Anti-Bullying Policy

Version: April 2023

Introduction

Goatstown Educate Together Secondary School is a community of teachers, students, parents and non-teaching staff that aims to provide the highest possible standard of education for all its students in a stable, non-threatening environment. As bullying is known to cause physical and/or psychological damage and to negatively affect the quality of the teaching and learning provided, all members of the school are united in recognising their role in supporting an anti-bullying ethos and a whole school anti-bullying environment.

It is the responsibility of every member of the school community to respect the right of others to learn in an atmosphere free from threats towards themselves or their belongings and to assist in the prevention of bullying behaviour.

To this end it is imperative that every member of the school community recognises that bullying or harassing behaviour will not be tolerated.

Scope

This policy is a measure to address risks identified in the school's *Child Safeguarding Statement* (September 2022)

The School Anti-Bullying Policy ("the Policy") applies in the following contexts:
1. The relationships between students and other students.
2. The relationships between students and all members of staff.

The Policy does not apply to the bullying of staff by other members of staff or by parents of students. This issue is dealt with in a separate policy *Dignity in the Workplace (*Dignity at Work Charter, Mount Mercy College, Cork (squarespace.com)

Application

The Policy applies to the following:
- When students are on the school grounds
- When students are travelling to and from School
- When students are on School tours and trips
- When students are engaged in extracurricular activities organised by the school

The school reserves the right, in exceptional circumstances, to apply the Policy in respect of bullying or harassment that occurs at any other time when, in the opinion of the Principal and/or the Board of Management, there is a clear connection with the school, and the alleged behaviour is likely to have a significant impact on the work of the school. This could include (but is not limited to), for example, the bullying of a student using a social networking site such as Facebook, Snapchat, Instagram, Twitter or other such sites.

Education Welfare Act

In accordance with the requirements of the Education (Welfare) Act 2000 ([Education (Welfare) Act, 2000 (irishstatutebook.ie)](#)) and the code of behaviour guidelines issued by the National Education Welfare Board, the Board of Management of GETSS adopted the following anti-bullying policy within the framework of the school's overall Code of Positive Behaviour. ([Goatstown+ETSS_+Code+of+Positive+Behaviour_FINAL_27.11.20.pdf (squarespace.com)](#) This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools (*[3b6f3db2de154ebaa1f69a0856c97c8e.pdf (assets.gov.ie)](#) which were published in September 2013.

Key principles of Best Practice

The School and Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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 students to disclose and discuss incidents of bullying behaviour in a non-threatening environment and promotes respectful relationships across the school community to create a safe place for students to learn
- 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 students; and explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying
- Modelling respectful behaviour within staff interactions and staff to pupil interactions
- Effective supervision and monitoring of students
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

Defining "Bullying"

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.*

Nine Grounds for Discrimination set out in the Employment Equality Act
(Equality in the workplace (citizensinformation.ie)

1. Gender including Transgender
2. Civil Status
3. Family Status
4. Sexual Orientation
5. Religion
6. Age
7. Disability
8. Race
9. Membership of the Travelling Community.

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.

In the case that a harmful message is sent in a group chat, this will be viewed as bullying as it is being sent to multiple recipients. Therefore, this will be deemed as bullying.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's Code of Positive Behaviour.

It should be noted that when dealing with an alleged conflict, the school endeavours to deal with the harmful behaviour and actions. The policy aims to resolve the issue and restore relationships in so far as possible rather than apportioning blame.

Examples of Bullying Behaviour

N.B. This list is not exhaustive and any behaviour that is repetitive, intentional and harmful that is not listed below, will be investigated by the relevant teacher.

General behaviours, which apply to all	• Harassment based on any of the nine grounds set out in the equality legislation (above)
	• Physical aggression
	• Damage to property
	• Name calling
	• Slagging
	• The production, display or circulation of written words, graffiti, pictures or other materials aimed at intimidating another person
	• Extortion
	• Intimidation
	• Insulting or offensive gestures
	• The "look"
	• Invasion of personal space which is intentional
	• Exclusion: Deliberately excluding someone from a group with malicious intent
	• A combination of any of the types listed
	• Setting others up for ridicule
Cyber	• Denigration: Spreading rumours, lies or gossip to hurt a person's reputation
	• Harassment: Continually sending vicious, mean or disturbing messages to an individual
	• Impersonation: Positive 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: Deliberately excluding someone from an online group with malicious intent
	• Cyber- stalking: On-going harassment and denigration that causes a person considerable fear for his/ her safety
	• Silent phone calls
	• Abusive phone calls
	• Abusive text messages
	• Abusive email

