

Scoil Náisiúnta Cúil an tSúdaire 2

Code of Behaviour Policy

The official name of our school is Scoil Náisiúnta Cúil an tSúdaire 2. Any reference in this document to Sandylane School or Sandylane National School refers to Scoil Náisiúnta Cúil an tSúdaire 2.

Code of Behaviour

Good behaviour is based on good relations between parents/guardians, child and school.

In Sandylane School, we hope to foster this ideal in co-operation with our parents/guardians. We believe in positive behaviour management. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

A Code of Behaviour for staff, pupils and volunteers ensures that the rights of all are upheld.

Aims of the Code of Behaviour:

- To provide for the effective and safe operation of the school
- To create a positive learning environment that encourages and reinforces good behaviour
- To develop pupil's self-esteem and to promote positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure all members of staff, parents/guardians and children adhere to the Covid 19 Health and Safety measures which we have in place.

Implementation

Each and every member of the school community has a role to play in the implementation of the Code of Behaviour. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents/guardians will be contacted at an early stage.

General guidelines

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Teaching staff at all times should adhere to the Teaching Council's code of Professional Conduct including a commitment to embody the ethical values of respect, care, integrity and trust.

The Board of Management's responsibility

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code

Principal's Responsibility

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for a review of the code as required.
- To ensure all members of staff, parents/guardians and children adhere to the Covid 19 Health and Safety measures which we have in place.

Teacher's Responsibility

Support and implement the schools' Code of Behaviour by;

- Creating a safe working environment for each pupil
- Promoting positive behaviour, through example, honesty and courtesy.
- Providing a caring and effective learning environment with realistic expectations.
- Recognising and affirm the efforts and contribution of all.
- Preparing school work and correct work done by pupils.
- Recognising and provide for individual talents and differences among pupils.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Being courteous, consistent and fair to all regardless of age, gender, race, ability and disability.
- Discouraging physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'.
- Keeping opportunities for disruptive behaviour to a minimum.
- Dealing appropriately with misbehaviour.
- Keeping a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Providing support for colleagues.
- Communicating with parents when necessary and provide reports on matters of mutual concern.
- All teachers will adhere to the Covid 19 Health and Safety measures which we have in place. Social distancing must be maintained at all times.

Pupil's responsibility

- Attend school every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for the absence.
- Listen to their teachers and act on instructions/advice, to work to the best of their ability and to present work neatly
- Treat all school community members with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is not acceptable.
- Respect all school property and the property of other pupils and to keep the school environment clean and litter free.
- Take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
- Avoid behaving in any way which would endanger others

- Avoid all nasty remarks, swearing and name calling
- Include other pupils in games and activities
- We expect children to comply with our school Code of Behaviour and School Rules while in school, on school trips, excursions, and on any other school related activities.
- All children will adhere to the Covid 19 Health and Safety measures which we have in place. Due to Covid 19 restrictions social distancing must be maintained at all times.

Parent/Guardian's responsibility

Parents/Guardians must make an appointment through the Secretary if they wish to discuss an issue with a teacher.

Encourage/ensure children to;

- have a sense of respect for themselves and for property
- attend regularly and punctually
- be interested in, support and encourage their children's school work
- be familiar with the code of behaviour and support its' implementation
- co-operate with teachers in instances where their child's behaviour is causing difficulties with others
- communicate with the school in relation to any problems which may affect the child's progress/behaviour.
- All parents/guardians will adhere to the Covid 19 Health and Safety measures which we have in place.
- Due to Covid 19 restrictions social distancing must be maintained at all times and parents must adhere to the one way system around the school and protocols re: visitors put in place.
- Due to the Covid 19, parents must check their children's temperature each morning before school. If a child has a temperature of above 37.5 degrees Celsius and/or displaying other symptoms of Covid 19 including a cough, shortness of breath, loss or changes to sense of smell or taste, they must not be sent to school. Please seek advice from your GP.

Note: This Code of Behaviour applies in all situations inside and outside the school where the student is still the responsibility of the school e.g. school tours, games, extra curricular activities, and attendance at events organised by the school.

Strategies and Incentives for Affirming Positive Behaviour

Sandy Lane N.S. is committed to positive behaviour management. Part of the vision of Sandylane School is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. We place a greater emphasis on rewards and incentives than on sanctions. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

Behaviour in the Classroom:

Each class teacher is responsible for the behaviour of the students in their class. Class teachers operate their own positive behavioural management system.

Use of some of the following strategies will be used to promote positive behaviour in the classroom:

- Ensuring that pupils are treated both equally and fairly.
- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- Matching work with pupil's abilities
- A prize/reward carefully noted by the teacher to ensure that all children at regular stages during the school year are rewarded for effort/behaviour/skill etc.

