

CODE OF BEHAVIOUR

DONOUGHMORE NATIONAL SCHOOL



The Board of Management and teaching staff of Donoughmore N.S. developed this policy using “Guidelines for Developing School Codes of Behaviour” published by the National Educational Welfare Board. This is a legal requirement. (Education Act 2000)

DONOUGHMORE NATIONAL SCHOOL

CODE OF BEHAVIOUR

Promoting good behaviour is the goal of the Code of Behaviour. The school's values policies, practices and relationships support and promote positive behaviour. Learning, relationships and behaviour are all inextricably linked. All members of the school community are expected to conduct themselves in ways that show respect for others.

The purpose of the Code of Behaviour is:

- To create a positive and safe environment for teaching and learning.
- To create a climate that encourages and reinforces good behaviour.
- To encourage pupils to take personal responsibility for their learning and behaviour.
- To help pupils to mature into responsible participating citizens.
- To build positive relationships of mutual respect and mutual support among pupils, staff and parents.
- To ensure that the school's high expectations for the behaviour of all pupils are widely known and understood.
- To develop children's self-esteem.
- To encourage the children to achieve and develop their gifts and talents in an atmosphere of equal opportunity.

Standards of behaviour:

The school expects a high standard of behaviour and commitment from pupils.

- Regular school attendance.
- Doing one's best in class.
- Taking responsibility for one's work and behaviour.
- Keeping the rules.
- Helping to create a safe, positive environment.
- Respecting other pupils and their learning.
- Respecting staff and visitors to the school.
- Participating in school activities.

Unacceptable behaviour in the school

- Behaviour that is hurtful, physically or emotionally (including bullying, harassment, discrimination and victimisation).
- Behaviour that interferes with teaching and learning.
- Physical hurt to another person.
- Damage to property or environment.
- Theft.
- The use of inappropriate language.
- Being untruthful.

The school and classroom rules provide clear boundaries, describe in clear terms how to behave in order to learn well and to develop into mature and responsible individuals. They are on display in the main hallway, stated positively and are communicated and explained regularly during the school term. The rules are applied in a fair and consistent manner.

Promoting good behaviour

The day-to-day school management and classroom teaching aspires to foster an ethos which enables pupils to behave in ways that support their own learning and development and that of others.

Teachers use a range of strategies to promote positive behaviour at all times e.g. reward systems, incentives, warning system, classroom management, frequent explanations and exploration of rationale behind school rules, role play, recognising and giving feedback for good behaviour, good routines and procedures. The aim is to develop mutually respectful relationships.

Opportunities for teaching the skills involved in reaching the standards of behaviour expected in the school include:

- Referring to the code in class on a regular basis and applying the values in every class.
- Clarifying pupil's understanding of expected behaviours.
- Discussing appropriate and inappropriate behaviour with pupils.
- Learning and teaching the rules. Displayed in the main hallway.
- Using the Social, Personal and Health Education programme and other curricular opportunities, music, sport, drama as vehicles for teaching skills to promote responsible behaviour and develop relationships.

When children are in transition e.g. starting primary or moving to a new teacher, staff are proactive by teaching skills to the pupils to manage the change.

Pupils with special educational needs are given help to understand and observe the code e.g. pictures, role-play, posters.

Inappropriate behaviour

Despite the best effort of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long lasting effects including disruption of the pupil's own learning and the learning of others. It can cause distress and anxiety or even pose a threat

To the safety of students and teachers.

Addressing Inappropriate Behaviour

A problem-solving approach – Actions:

1. Gather information. Understanding the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress.
6. Involve the student in problem solving.
7. Involve other pupils if appropriate.
8. Involve the parents in problem solving.
9. Manage the relationship as well as the behaviour.
10. Focus on the behaviour, not the person, as the problem.
11. Address the problem as early as possible.
12. Keep the response as local as possible.
13. Keep the response detached and objective, but empathetic.

Recording Behaviour:

The staff member records any pupil's behaviour that is a cause of concern, describing the nature, intensity and persistence of it, interventions tried, pupil's response, contact with parents, referrals to other agencies, etc.

Intervention:

Occasional, minor misbehaviour will be attended to routinely and effectively by the classroom teacher.

Some pupils need more active intervention to help them to manage their behaviour.