	- Abusive communication on social networks e.g. Instagram/ Twitter / YouTube/ game consoles or Snapchat - Abusive website comments/ Blogs/Pictures - Abusive posts on any form of communication technology
Homophobic and Transphobic	- 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
Relational	- This involves manipulating relationships as a means of bullying. Behaviours include: - Malicious gossip - Isolation & exclusion - Ignoring - Excluding from the group - Taking someone's friends away - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can hear - The "Look" - Repeated jeering - Repeated slagging and put downs - Practical jokes at someone's expense

Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special 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

Members of staff responsible for investigating alleged bullying

The person best suited to investigating alleged bullying may change depending on the scenario. This person will usually be the anti-bullying Co-ordinator or member of the Anti-Bullying team. The Anti-Bullying Co-ordinator/team, the relevant teacher in each presenting scenario of alleged bullying, the Clan Tutors, Year Coordinator, Deputy Principal and the Principal are responsible for investigating alleged harmful behaviour. This procedure is outlined later in this policy.

The Anti-Bullying Programme: *Prevention is better than cure*

The programme contains the education and prevention strategies that are used by the school. These include, but are not limited to, strategies aimed at tackling specific types of bullying, including cyber-bullying, faith-based bullying and identity-based bullying, particularly homophobic and transphobic bullying, but refers to and addresses all types of bullying.

Programmes aim to raise awareness about bullying, to make it acceptable to talk about bullying and harassment and to take action to prevent such behaviour. In particular, the Social Personal Health Education ("SPHE") and Civic, Social and Political Education ("CSPE") syllabuses as well as the Ethical Education programme are designed to raise self-esteem and to help students deal with the inevitable conflict that one encounters in everyday life in a positive and proactive manner. All junior class groups are timetabled once a week for SPHE, CSPE and Ethics. These syllabi incorporate many issues related to bullying. The Principal, Deputy Principal, Anti-Bullying Coordinator and the entire staff take responsibility for the implementation of this programme.

School-Wide Approach

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 extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of worth through formal and informal interactions. Our Extra Curricular Activities programme aims to enhance and develops students' interests and self-esteem.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention. This takes place at the start of the year and at staff meetings during the year.
- Professional development with specific focus on the training of members of staff on the Anti-Bullying Team.
- School-wide awareness raising and training on all aspects of bullying, to include pupils, parents, guardians and the wider school community.
- Supervision and monitoring of corridors, assembly areas, classrooms, toilets, school grounds, school tours and all extra – curricular activities. Non- teaching and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring the students' use of communication technology in the school. A policy on mobile phones is in place.
- Involvement of the student council in contributing to a safe environment. The student council is actively involved in Anti-Bullying week and Anti- Bullying awareness. One of its functions is the task of ensuring that no student is made unhappy by the deliberate or thoughtless actions of others.
- A clan system is in place as a support mechanism for the students. SPHE teachers are timetabled to be with their Clan group during SPHE. There are regular "check-ins" during SPHE. A clan charter will be produced that will reflect the dignity and respect that should be shown to each and every member of the school community.
- Lunch clubs such as a Games Club and Friendship Club are available during the week and these particularly target students who are shy, alone or alienated. These whole school activities help support and encourage a culture of peer respect and support.
- A positive school climate and culture is fundamental to staff and student wellbeing.
- Wellbeing is allocated 400 hours over three years including PE, SPHE and CSPE. Wellbeing is central to our Anti-Bullying approach and it is both one of the eight principals and one of the eight key skills. Wellbeing features in many

of the statements of learning, particularly number 11 "Takes action to safeguard and promote her/his wellbeing and that of others".

