

Réalt Na Mara National School

Dunmore East, County Waterford



Code of Behaviour

Introductory Statement

This Code of Behaviour was drafted by the staff of Réalt na Mara National School in conjunction with our pupils, parents and Board of Management. Our Code of Behaviour is underpinned by the Catholic ethos, under the patronage of the Bishop of Waterford and Lismore, and promotes kindness, care, integrity, trust and respect as core values of the staff, children and wider school community.

Rationale

The Board of Management of every school must prepare and make available a code of behaviour for its students. This code thus presents a set of programmes, practices and procedures reflecting the unique characteristics of our school, which enable pupils to both behave and learn well and thus reach their full potential as happy, effective learners in a safe school environment.

Section 23 of the Education (Welfare) Act 2000 states that the school should prepare, in accordance with *subsection (2)*, a code of behaviour in respect of the students registered at the school”.

A code of behaviour shall specify—

- (a) the standards of behaviour that shall be observed by each student attending the school;
- b) the measures that may be taken when a student fails or refuses to observe those standards;
- (c) the procedures to be followed before a student may be suspended or expelled from the school concerned;
- (d) the grounds for removing a suspension imposed in relation to a student; and
- (e) the procedures to be followed relating to notification of a child's absence from school

Relationship to the Characteristic Spirit of the School

Our Catholic ethos aims to provide a caring environment where management, staff and parents work in partnership through mutual respect to develop the spiritual, personal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents, staff and the Board of Management are the guiding factors in our Code of Behaviour.

Aims

This policy aims to ensure that everyone feels valued and respected and that each person is treated fairly and consistently. We are a caring community whose values are built on mutual trust and respect for all.

In Réalt na Mara National School we aim:

1. To create a positive learning environment that encourages and reinforces good behaviour.
2. To allow the school to function in an orderly way in the promotion of teaching and learning where children can make progress in all aspects of their development.
3. To ensure the safety and well-being of all members of the school community.
4. To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
5. To support, accommodate and accept individual differences between children.
6. To facilitate the full and harmonious development of all children.
7. To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
8. To assist parents and pupils in understanding the systems and procedures that form the code of behavior and to seek the co-operation in the application of these procedures.
9. To help children to mature into responsible participating citizens.

Content of Policy

1. Guidelines for Behaviour in the School

The Education Welfare Act, Section 23, states that the code of behaviour shall specify “the standards of behaviour that shall be observed by each student attending the school”.

Section 23 (4) of the Education Act states that prior to registering a pupil, the parents of the child will be provided with a copy of the school’s code of behaviour. As a condition of so registering such child, parents must confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with the code by their child/children.

2. A Whole School Approach to Promoting Positive Behaviour

- The school acknowledges that understanding the factors that influence behaviour is fundamental to developing and implementing the Code of Behaviour. The school recognises the variety of differences that exist between pupils and the need to cherish these differences. The elements of a whole school approach to behaviour include:
 - **An ethos, policies and practices that are in harmony.**

In creating a school climate that supports positive behaviour, school policies and practices are founded on a school ethos, based on the quality of relationships between colleagues and the ways in which both pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion and teamwork within the school.
 - **A teamwork approach to behaviour.**

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, consistent and fair manner. It is the policy of this school to actively promote good behaviour. Staff as a team are given opportunities to regularly review school policies and practices and confirm that they support the objectives of the Code of Behaviour. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code and development of positive behaviour strategies. Parents, pupils and staff work together to ensure the highest standards of behaviour are achieved. Two-way communication is key to maintaining positive relationships within our school community.
 - **A whole-school approach to curriculum and classroom management.**

The foundation of positive learning behaviour is effective teaching, and an inclusive and engaging curriculum. The learning programme in the school and how it is presented to the students has a significant effect on student behaviour. Where students are engaged and motivated to learn, it is more likely that their behaviour will be positive. Classroom management and teaching methods have a strong influence on students' behaviour. The classroom environment, like the wider school environment, gives students clear messages about teachers' expectations and creates consistent boundaries. Critical to this managing the routine engagement with students. School and classroom expectations are made clear to pupils and a consistent approach is taken to enforcing these expectations.
 - **A systematic process for planning and reviewing behaviour policy.**

Systematic planning is employed to promote positive learning behaviour. The various policies that exist and are revised regularly feed into forming the Code of Behaviour. Copies of these policies are available on the school website or from the office by request.
 - **An inclusive and involved school community.**

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, parents, pupils and the wider community. Boards of Management, Principals, teachers, other school staff, parents and students have responsibilities at different levels for behaviour in the school. A whole-school approach requires the school to provide opportunities and support for these groups

to understand and live up to these responsibilities. This means, for example, that parents have opportunities to learn how their commitment to, and their relationship with, the school can impact on behaviour and learning. Students learn how their behaviour affects others and encourages respect of those of different race, gender, religion and sexual orientation.

