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Gurraneasig N.S.

Kilbrittain,

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P72 YP78

Anti-Bullying Policy

Whole School Plan

Anti-Bullying - A Policy on Counteracting Bullying Behaviour in Gurraneasig N.S.

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by Tusla (Educational Welfare Services, Child and Family Agency) the Board of Management of Gurraneasig NS has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

Aims of Anti-Bullying policy:

- To create a positive school culture and climate that is inclusive and welcoming of difference;
- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;
- To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
- To provide procedures for investigating and dealing with bullying behaviour;
- To provide procedures for noting and reporting bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour; and
- To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

Commitment to key principles of best practice

The school recognises the very serious nature of bullying and the negative impact that it can have on pupils. The school is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which –
  - is welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
        - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- Effective supervision and monitoring of pupils
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

KEY PRINCIPLES OF BEST PRACTICE

Key elements of a positive school culture and climate are outlined in Table A and Appendix 1.

Table A: Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

The *Code of Professional Conduct for Teachers* published by the Teaching Council makes explicit the values and standards expected of teachers in their daily work with pupils.

The NEWB publication *Developing a Code of Behaviour: Guidelines for Schools* recognises the role of all adults, including parents, in modelling good behaviour and states "The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with pupils and with each other, since their example is a powerful source of learning for pupils. Parents should be expected to model the standards that pupils are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards. The ways in which parents and teachers interact will provide pupils with a model of good working relationships".

A school-wide approach

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.

DEFINITION AND TYPES OF BULLYING

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in this non-exhaustive definition:

- deliberate exclusion, malicious gossip and other forms of relational bullying;
- cyber-bullying; and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

In the context of these procedures placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and / or repeated by other people will be regarded as bullying behaviour.

Isolated or once-off incidents of intentional negative behaviour including a once-off offensive or hurtful text message or other private messaging do not fall within this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are

perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour**.**

Indicators of Bullying Behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

Additional information on Impacts & Indicators of, and Characteristics associated with, bullying is set out in Section 3 & 4 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

***All members of the school community have a role to play in the prevention of bullying**.*

Board of Management
The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying.

The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

School Staff
The school staff will foster an atmosphere of friendship, respect and tolerance.

Children's self-esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success throughout the curriculum and school.

Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others.

Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff.

Teachers will be vigilant. They will respond sensitively and caringly to pupils who disclose incidence of bullying and investigate all disclosed incidents of bullying.

Teachers will discuss the school's anti-bullying policy with the pupils and use behavioural management strategies which focus on problem solving and enable pupils to take an active role in finding a solution to problems.

The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through the school religion programme, the Social Personal and Health Education programme, the Stay Safe Programme, the Arts and/or Circle time.

Pupils
Pupils are expected to be tolerant and to have mutual respect for each other.

Pupils will be encouraged to report incidents of bullying to their parents and teachers.

Parents
Encourage positive behaviour and discourage negative behaviour both at home and at school.

Encourage children to solve difficulties without resorting to aggression.

Encourage children to share, to be kind, to be caring, and to be understanding towards others.

Watch out for signs and symptoms that your child is being bullied or is bullying others.
Don't dismiss your instincts as being wrong.
Discuss the school's anti-bullying policy with her/him.
Support the school in its efforts to prevent and treat bullying.

Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

- provide opportunities to develop self-esteem, empathy, respect and self-worth.
- promote on-line safety.
- continuous Professional Development for staff.
- Visitors, such as Garda, Internet Safety personnel, others to talk to different classes.
- a whole school approach involving management, staff, parents and pupils working together.
- good supervision and monitoring of pupils.
- catering for the needs of Special needs pupils.
- use of S.P.H.E lessons to promote inclusiveness.
- teaching specific programmes such as "Stay Safe"
- PA – NPC – Anti-Bullying Workshop