- Raise awareness with students, parents and guardians: The school's Anti-Bullying Policy is discussed with all students and all parents and guardians. Parent evenings have been arranged to ensure parents are aware of the Anti-Bullying Policy. Parents and guardians receive a copy of the policy as part of the Code of Positive Behaviour of the school every year. Parents are expected to take a proactive role in promoting an Anti-Bullying message consistent with the policy.
- Students take part in a school wide Anti- Bullying week during the school year and other Anti-Bullying debates or competitions throughout the year.
- We advocate a "reporting school" where teachers encourage a culture of reporting with particular emphasis on rescuing or helping each other.
- Student surveys, distributed by the Anti-bullying team, are used regularly to test the temperature and to investigate alleged harmful behaviour.
- Teaching the students about the role of the bystander. It should be made clear to students that in reporting bullying to a trusted adult, they are behaving responsibly.
- A group of staff members actively review the Anti-Bullying policy and implement what changes need to take effect. This is facilitated by an ISPCC staff member.
- The staff have been trained in restorative practice and restorative questioning is used when investigating bullying issues. Restorative practice aims to promote the potential of renewing relationships after an issue.
- All students receive one lesson per day during Anti-Bullying week outlining how to identify bullying and how to report it. A "classroom guidance" booklet is provided to every student.
- Students in Second Year receive an LGBTQ+ module for six weeks explaining how to support and be a supportive ally to LGBTQ+ students in their school.
- Students receive workshops at various points throughout the year to tackle homophobic and transphobic bullying in secondary schools.
- *Mental Health Week* presents an opportunity for the school to engage in positive self- esteem workshops.

Ensuring the students know <u>who</u> to report to and <u>how</u> to report:

Who:	How:
A student being bullied can approach: • A favourite teacher • Tutor • Clan Coordinator • Guidance Counsellor • Anti- Bullying Coordinator • Any staff member • Student council member • Principal / Deputy Principal • A parent / guardian • A friend who will get help • A trusted adult	• Directly approach any staff member • Hand up note in registration or with homework • Parent report on student's behalf • Friend report on student's behalf • Anti-Bullying Survey • Email the school office using office 365 account

Clear Procedures and protocols are shared with all students at student assemblies and during Anti-Bullying week. These are reinforced randomly throughout the year via the clan system.

- The development of an Acceptable Use Policy to include necessary steps to ensure that the access to technology within the school is strictly monitored and a strict ban on mobile phones at all times.
- The listing of support agencies being used by the school are publicly displayed on Wellbeing notice board in the corridor for all students.

Implementation of Curricula

- The full implementation of the SPHE, Ethical Education and CSPE curricula and the RSE Programmes
- Continuous professional development of staff in delivering these programmes
- School wide delivery of lessons on **Bullying** and **Relational aggression** from approved programmes. Examples of the types of programmes which might be used : The Friends for Life Youth Programme , Cyber Bullying lessons such as "UpToUS" lessons and Web wise resources , Let's fight it Together, LGBT lessons (Homophobic and trans-phobic Bullying), RSE Programmes (B4UDecide and the Trust Pack) and Brian Wall "Emotional Bullying" programme.
- Delivery of the Garda Schools programmes covering Personal Safety, the sharing of intimate images (sexting) and Cyber Bullying
- The school will specifically consider the additional need of SEN students with regard to programme implementation and adapt materials. For example, the "Friends for Life" programme is used for small groups.

This is a social skills and resilience building program that has been recognised by the World Health Organisation as an effective means to prevent, support and relieve anxiety for children.

Links to other school Policies
- Child Protection Policy
- *RSE Policy (yet to be developed)*
- Acceptable Use Policy
- Code of Positive Behaviour

Parent/Guardian Involvement
- The Policy is an agenda item at a Staff Meeting at least once in an academic year. It is also discussed annually at a Parent Staff Association meeting.
- Parents are expected to take a proactive role in promoting an anti-bullying message consistent with the Policy.
- At an information evening for all incoming First Year students and their parents/guardians, attention is drawn to the School's Child Protection Policy, the SPHE Programme and the Anti-Bullying Policy.

Signs and Symptoms of Bullying
As bullying is not always easy to spot, teachers and parents/guardians should be vigilant in keeping an eye out for signs and symptoms that may indicate that a student is being bullied or is engaging in bullying. Signs and symptoms may include, but are not limited to:
- Deterioration in academic performance.
- Struggling to focus in class.
- Possessions missing or damaged.
- Refusal to talk to a parent/ guardian about what is troubling him/her.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.
- Low mood.

Procedures to follow
Procedures for investigating, dealing with and following up on incidents of alleged or actual bullying and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Positive relationships are at the core of human interaction. Sometimes people fall out, argue, disagree and these interactions are part and parcel of normal human interaction. Not everybody will necessarily like everybody else. Nonetheless we all have a responsibility to work hard at learning how to live together respectfully and the

restoration of positive relationships must be seen as the responsibility of everybody in the School.

