



Cód Iompair - Code of Discipline

Aidhmeanna an Chóid Iompair:

Tá trí mhór-aidhm ag an gcód:

- Rith éifeachtach na scoile agus struchtúr iompair in-ranga eagraithe ionas go gcuirtear ar fáil imshaoil éifeachtach spreagach.
- Cothú deá-ord sa scoil uile agus meas i leith imshaoil na scoile.
- Forbairt féinsmacht i ndaltaí bunaithe ar aird, meas agus deá-thoil i leith daoine eile

Prionsabail Polasaí Smachta

Más ón scoil imshaoil sona, socair a bhaint amach ina ndéanann páistí a sár-fhorbairt, is gá go ndéanfaí soláthar ar chreatlach a chuireann chun cinn iompar cuidiúil agus dímhóladh ar iompar neamhghlactha. Tá uainn inglactacht féiniúlacht an pháiste a chinntiú ach ag tabhairt aitheantas cóir do cheart an pháiste oideachas a fháil i suíomh sách saor ó chur isteach. Leagann an polasaí seo béim níos láidre ar dhuaiséanna in áit smachtbhannaí, agus sinn ag súil go gcothófar féinsmacht sna páistí. Bíonn amanta ann, áfach, go mbeidh gá le smachtbhanna a chur i gcríoch ar son na maitheasa agus chun dímhóladh a dhéanamh ar chiontóirí. Aithnímid tábhacht ‘meoin an phobail’ sa scoil agus cothú cómhoibriú i measc múinteoirí, foireann coimhdeacha, daltaí, tuismitheoirí/caomhnóirí, an Bord Bainistíochta agus Cairde na Scoile.

Meas agus cúirtéis

- Bítear ag súil go léireoidh daltaí meas dá múinteoirí agus dá gcomhdhaltaí i gcónaí.
- Is gá do dhaltaí meas a léiriú ar mhaoin na scoile agus imshaoil na scoile a choinneáil glan agus saor ó bhruscar.
- Is gá do dhaltaí a chinntiú go mbíonn leabhair agus ábhair atá riachtanach don obair scoile acu.
- Bítear ag súil go n-oibreoidh gach páiste de réir a chuid cumais agus obair néata a chur ar fáil.
- Ní glactar le haon iompar a chuireann isteach ar chearta daoine eile foghlaim agus mothú slán.

Rialacha Ginearálta

Cuirtear srian le líon na rialacha agus ceaptar iad agus aird á thabhairt ar sláinte, sábháilteacht agus leas baill uile pobail na scoile. Más ó scoil feidhmiú ar bhealach éifeachtach, is gá go mbeadh rialacha ráite go soiléir agus curtha i bhfeidhm ar bhealach seasmhach agus críonna.

- Tagann daltaí isteach i bhfoirgneamh na scoile agus imíonn agus imíonn siad uaidh ar bhealach eagartha.
- Ní glactar le hiompar a chruthaíonn contúirt don dalta féin nó do dhaoine eile. Tagann imirt gharbh faoin teideal seo.
- Ní glactar le haon iompar a chiallaíonn bagairt.
- Is gá go gcomhlíonfaí pé treoír a thugann múinteoir nó cúntóir oide.
- Seasann daltaí i línte go béasach ag deireadh gach briseadh.
- Ní ceadáítear rith ar phasáistí nó ag imeacht amach sa chlós.
- Ní ceadáítear do dhaltaí teacht isteach san fhoirgneamh athuair i rith briseadh gan cead múinteora.



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8. Má shocraítear daltaí a choinneáil istigh le linn briseadh de bharr drochaimsire, is gá dóibh fanacht ina suí ach i gcás go dtugann an múinteoir atá i mbun maoirseachta nó an cúntóir oide cead ní eile a dhéanamh.
9. I gcás damáiste a dhéantar d'aonghnó, seans go gcuirfear bille ina leith chuig tuismitheoir/caomhnóir an dalta a mbíonn ciontach as.