Teachers set targets for behaviour and monitor them with the pupils in a supportive way.

A sustained and systematic response involving the important adults in their lives in school and home, may be required for a minority of pupils who show particularly challenging behaviour.

When it is necessary to impose sanctions it will be made clear that is the behaviour and not the child, which is unacceptable. The use of corporal punishment is forbidden. The school accepts that individual children differ and in the application of disciplinary standards the child's individuality will be taken into consideration. The following strategies may be used to show disapproval or unacceptable behaviour:-

- a) Reasoning with the pupil.
- b) Reprimanding verbally, requesting that proper behaviour be observed with advice or how to improve.
- c) When this is not adequately noted by the pupil, further sanctions may be needed in the form of temporary separation from peers/friends or prescribing additional relevant work.
- d) Indiscipline may also result in loss of privileges or detention during break.
- e) In case on serious or repeated misbehaviour, a parent will be contacted and asked to come in and discuss the matter.
- f) Sanctions are used in a respectful way that helps pupils to understand the consequences of their behaviour and to take responsibility for changing that behaviour. The aims of the sanction are to defuse and not escalate a situation, preserve the dignity of all the parties, be applied in a fair and consistent way and be timely.
- g) Sanctions are used consistently to ensure fairness and are proportionate to the nature and seriousness of the behaviour, the frequency, duration and persistence of the behaviour, whether it is part of an escalating pattern of poor behaviour and the context of the behaviour.
- h) Sanctions are appropriate to the age and developmental stage of the student and take account of the cultural background of the student. Sanctions are sensitive to the particular circumstances of the vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs).
- i) Temporarily removing a pupil from the classroom to a supervised location e.g. other classroom/office may be necessary in the interests of classroom management in order to ensure the learning of other pupils and to help the individual student to recognise and learn about the impact and consequences of their behaviour.

The standards and rules contained in this code of behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games and extracurricular activities and attendance at events organised by the school.

The staff, working as a team, think about and analyse possible reasons for a pupil's poor behaviour and devise possible ways of changing that behaviour.

Bullying

“Bullying is repeated aggression, verbal, psychological or physical conducted by and individual or group against others” (Department of Education and Science Guidelines).

The school endeavours to create a positive school climate, which focuses on respect for the individual. To achieve this it encourages a high degree of collective vigilance – i.e. parents, teachers, children, so that bullying can be identified and dealt with in a fair manner.

Children and parents are encouraged to report bullying behaviour to the class teacher (whether it involves him/herself or another child). It will be made clear that they are not telling tales but acting responsibly.

Isolated incidents of aggressive behaviour, which are not condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.

All reports of bullying will be noted, investigated and dealt with by the teachers under the terms of the Code of Discipline. In cases where it has been determined that bullying behaviour has occurred, the Principal will request a separate meeting with the parents/guardians of the parties involved i.e. victim/s and bully/ies.

The school’s policy on bullying is outlined in more detail in the anti-bullying Policy (School Plan).

Implementation of Code of Behaviour:

Parents are provided with a copy of our Code of Behaviour before starting school. Parents are asked to confirm in writing that the code is acceptable to them and that they will make the effort to ensure compliance with the code by their child. A copy is also distributed to every family in September every second year.

At formal or informal meetings with parents, aspects of the code are discussed and explained by staff if necessary.

Parents are encouraged to share information about anything that might affect a pupil’s behaviour in school. They may make an appointment to meet any of the teachers during the year. Teachers alert parents to concerns about a pupil’s behaviour, sometimes informally, before/after school or in the homework journal, so that ways of helping the pupil can be discussed and agreed.

Suspension

Suspension is defined as “requiring pupil to absent hem/herself from school for a specified , limited period of school days”.

The Principal and another Board of Management member have the authority to suspend a pupil from school whose behaviour is of a serious nature, or is continuously disruptive.

Procedure:

Suspension should be a proportionate response to the behaviour that is causing concern. Other interventions are tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a pupil requires serious grounds such as that:

- The pupil’s behaviour has had a serious detrimental effect on the education of other students.
 - The pupil’s continued presence in the school at this time constitutes a threat to safety.
 - The pupil is responsible for serious damage to property.
- Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will:
- Inform the pupils and his/her parents about the complaint and

- give the parents and pupil an opportunity to respond before a decision is made and before any sanction is imposed.

