to the teacher through their children's home & project work and using homework diaries to inform teachers of pupil progress and understanding
- ensure their children attend school regularly, punctually, in uniform, and with all the requirements for the day
- ensure reasons for absences are valid and prior permission is sought for holidays, other events during term-time
- be honest when giving information
- provide accurate, up-to-date contact details
- co-operate – have realistic expectations of their child's potential
- respond to communications from school and attend meetings/workshops
- ensure their child knows the school rules and routines and keeps them
- reinforce social skills at home
- trust in the teachers' professionalism
- read letters from school
- return reply slips promptly

Parents can contact the school staff by telephoning the School Office on **02893 351149**,
between **8.30am and 3.30pm**

Please be aware that staff are in class and will get back to you as soon as possible.

For day-to-day enquiries please telephone or email the secretaries,
Mrs Corey or Mrs Phillips
pcorey039@c2kni.net or aphillips147@c2kni.net

If your enquiry is of a confidential nature, please telephone
Miss Doherty (Principal)



All other information is published on our school website: www.stnicholasps.org.uk

St Nicholas' Primary School Playtime Policy

At the start of the 21st Century we note that there is a marked decrease in opportunities for children to play outdoors. The increase in traffic, the fear of abduction of young children, the fear of anti-social behaviour and substance abuse are all contributing factors. Parents often transport their children to and from school and there is continuing pressure within the school to be more effective in academic areas.

During times when children would otherwise have been outside at play they are often nowadays confined to watching television or playing computer games. These changes have all had a detrimental impact on the well being and general health of children. Against this background our school has decided to consider the purpose and value of school playtimes and to devise a policy which recognises the value of childrens' play activities. This policy has been constructed via consultations and discussions involving children, teachers, parents and lunchtime supervisors.

AIMS FOR PLAYTIME

It is expected that the implementation of this whole school policy for playtimes will enhance childrens' opportunities for positive and co-operative play and will provide a platform for the development of fundamental life skills. Our playground and school grounds are therefore places where children have the opportunity to:

- Have a break from structured routines
- Develop new skills, find new challenges and take new risks
- Explore and discover things about the world in which they live
- Take exercise and improve their fitness and health
- Talk to other members of staff
- Develop through colour, beauty and interest in the natural environment a sense of ownership, pride and belonging
- Be themselves. A place where they can choose to be alone, be private or be with friends. It can be a time to recognise their own individuality and be responsible for their own actions
- Have a toast/fruit refreshment, drink and go to the toilet
- Make new friends
- Learn to play together and mix with other year groups

WHAT IS PLAY?

Play is essentially about learning through untaught means. It is a way in which children come to understand themselves and the world around them. Play is often satisfying to the child, creative for the child and freely chosen by the child. Play may or may not involve equipment, be boisterous and energetic or quiet and contemplative, be done with other people or on one's own, have an end product or not, be light hearted or very serious.

THE NEED FOR PLAY

We recognise at our school that our role is to promote the education of the whole child. Inevitably this means that we are concerned with areas of learning which cannot be taught. Through our policy for play we intend to provide opportunities for:

Negotiating
Sharing
Co-operating
Developing patience
Communicating
Listening
Accepting rules
Coping with success and failure
Competing
Being a member of a team
Developing leadership skills
Socialising
Developing tolerance
Learning when to be assertive and when to be submissive
Considering others
Taking turns
Taking risks

WHERE DO CHILDREN PLAY?

Primary One, Two and Three children use the Key Stage One playground. Primary Four, Five, Six and Seven children use the Key Stage Two playground. Classrooms and The Resource Corridor are used during wet playtimes.

EQUIPMENT

Playtime equipment is available for all children. The Playtime Buddy Prefects organise the use of the equipment at each break time. Their photo is displayed outside the hall and in the cloakrooms. The Playtime Buddies are responsible for the distribution and monitoring the return of all equipment and can accompany children to receive first aid in minor cases.

Playtime facilities include:-

- **Tarmac playground areas / Bikes, Scooters, Physical Play Equipment**
- **Blackboard**
- **Table top equipment**
- **Quiet Bench – Tree Seat**
- **Picnic Tables**
- **Playtime Boxes containing skipping ropes, small balls, skittles etc.**

Playtime Sessions and Supervision

A rota in the staffroom gives details of the members of staff who are on duty. The following table gives details of the sessions and supervision.

PLAYTIME SESSIONS AND SUPERVISION

Session	Times	Foundation/ Key Stage One and Two	Supervision
Before School	7.45 - 8.30	Pupils may enter the school hall to register for Breakfast Club.	
	8.30 - 8.45	Teachers are on duty in KS2 playground daily from 8.30am and on wet days children go straight to their classrooms where they are supervised by their teacher.	
Breaktime	10.15 -10.30	P1-P3 are supervised by Miss Quinlan, Miss Wasson, Miss Birney and Mrs Phillips P4-P7 are supervised by Mrs Howells, Mrs Taggart, Mrs Dunlop Mrs McNamee, Miss McCloskey, Mrs Armstrong During times of wet play the children are given the opportunity to avail of "Wet Playtime" activities within their classrooms	
Lunchtime Outside	12.35 - 1.00	Outdoor Play with Playtime Buddies During times of wet play the children are given the opportunity to avail of " Wet Playtime " activities or DVDs in class.	P1-P3 supervised as above P4-P7 supervised as above

Wet Playtimes

Wet playtime activities in each classroom include:

Reading Corner – Story Time for P1/2

Board games

Art activities

Small world play

Word searches

Activity books

DVDs on Interactive Whiteboards

Some Practical Information:

Lunchtime Rules for the Dining Hall:

- *We line up quietly*
- *We always walk in the dining hall*
- *We finish what we are eating before we speak*
- *We remember to say "please" and "thank you"*
- *We put our rubbish in the bin*
- *We put our hands up to ask to leave the hall*
- *We treat the Supervisors with respect*

Zones in the Playgrounds:

- Traditional Skipping Games
- Football
- Playtime Box: Containing skipping ropes, German jumps etc.

Reviewed Aug 2022

- Chalk board: Key Stage One
- Table Top Activities: Cars, Duplo, crayons.
- Quiet Zones: Tree Seat areas, children may bring out books
- Physical Play equipment –climbing frames, balance beams, bikes, scooters, construction play etc

The Football Zone (KS2)

Clear Rules and a rota are in place for this zone. All children wishing to play football must agree to the rules and expected code of behaviour.

- ***Enjoy the game and don't spoil it for others.***
- ***No swearing or bad language.***
- ***No put downs.***

First Aid Procedure

First Aid is delivered from the Secretary's office. First Aid packs and a coolbox containing bruise soothers and ice packs are held here.

Playtime Buddies can escort children with minor ailments to the secretary's office for treatment.

Playtime Buddies will bring First Aid Packs to the site of an accident if required and alert the secretary to call for an ambulance.

First Aid treatment is recorded on the Accident Sheet.

Parents/carers are informed of any injuries which are more serious than a graze etc. It is the policy of the school to make contact with the parent and inform them that an accident has taken place.

Children are also given stickers to record having had first aid or a bump to the head.

Designated First Aiders: Mrs Moloney, Miss McCloskey & Mrs Phillips

Playtime is our time, let's have fun and enjoy!