- Teachers creating moments of success and then acknowledging them.
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Individual class merit awards, points awards or award stamps.
- Homework Passes
- Golden Time
- Student/group of the week
- Acknowledging an improvement in the behaviour of a disruptive pupil;
- Individual behaviour plans are put in place if needed.
- Implementation of Programmes such as Incredible Years... to promote positive behaviour.
- Friendship Week, Anti-bullying Weeks to be held regularly.

Bullying

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping, etc.
- **VERBAL:** name calling which hurts, insults or humiliates.
- **EMOTIONAL:** threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions.
“Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual students in a sensitive manner. Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Bullying will not be tolerated in our school and parents will be expected to co-operate with the school at all times in dealing with instances of bullying in accordance with the schools’ Anti-Bullying Policy.

Communicating with Parents:

Communicating with parents is central to maintaining a positive approach to dealing with children. Parental input is invaluable to assist with improving their children’s behaviour. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- Phone calls or video conferencing calls where applicable
- School notice board
- Newsletters/school web-site/e-mails
- TextaParent service.

Pupils with Special Needs:

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to regularity and level of sanctions. Breaches of the Code by pupils with documented special needs will be managed on a case by case basis. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his behaviour. This may involve agreeing a behaviour plan/contract or working and cooperating with the Resource Teacher and a Special Needs Assistant (SNA), if an SNA is deployed to assist the pupil. The devising of such strategies may also entail contacting and meeting with relevant out-of-school agencies. However, behaviour that constitutes a danger to the health and safety of others or interferes with teaching and learning cannot be tolerated.

School Rules

Rule 1: Come to school..... be prepared

1. Come to school every day with what you need (books, copies, lunch) unless it is absolutely unavoidable, eg due to illness
2. Bring a note to explain why you were absent, if you are leaving early or were unable to complete homework.
3. Wear full school uniform/tracksuit
4. No mobile phones to be used in school or when involved in school activities. Mobile phones if brought are to be handed up to teacher (switched off in the mornings before school).
5. Toys or cards such as Match Attack should not be brought to school unless the class teacher gives permission for a particular day/ activity e.g. Golden Time, fun day etc

Rule 2: Be Safe everywhere

1. Always walk while in the school building and to/from the yard or school gate.
2. Students from 3rd-6th to adhere to social distancing requirements (1m apart coming into/exiting school, while indoors and at line up on the yard).
3. Remain seated at all times in class and while eating lunch unless otherwise requested.
4. Observe good hygiene (hand washing and respiratory etiquette).
5. Be careful while playing in the school yard and always show respect for my fellow pupils.
6. When the bell rings wait for teacher to call out each Pod to line up.

7. Ask for permission from a member of staff – to leave the yard or the school grounds.

Rule 3: There is a time to listen, a time to talk and a time to do

1. Listen and show respect when the teacher or another child is speaking.
2. Put up your hand, wait to speak.
3. Work cooperatively or silently for individual work.
4. Do your best and allow others to do their best.

Rule 4: Have kind words, hands and feet

1. No fighting, aggressive behaviour towards others at any time.
2. It is hurtful to call names, be rude, insult or exclude others.
3. Tell the truth. Do not use vulgar gestures or insulting language.
4. Always respect other people's property. This is particularly important at the moment. Due to Covid 19, you will not be able to use or borrow anyone else's items.

Rule 5: Be caring, helpful and sharing

1. Be helpful and respectful to others by being polite in what you say/ how you act.
2. Show courtesy and good manners - say please/ thank you/ look at the person/ stand back to let an adult pass.
3. Greet people you meet- remain seated to greet visitors.
4. When asked to do something by a member of staff, do it.

Rule 6: Sandylane is a 'bully-free' zone.

1. I should never bully others.
2. If I experience bullying behaviour I should tell my parents and my teacher.
3. Bullying is always unacceptable.

Examples of **Minor Misbehaviours** include but not exclusively:

- Persistent talking out of turn or interrupting in class
- Not following instructions or questioning instructions from adults
- Non-participation in class
- Distracting others or constant talking to other pupils
- Interfering with other pupils' games in the playground.
- Home work or school work not completed
- Messing/ Jostling
- Slide/Rough tackling in football
- Inappropriate comments
- Incomplete school uniform
- Breaking of school rules/classroom rules
- Unruliness on corridors and school grounds
- Bringing electronic equipment or mobile phones to school without permission
- Being discourteous and unmannerly
- Leaving seat without permission
- Running
- Bringing in chewing gum
- Use of skipping ropes for activities other than skipping
- Late arrival to school without good reason
- Due to Covid 19 Restrictions: Not adhering to social distancing or not observing good hygiene (hand washing and respiratory etiquette). Repeated touching/taking/using other children's belongings. Non compliance of using classroom resources/doing activities as instructed by teacher.