Procedures for Reporting Bullying Incidents

The relevant teacher for investigating and dealing with bullying is the Class Teacher (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- All reports of bullying, no matter how trivial, will be noted, investigated and dealt with by teachers. In this way pupils will gain confidence in "telling".
- Serious cases of bullying behaviour by pupils will immediately be reported to the Principal.
- Parents/Guardians of victims and bullies will be informed by the Principal earlier rather than later, of incidents so that they are given the opportunity to discuss the matter. They are then in a position to help and support their children before a bigger crisis occurs.
- Non-teaching staff e.g. S.N.A.s, Caretaker, Secretary are encouraged to report any incidents of bullying behaviour witnessed by them.
- Where cases remain unresolved at school level, the matter will be referred to the Board of Management.
- If it is not resolved at Board level, it will be referred to the local Inspectorate

Procedures for Investigating and Dealing with Bullying

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

- When investigating incidents of bullying behaviour, the Principal/ teachers will seek answers to questions of **what, where, when, who** and **why** in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member will be interviewed individually and then as a group. Each member will be asked for his/her account of events to ensure that everyone is clear about what everyone else has said.
- If it is concluded that pupil/s have engaged in bullying behaviour it will be made clear to him/her that he/she is in breach of the Code of Discipline and Behaviour. Efforts will be made to make him/her to see the situation from the victims' point of view.
- Teachers who are investigating cases of bullying behaviour will keep a written account of discussions with those involved. It may also be appropriate to ask those involved to write down their own account of events.
- In cases where it is determined that bullying behaviour has occurred, the relevant teacher must keep appropriate written records which will assist his / her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

    a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; **and**
    b) in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal

  - In each of the circumstances at (a) and (b) above, the recording template at **Appendix 2** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 2** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

- In cases where it is determined that bullying behaviour has occurred, the relevant teacher must
    o meet with parents/guardians of the two parties involved as appropriate to
    o explain the actions being taken and the reason for them (referring to the school policy)
    o discuss ways in which they can reinforce or support the action taken by the

school.

- Separate follow up meetings with the two parties involved will be arranged, with a view to bringing them together at a later date, if the victim is ready and agreeable. This can have a therapeutic effect for all concerned.

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.
In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Intervention Strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress.
- This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

Programme of support for working with pupils affected by bullying

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Supports and opportunities will be provided for the pupils affected by bullying to

participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

- Tusla
- Buddy / Peer play system
- Teacher directed input – organise group play, re assurance etc.
- Group work such as circle time
- Opportunities to speak to staff member on one to one basis.

 If pupils require counselling or further supports, we will endeavour to liaise with the appropriate agencies to organise same.

Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

This Anti-Bullying Policy will be subject to review. Aspects may need to be altered in line with legislation publication of further circulars etc. The positive supportive attitude in Gurraneasig N.S. assists considerably in countering bullying behaviour.

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community

OVERSIGHT

Periodic summary reports to the Board of Management
At least once in every school term, the Principal must provide a report to the Board of Management setting out:

- the overall number of bullying cases reported (by means of the bullying recording template at **Appendix 2**) since the previous report to the Board and

- confirmation that all cases referred to above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

Annual Review by the Board of Management

The Board of Management will undertake an annual review of the school's anti- bullying policy and its implementation by the school**.**

The standardised checklist used in undertaking the review is included in **Appendix 3** to these procedures. It should be noted that in order to complete the checklist, an examination and review involving both quantitative and qualitative analysis as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

The school will put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed will be made available to school personnel and provided to the Parents and Parents Association.

The standardised notification used for this purpose is included at **Appendix 4**. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

Ratified by Board of Management on: 22/05/2018

Date of Next review: May 2019

Signed _____

      Mary O'Driscoll
      Chairperson, Board of Management

Appendix 1 - Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good -notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN. Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour. Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student council

Appendix 2 - Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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_____
_____
_____
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3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 3 - Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____   Date _____

Chairperson, Board of Management

Signed_____   Date_____

Principal

Appendix 4 - Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of Gurraneasig NS wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and
   its implementation was completed at the Board meeting of _____
   [date].

o This review was conducted in accordance with the checklist set out in **Appendix 4**
   of the Department's *Anti-Bullying Procedures for Primary and Post-Primary
   Schools.*

 Signed _____ Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal