



Clonturk
Community College
Achieving Excellence Together

Clonturk Community College



Code of Positive Behaviour

Ratified by the Board of Management on 24th August 2023

Signed: A Phelan
Chairperson of the Board of Management

Signed: W O'Hagan
Principal and Secretary to the Board of Management

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Code of Positive Behaviour

Clonturk Community College promotes a happy and caring school environment where students are encouraged and supported to reach their full potential. The learning in Clonturk Community College centres on a positive environment, with a strong emphasis on the promotion and reward of positive behaviours. Clonturk provides a caring and safe environment for our students where the values of respect, fairness, kindness, ambition, pride, self-discipline and hard-work will be expected from all of us.

The Code of Positive Behaviour supports the school community to work together to encourage good conduct and to create an atmosphere which is conducive to teaching and learning.

The code of positive behaviour shall specify the standards of behaviour by each student attending Clonturk, the rationale behind these standards and the school supports offered to assist students meeting these.

The Code of Positive Behaviour is committed to:

- Creating a safe, secure learning environment for students by promoting a sense of mutual respect among all members of the college community and a sense of pride in our school, where differences and similarities are embraced.
- Recognising and respecting the potential of each individual: spiritual, emotional, intellectual and physical.
- Encouraging students to take personal responsibility for their learning, development and behaviour and outlining ways in which this is acknowledged.
- Helping our young people to mature into responsible participating citizens.
- Having effective procedures in place which will allow for the day-to-day running of the college and which meet the demands of current legislation.
- Acknowledging that everyone has a shared responsibility in the continued growth and development of Clonturk Community College.
- Outlining the strategies to be used to prevent behaviour that falls short of expectations and outlining the structure of fair, consistent and agreed sanctions that will be used in response.
- Ensuring the safety and well-being of all members of the school community.



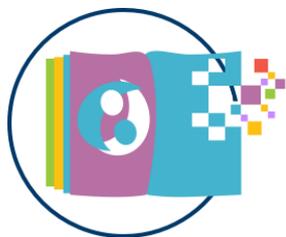
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Responsibilities & Rationale

Students of Clonturk Community College are responsible for adhering to high standards of behaviour at all times while on school property, while travelling to and from school and while participating in any school-related activity. In return they will benefit from the caring and supportive environment throughout their educational journey with us. Set out below are responsibilities of each student. As an integral part of our community parents play an active and supportive role in ensuring students understand and meet their responsibilities as well as celebrating their achievements.



Responsibility 1- Attendance & Punctuality:

<u>Responsibility</u>	<u>Rationale</u>
Students need to attend school every day unless the absence is unavoidable	Attendances at school promotes a positive environment for learning and personal development. Full attendance enhances each student's ability to achieve his/her full potential and to benefit from all college activities and support initiatives.
When absence is unavoidable, students need to provide a written note from home, explaining the reason for their absence.	This is in line with the Education Welfare Act 2000, Section 18. The principal is obliged to report, in writing, any student who misses 20 days or more within one school year. See Attendance Statement.
<p>Students should not leave the college grounds during school hours without permission.</p> <p>Students need to arrive to school each classes throughout the day. Therefore students are required to be prepared and ready for class by 8.30 am each morning.</p> <p>Students who are unavoidably late must furnish a note from their parent/guardian, sign in at the school office and receive a stamp in their journal.</p> <p>Students are required to ask permission to use the bathroom outside of break and lunch time.</p>	<p>Any student who wishes to leave the school early must provide a written note and must sign out at the school office. If students are under the age of 16 they may only leave in the presence of their parent/guardian. This is to ensure the safety of all students and staff throughout the school day. See health and safety statement.</p> <p>Being punctual is essential for the efficient running of the school. Learning to be punctual is an essential life skill and is expected in the workplace.</p> <p>To ensure safety of students of all time throughout the school day. This is in line with eth school anti-Bullying policy.</p>

Responsibility 2 - Be respectful to ourselves, others, school property and our school environment:



Responsibility	Rationale
<p>Respect of others</p> <ul style="list-style-type: none"> • Treating other students and staff with good manners and respect. • Be polite and considerate of others • Be aware that harassment of all teaching, learning support and ancillary staff is expressly forbidden both inside and outside the school • Do not engage in bullying behaviour, abide by the Anti-Bullying Policy • Follow the instructions of staff members • Don't push or shove your way around the corridors 	<p>The aim of Clonturk is to create a safe learning environment for all members of or school community.</p> <p>Offensive, abusive language and bullying like behaviour can lead to hurt and upset. It may also cause to disrupt the safe environment for others.</p> <p>Rough behaviour can lead to accident or injury.</p>
<p>Respect for the environment:</p> <ul style="list-style-type: none"> • Don't damage school property • Respect your own and other people's property • Use the litter bins and recycle 	<p>Keeping the school environment litter free and well maintained is good for the environment as it reduces waste.</p> <p>Equipment that is damaged can also lead to health & safety concerns.</p>
<p>Respect for school building:</p> <ul style="list-style-type: none"> • Remember that snacking is allowed within the school building only at specified times and in specified areas • Remember that chewing gum and spitting is forbidden in the school building and grounds. • Students should leave a room as they found it, or should report any damage or graffiti immediately. 	<p>Eating outside of designated areas and chewing of gum may result in injury or harm to others.</p> <p>Chewing of gum has the potential to destroy equipment and clothing. It also can have a negative impact on the environment.</p>



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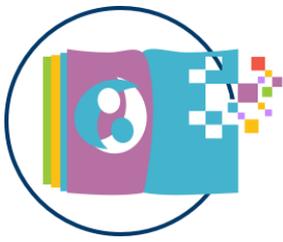
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Responsibility 4: Make the best effort you can:

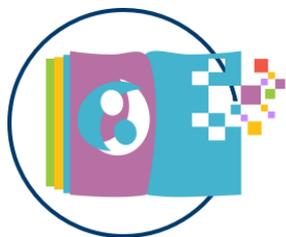
Responsibility	Rationale
<p>of Students:</p> <p>Try your best at all times</p> <p>Complete all assigned homework</p> <p>Be prepared for class each day, don't disturb classes.</p> <p>Journal should be visible on the table at all times, iPad should be fully charged and necessary equipment ready for each class as communicated by teacher.</p> <p style="padding-left: 40px;">Request permission to leave the classroom.</p> <p>Keep classrooms clean and tidy.</p> <p>Empty lockers regularly</p> <p>Obtain a school journal at the beginning of the school year. Keep the journal neat and tidy at all times.</p> <p>If the school journal is lost, this should be reported and replaced immediately.</p> <p>The journal must be treated with respect and every student must have it in class every day.</p> <p>Engage with the school support systems (eg. Tutor, SNA) to ensure a successful school experience.</p> <p>Comply with Healthy Eating Policy</p> <p>Comply with the Dress Code Policy</p>	<p>For students:</p> <p>Homework helps to reinforce work completed in class.</p> <p>Missing equipment can cause a disruption to learning for you and for others. Good learning can only take place when all equipment that is needed is present.</p> <p>Ensure the safety for all students at all times.</p> <p>Clean and tidy classrooms are essential for learning to take place. Neatness helps students stay organised. Teaches students good life skills to manage their own property.</p> <p>The school journal is an important tool in terms of communication with the teacher and parents.</p> <p>The journal helps you to be organised each day.</p> <p>Students supports can only engage when communication is open and honest.</p> <p>Clonturk policies have been a process of collaboration between in members of our school community. They are there to safeguard students and ensure positive mental wellbeing while at school.</p>



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<p>Of parent:</p> <p>Check Vsware/student’s journal on a weekly basis.</p> <p>Ensure communication with the school is up to date and any changes in circumstances are communicated in a timely manner.</p> <p>Parents should inform the school office should any of their household or communication details change.</p> <p>Ensure communication with staff is mannerly and respectful at all times. Communication should be communicated through the school office.</p> <p>Communication should be addressed with the classroom teacher initially, pastoral care should be communicated through the tutor.</p>	<p>For parents:</p> <p>Behaviour strategies are the most successful when school and home collaborate successfully together. Ensuring that these communication lines are good is vital in the functioning of good educational progress.</p> <p>Direct communication with the parties involved can lead to more successful outcomes for all parties.</p> <ul style="list-style-type: none"> • Connecting with eth teacher/tutor can lead to faster access to supports for the student.
<p>Of teachers & SNA’s:</p> <p>To comply with the child safeguarding statement.</p> <p>To ensure effective communication of students rewards and sanctions through Vsware or school journal.</p> <p>To follow standards set by the teaching council.</p> <p>To provide the highest standard of academic and pastoral support.</p>	<p><u>Rationale:</u></p> <p>Fostering a positive environment for all students.</p> <p>Dedicating to creating an environment that all students feel safe and can .</p> <p>Recognising positive behaviour can results in building student confidence and participation.</p>



Responsibility 5: Behave well in all aspects of school life; including trips and extra-curricular activities

Responsibility	Rationale
<p>do not loiter in toilets or out-of-bound areas during the breaks or at any other times</p> <p>Take your break in the manner and area specified and obey the instructions of the teachers on duty</p> <p>Wait for your teacher quietly while lining up outside the classroom in a single file.</p> <p>Report to a teacher should you notice damage of graffiti on school property.</p> <p>While on external trips or activities behaviour should reflect standards set out in the policy.</p>	<p>Lining up is safer and ensures the corridors are not blocked by others.</p> <p>Loitering in toilets leads to congestion.</p> <p>It is everyone’s responsibility for helping to maintain and keep the school environment pleasant.</p>
<p>All phones and other devices are switched off during the school day unless it is necessary to turn them on and permission is sought. Important calls must be made in the designated area after permission has been given.</p> <p>Do not produce, display or circulate e.g. via social media, written words, pictures or other materials which may intimidate, embarrass or erode the reputation of another person.</p> <p>Do not photograph or record in the school without your teachers permission.</p> <p>Students should abide by the acceptable usage policy at all times.</p> <p>Students mobile phone should not be on their person during school times.</p>	<p>Clonturk are unable to manage mobile phone content and are therefore unable to protect students who may become vulnerable due to their use.</p> <p>Mobile phones can be disruptive to teaching and learning during the school day.</p> <p>Any unapproved photographs or video footage is a breach of GDPR and the School child protection guidelines.</p> <p>Internet safety is of paramount importance to the protection of students. Any harmful comments/images shared is in breach of Clonturk Anti-Bullying Policy.</p>

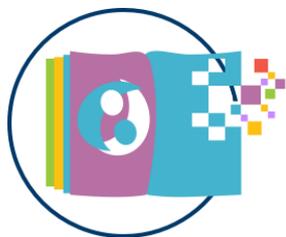


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<p>Smoking / vaping is not permitted</p> <p>Do not bring prohibited substances such as aerosols, sprays, correction fluid, permanent markers, cigarettes, lighters, matches, alcohol, illegal drugs or any substance that may be abused to school</p> <p>Never come to school under the influence of alcohol or illegal drugs</p>	<p>Smoking/Vaping can cause damage to health.</p> <p>Matches and lighters are dangerous and may cause fire.</p> <p>Substance abuse is dangerous, addictive and illegal.</p>
<p>Follow the Educational Tours & Field Trip Policy</p>	



Rewards, Interventions and Sanctions

The quality of relationships is one of the most powerful influences on student behaviour and achievement. Here in Clonturk Community College, we aim to foster mutually respectful relationships, balancing warmth and empathy with objectivity, professionalism and fairness. The quality of daily interactions both inside and outside the classroom is central to our efforts to promote good behaviour. In addition, we recognise the importance to reward students who make a positive contribution to school life.

Clonturk's reward system is based on verbal, written and digital communication. The creation of our reward system is based on our school ethos and the values that we inhibit (Respect, Kindness, Ambition and Pride).

Rewards:

Every effort is made to reward positive behaviour, achievement and effort in a number of ways:

Classroom	Tutor	School Ethos
Vsware reward schemes	Progress reports to parents	Clann awards and activites
Recognition of student achievements in the college newsletter	End-of-term fun day/party	Display of team photos
Displays of student work	Postcard sent home of student's positive achievement	End-of-term fun day/party
Praise for effort, participation or achievement in class	Positive verbal comments by tutors	Selection as mentor for TY Mentor Programme or school prefect.
Positive verbal comments by teachers	Assessment report feedback on pastoral progress	Annual student awards ceremonies e.g. annual attendance award
Assessment reports at Christmas and June	Positive verbal comments by teachers	Representing school at various activities and events



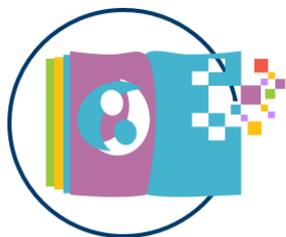
	Recognising community involvement and external achievements	Positive verbal comments by teachers
		Recognising community involvement and external achievements