- Discussion with pupil
- Reasoning with the pupil
- Note in yard book or classroom book
- Verbal and / or written apology
- Verbal undertaking to improve
- Verbal warning
- Confiscation of item
- Time out (in classroom or playground)
- Extra work
- Loss of privileges e.g. reduced golden time.
- Loss of time on playground.
- Writing out the story of what happened
- Communication with parents: note in homework journal to be signed by parent, informal phone call/ conversation.

Examples of **Serious Misbehaviours** include (but not exclusively):

- Persistent Minor Misbehaviours become Serious Misbehaviours
- Behaviour that interferes with teaching and learning
- Persistent refusal to follow instructions/ deliberately ignoring instructions given.
- Name calling of a serious nature
- Using bad language and offensive gestures
- Use of physical violence i.e. hitting, kicking, fighting.
- Back answering a member of staff
- Theft
- Leaving designated area of the playground or the classroom without permission.
- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)

- Writing out the story of what happened
- Detention during break or after school hours
- Communication with parents: note, phone call, formal meeting with teacher/parent, formal meeting with teacher/parent/principal, formal letter to parents.
- Referral to Principal
- Loss of Privileges i.e. golden time
- Loss of playground time(s)
- Removal from classroom/ yard
- Verbal and / or written apology

<ul style="list-style-type: none"> • Bullying behaviour i.e. persistently isolating/excluding a peer, name calling. • Deliberately damaging property. • Telling lies (as judged by the teacher/staff) • Dangerous behaviour that is liable to cause injury. • Bringing dangerous equipment to school • Use of mobile phone during the school day • Due to Covid 19 Restrictions: Not adhering to social distancing or not observing good hygiene (hand washing and respiratory etiquette). Repeated touching/taking/using other children's belongings. Non compliance of using classroom resources/doing activities as instructed by teacher. 	
<p>Examples of <u>Gross Misbehaviours</u> include but not exclusively:</p> <ul style="list-style-type: none"> • Repeated Serious Misbehaviours become Gross Misbehaviours • Deliberate or premeditated physical or verbal attack on another (teacher or pupil) • Persistent bullying behaviour. • Carrying drugs, alcohol, cigarettes • Serious Theft • Racism • Aggressive behaviour, aggressive verbal outbursts and/or grossly offensive gestures • Leaving school grounds/school activities without Permission 	<ul style="list-style-type: none"> • Formal Communication with Parents • Loss of Privileges i.e. school tour/trips, Sport's day, extra-curricular activities • Detention during break or after school hours • Formal Suspension • Immediate Suspension • Implementation of Behaviour Plan

Strategies for Dealing with Unacceptable Misbehaviour:

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing and right to learn is being protected.

Every effort will be made by all members of staff to adopt a positive approach and to encourage good behaviour among pupils in the school. When this fails, a series of Behaviour Checks will be implemented. Teachers will use their professional judgment in applying the behaviour checks taking into account the child's individual circumstances.

The behaviour checks are a step by step procedure for dealing with pupils who don't follow rules. They are clearly listed on a wall chart in each room and are taught and regularly discussed. Pupils know precisely how they operate.

Every day is a fresh start (except for repetitive poor behaviour where a child may start on Step 2). Pupils know that when they come to school in the morning, that it is they who choose how their day will go. If unwise behaviour leads to behaviour checks, it is important that pupils know what stage they reach, as they have a choice to make. The choice is their responsibility. The aim of these behaviour checks is to encourage the children to become aware of and to monitor their own behaviour.

The following is a guide to matching the misbehaviour with the appropriate behaviour check:

1. Minor Misbehaviour (*Follow Steps 1-3*)
2. Serious Misbehaviour (*Follow Steps 3-5*)
3. Gross Misbehaviour (*Follow Steps 5-7*)