Chun cuidiú linn ár gcuid aidhmeanna a bhaint amach tá córas monatóireachta againn bunaithe ar leabhar Stampáí . Tugtar Leabhar Stampáí do gach páiste, a thógtar abhaile gach lá. Má fhágtar an Leabhar Stampáí sa bhaile ní fhaightear stampáí don lá sin. Tá na rialacha cláraithe ag cúl an leabhair. Is córas dearfach é seo, ina thrí chuid thíos:

- a) Rialacha.
- b) Duaiseanna.
- c) Smachtbhannaí.

a) Rialacha

Tá na 6 riail ar chairt sa seomra ranga. Ba cheart iad a phlé go minic agus iad a bheith ar eolas de ghlan mheabhair mar cuimsíonn siad an cineál iompar lena bhfuilimid ag súil ó na páistí.

1. Bí Gaelach agus béasach (Éist agus labhair le chéile as Gaeilge go béasach
 - a. fan le cead cainte agus bogadh)
2. Bí cineálta, cabhrach agus cúramach (Bí cabhrach le daoine eile – bí cúramach gan iad a ghortú)
3. Bí ionraic agus freagrach (Glan, gléasta i gceart agus in am – ainm ar gach rud)
4. Tús maith leath na hoibre (Tosaigh ar an obair go tapa – déan do dhícheall)
5. Féach, éist agus foghlaim
6. Meas ar a chéile, meas ar an áit (Úsáid ainm ceart gach éinne – coinnigh an áit go néata)

b) Duaiseanna

Má leanann na páistí i rang na rialacha ba cheart “duaiseanna” a thabhairt dóibh. An chéad cineál “duais” ná ceann ó bhéal- sé sin moladh.... “Maith Thú. Tá d’áit annéata.” Is féidir freisin tacaíocht a thabhairt dóibh trí mheangadh gáire nó geaitsí dearfacha mar sin.

Chomh maith leo seo tá “duaiseanna inláimhsíthe...” sé sin Leabhair Stampáí. Is féidir stampáí a thabhairt nuair a leanann na páistí na rialacha – is féidir díriú isteach ar ghné áirithe de na rialacha gach lá – mar shampla má tá an obair críochnaithe go tapaidh i gceacht áirithe go mbeidh stampa ag na páistí sin. Bheadh 2 stampa á thabhairt amach de ghnáth gach lá ach dá mbeadh páistí an-mhaith d’fhéadfaidís 3 stampa a thuilleadh i aon lá amháin. (D’fhéadfaidís stampa breise a fháil ó mhúinteoir éigin ó rang eile...) Nuair a chríochnaíonn páistí leathanach (12 stampa) faigheann siad teastas. Bíonn tobán nó “lucky-dip” i gceist ar an 4ú agus 8ú leathanach. (Liosta de na duaiseanna seo thíos)

Liosta de na duaiseanna

- *Pás Obair Bhaile.
- *Pás Ríomhaire
- *Suí le do chara an feadh an lae.
- *20 nóim Am Saor.
- Maircéir, Ealaíne.
- Duais mór- luach £2.
- Milseáin –Fun size choc.
- Glantóirí



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Bioróirí
Pinn (neamhghnách)
Greamaitheoirí
Bréagáin
(* = Saor in aisce!)

C. Smachtbhannaí

Tá córas leagtha amach againn do pháistí nach leanann na rialacha. Tá an liosta seo ar chairt i ngach seomra ranga.

1. Rabhadh ó bhéil.
2. Ainm glactha
3. Athrú áite. (thart ar 15/20 nóiméad)
4. Athrú seomra. (thart ar 15/20 nóiméad)
5. Príomhoide/Leas Phríomhoide (Ainm glactha. Má glactar ainm dalta faoi 3 ní ceadófar dó/di dul ar thuras scoile).
6. Litir chuig Tuistí.
7. Cruinniú le Tuistí.
8. Bord Bainistíochta.
9. **Fionraí / díbirt (de réir cur chuige agus rialacháin mar a leagtar síos i gcáipéis an BNLO ‘Ag Forbairt Cód Iompair’ agus de réir coinníolacha an Ach Um Leasa Oideachais 2000)****

*Ag an gcruinniú seo tá an ceart ag na tuismitheoirí / caomhnóirí taobh a bpáiste a chur i láthair. Tá seans go gcuirfí an páiste ar fionraí ag an bpointe seo ach sa chás:

- a) go dtugtar ráthaíochtaí sásúla i leith iompair an pháiste don todhchaí;
 - b) go dtagann feabhas cinnte ar iompar an pháiste. Cuirfear tréimhse fionraí i bhfeidhm freisin muna dtagann na tuismitheoirí / caomhnóirí chuig an cruinniú ag an am atá socruithe agus is féidir leis na tuismitheoirí / caomhnóirí achainí a dhéanamh leis an mBord Bainistíochta. Ag deireadh an tréimhse fionraithe, ligfear an páiste ar ais chun an ranga go foirmeálta ag an bPríomhoide. Má thagann réiteach sásúil chun cinn, laghdófar an tréimhse fionraithe. **Is féidir achainí a dhéanamh de réir alt 29 den Acht Oideachais 1998 i leith aon chás fionraithe sa scoilbhliain reatha a sháraíonn teorann fiche lá. Cuirfear na tuismitheoirí / caomhnóirí agus an dalta ar an eolas faoin a gceart achainí a dhéanamh leis an Rúnaí Ginearálta den Roinn Oideachais agus Eolaíochta agus faoin modh chuige.
- Is córas forásach é seo. Ciallaíonn sé sin, i gcás páiste a gcuirtear abhaile litir ina leith, go bhfuil trasnú déanta aige/aici ar 6 chéim.

Ag Aithris ar an Iompar atá Uainn!

Caithfidh na páistí fios a bheith acu go díreach cad atá uait nuair a thugann tú achainí... má deirtear “Líne ceart, mas é bhuir d’toil é,” taispeáinfaidh an múinteoir go fisicúil cad is brí le líne ceart nó má tá obair néata uainn, taispeáinfead sampla... Scribhneoireacht néata, línte díreacha le peann dearg, teideal, dáta srl... Má bhímid ró-neamhchruinn ní féidir linn bheith ag súil go mbeidh na páistí ag leanúint ár dtreoracha. Beidh seans níos fearr againn iad seo a chur i bhfeidhm má thaispeanimid/mhínimid go soiléir cad a theastaíonn uainn. Ba cheart é seo a dhéanamh go minic agus duais a thabhairt do na páistí a leanann iad agus piónós a ghearradh más gá. Má leanaimid an córas i gceart agus go rialta beidh a fhios ag na páistí céard atá chun tárú ar scoil agus cén iompair atá inghlactha. Mar sin tá rogha acu na rialacha a leanúint nó gan iad a leanúint agus cad a tharlóidh dá bharr. Tá an bhéim, go príomhdha, ar cur chuige dearfach a chur i gcríoch – leanann go leor páistí rialacha ar bhealach ciúin go laethúil agus ní thugtar



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aitheantas dóibh. Táimid ag súil go bhfreagraíonn an córas seo don staid seo agus go dtugann sé aitheantas do na páistí seo.

Nóta: Cé go nglactar nótaí i leith mí-iompar, tá an bhéim i gcónaí ar pháistí a ghríosadh chun deá-iompair agus tugtar moladh d-iompar inmholtach. Cuirfear tuismitheoirí/caomhnóirí ar an eolas ag tráth sách luath má thagann fadhbanna chun cinn agus ní díreach nuair a bhíonn eachtra tubaisteach i gceist. Uaireanta, ceapann tuismitheoirí gur beag fáth atá le nithe áirithe a thabhairt le fios dóibh agus nár choir teagmháil i leith mí-iompar a dhéanamh ina leith. Tugtar le fios sna cásanna seo nach díreach an ní féin agus an éifeacht charnach a bhaineann le sruth nithe dá chineál atá tábhachtach.