- **Anti-Bullying**
- Bullying is repeated, malicious, targeted aggression, be it verbal, psychological or physical, conducted by an individual or group against others. All pupils from Junior Infants to Sixth Class are taught not to bully and to tell someone they trust if they are bullied.
- A full comprehensive policy on Anti-Bullying is on file in our school and is available on our website. Réalt na Mara School is committed to dealing with bullying and both the Walk Tall and Stay Safe Programmes are part of the school curriculum from Junior Infants to 6th class.

3. Roles and Responsibilities

Role of School Staff in the Implementation of the Code of Behaviour

The Code of Professional Conduct for Teachers (Teaching Council 2012) states that the core values of teachers are respect, care, integrity and trust. In accordance with this code school staff are expected to treat all children with respect and dignity and to implement the Code of Behaviour in a fair, consistent and reasonable manner.

The responsibilities of the staff are as follows:

- To support and implement the school's Code of Behaviour
- To create a safe working environment for each pupil
- To recognise and affirm good work
- To prepare school work and correct work done by pupils
- To recognise and provide for individual talents and differences among pupils
- To be courteous, consistent and fair
- To keep opportunities for disruptive behaviour to a minimum
- To deal appropriately with misbehaviour
- To keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- To provide support for colleagues
- To communicate with parents when necessary and provide reports on matters of mutual concern
- To model self-discipline and respectful behaviour
- At the beginning of each school year all teachers will discuss the Code of Behaviour and devise a set of positive class rules.
- The school's Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills,

appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

- A positive and consistent approach will be adopted by all staff to rewards and sanctions.
- The staff will ensure they communicate to parents/guardians any concerns in relation to their child's behaviour and well-being.
- Behavioural concerns may be brought to the attention of the pupils in class situations by the principal or teacher. Similar information may be conveyed to parents in person, by phone, letter or note home.

Classroom Management and Timetables

Consistency of timetables and routines enable children to feel secure and safe in the classroom setting. All class teachers should make use of a daily timetable and consistent routines. Resources should be organised so that the day runs according to plan. Pupils who complete work quickly should have access to extension activities and supplementary work. It is also important to liaise with special education teaching staff to enable all children to engage with the curriculum in order to reach their full potential.

Role of the Board of Management in the Implementation of the Code of Behaviour

The Responsibilities are as follows:

- To support the Principal and staff in implementing the Code of Behaviour
- To review and ratify the Code of Behaviour

Role of Parents/Guardians in the Implementation of the Code of Behaviour

The staff of Réalt na Mara National School recognises the role of parents/guardians as their child's primary educators and thus acknowledge the importance of ensuring that collectively we work to enable the children in our care to reach their full potential in a safe secure environment.

To this end, during the consultative process we have outlined the following responsibilities of parents when implementing this code.

- To read this policy and share the contents with their children.
- To communicate with the school in relation to any problems which may affect the child's behaviour/progress. This is of paramount importance to ensure that children are learning in a healthy, safe and happy environment.
- To give supportive co-operation to school staff in the interest and benefit of their children.
- To encourage children to have a sense of respect for themselves and for property.
- To ensure that children attend school regularly and punctually. (See Appendix A for school times)
- To support and encourage their children's schoolwork.

- To sign the homework journal of pupils from 1st - 6th class each night.
- To present a written note/message of explanation via email or Aladdin for absences.
- To encourage children to listen and to be willing to see another's point of view.
- To respond to communications from our school when requested to do so.
- To co-operate with the school's system of rewards and sanctions.
- To ensure children have adequate lunch in accordance with the school's healthy eating policy.
- To ensure children wear the correct items of clothes be it school uniform or tracksuit in accordance with the school uniform policy.
- Parents who wish to speak to a teacher can request a meeting in advance in their child's homework journal or via a phone call to the office. This ensures minimal disruption to class teaching time. The first port of call for parents, when dealing with issues relating to children, should always be the class teacher.
- The infant teacher may be available to parents for an informal update at the end of the school day.
- If an issue remains unresolved, a further meeting involving the Principal may be arranged following a request to the school office.
- A teacher may also request a meeting with a parent/guardian at any stage throughout the school year. All meetings between parents/guardians and teachers will be conducted in an atmosphere of mutual respect. The Principal may be called upon to join a Parent/Guardian/Teacher meeting where it is deemed necessary. Minutes of meetings may be taken.

Role of Pupils in the Implementation of the Code of Behaviour

It is understood that the term 'classroom' includes the traditional physical classroom setting but also includes any place where the class teacher is in charge, e.g. school hall and grounds, school garden, library, swimming pool, bus, street, school tour, fieldtrip, athletics meeting, school sports, matches/games, etc.

Pupils are more likely to support a Code of Behaviour when they have helped to develop it. Relationships of trust between pupils and teachers can grow stronger through a consultative process. Pupils are involved in drafting the Code of Behaviour in the following ways:

1. Drafting rules for their classroom

At the beginning of each academic year, the class teacher in collaboration with the pupils will draft a list of class rules and in older classes, the children may discuss rewards, and sanctions where appropriate, with the class teacher. These should reflect the school rules and are presented in positive language, eg “Walk” and not “Don’t run”. Class teachers guide their classes in formulating class rules that create a respectful working school environment. A respectful, kind class where children can learn together are key elements of classroom rules.

Classroom rules may include:

- Be kind
- Respect each other and all visitors to our class
- Respect school property
- Work quietly, listen to others, take turns to speak

2. Taking part in organising assemblies

3. Drafting a School Behaviour Code through the Student Council

After a consultative process between teachers and pupils the following responsibilities were identified:

- To listen to their teachers and act on instructions/advice
- To show respect for all members of the school community
- To respect all school property and the property of others
- To avoid behaving in any way which would endanger others
- To include other pupils in games and activities

These rules were refined by the Student Council during the 2021/22 school year and now form the basis of ‘Our School Code’ which has been adopted by both the staff and pupils as the cornerstone of our School Rules. See Appendix A.

The following are the school’s expectations for the children:

Safety: - For my own safety and that of others:

- i. I should be careful coming to and going from school.
- ii. I should always walk while in the school building.
- iii. I should remain seated when instructed to do so and while eating lunch.

- iv. I should never run wildly in the school yard and always show respect for my fellow pupils.
- v. I should bring a note of explanation following absences.
- vi. I should never leave the school grounds without the permission of the teacher on yard duty, class teacher or the principal.

Caring for Myself

- i. I should respect myself and my property, always keeping my school bag, books and copies in good order.
- ii. I should always be in school on time.
- iii. I should show respect for my school and be proud to wear the complete school uniform every day.
- iv. I should always be aware of my personal cleanliness.
- v. I should always bring a sensible, nutritious lunch to school.
- vi. I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

Caring for Others

- i. I should be kind and respectful to teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line.
- ii. I should behave well in class so that my fellow pupils and I can learn.
- iii. I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers etc home. I should show respect for the property of my fellow pupils, the school building and grounds.
- iv. I should be truthful and honest at all times.

Pupils with Additional Needs:

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with additional needs may require assistance in understanding certain rules. Planning to encourage positive behaviour may be included in the pupil's support plan, which is drawn up in consultation with parents/guardians, class teacher, special education teacher and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be considered at all times. Professional advice from psychological assessments will be taken into consideration. The children in the class or school may be taught strategies to assist a pupil with additional needs 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 in an inclusive manner.

4. Positive Strategies for Managing Behaviour

A key element within this policy is the active acknowledgement of positive efforts and actions by our students in all facets of their daily school and community lives. Our focus and culture are to reward the good work and behaviour that permeates throughout our daily school lives.

Classroom Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class rules. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

Rewarding positive behaviour

Good behaviour can be recognised and acknowledged as follows:

-During School Assemblies:

At assembly, certificates are awarded to pupils in each class. Pupil's achievements are celebrated at assemblies also.

Pupils will be rewarded with tickets for good behaviour by members of staff other than their class teacher. At each assembly, a raffle will be held and a small prize will be given to the winner.

Other incentives used to encourage good behaviour may include:-

- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or the Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardians
- Homework vouchers may be issued as a reward.
- Golden time may be used as a reward by teachers with their class.
- Stickers or treats may be used.
- Extra play time.

Individual class teachers may use different strategies in their classes such as individual class dojo points, homework vouchers, certificates, individual/group stars etc as positive behaviour incentives.

