

CBS Thurles Anti-Bullying Policy



CBS THURLES

Mission Statement

'Thurles CBS is a place of learning where students are prepared for adult life, academically, emotionally, spiritually and culturally.

We strive for a safe environment, free from bullying. We aim to promote the Christian values inspired by the vision of Blessed Edmund Rice.

We seek to create an atmosphere of respect for the needs and talents of all members of our school community, while challenging all to reach their full potential'.

Ethos

As an Edmund Rice School, CBS Thurles seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excellence in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

Rationale

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Education Welfare Board, the Board of Management of CBS Thurles 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. The Board of Management has also adopted an anti- cyber-bullying policy which can be seen as a constituent part of the school's overall anti- bullying policy.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and 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.

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

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

It is also recognised that bullying can take place outside the school premises – such as on the way to and from school and on social network sites. The school reserves the right to deal with such issues when there is a clear connection with the school, and/or a demonstrable impact on its aims, work reputation and/or personnel (both student and staff). The following types of bullying behaviour are included in the definition of bullying:

- **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.
- **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; 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.

Specific examples of bullying behaviours (this list is not exhaustive)

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality • legislation e.g. sexual harassment, homophobic bullying, • racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another • person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
---	---

<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call
	<ul style="list-style-type: none"> • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • ion technology
<p>Identity Based Behaviours: Including any of the nine discriminatory grounds</p>	<p>status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, • nationality, culture, social class, religious beliefs, ethnic or • traveller background • Exclusion on the basis of any of the above

Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Excluding from the group of communication • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

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 the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, 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.

Allegations of bullying of a student by a teacher or of a teacher by a student should be referred to the Principal.

4. The relevant teacher(s) for investigating and dealing with bullying in CBS Thurles (are) as follows:

The class teacher of the student (or the parent/guardian of the student) who makes an allegation of bullying or about whom an allegation of bullying is made is the relevant teacher. Any teacher who witnesses or becomes aware of an incident of bullying is obliged to report it to the student's/students' relevant teacher.

When an incidence of bullying involves students from more than one class group, two or more relevant teachers (class teachers) may work together to investigate and deal with the bullying incident.

When a teacher other than the relevant teacher (for instance a subject teacher / year head / SNA / non-teaching staff member / member of the senior management team) is made aware of an incidence of bullying, the incident will always be referred, in the first instance, back to the relevant teacher for investigation. The relevant teacher may, however, call upon one or more of these other staff members to assist him/her in investigating the incident.

The Year head, in particular, may be called on to assist in investigating more complicated cases and it is recognised that the guidance teacher may have an important role to play. Whenever possible, the Deputy Principal and/or Principal will only become actively involved in cases where a **DES Standard Template for recording Bullying Behaviour** is being completed (that is in cases where the bullying behaviour has not been adequately and appropriately addressed within 10 days after the bullying behaviour occurred). The emphasis will be on attempting to resolve bullying issues at the 'lowest level' possible. Nothing in these procedures, however, precludes the relevant teacher from keeping the year-head or senior management team informed of bullying incidents.

5. 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:
 - A school-wide approach to the fostering of respect for all members of the school community.
 - The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
 - The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
 - Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it (prevention and intervention) will be undertaken periodically and as time and resources allow.
 - Professional development with specific focus on the training of the relevant teacher(s) will be undertaken periodically as time and resources allow.
 - School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) will be undertaken periodically as time and resources allow.
 - Resource teachers will liaise with the SNAs to offer extra care for more vulnerable students in the school. Where considered appropriate, classes with particular categories of SEN or other potentially vulnerable students will be briefed on the need to protect such students from bullying behaviours.
 - Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities will take place. Non-teaching and ancillary

staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of students with leadership roles (such as the student council, prefects and other responsible students) in contributing to a safe school environment will be encouraged e.g. TY peer-support programme, Trend Micro project (where trained fourth-year students educate first year students in how to navigate the internet safely) and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Anti-Bullying Policies will be included in student journals and anti-bullying information will be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy will be discussed with pupils by their relevant teacher (class teacher), particularly at the start of each school year
- The school's anti-bullying policy and the anti-cyber-bullying policy will be published on the school website (www.cbsthurles.ie)
- Whole school awareness measures will be implemented e.g. anti-bullying posters on notice boards and in classrooms, discussion of bullying issues at start of year and year group assemblies, talks from time to time for parents/guardians (organised by the Parents' Council).
- A culture of telling, with particular emphasis on the importance of bystanders will be implemented. In this way pupils will gain confidence in 'telling'. It will be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Pupils will be given instruction in who to tell and how to tell, e.g.:
 - Direct approach to the relevant teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Send an email to cbsthurles@reception.ie
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Parent(s)/guardian(s) will be encouraged to approach the school if they suspect that their child is being bullied.
- The school's internet Acceptable Use Policy will take the necessary steps to ensure that the access to technology within the school is monitored.
- The school's policies and practices on pupils' use of mobile phones will be made clear to pupils and signage placed in classrooms and on corridors.
- Information on supports currently available to gay and transgender pupils will be made available e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of curricula

- The SPHE and CSPE curricula will be fully implemented and the school will continue to move towards the full implementation of the RSE Programme at senior level. Specific units dealing with bullying will be taught in the SPHE syllabus at Junior Cycle and in RSE at senior level.