NB Mí Iompar Tromchúiseach: I gcás coir sách dáiríre, féadfaidh an Príomhoide dalta a chur ar fionraí thar oíche go dtí go dtagann na tuismitheoirí isteach chun cruinnithe sa scoil. Dá leanfaí leis an droch-iompar, bheadh fionraí trí lá curtha i bhfeidhm ag an bPríomhoide agus Cathaoirleach an Bhoird Bainistíochta. I gcás mach mbeadh réiteach ann féadfaí síneadh a chur leis an tréimhse fionraithe. I gcás go mbristear an dlí, cuirfear fios ar na Gardaí.

Iompar sa Chlós

Tá córas stiúrtha i bhfeidhm againn sa chlós. Má bhíonn páistí ag cruthú trioblóid faoi leith ag am lóin coinníonn an múinteoir atá ar dhualgas cuntas i bhfillteán. Cuirtear an fillteán thart ag gach rang díreach tar éis lón mór agus bíonn ar an múinteoir aon pháiste óna rang a líonadh isteach ar an leathanach seo. Má bhíonn ainm pháiste ar an liosta faoi thrí i rith na míosa cuirfear litir abhaile le síniú ag na tuistí chun iad a chur ar an eolas. Tar éis a bheith sa leabhar 3 uaire bíonn ar an bpáiste fanacht istigh ag am lóin ar an Aoine. Ar an 4ú uair ann bíonn ar an bpáiste dul chuig an bPríomhoide. Má tharlaíonn sé go bhfuil an 5ú uair sa leabhar i gceist beidh fios curtha ar na tuistí agus ní bheidh cead ag an bpáiste páirt a ghlacadh sa chlós go dtí go dtiocfaidh na tuistí chuig cruinniú sa scoil. Gach coicís eagraítear comórtas ‘Líne is fearr’. Ag deireadh gach briseadh roghnaíonn an fhoireann sa chlós an líne is fearr agus tugtar marc dóibh. Ag deireadh na coisíse, mar dhuais, tugtar am breise sa chlós dóibh. *Seo thíos na rialacha atá cumtha ag na múinteoirí agus na páistí don chlós:*

Rialacha don chlós.

- Siúil go dtí an clós agus ar ais – ná bí ag rith ar na pasáistí nó ag brú amach an doras.
- Labhair Gaeilge i gcónaí.
- Bí go maith agus múinte sa chlós. Ná bí garbh agus tabhair aire do pháistí eile.
- Ná tóg bia nó bruscar amach sa chlós.
- Ná bí ag úsáid drochtheanga.
- Fan sa chlós ceart.
- Stad nuair a chloiseann tú an clog agus siúil go dtí do líne..
- Fan sa líne i gceart go dtagann do mhúinteoir.
- Ná himir cluichí atá ró-gharbh, ar nós “Bulldog.”
- Ná téigh suas ar an mballa, an rampa nó ar na céimeanna.
- Bígí macánta agus béasach le chéile.
- Lean an treoir a thugann múinteoirí duit, ná tabhair ais-fhreagra choíche.
- Fan ar an talamh crua muna bhfuil an féar in úsáid.
- Lean an ‘amchlár don féar’.

Tinreamh:

Ag dul le Polasaí Tinrimh na scoile bítear ag súil le nóta mínithe sa Dialann Scoile ó thuismitheoirí / chaomhnóirí i leith asláithreachta a bpáiste ar theacht ar ais dó/di ar scoil.



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Aims of Code of Discipline

The code of discipline hopes to achieve three aims:

- a) The efficient operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
- b) The maintenance of good order throughout the school and respect for the school environment.
- c) The development of self-discipline in pupils based on consideration, respect and tolerance for others.

