

St. Laurence College

St. Laurence College
Wyattville Road
Glenageary
Dublin
D18 AK07



Coláiste Naomh
Labhrás
Bóthar Wyattville
Gleann na gCaorach
Baille Átha Cliath
D18 AK07

Tel: 012826930

Email: secretary@stlaurencecollege.com

School Roll No. 60262T

Bí Cinnealta Policy To Prevent and Address Bullying Behaviour

The Board of Management of St Laurence College has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

It is also informed by:

- Guidelines on Countering Bullying Behaviour, 1993.
- CircularM33/91: Guidelines towards a positive policy for school behaviour and discipline.
- The Education Act, 1998.
- The Education (Welfare) Act, 2000.
- The Equal Status Act, 2000/2004.
- Circular 0045/13: Anti-Bullying Procedures for Primary and Post-Primary Schools.
- Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013.
- Wellbeing Policy Statement and Framework for Practice.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our Board of Management and staff meetings.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

It is acknowledged that all members of the school community may engage in or be a victim of bullying behaviour. This policy applies to all members of the whole school community of St. Laurence College. It relates to all activities during normal school hours and those beyond school hours which are deemed to have a direct impact on school life.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued and everybody has a part to play in the school community, regardless of difference.

This policy has been developed in line with our mission statement which has at its core, care of the individual. The school believes that respect for the individual is essential to the smooth running of a school, where effective teaching and learning can take place.

Aims of the Policy:

- To raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance.
- To create an atmosphere of openness which encourages students to disclose and discuss incidents of bullying.
- To ensure that there is no ambivalence with regard to the rights of each individual to a safe and secure environment.
- To ensure that each member of the school community recognises his/her responsibility to protect those rights.
- To develop procedures for reporting and recording incidents of bullying behaviour.

Definition of bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour.

The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self esteem, depression, anxiety) and can have a serious and long term negative impact

on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, will still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but will be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Forms of bullying behaviour

These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

- > Physical bullying behaviour which includes pushing, shoving, punching, kicking, poking, tripping students and damaging personal property.
- > Verbal bullying behaviour which may include continual name calling directed at a student which hurts, insults or humiliates the student.
- > Written bullying behaviour which may include writing insulting remarks about a student in public places, passing around notes about or drawings of a student.
- > Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

- > Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- > Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies.

This form of bullying behaviour can include:

- > sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- > posting information considered to be personal, private and sensitive without consent
- > making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- > excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

Types of bullying behaviour

The following list was compiled in consultation with the whole school community. This list is not exhaustive.

General

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” or ‘filthies’.
- Invasion of personal space.
- A combination of any of the types listed.
- Any behaviour which causes a student to feel uncomfortable.

Cyber Bullying

- The sending of vicious, mean or disturbing message(s) to an individual.
- Spreading rumours, lies or gossip to hurt a person’s reputation.
- Posting offensive or aggressive messages under another person’s name.
- Using inflammatory or vulgar words to provoke an online fight.
- Fooling someone into sharing personal information which you then post online.
- Posting or sharing confidential or compromising information or images.
- Purposefully excluding someone from an online group.
- Ongoing harassment that causes a person considerable fear for his/her safety.
- Silent phone call.
- Abusive/offensive phone calls.
- Abusive/offensive text messages.
- Abusive/offensive email.
- Abusive/offensive communication on social networks, e.g. Facebook, TikTok, X, YouTube, WhatsApp, Snapchat, Instagram, etc.
- Abusive/offensive website comments or pictures.
- Abusive/offensive posts on any form of communication technology.

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation:

- Gender/transgender.
- Civil status.
- Family status.
- Sexual orientation.
- Religion.
- Age.
- Disability.
- Race.
- Membership of the Traveller community.

Relational Bullying

This involves manipulating relationships as a means of bullying.

- Malicious gossip.
- Isolation & exclusion.
- Ignoring.
- Excluding from the group.
- Taking someone's friends away.
- "Bitching".
- Spreading rumours.
- Breaking confidence.
- Talking loud enough so that the victim can hear.
- Encouraging others to ignore/target an individual or group.
- Use of terminology such as 'nerd' in a derogatory way.

Race, nationality, ethnic background, family status and membership of the Traveller community

- 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.
- Stereotyping.
- Mimicking accents.
- Any name calling or labelling in a derogatory manner.

Homophobic and Transgender

- Spreading rumours about a person's sexual orientation or gender identity.
- Taunting a person because of sexual orientation or gender identity.
- Name calling, e.g. Gay, queer, lesbian, tranny, etc used in a derogatory manner.
- Physical intimidation or attacks.
- Threats.
- Any name calling or labelling in a derogatory manner.

Sexual

- Unwelcome/inappropriate sexual comments or touching.
- Harassment.

Additional Educational Needs/Disability

- 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.
- Targeting exceptionally able students in a negative manner.

As per the Bí Cineáltas guidelines, a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school will provide support for the students involved.

Behaviour that is not bullying behaviour

A one off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the

School Staff February-May Staff Meetings, POR Meetings, SST Meetings, mid year review meetings

Students February - March Student Council

Board of Management 25/8/26 Discussion at Board of Management meeting

Date policy was approved: 25th August 2026

Date policy was last reviewed: 18th June 2025

Section B: Preventing Bullying Behaviour The 4 Key Areas of Prevention

In addition to our strategies to address general bullying behaviours, these prevention strategies include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs.

Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.

Culture and Environment:

- Positive and inclusive school culture
- Positive relationships
- Effective leadership
- Positive culture and environment
- A telling environment
- A trusted adult
- Safe physical spaces
- Supervision

Curriculum:

- Teaching and learning in SPHE
- RSE curriculum
- CSPE curriculum
- RE curriculum
- History curriculum - racism & colonialism, bias & prejudice
- Student participation
- Promoting inclusion and diversity
- Extra-curricular programmes
- Group work/Collaboration

Policy and Planning:

- Bí Cineálta policy
- Student-friendly Bí Cineálta policy
- Code of Behaviour
- Child Safeguarding
- Acceptable Use policy
- Supervision
- RSE policy
- AEN/Inclusion policy
- SSE: Wellbeing in Education
- Appropriate TPL (Teacher Professional Learning)
- Relationships and Partnerships:
- Strong interpersonal connections

Bullying awareness initiatives
Active Student and parent participation in school life
TPL (Teacher Professional Learning)
Critical thinking skills
Promoting peer support
Supporting activities that build empathy, respect and resilience
Student Support Team

Strategies aimed at preventing specific types of bullying behaviours:

General Behaviour bullying:

- Anti bullying workshops both internal and external
- School ethos workshop to encourage a sense of belonging and inclusion.
- Class seating plans at Junior cycle
- Code of Behaviour, AUP and Bí Cineálta Policy visible to all students and parents.
- Anti-Bullying Pledge and Anti Bullying Week.
- Chaplain, Guidance Counsellor and Tutors, part of whose duties it is to relate to students in a more informal manner thus encouraging disclosure of bullying incidents.
- The 6th year prefects receive leadership training which includes guidance from the facilitators on reporting bullying behaviour.
- A Spirit Week is organised by the Student Council to promote goodwill and friendship in the school community.
- The school's Deputy Head Prefect has special responsibility for the integration of new students.
- New students who join the school in year groups other than First, are allocated a buddy from the same year group to facilitate integration into the new school and to prevent them being targeted by bullies.
- Use of Tyro Behaviour tab to recognise positive behaviours including kindness towards others, respect, teamwork and resilience.
- School Awards System and Sports Day to encourage a sense of belonging and link to year groups throughout the school.

Cyberbullying behaviour:

- Internet safety week
- Digital literacy classes
- Webwise - The Respect Effect
- SPHE curriculum
- Be Kind Online Programme
- Students AUP policy.

Homophobic and transphobic bullying behaviour:

- SPHE Programme
- RSE Programme
- Stand Up Awareness Week as part of Anti-Bullying week
- Poster displays
- Challenging gender stereotypes
- Be an Upstander not a Bystander campaign
- Diverse range of Library activities

Racist bullying behaviour:

- Be an Upstander not a Bystander campaign

- Inviting speakers from diverse ethnic backgrounds
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Diverse range of Library activities

Sexual harassment:

- Using the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment

Disability and exceptionally able bullying:

- Students are strongly encouraged to join in extra-curricular activities, particularly in First Year, to help foster friendship and integration.
- School appointed Anti-Bullying Coordinator who is part of the AEN team
- Diverse range of Library activities

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

- Adequate supervision is provided by staff before school, during morning break, at lunchtime and the end of the school day.
- All areas of the school are covered with particular attention given to 'hot spot' areas where bullying is more likely to take place.
- Details of staff on duty are signposted for students in the designated zone

Section C: Reporting Bullying Behaviour

Reporting an incident of bullying as a student:

A student should report bullying in any way they feel comfortable. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Students could:

- Write down their concerns and give it to somebody they trust.
- Talk to their class tutor or subject teacher or another member of the school community that they trust.
- If they feel they cannot do either of the above they could ask their parents/guardians to contact someone in the school.
- Send a confidential email to someone they trust.

Reporting an incident of bullying as a teacher:

- All suspected bullying incidents should be reported in the first instance to the Year Head.

Reporting an incidence of bullying where a teacher is the target:

- A teacher should report bullying in any way she/he feels comfortable.

Section D: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

- Year Head
- Deputy Principal
- Principal

Follow-Up Procedures :

Stage 1 - Identifying if Bullying behaviour has occurred:

- The Year Head will investigate the reported bullying incident addressing the what, where, when and why?
- The Year Head will meet with all parties involved individually and take a written account of the incident(s).
- If a group is involved the Year Head will meet with each party individually and may then meet them as a group.
- The Year Head may consult with some or all of the following:
 - Staff member reporting the incident.
 - The students involved.
 - Other students who may have witnessed the incident
 - The Chaplain.
 - The Guidance Counsellor.
 - The Tutor.
 - The Principal.
 - The Deputy Principal
 - A Guardian/Parent.
- Following the investigation the Year Head will determine whether the behaviour reported is bullying behaviour by considering the following questions:
 1. Is the behaviour targeted at a specific student or group of students?
 2. Is the behaviour intended to cause physical, social or emotional harm?
 3. Is the behaviour repeated over time?
 4. Is there an imbalance of power?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour will be addressed using the Bí Cineálta Procedures.

Note: One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

Stage 2 - Action to be taken where bullying behaviour has occurred

One or any combination of the following may apply as deemed appropriate following the Year Heads investigation and consultation process:

- The Parent(s)/Guardian(s) of all students involved in the bullying incident will be notified by the school.
- Students involved may be referred individually or collectively by the Year Head to the Chaplain/Guidance Counsellor/Deputy Principal/Principal.
- An informal reprimand may be issued to the student/students against whom the complaints have been made.
- Appropriate sanctions may be put in place in accordance with the Code of Behaviour and at the discretion of the Year Head, Deputy Principal and Principal.

- Individuals may be monitored by parents, class tutor, lunchtime supervisors, classroom teachers etc.
- Feedback to Year Head may take place in line with the action plan agreed.
- Restorative Practice may be used, following agreement from all parties involved, in the repairing of relationships and for fostering a sense of social responsibility and shared accountability.

NOTE:

- None of the parties involved in the incident has the right to discuss the issues with friends or other students in such a way as to make matters worse for any party involved. Taking away a person's good name is itself a form of bullying and will be treated as such.
- False accusations/reports will be dealt with as a serious offence under the school's Code of Behaviour

If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Stage 3 - Follow up where bullying behaviour has occurred

- The Year Head/Deputy Principal/Principal will engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Factors that will be considered as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The Year Head/Deputy Principal/Principal will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased will also be recorded.
- Any engagement with external services/supports will also be noted.
- If the bullying behaviour has not ceased the Year Head/Deputy Principal/Principal will review the strategies used in consultation with the students involved and their parents.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will give consideration to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they will be referred to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

1. Strategies to Support Those Who Experience Bullying

- Encourage Open Communication: Victims will be encouraged to speak to a trusted adult (Year Head, Tutor, teacher, Chaplain, Guidance Counsellor or parent for example) about their experiences.
- Provide Safe Spaces: The School will offer designated safe spaces for students who feel threatened or overwhelmed.
- Pastoral Support: Victims will have access to the Guidance Counsellor / Chaplain to help them cope with emotional distress.
- Teach Self-Advocacy Skills: Empower students with skills to assertively respond to bullying and seek help through the various Wellbeing programmes and initiatives in the school.
- Report Mechanisms: Encourage victims to report bullying incidents through clear and confidential channels.
- Restorative Practices: Support efforts to rebuild self-esteem and restore relationships with peers.
- Online Safety Education: Teach students how to block, report, and document cyberbullying incidents.
- Referral to External Support Services: Provide contact information for organisations like Childline, SpunOut, and the Gardaí where necessary.

2. Strategies to Support Those Who Witness Bullying (Upstanders)

- Encourage Reporting: The school will endeavor to empower Witnesses to report bullying incidents through the various Wellbeing programmes and initiatives in the school, signage and awareness campaigns.
- Teach the Bystander Effect: Educate students on the importance of not being passive bystanders and encourage proactive intervention - Be an Upstander Pledge Initiative.
- Promote Upstander Behaviours: Train students to intervene safely by supporting the victim, reporting incidents, or discouraging the bully's behaviour through the various Wellbeing programmes and initiatives in the school.
- Digital Citizenship Training: Provide guidance on responsible social media use and the consequences of sharing harmful content through the various Wellbeing programmes and initiatives in the school.
- Create Positive School Culture: Foster a culture where kindness and inclusion are rewarded and celebrated.

3. Strategies to Support Those Who Display Bullying Behaviour

- Restorative Justice Approaches: Instead of immediate punitive actions, engage students in discussions to understand the impact of their behaviour and make amends.
- Behavioural Interventions: Provide one-on-one support from a member of the Student Support Team or person designated by the Principal.
- Parent Involvement: Engage parents in discussions about their child's behaviour and strategies for improvement.
- Social Skills Training: Teach students empathy, conflict resolution, and appropriate ways to interact with peers through the various Wellbeing programmes and initiatives in the school.
- Consistent Consequences: Implement fair and consistent disciplinary measures while focusing on rehabilitation.

- Accountability Programs: Encourage students to take responsibility for their actions through mentoring or peer support initiatives including the Anti Bullying Ambassadors and Wellbeing Committee.

Section D: Oversight

The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update will not contain personal or identifying information.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Catherine Maynard Date: 25.08.2026
(Chairperson, Board of Management)

Signed: P. Andrews Date: 25/08/2026
(Principal)