Use of Restorative Practice

Restorative Practice is a proactive approach to behaviour management that we use in our school. It is based on a set of core values which include respect and fairness. It promotes the enhancement of particular skills such as the ability to find solutions to specific problems and the understanding of perspective taking. It builds trust between and with people and provides a structured approach in the form of a scaffold to help build and sustain relationships. The values which underpin Restorative Practice reflect the kindness and respect that we promote in our school and it is also in line with the core values outlined in the Teaching Council Code of Professional Conduct for Teachers 2012 mentioned earlier in this document. Training in Restorative Practice will enable the staff of Réalt na Mara National School to focus on the growth of positive relationships between all people working in and visiting our school.

Using a Restorative Approach to discipline, your child will be asked the following questions should an incident take place:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

5. General School Rules and Expectations

The Code of Behaviour applies to every occasion where pupils are in the care of teachers. Our rules provide for the establishment of a solid and predictable routine. Such routine is a core factor in providing a stable platform upon which pupils can learn and perform to the best of their ability. Our school code creates a general expectation of behaviour where both staff and pupils are respectful, kind and hardworking. Having been written by the student Council, through consultation with the Senior Classes, it also notes an intolerance of bullying in any form.

Pupils were also consulted when drafting the following playground rules:

- Play safely at all times eg. no trains, chains, pulling hoods etc., (no rough play or play fighting)
- Follow staff instructions
- Make sure that no one is left out of games
- Remain on school grounds at all times

Recognised systems for acknowledging good behaviour in playground

Systems for the acknowledgement of good behaviour in classrooms will also be followed for the playground.

Suggested systems of responding to inappropriate behaviour in the playground

In the event of a child or children displaying dysregulated behaviour that impacts on themselves or others and their abilities to attend to activities in a safe manner, teachers will enable to go to a reflection area where a restorative problem-solving approach can be adopted for the child's safety and that of the other children around him/her/them.

6. Unacceptable Behaviour and Responding to Unacceptable Behaviour

Although our main focus is to reward positive behaviour in our school, this must be balanced with clear procedures for dealing with misbehaviour that affects our pupils and the quality of teaching and learning in our school. This policy aims to reach the balance between positive reinforcement and managing negative behaviour. Restorative Practice will form the basis of managing and improving negative behaviour and will be used in the first instance for resolving issues.

Breaches of our code will generally fall into 3 categories: Minor misbehaviour, continuous minor misbehaviour and serious breaches of our code or gross misbehaviour. The degree of misbehaviour will be judged by the teachers and/or the principal using a professional yet common-sense approach with regard to the gravity and frequency of such misbehaviour. All everyday instances of a minor nature are dealt with by the class teacher. More serious or gross misbehaviours will be referred to the principal and may, in turn, be referred to the Board of Management.

Should issues remain unresolved having used a restorative approach, the following sanctions are in place:

- **Minor Misbehaviours** – These include isolated minor breaches of school regulations and repeated minor infringements of rules related to schoolwork. Sanctions here include verbal reprimand, loss of certain privileges, contacting parents etc.
- **Continuous Minor Misbehaviour** - These include repeated minor breaches of school, classroom or playground rules and repeated minor infringements of rules related to schoolwork and homework, consistently breaching uniform policy et cetera. Sanctions here may include reporting the student to the principal, informing parents, a parent/teacher meeting, loss of privileges, withdrawal from class, withdrawal from after school activity, withdrawal from an activity that takes place off site (eg school tour)
- **Serious breaches of our code and gross misbehaviour**

These could include;

- wilful harm to any person or property and include insulting behaviour, sexual harassment, bullying and theft.
- serious assault (physical fights) by students on another person,
- directed offensive language,
- possession of any inappropriate material or content and/ or sending any inappropriate material or content by any means
- possession of any inappropriate object or weapon
- serious damage to property
- breach of mobile phone policy or misuse of the Internet

- any behaviour deemed gross misbehaviour in the school setting

Sanctions here will be appropriate, proportionate and will ultimately be at the discretion of the school principal. The Principal and staff may also seek assistance from National Educational Psychological Service (NEPS), Special Education Support Service (SESS), Health Service Executive (HSE) or other agencies.

Involving parents in management of behaviour

Some students may need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviourally, socially and educationally. Parents are encouraged to contact the school when they have a concern as follows

1. Send a note or email to the class teacher
2. Phone the school to make an appointment to meet the class teacher.

Two-way communication is important and the class teacher or principal may contact a pupil's parents/guardians during the school year with good news about the pupil or to gain insight as to why some behaviours are occurring.

8. Suspension / Expulsion Procedures

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... *‘the procedures to be followed before a student may be suspended or expelled from the school concerned’* and *“the grounds for removing a suspension imposed in relation to a student.”* (Sections 23(2) c, d)

Suspension

The Board of Management has ultimate responsibility for suspension of pupils. The authority to suspend a pupil is formally delegated by Board of Management to the Principal and Chairperson to exclude a pupil from school for a maximum initial period of three days. The Board will follow ‘Developing a Code of Behaviour: Guidelines for Schools’, NEWB, 2008 Chapters 10 and 11 to ensure that the correct procedures are followed.

Expulsion

A student is expelled from a school when a Board of Management decides to permanently exclude the student from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (Education Welfare Service TUSLA). The Board will follow the guidelines

outlined in 'Developing a Code of Behaviour: Guidelines for Schools', NEWB, 2008 Chapters 10 and 12 to ensure that the correct procedures are followed.

Additional information regarding suspension and expulsion may be obtained from the school office.

9. Record Keeping

The school Board of Management is a data controller of personal data relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled. In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner.

In line with the school's policy on record keeping and data protection legislation the following is the format for Code of Behaviour record keeping.

Classroom

- Class teacher keeps a record of behaviour.
- Behaviour of pupils who are a concern is monitored. Roll number is used to identify the pupil.
- All records are confidential and are kept securely in classroom.
- Serious misbehaviour in classroom is reported to the Principal.
- Annual school report includes a reference to behaviour.

Playground

Teachers supervising in playground at break-times will record serious or gross incidents on the Incident Sheet which is kept in the pupils file.

Record of Behaviour (sample)

Date and Teacher signature

Positive behaviour in playground/classroom

Inappropriate behaviour in playground/classroom

10. Procedures for Notification of Pupil Absences from School

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, “*the procedures to be followed in relation to a child’s absence from school.*” Section 18 stipulates that parents must notify the school of a student’s absence and the reason for this absence.

Pupils are encouraged to attend school 182 days a year. Our school strives to

- Create a stimulating and attractive school environment
- System for acknowledging/rewarding good or improved attendance
- Adapting curriculum content and methodologies to maximise relevance to pupils
- Adapting the class and school timetables to make it more attractive to attend and to be on time
- Making parents aware of the terms of the Education Welfare Act and its implications.

Parents/Guardians may write a note in pupil’s homework journal informing teachers in writing of their child’s absence from school once the child returns. They may write a note to the class teacher via Aladdin Connect. Parent/guardian must state the reason for this absence. There is no need to ring the office regarding pupil absences.

Our school uses the standard forms to report on pupil absences in excess of 20 days to the National Education Welfare Board quarterly.

11. Reference to other Policies

Réalt na Mara National School policies that have a bearing on the code of behaviour are as follows:

- SPHE policy
- Anti-Bullying
- Enrolment
- GDPR/Record Keeping Policy
- Uniform Policy
- Health & Safety Policy
- Special Educational Needs Policy

Success Criteria

- Pupils work in a positive and respectful manner in class.
- Children display respectful behavior towards school staff and other children when in the yard
- Pupils are polite and respectful when they are on school trips.
- A desire to be affirmed for good behavior is a motivating factor for pupils at every class level.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Teacher observation, pupil and parental feedback, feedback from other members of the school community will inform the success of this policy.

Time frame for review

This policy will be reviewed every two years.

Responsibility for Review

The Principal will take responsibility for initiating the policy and this process will involve the Board of Management, staff and parents.

Ratified at a Board of Management meeting on _____

Signed _____
Chairperson B.O.M

Appendix A

School Times

1. Village Campus

Start Time: 9:00am

Break: 11:00am

Lunch Time: 12:45-1:15

Home Time: Infants: 1:40pm

1st and 2nd: 2:40pm

Supervision starts at 8:50am

2. Killea Campus

Start Time: 9:10am

Break Time: 11:00am

Lunch Time: 12:45pm-1:15pm

Home Time: 2:50pm

Supervision starts at 9:00am

Appendix B

Our School Code

Respect each other, visitors and staff, enjoy yourself and make sure to laugh.

Everyone is included, all needs are met; these rules are important so don't forget.

Anti-bullying is what we are about; don't be a bystander, it's always good to talk things out.

Listen to others, be who you are; when we work together we can reach for the stars.

Treat others as you would like to be treated, work hard in class, you just can't beat it.

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Manners matter, be polite, we don't kick, push or fight.

Always wear your crest with pride

Remember, try your best and enjoy the ride.

Always be Kind and you will find in Réalt na Mara we keep others in mind.