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of Health and Safety

Step	Behaviour Check
1	Oral Warning: A Verbal Warning – the child is given a verbal warning about specific inappropriate behaviour. They will be reminded of the rules and be advised on how to improve behaviour.
2	Repeated behaviour issues – The pupil may be required to discuss the behaviour with the teacher. They may have classroom privileges withdrawn. The child may be given extra homework.
3	Offside-Table – the child will take a thinking time for a specific inappropriate behaviour and will go to an assigned area in the classroom. (a desk within the class and continue what they are doing). They may have classroom privileges withdrawn. The child may be given extra homework. Parents may be informed by the teacher.
4	Reflection - Older children given a reflection sheet to reflect on their actions. Children will be asked to have the reflection sheet signed by a parent. <i>If a child reaches this stage twice in one week then move to Step 5 (At the discretion of the teacher).</i>
5	Teacher accompanies child to the Principal or sends to the office for Principal. Name is recorded in the Discipline Book. <i>If a child reaches Step 5 twice in a month then move to Step 6</i>
6	Parents requested to come to the school or Principal to phone parent(s).
7	Internal Suspension – the child is sent to an area of their classroom for a period of up to three days with classwork to complete.
8	Suspension with work

Every class to have a *behaviour check* wall chart/ behaviour rewards system for the children.

Yard Rules and Sanctions

1. Children must play in a safe and respectful manner
2. Pupils will remain within the school boundaries
3. Permission will be sought from the supervising teacher to re-enter the school building.
4. Children will keep the playground free from litter.
5. Children to play no more than 7 a side on each pitch (14 in total).
6. When the bell rings the children will walk to their *Class Bubble* lineup area and wait for their teacher in their pods.

The best class at line up will receive a tick at each break time. The class with the most marbles over a period of time will receive 10 minutes extra play time.

If a child breaks a Yard Rule:

1. The child's name will be put into the Yard Incident book by the teacher on duty.
2. The child may stand for "time out" and is given permission to return to play with the others by the teacher on duty.
3. The supervising teacher will let the class teacher know about the incident.
4. If the behaviour is of a serious or gross nature, the Principal will deal with the issue. The child will be taken off yard until it is decided when he/ she is allowed back with the other children. A note will be sent home or parents will be called in depending on the seriousness of the issue.

Notes:

5. If the supervising teacher deems the weather unsuitable then the children will remain inside during break time.
6. Children should only be sent to school if they are well enough to go outside.
7. Children are not allowed to go home at lunchtime.

Procedures for dealing with inappropriate behaviour

- All observations or reports of inappropriate behaviour should be investigated and dealt with by the teacher.
- Incidents witnessed by non-teaching staff i.e. special needs assistant/secretary should be reported to the relevant teacher and/or the principal.
- Minor misbehaviours should be dealt with by the class teacher or the teacher on duty.
- The principal should be informed of all observed/reported incidents of serious or gross misbehaviour and of persistent minor misbehaviours.
- Parents should be informed of all observed/reported incidents of serious or gross misbehaviour and of persistent minor misbehaviours.
- A written record should be kept of all serious or gross misbehaviours and of persistent minor misbehaviours. Incident record sheets are held by the class teacher. At the end of each academic year, the class teacher is responsible for bringing these to the school office. Record sheets are filed on individual pupil files.
- Incidents occurring on the yard are initially recorded in the playground book by the teacher on duty. The class teacher is informed of the incident and is shown the playground book.
- Teachers bring Incident Record Sheets to staff meetings and report on any serious/ gross misbehaviour recorded and on persistent minor misbehaviours. Patterns of behaviour are noted and dealt with so as to prevent bullying.
- The principal reports incidents of persistent serious misbehaviour (3 incidents) or gross misbehaviour to the Board of Management.

Communicating with parents regarding inappropriate behaviour

If inappropriate behaviour continues, the teacher will meet with the child's parents/guardian.

- Prior to this meeting, the class teacher will attempt to understand why this behaviour is happening – e.g. possible triggers.
- Following this meeting, the class teacher makes any agreed changes to meet the student's underlying need(s). Parents/guardians undertake to discuss it with their children.
- If there is no improvement following the implementation of these changes and this meeting and if inappropriate behaviour continues the class teacher and Principal will meet with parent/guardian to develop a behaviour management plan.
- If there is still no improvement at this stage the parent/guardian will be called to meet with the Principal/class teacher and the Chairperson of the Board of Management where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and playground. The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable.
- If a parent refuses to meet with a class teacher the matter will be referred to the Principal. Any refusal to meet with the Principal and/or Chairperson will automatically be referred to the Board of Management and regarded as a serious breach of co-operation in our Code of Behaviour Policy.
- Due to Covid 19 restrictions: Meetings will take place via phone call or video call meeting, following the health and safety guidelines.

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Intentionally aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement):

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code of Behaviour and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Review of this policy

This Policy has been reviewed by the Board of Management on 18th of August 2020 at a meeting of the Board.

Signed: _____

Signed: _____

Rev. Leslie Stevenson

Deirdre Chute

Chairperson, Board of Management

Principal

18/08/2020

18/08/2020