**Youthreach Sligo**

**Anti -Bullying Policy (as incorporated into the Code
of Behaviour)**

**Ethos Statement**

Mayo Sligo Leitrim ETB is a community of learners with an historic and unique tradition as a provider of Education and Training. In responding to the needs of the community it delivers the highest standards of teaching and learning.

Mayo Sligo Leitrim ETB’s Colleges, Schools and Centres of Education are democratic, co-educational and multi-denominational in character where policies, practices and attitudes are underpinned by the core values of Respect, Equity and Fairness.

**Mission Statement**

To unlock potential in a safe learning environment and to encourage development of Personal well-being, abilities and interests.

The Advisory Committee of Youthreach Sligo is publishing this document as the official Anti-Bullying Policy for Youthreach Sligo. The ETB as patron of the centre has approved this publication. Copies of the policy are available at the centre and on our web site and are available to each person who applies to be admitted to the centre**.**

**Scope of policy:** *This policy applies to the whole centre community in their relationships with learners – learners, teachers, Advisory Committee, Parents / Guardians and all ancillary staff.*

**Aims of policy**

* *To create ‘a telling centre’, where learners who are not themselves being bullied have enough of a social conscience to report the case of someone who is.*
* *To promote an understanding of bullying as a health and safety issue for learners and staff.*
* *To have a system of structures set up in the centre to deal with bullying incidents; to have this system well established, discreet and known to those who may need to use it.*
* *To make it clear that bullying will be tackled on two fronts: as a discipline issue and a pastoral care issue.*
* *To have an appropriate list of responses, including punishments, drawn up, and ready for use.*

**Rationale:**

1. *Department of Education and Science requires centres to have a written policy on bullying*
2. *The Advisory Committee have a statutory obligation to ensure that a policy is in place that reflects the principles and educational philosophy of the centre.*
3. *Involving and encouraging all members of the centre community in developing, formulating and reviewing this policy on bullying promotes partnership, ownership, and implementation of a living policy.*
4. *Youthreach Sligo considers bulling as a health and safety issue and a discipline issue and will address issues of bullying under each of these headings.*

**Links to Mission Statement*:*** *“Youthreach Sligo is a Partnership of Staff, Learners, and Parents enabling each learner to achieve his or her full potential.”*

**Links to Ethos*:*** *“We aim to inspire a Love of Learning in all our learners, irrespective of ability, and through personable and enthusiastic encouragement to lead all on to develop as Caring, Respectful Individuals in a challenging world.”*

**Objective:** *“We aspire to fulfil this commitment by fostering an atmosphere of respect, understanding, and encouragement between all who teach, work and learn in the Centre, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good.”*

**Content:**

***Definition: “****Bullying is repeated aggression, verbal, psychological, or physical, conducted by an individual or group against others. Isolated incidents of aggressive behaviour should not be condoned, can scarcely be described as bullying. However when the behaviour is systemic and on-going it is bullying” (DES, Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Centres)*

***Types of behaviour deemed to be inappropriate:***

* *Humiliation; including name-calling, reference to academic ability etc.*
* *Intimidation; including aggressive use of body language.*
* *Verbal abuse, anonymous or otherwise.*
* *Physical abuse or threatened abuse.*
* *Aggressive or obscene language.*
* *Offensive joke; whether spoken or by email, text messaging etc.*
* *Silent telephone/mobile phone calls*
* *Abusive telephone/mobile phone calls/text messages/ e-mails/website messages.*
* *Victimisation; including very personal remarks.*
* *Exclusion and isolation.*
* *Intrusion through interfering with personal possessions or locker.*
* *Repeated unreasonable assignment to duties that are obviously unfavourable.*
* *Repeated unreasonable deadlines or tasks.*
* *Threats, including demands for money.*
* *Harassment based on any the 9 grounds in the Equality Legislation.*
* *An attack by rumour, gossip, innuendo, or ridicule on any individual’s reputation.*
* *Coercion of sexual favours.*
* *Emotional and/or physical abuse is intolerable and therefore a report may have to be sent to the HSE / TUSLA and/or Gardaí.*
* *Any substantiated incident of bullying, in whatever form, in centre, on a centre –related activity or on the way to or from centre, will be treated as a breach of the centre code of behaviour, and dealt with as such; the precise sanction will depend on the seriousness of the breach.*
* *The above list is not intended to be exhaustive and the centre will respond to bullying in any form whenever it arises.*

***Indications of Bullying/Behaviour – Signs and Symptoms***

* *Anxiety about travelling to and from centre-requesting parents to drive or collect them, changing their route of travel, avoiding regular times for travelling to and from centre.*
* *Unwillingness to go to centre, refusal to attend, mitching.*
* *Avoiding certain days or lessons.*
* *Uncharacteristic nervousness in class*
* *Punctuality problems.*
* *A reluctance to take part in previously enjoyed activities.*
* *Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in centre.*
* *Unexplained changes in mood or behaviour; it may be particularly noticeable before returning to centre after weekends or more specifically after longer centre holidays.*
* *Visible signs of anxiety – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bed wetting.*
* *Spontaneous out-of-character comments about either learners or teachers.*
* *Possessions missing or damaged.*
* *Increased requests for money or stealing money.*
* *Unexplained bruising or damaged clothing.*
* *Reluctance and/or refusal to say what is troubling him/her.*