The primary aim in investigating and dealing with bullying is to restore, as far as is practicable, the relationships of the parties involved rather than to apportion blame. When harm is caused a restorative practice approach is adopted. Restorative questions, conversations and circles are currently used to help resolve issues that arise with students and their peers. This restorative approach can be used informally, or the student may be asked to take part in a restorative circle in order to resolve conflict effectively. If a formal circle is required colleagues may be asked to co-facilitate.

A student who engages in bullying behaviour after a restorative intervention does so in the knowledge that they have ignored the efforts of the school to help them on this occasion to change their behaviour. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including students, parents/guardians) understand this approach from the outset.

Reporting / Investigating and Recording Bullying behaviour

- Any pupil or parent/ guardian may bring a bullying incident to any teacher in the school. The relevant teacher has a role and responsibility to intervene and aim to resolve the issue. In almost all cases, this should be done by liaising with the Anti-bullying team.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher.
- All teachers and non-teaching staff such as secretaries, SNAs, caretakers, and cleaners must report any bullying behaviour witnessed by them, or mentioned to them. They report this to the relevant teacher.
- The relevant teacher / Anti- bullying Co-ordinator deals with the report of bullying and meets the students involved. These meetings take place outside the classroom and are best investigated in a calm manner and with appropriate privacy. The students may be interviewed separately.
- All meetings are recorded and detailed using an Anti-Bullying Interview form.
- The alleged victim should be listened to and in some cases asked to write an account of the bullying. In some cases, with SEN students writing may not be the appropriate method of recording events.
- The incident is always reported to the Clan Coordinator/Principal.
- Each party has the opportunity to tell their side of the incident fairly and the relevant teacher records all information on the Anti- Bullying form. The relevant teacher should obtain written accounts of the incident from the student(s) alleged to have engaged in bullying behaviour and from any witnesses noting important facts (who, what, where, when, why, names of witnesses etc.)
- A restorative approach is used in order to restore relationships.

- Appropriate sanctions may be imposed in accordance with the school's Code of Positive Behaviour and the parents / guardians will be advised of the possible consequences of a continuation of the unacceptable behaviour.
- These records should be signed and dated by the relevant teacher. These records should be kept in a central anti-bullying file in a locked cabinet by the Anti-Bullying Coordinator.
- A warning is issued to the student involved and the student is advised that the behaviour must cease immediately. The student is asked not to discuss this issue with other students.
- The teacher highlights the relevant section of the school Anti-Bullying policy which has been breached.
- The relevant teacher needs to ensure that the student understands the issue. In some cases, or if required for SEN students, a resource teacher or tutor may allocate extra teaching time to ensure they fully understand the incident. Appropriate resources may be used to assist this teaching. (E.g. Primary school "my selfie" etc.) In some cases, extra social skills classes may be provided to support SEN students who find some situations difficult to process.
- Whether the parents of those involved are informed of the matter at this point will depend on the judgment of the relevant teacher as to the level of seriousness of the alleged or actual bullying.
- In the case of recurring incidents or very serious incidents a phone call is made to parents/ guardians of all students involved. In recurring or very serious incidents this may be a face to face meeting, with the student present. In some circumstances a phone call is not made. This is documented, and this is a decision made by school management.
- In the case that the school is made aware of a student who is involved in inappropriate or sexual activity (whether this be related to bullying or not), the parent or caregiver is informed.
- 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/guardians or the School Principal or Deputy Principal;
- Any accusations against a member of the School community found to be false will be taken very seriously and dealt with appropriately.

Formal Reporting of Persistent Bullying – Appendix 1

The relevant teacher must use the agreed recording template approved by the Department of Education to record alleged and confirmed bullying behaviour

All incidents of alleged and confirmed cases of Bullying, student surveys, Interview and incident reports are recorded in the school using DES approved templates. Incidents of bullying that meet the threshold or definition of bullying are then reported to the BOM bi-annually in a report created by the Anti Bullying coordinator. More serious and persistent bullying that does not resolve after school supports from the Anti Bullying Coordinator/senior management, those cases will go before the Board of Management. It is hoped that all cases can be resolved using our Restorative Practice approaches before school sanctions are called upon.

Three Step process: (to be followed in the case of an allegation of bullying)

Step 1:

The relevant Teacher/coordinator surveys a class following an allegation. She/he then interviews the students involved and a behaviour contract is signed, where this is deemed the appropriate response. A restorative approach is used, and the relationships are restored. The student will be told that his/her behaviour is unacceptable and is advised that it must stop. In a case by case scenario, the Anti Bullying Co-ordinator will decide if a RP circle is the appropriate forum at this stage.

Step 2:

If a student repeats or continues the bullying behaviour, the coordinator will pass on to the year coordinator who will repeat the interview and a **second behaviour** contract is signed this time alongside suitable, professional communication home so that parents are aware of the second offence and can offer support to reform the behaviour. Stating facts and adopting a "No Blame Approach" so that the student can be restored to the community.

Stage 3:

The student is referred to the deputy principal or principal and sanctions up to and including suspension may ensue. In extreme circumstances the student's case may be referred to the Board of Management. (See Disciplinary Procedures involving Suspension or Expulsion.)

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.

Records and Reports

Records of all bullying incidents are recorded on the Anti- Bullying Form. Formal records of all stages of investigations should be kept by the relevant teacher including but not limited to:

- Notes of all interviews held
- The decision-making process
- The decision and the rationale for the decision
- The sanctions applied including any conditions attached thereto.

These reports are all stored in a central and secure file which is retained by the Anti-Bullying coordinator.

School's Programme for Support

The School's programme of support for working with students affected by bullying is as follows:

- The student who has been bullied will be offered support. This may involve sympathetic listening, the support of a mentor, helpful advice, referral to the Guidance Counsellor or a word with another member of staff.
- The relevant teacher may consider it appropriate to remind all class members of their responsibility in upholding the Policy.
- The student responsible for bullying behaviour should be informed of the possible impact of his/her behaviour on the person subject to their bullying and the possible consequences for himself/herself if the behaviour were to continue. He/she should receive clear direction in how to change his/her behaviour. He/she may also be referred to an outside agency.
- Parents of the students involved will be informed of the issue and the actions taken.
- Reference should be made to the school's *Code of Behaviour* in helping determine how best to help a student who has engaged in bullying behaviour.
- See section 8 of this policy for further

Supervision and Monitoring of Students

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.

- All common areas are monitored in the morning and afternoon and all teachers are vigilant on the corridors, at lockers and during the change of class. Teachers are ready to deal with or report any sightings or signs of bullying behaviour.
- Problem areas have been identified and appropriate measures have been taken to ensure that monitoring and supervision is in place.

- Staff members are trained on the school Anti-Bullying policy and are aware of responsibility and actions to follow if incidents of bullying come to their attention in any form.
- A student council system is in place to counteract bullying.
- All staff ensure that the mobile phone policy is strictly adhered to by all students.
- The Acceptable Use Policy is in place and a teacher monitors internet sessions. Students use only approved sites and a Net Nanny has been installed on every computer.
- No social media sites or chat rooms are accessible by students.
- The internet use is for Educational purposes only.

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 students or staff or the harassment of students or staff on any of the nine EEA prohibited grounds for discrimination, as listed above.

Interactions with Visiting Schools

During school-organised educational experiences (eg: Erasmus exchange, sports events), students will be held to the same standards as are laid out in the Anti-Bullying policy and the school's positive code of behaviour.

If any bullying behaviour is reported to have taken place by a student registered with the School, interacting in a negative way with a student registered with a visiting school, that student will follow the same protocols as laid out above.

Students registered with the School will be spoken to by the relevant teacher in a restorative manner and, if it is found that the student was behaving in a manner consistent with the features of "bullying behaviour" as per this policy, that student will be asked to sign an Anti-Bullying contract.

The relevant teacher may decide that a restorative conversation with the student who has been victim to the bullying behaviour is the appropriate response and this will take place if all the relevant parties are willing to engage.

Cyber Bullying:

Students should be mindful of the fact that the same expectations around Online Safety and responsible connectivity online remain in place within the context of online communications involving students from visiting schools.

This policy will be formally adopted by the Board of Management when it is formally constituted and will be made available to school personnel, published on the school website and provided to the Parent Staff Association.

This policy and its implementation will be reviewed by the Board of Management every September. 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 Teacher Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed: Signed

Ben Murray   Jonathan Browner

Chairperson, Board of Management   Principal

Date: April 19th 2023

Next review: April 2024