Supports:

Classroom	Tutor	Year Head & Student Support Team	Principal/Deputy Principal
Meeting and discussion with student	Meeting and discussion with student	Meeting and discussion with student	Meeting with student
Restorative Practise Checklist	Phone call to Parent/Guardian re: pastoral matter	Meeting and discussion with student & parent	Review of supports in place with SST.
'Check-in' note on VShare/Journal	Referral to student support team	Organisation of internal school supports (See Appendix B)	Meeting with Parent/Guardian
Changing seating plan	Liase with Year Head/Programme co-ordinator	Organisation of external agencies for support	Referral to external agencies
Subject teacher referral	Referral with Year Head/Programme co-ordinator	Contract of Behaviour	Referral to Board of management
Referral to year head/ programme coordinator	Organisation: Provision of check-list, subjects written in the journal.	Referral to Guidance Counsellor sessions	Reduced Timetable
See Appendix A			

The Board of management may impose any sanction listed in our Code of Behaviour up to and including exclusion from school. The Board of Management may request a review of supports offered currently by the school and/or offer additional supports.

Note: All paperwork on student supports is kept on vshare or their personal file (student file<notes)

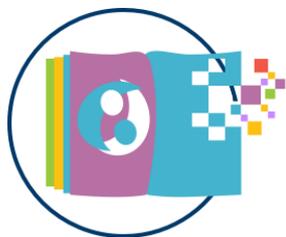


Sanctions:

Clonturk Community College adopts a restorative approach to discipline, sanctions will be appropriate to the misdemeanour in so far as possible. We recognise that students may fall short of what is expected of them in terms of behaviour on occasion and a system of sanctions is in place. The aim of any sanction is firstly, to bring about a change in behaviour. The sanction

may also signal to other students and staff that their well-being is being protected. may include:

Classroom	Tutor	School Ethos
Reasoning with the student using restorative practise techniques.	Reprimand, including advice on how to improve	An agreed improvement plan
Reprimand, including advice on how to improve	Note to parent/guardian	Being asked to carry out a useful task in the school in the students free time (e.g. cleaning, preparing equipment, supporting staff)
Move place in class	After-school 'reflection opportunity'. Parents are notified in advance. Failure to attend a reflection opportunity without an acceptable reason is deemed to be a serious breach of the Code of Positive Behaviour and may lead to a more serious sanction, including suspension.	meeting with parent/guardian to outline difficulties and to discuss strategies for improvement
Note in school journal/vsware	Meeting with tutor/principal to decide an appropriate sanction	
Note in communication journal	An agreed improvement plan	
Extra work/homework given to make up for time lost	Withdrawal of privileges	



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Note to parent/guardian	Daily report	
Short 'reflection opportunity' for a period during the lunch break	Meeting with parent/guardian to outline difficulties and to discuss strategies for improvement	
After-school 'reflection opportunity'. Parents are notified in advance. Failure to attend a reflection opportunity without an acceptable reason is deemed to be a serious breach of the Code of Positive Behaviour and may lead to a more serious sanction, including suspension.	Being asked to carry out a useful task in the school in the students free time (e.g. cleaning, preparing equipment, supporting staff)	



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See appendix B for additional strategies

Further Sanctions & Ladder of Referral

- in-house suspension
- external suspension (See Policy on Suspension and Exclusion)

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Conflict Resolution:

We take a restorative approach towards resolving conflict. Within our restorative practice framework the emphasis is upon restoring relationships rather than on exacting punishments. We recognise that there are three distinct approaches to resolving conflict:

1. Use restorative questions:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened? • What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?

- What do you think needs to happen to make things right?

2. Negotiation:

The students are taught the skills needed to negotiate with others in times of conflict. We teach the students to clearly and directly communicate if another student or a member of staff is behaving in a way that is upsetting them.

The students are encouraged to say 'Stop' if someone is teasing them or annoying them in any way.

We see this assertive communication as a very important step in each child's personal development. Through our SPHE programme students are asked to take four steps if they find themselves in a conflict situation. (i.e. Stop, Ask, Listen, Talk) We also discuss conflict resolution in our Ethical Education lessons.

3. Mediation:

Mediation is regularly used to help students resolve conflict. The mediator helps the students in a dispute to resolve their differences amicably and aims to create 'win-win' solutions. Mediators encourage the students to communicate their feelings and to give an



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account of what has happened. In the mediation process students are encouraged to listen and to understand the situation from both sides.

Mediators must be impartial and as non-judgemental as possible.
It is hoped to also train some student as peer mediators in the future.

4. Arbitration:

Unfortunately, not all conflicts are resolved through negotiation and mediation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.



Roles / Responsibilities of Teaching Staff and School Management

Teachers and management will endeavour to maintain a consistent and fair approach to supporting positive behaviour by:

- • Fostering mutually respectful relationships between students, parents/guardians and all staff on the college campus.
- • Rewarding positive behaviour and learning achievements/effort and general progress.
- • Following and adopting clearly defined procedures/sanctions in a restorative, fair and helpful manner.
- • Implementing appropriate teaching strategies and mixed methodologies to enable all students to achieve their potential.
- • Supporting students through an effective pastoral care system and through the 'Social, Personal and Health Education' programme.
- • Offering support through guidance and psychological support services.

Roles and Responsibilities of Parents/Guardians

Parents/Guardians and teachers are the significant adults in the lives of the young people at school. Parents/Guardians will encourage positive student behaviour by:

Fostering mutually respectful relationships between students, parents/guardians and all staff on the college campus.

Supporting the school in its high expectations of positive behaviour and high standards of personal achievement and by encouraging and supporting their children's progress.

Informing the school of concerns which may affect the child's progress. Providing feedback to the school in relation to policies.

Roles and Responsibilities of Students

Students are the centre of the school community. They are responsible for their own behaviour and engage in responsible and positive behaviour by:

- • Respecting each other, the college staff and any visitors to the college
- • Creating a positive learning atmosphere in the classroom.
- • Working to the best of their ability to achieve the best possible education.
- • Acting in a safe manner and considering the safety of others
- • Showing respect for other people's property and the school environment.



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- Supporting the Student Council and all student committees and groups in their role as a voice for the students.
- Raising issues which concern you with the appropriate person.

This code is not exhaustive and the Principal may on occasion need to take a decision based on best practice for the good of other students and staff and the school. The parents/guardians and the Chairperson of the Board of Management will be informed in the event of such an occurrence.



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Criteria for Success

We will recognise that this Code is effective if;

It encourages good conduct throughout the college and fosters an atmosphere that is conducive to teaching and learning.

It promotes respect, teamwork and the pursuit of excellence. It promotes a happy and caring school environment

It is understood and accepted by the school community.

Review and Evaluation

This Code of Positive Behaviour will be reviewed on an on-going basis and may be amended following consultation with the school community.



Appendix A – Additional Classroom strategies & Ladder of Referral

Ladder of Referral:

Step 1: Small misdemeanours (e.g. disrupting learning, no homework, etc.):

- Class teacher is in charge of general class discipline.
- Class teacher should have a conversation with the student and use restorative practice to help improve any behavioural issues.
- Class teacher can use their professional judgement to allow a student a second chance in relation to behaviour or no homework.
- At this stage the teacher may use a sanction such as extra work given or a penalty sheet.
- Class teacher uses the praise/concern VSWare system to give a concern or check in and also note what sanction was given.

Step 2: More serious issues (e.g. Pattern of no homework, further disruption, etc.):

- Class teacher can use professional judgement to allow a student a chance if a reasonable explanation is supplied.
- Conversation and restorative practices can be employed.
- Sanction to be issued such as penalty sheet.
- Praise/Concern System on VSWare to be used, also stating sanction given.
- Class teacher may put a note in journal to be signed by parent/guardian.
- Class teacher may phone home or organise a meeting with a parent/guardian.
- Class teacher gives a reflection time.