**Statement on Bullying:**

* *Every person in the Centre is entitled to respect and to be free of any type of bullying.*
* *The Centre will work proactively, as far as it can, to ensure that bullying does not take place.*
* *Reporting incidents of bullying is responsible behaviour.*
* *A record will be kept of all reported incidents of bullying.*
* *The matter will be dealt with seriously.*
* *The Centre has a programme of support for both the bully and the bullied.*
* *Appropriate action will be taken to ensure that it does not continue.*

***Anti-Bullying Policy - Learners:***

***Consultation*** *with education partners through:*

* *Discussion and agreement with learners through group meetings.*
* *Contribution from parents.*
* *Input from staff as agreed at Staff Meetings.*

*It is Centre policy to provide education on bullying in the following manner:*

* *All year groups are facilitated through the S.P.H.E. (Social, Personal, and Health Education) programme which incorporates bullying information and learning.*
* *The centre promotes qualities of social responsibility, tolerance, and understanding among all its members, both in centre and out of centre.*
* *New learners, who join the Centre at other times, are allocated a buddy – ideally, this is another learner from within the same year group.*
* *Positive reinforcement of behaviour for the better good of the community is encouraged through the merit system.*

*The centre has a pastoral care system in place, and reports of all incidents (wherever they may have been reported) will be filtered through the mentoring system, who is the primary person for pastoral care of the learner.*

***Pastoral Care Team:***

*Chain of support: Learner / Subject Tutor / Mentor /Counsellor /Principal / AEO / Advisory Committee.*

**Procedures for Noting and Reporting Incidents of Bullying:**

* *Learners should discuss any incident of bullying with a teacher or another trusted adult within the centre system; this is responsible behaviour rather than “telling tales.”*
* *Parents/guardians should contact the centre regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents.*

*Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a teacher, will be dealt with in the following manner:*

* *Appropriate personnel will interview all of the learners involved in a bullying incident.*
	+ *The alleged victim and alleged perpetrators of the incident will be spoken to and encouraged to solve the problem.*
	+ *The alleged victim and perpetrators will be invited to write down any relevant details and a “Bullying Report Form” will be completed. Written statements from all involved in the incident will be attached to the Report Form.*
	+ *All interviews will be conducted with sensitivity and with due regard to the rights of all pupils involved.*
	+ *Records will be kept of all incidents and of the procedures that were followed.*
* *The teaching staff will be kept informed of all incidents and have access to relevant written records.*
* *The teaching staff will monitor progress of learners involved in a bullying incident by liaising with teachers and learners involved (separately) at follow-up meetings.*
* *Where the incident is deemed to be minor, a step in the warning system will be given to the bully to stop the inappropriate behaviour, pointing out how she/he is in breach of the Code of Behaviour and trying to get her/him to see the situation from the victim’s point of view. If deemed appropriate, parents may be contacted. The incident will no longer be considered if there is no recurrence within that academic term.*
* *If the behaviour persists, the Coordinator and the parents/guardians of the victims and bullies will be informed. Thus, they will be given the opportunity of discussing the matter and are in a position to help and support their children before a crisis occurs. Appropriate sanctions will be imposed. The incident will no longer be considered if there is no recurrence within that academic year.*
* *If there is a serious incident, perhaps repeated verbal assault, or coercion, the matter should be reported to the teaching staff and Coordinator, parents will be involved and appropriate sanctions applied.*
* *Where the incident is deemed to be more serious (e.g. gross misbehaviour or physical assault), the Coordinator should be informed immediately and she/he will inform the AEO and / or Advisory committee, if necessary.*
* *Offenders and victims of bullying may be referred for counselling.*
* *Sanctions may include:*
	+ *A contract of good behaviour*
	+ *Centre community service*
	+ *Withdrawal of privileges*
	+ *Other sanctions as may be deemed appropriate*
	+ *Suspension*
	+ *Expulsion.*
* *In the case of a complaint regarding a staff member, this should be referred immediately to the Coordinator.*
* *Where cases, relating to either learner or teacher, remain
unresolved at centre level, the matter should be referred to
the AEO and / or Advisory Committee.*
* *In order to appeal a decision, a parent/learner may request a review by writing to the Coordinator.*

***Serial Bullying***

*If a learner persists in bullying despite correction, the following steps will be taken:*

1. *Arrangements will be made to advice and council the bully*
2. *Parents will be required to call to the centre to discuss the matter.*
3. *Suspension*

*If bullying continues we must consider the right of other learners to a safe learning environment, free from harassment, it may not be possible to retain the bullying learner in the centre.*

*Parents will be informed of this, and may be asked for permission to refer the learner to a psychologist from the Department of Education or the HSE / TUSLA. However they must understand the centre’s primary obligation is to protect the victims of the bullies, and this must mean permanent exclusion for persistent bullies.*

***Bullying of Teachers***

*The centre will support teachers were they are subject to bullying by a learner or colleague. Youthreach Sligo will work to ensure that a climate of respect is maintained at all times*.