Principles of Discipline Policy

If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free environment. The school code places a greater emphasis on rewards than on sanctions, and the ideal is that pupils will acquire self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage offenders. We recognise the importance of a strong sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents, the Board of Management and the Parents' Association.

Respect and Courtesy

1. All pupils are expected to treat staff and their fellow pupils with respect and courtesy at all times. The use of foul language and any form of bullying are unacceptable.
2. Pupils must respect all school property and keep the school environment clean and litter free.
3. Pupils must have all books and required materials.
4. Pupils are expected to work to the best of their ability and to present written exercises neatly.
5. Any form of behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

General rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and wisely.

1. Pupils leave and enter the school building in an orderly fashion.
2. Pupils must not behave in any way which endangers themselves or others. Rough play comes into this category.
3. Any form of threatening behaviour is unacceptable.
4. Any instructions or directions given by the supervising teacher and/or by the classroom assistant are to be complied with.
5. Pupils line up in an orderly manner at the end of breaks.
6. Pupils are not allowed to run on corridors and into the playground.
7. Pupils may not re-enter the school building during breaks without the express permission of a teacher.
8. If, due to inclement weather, the pupils are allowed to remain indoors, they must remain seated unless given permission to do otherwise by the supervising teacher or classroom assistant.



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9. In case of deliberate, malicious damage parents may be billed for damage caused.

To help us achieve and maintain all our aims we have a system of managing childrens' behaviour. Each child will receive a Stamp Book, which will be brought home each night. If a child forgets to bring the book into school they shall not be able to get any stamps that day. The rules are written on the back cover. This is a positive discipline system. The system has 3 parts.

- Rules
- Rewards
- Behaviour checks (Sanctions).

Rules

The 6 rules are displayed on a chart in each classroom. The children in 1st – 6th classes should know them from memory while children in infant classes should have a good understanding of them. The following is a translation of the rules (it is difficult to get an exact direct translation).

1. Listen and speak to each other in Irish, in a mannerly fashion – wait until allowed to speak.
2. Be kind, careful and helpful. (Be sensitive to the needs of others).
3. Be honest and responsible. (Be dressed properly for school, be in time and make sure your property is properly marked with your name).
4. Begin your work quickly and do your best.
5. Look, Listen and Learn.
6. Respect each other, respect our school.

Rewards.

When children follow the rules they should be rewarded. The first type of 'reward' is oral praise like... 'Well done! Your table is really tidy.' A smile and positive gestures are also used.

As well as these rewards there are 'token rewards...' organised through the Stamp Book. Stamps are given as pupils show an appreciation of rules – a particular rule can be zoned in upon each day/time – e.g if work is completed in time a stamp can be awarded. Most days two stamps are awarded but sometimes a child may gain three stamps on a very good day. (A stamp can be given also by a teacher from another class...). When a child finishes a page they receive a certificate. 'Lucky Dips' are a feature after filling 4 and 8 pages. Examples of lucky dip prizes include

- | | |
|----------------------------|-----------------------------|
| a) Passes | b) Art Equipment |
| - Free Homework Pass | -markers, pencils, crayons. |
| - Computer Pass | - stencils |
| - Sit beside a friend pass | - stickers |
| - No Uniform | - rubbers, parers |
| - Free Time Pass | |

Sanctions

These behaviour checks are a step by step procedure for dealing with the minority of pupils who don't follow the rules. They are also on a chart in each classroom.



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1. Oral Warning
2. Name taken
3. Change of place (for 15/20 mins approx.).
4. Change of room (for 15/20 mins approx.).
5. Sent to Principal/Vice Principal. (Name recorded. If name appears 3 times child shall be excluded from school tour.)
6. Letter to parents.
7. Meeting with parents. [1]
8. Case referred to Board of Management.
9. **Suspension / expulsion (in accordance with the procedures and regulations outlined in the NEWB 'Developing a Code of Behaviour' and the conditions of the Education Welfare Act 2000.) [2]**

At this meeting the parents/guardians have the right to present the child's side of the case. Suspension may follow unless:

- a) Satisfactory guarantees are received regarding the future behaviour of the child;
- b) The behaviour of the child actually improves.

Suspension will also take place if parents/guardians fail to attend the meeting at the specified time and the parents may appeal the suspension to the Board of Management. When the period of suspension ends, the pupil will be re-admitted formally by the Principal to the class. If satisfactory resolution of the problem is achieved, the period of suspension will be reduced. Any suspension that would bring the number of days for which the student has been suspended in the current school year to twenty days or more is subject to appeal under section 29 of the Education Act 1998. Parents and their student will be told of their right to appeal to the Secretary General of the Department of Education and Science and will be given information on how to appeal.

This list is progressive. e.g. If a letter is sent home it means that the child has gone through all steps previous to number 6. **However in the case of an exceptional, serious misbehaviour a teacher may skip several steps.**

If this system is followed consistently and fairly, then pupils will know what behaviour is acceptable and can choose whether or not to follow the rules and get rewarded. The sanctions above come into force if pupils choose not to follow the rules. The overall emphasis is of a positive nature – many children follow rules quietly every day and don't receive the recognition they deserve. This system hopes to address this situation and recognise those children and reward them.

Modelling the behaviour we seek!

Children need to know clearly what is required when a request...if "Line up properly, please" is said, the teacher should demonstrate physically what is involved in a correct line or if neater work is required, a sample is shown.... Careful writing, straight lines made in red pen, title, date etc....

If we are unclear in our requests we cannot expect children to follow such requests. We will have a much better chance of achieving success if we show/explain clearly what we require. We should do this often, rewarding those who follow the rules and imposing sanctions if necessary.



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Note: Although incidents of misbehaviour are recorded, the emphasis is on encouraging children to behave well and praise is given for commendable behaviour. Parents will be informed at an early stage if problems occur and not simply at the point where a crisis has arisen. At times, it is suggested by some parents that the matters to which their attention is being drawn are of a trivial nature, and that there was no necessity to have informed them that their children were misbehaving. The response to this is that while the misbehaviour may appear to be of a trivial nature, it is the cumulative effect of such breaches of the rules that is important and not the offence itself.

NB Incidence of Gross Misbehaviour: If an offence is serious enough, the Principal may immediately suspend a pupil overnight until parents come to a meeting in the school. If misbehaviour continues, suspension for three days can be assigned by the Principal and Chairperson of the Board of Management. If the matter is still not resolved this period of suspension may be extended. The Gardai will be involved if the law is broken.

Behaviour in the Yard

We have a clear system for monitoring behaviour at lunchtime in the yard. Children who misbehave in the yard have their names recorded in a book. If a child's name has been recorded three times in the same month a letter is sent home to inform parents and must be returned signed to the school the following day.

After 3 times in the book within the month detention takes place during lunch time on Friday. On the 4th time in the book the pupil must report to the Principal. If there is a 5th incident within the month the parents must come to a meeting in the school and the pupil is withdrawn from the yard during breaks until this meeting takes place. Each fortnight there is a competition for the 'Best Line'. At each break staff on duty choose the best line and a mark is given to that class. As a reward, after the fortnight, the best class is awarded extra time in the yard. Below are the rules as prepared by the teachers and pupils:

Rules for The Yard

- Walk to the yard and back – no running on corridors or pushing at doors.
- Speak Irish always
- Be good and mannerly in the yard. Don't be rough and take care of other children.
- Don't bring food or rubbish into the yard.
- Do not use bad language.
- Stay in the correct yard.
- Stop when you hear the bell and walk to your line.
- Stay properly in your line until the teacher arrives.
- Don't play games that are too rough, e.g. "Bulldog"
- Do not get up on the wall, the ramp or steps.
- Be honest and mannerly to each other.
- Follow teachers' requests, no back-answering ever.
- Stay on the hard surface if the grass is not in use.
- Follow the 'Use of grass area' Timetable.