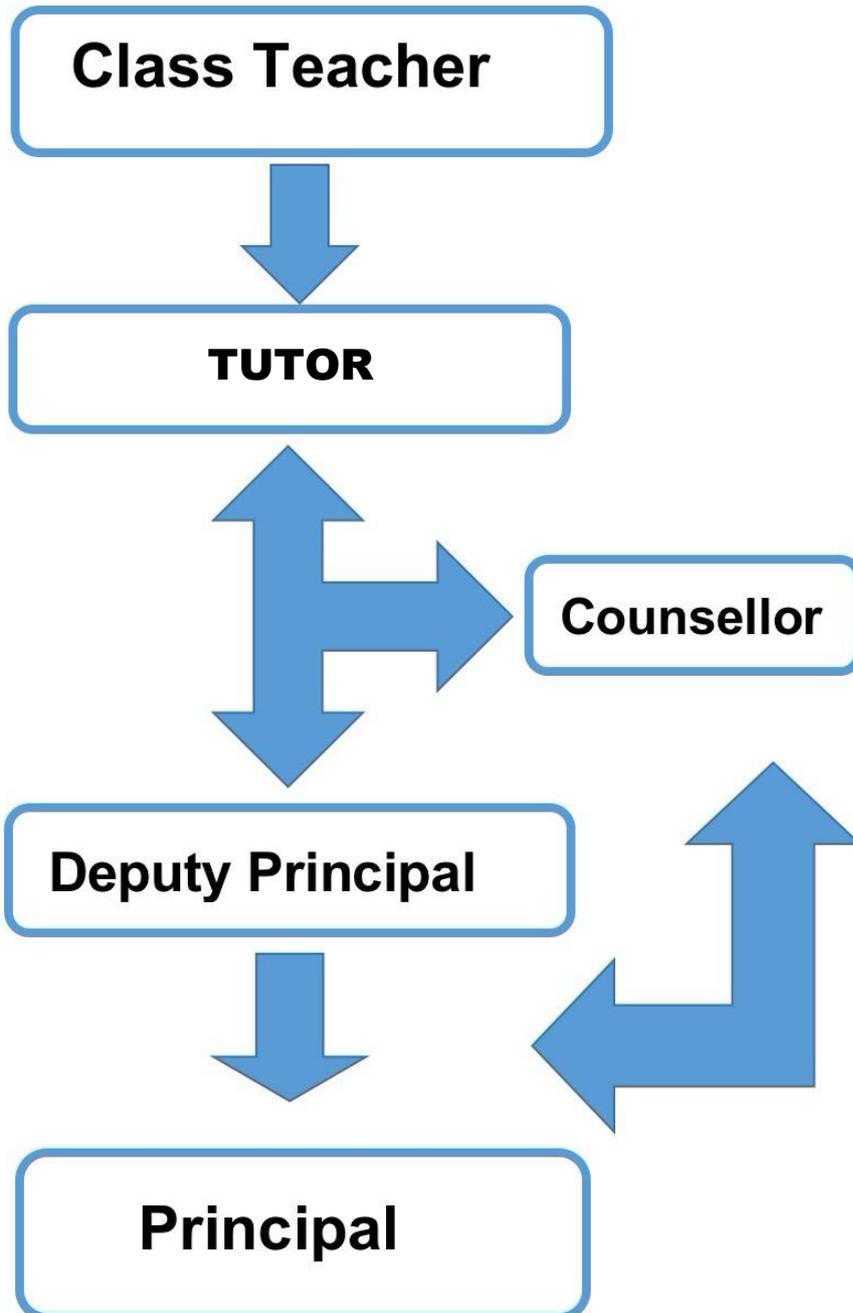
Step 3: Continuous issues (e.g. Continued behaviour and homework problems):

- If behaviour / issue persists, class teacher should talk to Tutor.
- Tutor should talk to student and use restorative practices.
- If behaviour continues, Tutor may ring home and place a check-in on VSWare noting that a Phonecall was made.
- Tutor may organise a meeting with parent, teacher and student if behaviour continues.
- Tutor may involve Guidance Counsellor, Deputy Principal or Principal at this stage.
- Further sanctions of withdrawal of privileges may be applied.

At no stage during the process may a student be placed outside of the classroom without adequate supervision.



Ladder of Referral





iPad Strategies:

iPad Misuse:

Step 1: Small misdemeanours (misuse of iPad):

- Class teacher is in charge of general class discipline and iPad usage in their classroom.
- If using the classroom app and teacher views a student misusing iPad they can lock their screen.
- Class teacher should have a conversation with the student and use restorative practice.
- Class teacher can use their professional judgement to allow a student a second chance in relation to misuse.

Step 2: More serious issues (further misuse of iPad):

- Class teacher can use professional judgement to allow a student a chance.
- Conversation and restorative practices can be employed.
- iPad to be confiscated by class teacher for the remainder of the class. It is up to the student to come to you at the end of the class to collect the iPad and the student should be given a sanction such as penalty sheet.
- Praise/Concern System on VSware to be used, also stating sanction given.

If problem persists after sanction:

- Class teacher may put a note in journal to be signed by parent/guardian.
- Class teacher may phone home or organise a meeting with a parent/guardian.
- Class teacher gives a reflection time.

Step 3: Continuous misuse:

- For serious breaches of the acceptable usage policy the iPad may be confiscated for an extended period of time.
- Tutor may talk to the student and decide on the removal of permissions. This may depend on if the iPad is being misused across numerous subjects or just in one class.
- Tutor may talk to the student and decide on the confiscation period. This may depend on if the iPad is being misused across numerous subjects or just in one class.
- Tutor may contact parent and give student a set of books depending on confiscation period. Tutor records this on Vsware.
- It is up to the individual student to come back to you if the iPad is taken to collect it after the confiscation period.



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- Situation monitored when iPad returned. Continued misuse after step 1-3 Tutor may refer to deputy principal for withdrawal of certain privileges such as internet.

Very serious issues: If at anytime a student is on highly inappropriate/offensive/disrespectful websites, materials, photos, etc. the classroom teacher should take the iPad and can give to Tutor straight away where books will be provided or privileges will be withdrawn, such as internet, depending on the content found/seen.

Conversations should be held between the classroom teacher and the team teacher or SNA that is present in their room about how to deal with iPad misuse in their classroom.



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Appendix C – Vsware strategies

Staff Targets – aim to reward students consistent good behaviour at least once per month to one third of your class.

- Core Subjects – 40 merits rewarded per class per month
- Optional Subjects – 32 merits rewarded per class per month

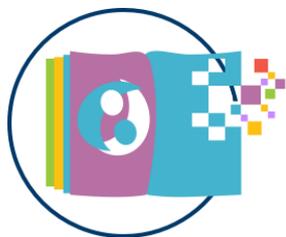


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Merits	Examples
Merit (1)	<ul style="list-style-type: none"> - Good behaviour - Good work in class - Presenting to class - Helping others in class or at breaks / trips - Cleaning classroom
Leadership (3)	<ul style="list-style-type: none"> - Leading initiatives - Leading role in extra-curricular activities - Peer teaching / helping others - Challenging/reporting inappropriate activity/behaviour
Consistent good homework (3)	<ul style="list-style-type: none"> - Awarded intermittently to students who consistently produce good homework (Homework is expected to be done at all times and therefore will not be awarded on every occasion)
Consistent excellent work in class (3)	<ul style="list-style-type: none"> - Awarded intermittently to students who consistently perform well in class
Kindness/Helpful (3)	<ul style="list-style-type: none"> - Assisting peers with class work - Assisting peers at break times or between classes - Assisting the teacher, SNA's or other members of the school community - Assisting visitors to the school - Holding the door for someone - Being polite
Extra-Curricular Involvement (3)	<ul style="list-style-type: none"> - Representing the school positively - Awarded by the teacher leading the extra-curricular activity
Improvement boost (5)	<ul style="list-style-type: none"> - Awarded to students who are making a conscious effort to improve work ethic/behaviour - Meeting goals/targets set out by tutor, student and parent/guardian - Awarded by tutor
Clann Booster (10)	<ul style="list-style-type: none"> - Awarded to a clann group when a student or group of students in that group do something positive
Postcard (10)	<ul style="list-style-type: none"> - Awarded to a student who consistently upholds the Spirit of Clonturk - Awarded to a student who has made a conscious effort to improve behaviour/effort/attitude to school - This must be accompanied by a physical postcard to their home address - This can only be awarded by consultation with class tutor



Concerns	Examples
Poor time keeping (1)	<ul style="list-style-type: none">- Consistently late to class- Consistently late to tutor time
IT misuse (1)	<ul style="list-style-type: none">- Inappropriate use of the iPad or other IT device.- Taking photographs without teachers permission- Inappropriate content or non-educational content (to be discussed with class tutor)- Consistently distracted by iPad
Poor organisation / no equipment (1)	<ul style="list-style-type: none">- Consistently disrupting learning due to lack of equipment- Consistently not prepared for class
Disrespectful (2)	<ul style="list-style-type: none">- Disrespectful to teacher, SNA, other member of school community or school visitor- Disrespectful to another student- Disrespectful to school/classroom property- Inappropriate behaviour
Consistent no homework (1)	<ul style="list-style-type: none">- Consistent no homework- Teachers should take note of each instance themselves give a concern if it is consistent

Appendix D – Provision Map

See provision map