A single incident of serious misconduct may be grounds for suspension.

Suspension enables the school to set behavioural goals with the pupil (for his/her return) and the parents, gives the school staff and opportunity to plan other interventions and impresses on a pupil and his/her parents the seriousness of the behaviour.

In exceptional circumstances the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person. Fair procedures will be applied and parents notified. Arrangements will be made with parents for pupil to be collected from school.

Time and timeliness:

The Board of Management and Principal have a duty to ensure that there are no undue delays in an investigation and in making decisions about the imposition of suspension.

Confidentiality:

Great care should be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence. B.O.M. meetings are confidential (as in normal practice).

Procedures:

Fair procedures will be followed when proposing to suspend a pupil.

Fair procedures have two essential parts:

- the right to be heard,
- the right to impartiality.

The right to be heard means:

- the right to know that the alleged misbehaviour is being investigated;
- the right to know the details of the allegations being made and any other information that will be taken into account;
- the right to know how the issue will be decided;
- the right to respond to the allegations;
- where the possible sanction is of a serious nature, the right to be heard by the decision-making body;
- where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The right to impartiality means:

- the right to an absence of bias in the decision-maker;
- the right to impartiality in the investigation and the decision-making.

Fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension or expulsion and
- the process of decision-making as to (a) whether the pupil did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable.

The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction.

Pupils and their parents will be informed about any allegation and the processes that will be used to investigate and decide the matter, and that they must be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.

In circumstances of particular complexity, school authorities may need to seek legal advice to support their decision-making.

The period of suspension:

A pupil will not be suspended for more than three days, except in exceptional circumstances, where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

Implementing the suspension:

Procedures:

The Principal will notify the parents and the pupil in writing of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents.

Where a decision to suspend has been made, the Principal or another staff member delegated by the Principal, will meet the parents to emphasize their responsibility in helping the pupil to behave well when the student returns to school and to offer help and guidance to this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

The school will plan to help the student to take responsibility for catching up on work missed and to provide support to the student during re-integration progress.

Clean slate:

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start.

Records and reports:

Formal written records will be kept of:

- The investigation (including notes of all interviews held).
- The decision making process.
- The decision and the rationale for the decision
- The duration of the suspension and any conditions attached to the suspension.

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines.

Review of use of suspension:

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion

The Board of Management of Donoughmore National School has the authority to expel a pupil. This authority is not delegated.

Expulsion should be a proportionate response to the student behaviour.

Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will take significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

- Meeting with parents and the pupil to try find ways of helping the pupil to change behaviour.
- Making sure that the pupil understands the possible consequences of his/her behaviour, if it should persist.
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies.

A proposal to expel the pupil requires serious ground such as that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

Before expulsion is considered, the school authorities will try a series of other interventions, and believe they have exhausted all possibilities for changing the pupils' behaviour.

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code:

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.

- Supplying illegal drugs to other pupil in the school.
- Sexual assault.

The Board of Management will undertake a very detailed review of a range of factors in deciding whether to expel a pupil.

Expulsion should not be proposed for:

1. Poor academic performance
2. Poor attendance or lateness.
3. Minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter.

Behaviour will be examined in context to understand both, the behaviour itself and the response or sanction that is more appropriate.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Parents will be given due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal:

In investigating an allegation, in line with fair procedures, the Principal will:

- Inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This insures that parents are very clear about what their son/daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour. Parents and the student will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the pupils and his/her parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

- Inform the parents and the pupil that the Board of Management is being asked to consider expulsion.
- Ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds of which the BOM is being asked to consider expulsion.
- Provide the BOM with the same comprehensive records as are given to parents.
- Notify the parents of the date of the hearing by the BOM and invite them to that hearing.
- Advise the parents that they can make a written and oral submission to the BOM.
- Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

It is the responsibility of the BOM to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is party to the Board's deliberations (for example, a member of the Board who may have made an allegation about the pupil).