- Continuous Professional Development for staff in delivering these programmes will continue to be made available as resources and time allow.
- School wide delivery of lessons on bullying from evidence based programmes (using resources such as Cool School Lessons, #UP2US, The Walk Tall Programme, On My Own Two Feet) will take place
- School wide delivery of lessons on Relational aggression (using resources such as Cool School Programme: A Friend in Deed), Cyber Bullying (using resources such as #UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together,), Homophobic and Transphobic Bullying (using resources such as Growing up LGBT, Stand Up Programme, The Trust pack) and Diversity and Interculturalism will take place. The school will keep resources related to the SPHE curriculum, and make these resources available.
- Lessons and programmes delivered by Community Gardai to cover issues around personal safety and cyber-bullying will be delivered as available.
- The school will specifically consider the additional needs of SEN pupils with regard to the implementation of this policy and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

Related policies include the Code of Behaviour, Child Protection Policy and the Internet Acceptable Use Policy.

- 6** 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:

All incidents will be investigated: Incidents of bullying behaviour, regardless of the type of bullying or no matter how trivial, which are brought to the attention of the relevant teacher (the class teacher) will be investigated. Where appropriate, the relevant teacher may choose to investigate in co-operation with another relevant teacher (class teacher) or year head.

He/she may also choose to consult with the Deputy Principal and/or Principal.

First steps in the investigation: The alleged victim and the alleged perpetrators of the incident (along with other students who may be able to assist in the investigation of the incident) will be interviewed by the relevant teacher(s) and encouraged and facilitated to solve the problem. When adjudged necessary, written statements may be sought from the parties involved.

A written record: In cases where the relevant teacher finds that bullying has taken place, the standard CBS Thurles Bullying Report Form (Forms A) will always be completed by the relevant teacher. A copy of the Bullying Report Form will be kept in the Student File of both/all parties and in the Class File. Any written statements may be attached to the Form.

In cases where an allegation of bullying has not been substantiated, the completion of the standard CBS Thurles Bullying Report Forms (Forms A and B) will not be compulsory though it would generally be regarded as good practice.

Focus will be on resolution rather than blame: The primary aim in investigating and dealing with the bullying incident will to resolve any issues and to restore as far as is practicable the relationships of the parties involved (rather than to apportion blame). In some circumstances, the pupil or pupils concerned will have access to a school guidance counsellor.

Parents will be contacted: In any case where it has been determined by the relevant teacher that bullying has occurred, the parents of the parties involved will be contacted to inform them of the matter and the actions being taken will be explained to them.

The situation will be monitored for 10 school days: The relevant teacher will monitor the situation for 10 school days. In most cases, it is expected that this will be the end of the matter.

Use of DES Standard Template for recording Bullying Behaviour: In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 10 days after the bullying behaviour occurred, the relevant teacher must record the bullying behaviour using the DES standard Template for Recording Bullying Behaviour and a copy provided to the Principal or Deputy Principal. Note: The Template for Recording Bullying Behaviour should also be completed immediately and a copy provided to the Principal or Deputy Principal in cases where the relevant teacher adjudges the bullying behaviour to be particularly serious.

Sanctions: In cases where bullying behaviour has not been adequately and appropriately addressed within 10 days after the bullying behaviour occurred and where it has been, therefore, necessary to complete a Template for Recording Bullying Behaviour, a sanction may be imposed by the Principal or Deputy Principal.

Depending on the seriousness of a case sanctions may include:

- ✓ a contract of good behaviour
- ✓ detention(s)
- ✓ school community service
- ✓ withdrawal of privileges
- ✓ other sanctions as may be deemed appropriate
- ✓ suspension
- ✓ expulsion

The Principal will report to Board of Management: At least once every term, the Principal will report to the Board of Management on the overall number of cases since the previous report where an incident of bullying has led to a DES Standard

Template for recording Bullying Behaviour being referred to the Principal or Deputy Principal and he will provide confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying procedures and in compliance with the DES's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Board of Management Review of its Anti-Bullying Policy: As part of its oversight arrangements, the Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school. The standardised DES checklist will be used for this purpose. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

In cases of parental dissatisfaction: Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will have access 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 will advise the parents of their right to make a complaint to the Ombudsman for Children.

7. The school's programme of support for working with pupils affected by bullying is as follows:

- All in-school 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 e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8 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.

- Agreed appropriate monitoring and supervision practices have been put in place.
- Bullying danger spots have been identified. The most obvious of these are dressing rooms, locker areas and toilets.
- Parents and pupils have been consulted in the identification of these danger spots
- It is recognised that student support/care structures (including class tutors, year heads, SPHE, Guidance, RE, CSPE, Resource and Learning Support teachers

- and SNAs) play an important role counteracting bullying behaviour
- Senior pupils are recognised as a resource in assisting to counteract bullying.
 - Members of the student council are also recognised as having an important role in countering bullying especially as they have an important consultant and advisory role.
 - In relation to Acceptable Use Policy in the school the following issues are addressed:
 - The school monitors pupils' Internet usage
 - Pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision
 - Pupils have been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which has been provided for educational purposes only).

9. 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.

Approval

This policy has been approved by CBS Thurles Board of Management.

Signed: _____ Date: _____
Chairperson, Board of Management

This policy will be reviewed in Sept 2020

Form A: 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

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

School Yard	
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

[Empty rectangular box for content]

Signed _____ **(Relevant Teacher)** _____

Date: _____

Date submitted to Principal /Deputy Principal _____

Appendix 1

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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- 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].
- 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____