Where a BOM decides to consider expelling a pupil, it must hold a hearing. The board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a pupil aged eighteen years or over, put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the pupil. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the BOM, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board will refer to National Educational Welfare Board reporting procedures for proposed expulsions. The pupil cannot be expelled before the passage of twenty school days from date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against the expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24 (1) or that twenty days did not elapse from the time of the notification to the

Education Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

The Board will inform parents in writing about its conclusions and the next steps in the process. Where the expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a BOM of its opinion that a pupil should be expelled, the Educational Welfare Officer must:

- Make all reasonable efforts to hold individual consultations with the Principal, the pupil and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

The purpose of the consultations and the meeting is to ensure that the arrangements are made for the pupil to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation will focus on alternative educational possibilities.

In the interests of the educational welfare of the pupil, those concerned should come together with the Educational Welfare Officer to plan for the pupil's future education.

Pending these consultations about the pupil's continued education, the Board of Management may take steps to ensure that good order is maintained and that the safety of the pupils is secured (Education (Welfare) Act 2000, s24 (5)). The BOM may consider it appropriate to suspend a pupil during this time. Suspension will only be considered where there is a likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed and where the BOM remains of the view that the pupil should be expelled, The BOM will formally confirm the decision to expel (this task may be delegated to the Chairperson and the Principal). Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the pupil.

Appeals

A parent, or guardian, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

The Appeals Process:

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation and the steps in the process, refer to current DES guidance.

Review of use of expulsion:

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

Addendum to the Code of Behaviour **Behaviour Principles**

In light of the need for the school community to behave differently and to follow specific rules on the return to school during **Covid-19** pandemic, this addendum to the Code of Behaviour outlines specific changes to guidance that pupils, staff and parents will have to follow. Our guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

These amendments will need to be communicated to pupils, parents, staff and all members of the school community.

Pupils are expected to

- Arrive and depart from school premises at the agreed time. Adults should maintain a two-metre distance to other families when dropping off or collecting their children.
- Wash hands and use hand sanitiser when directed by staff and when necessary.
- Remain in their designated seating as directed by their class teacher.
- Follow the recommended respiratory etiquette: cover any cough or sneeze with a tissue or cough into elbow; if tissue is used, throw it in the bin. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to playtime's activities and breaks in the yard. Donoughmore N.S. is a 2 teacher school, therefore each room is a bubble/pod and there is no contact between both groups at any time. Break times are staggered and entrance/exits are through different doors/gates.
- Follow teachers' directions regarding class bubbles and pods.
- Maintain responsibility for their own equipment e.g. stationary, lunch boxes and water bottles and ensure that these are not shared with other pupils. Each child has a box in their classroom to keep their belongings.
- Tell member of staff if they are unwell and are exhibiting symptoms of Covid.

There is a pupil friendly version of this code of conduct in this document which explains the rules to pupils. Class teachers will ensure that these are displayed in the classroom and that they are explained to pupils:

Things we need to do in school

1. Follow your special route to get into your classroom.
2. Sanitise your hands as you go in the door.
3. Sit at your desk. All your books and equipment will be in your own named box. Please don't share any of it with other children.
4. You will be washing and sanitising your hands more frequently.
5. You will go to the toilet one at a time and wash your hands very carefully.
6. If you sneeze or cough it is very important to use a tissue and throw it in the bin. If you don't have a tissue sneeze or cough into your elbow.
7. Follow your teacher's directions at home time and exit by the same route you entered the school

Donoughmore N.S. acknowledges that children will have had a range of different experiences during lockdown period which may have an impact on their behaviour presentation upon return to school. For some, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional support and intervention.

Parental Responsibilities

- Follow altered procedure for arrival and departure
- Support the school by reinforcing guidance around hand hygiene, personal distancing and respiratory etiquette
- Remain outside the school building at all times
- Keep pupils who are unwell at home, informing the school by email/phone of the type of illness being experienced, until a full recovery is made.

Additional Staff Responsibilities

- Practise social distancing and ensure pupils remain in their class bubble and pods.
- Practise, and ensure pupils practise hand hygiene at appropriate times e.g. on arrival, before eating, when entering classroom, after toileting, after using shared equipment, etc.
- Keep work areas clean and tidy

Ratified by BOM: 28th April 2009
Ratified by BOM: 30th April 2013
Ratified by BOM: 5th October 2017
Ratified by BOM: 13rd March 2019

This policy including Adendum due to Covid 19 pandemic, was ratified by the Board of Management on 18th January 2021

Ratified by BOM: April 2024

To be reviewed: Every two years

Chairperson's signature: _____ **Date:** _____