***Roles and Responsibilities:***

*The centre staff team are responsible for ensuring that the policy is implemented.*

***Success Criteria:***

*Well-being and happiness of the whole centre community in the light of incidents of bullying behaviour encountered.*

***Monitoring implementation:***

*Parents/guardians and all members of staff; include on agenda for teaching staff meetings at least once a year.*

***Review and evaluation:***

 *The centre staff team will monitor, review, and evaluate this Policy and all related work and procedures on an ongoing basis to ensure legal compliance and maintenance of best practices*

***Legislation/equality proofing:***

* + [Guidelines on Countering Bullying Behaviour, 1993.](http://www.education.ie/servlet/blobservlet/school_bullying.doc)
	+ [Circular M33/91:](http://www.education.ie/servlet/blobservlet/m33_91.doc) Guidelines towards a positive policy for centre behaviour and discipline
	+ The Education Act, 1998
	+ The Education (Welfare) Act, 2000
	+ The Equal Status Acts, 2000 to 2004
	+ Equality Legislation In The Republic Of Ireland - The Employment Equality Act 1998
	+ Developing a code of Behaviour; Guidelines for schools
	+ Anti – bullying Procedures for Primary and Post Primary Schools

*Approved by Mayo Sligo Leitrim ETB before being passed to the Advisory Committee for approval.*

Date of approval

Appendix 1:

 Template anti-bullying policy All sections of this template must be completed

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Youthreach Sligo has adopted the following anti-bullying policy within the framework of the centre’s overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

 2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

 · A positive centre culture and climate which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the centres community;

 · Effective leadership; · A school-wide approach; · A shared understanding of what bullying is and its impact; · Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying. · Effective supervision and monitoring of pupils; · Supports for staff; · Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and · On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows: Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time. The following types of bullying behaviour are included in the definition of bullying: · deliberate exclusion, malicious gossip and other forms of relational bullying, · cyber-bullying and · identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs. 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 centre’s code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the centre’s code of behaviour. Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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5. The education and prevention strategies (including strategies specifically aimed at cyber bullying, homophobic and transphobic bullying) that will be used by the centre are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Discussion through the SPHE programme.

Follow up through monthly review

Discussion with centre counsellor

Any follow up actions as required.

6. The centre’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the centre for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and PostPrimary Schools

Following a case of suspected bullying the following procedures will be followed.

Record incident of bullying.

Support learner who was bullied by centre counsellor and relevant staff

Use discipline procedure with perpetrator of bullying.

Report incident of bullying to relevant authorities.

7. The centre’s programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

Centre counsellor will support learner who was affected by bullying and let the co-ordinator know what supports need to be put in place in the centre.

8. Supervision and Monitoring of Pupils.

 The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

 9. Prevention of Harassment.

 The Board of Management confirms that the centre will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date].

 11. This policy has been made available to centre’s personnel, published on the centres website or is otherwise readily accessible to parents and pupils on request) A copy of this policy will be made available to the Department and the patron if requested.

 12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to centre personnel, published on the centre’s website or be otherwise readily accessible to parents and pupils on request) A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Chairperson of Board of Management.

 (Principal) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 2

Practical tips for building a positive centre culture and climate.

 The following are some practical tips for immediate actions that can be taken to help build a positive centre culture and climate and to help prevent and tackle bullying behaviour

Model respectful behaviour to all members of the centre community at all times.

Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Display key respect messages in classrooms, in assembly areas and around the centre. Involve pupils in the development of these messages.

Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention. Consistently tackle the use of discriminatory and derogatory language in the centre – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

Give constructive feedback to pupils when respectful behaviour and respectful language are ignored. Have a system of encouragement and rewards to promote desired behaviour and compliance with the centre rules and routines. Explicitly teach pupils about the appropriate use of social media. Positively encourage pupils to comply with the centre rules on mobile phone and internet use.

 Follow up and follow through with pupils who ignore the rules. Actively involve parents in awareness raising campaigns around social media.

Actively promote the right of every member of the centre community to be safe and secure in the centre. Highlight and explicitly teach centre rules in pupil friendly language in the classroom and in common areas. All staff can actively watch out for signs of bullying behaviour. Ensure there is adequate centre /outdoor supervision. Centre staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the centre. Hot spots tend to be in common areas/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are outside or moving classrooms. Support the establishment and work of student councils.

Appendix 3

Template for recording bullying behaviour

1. Name of pupil being bullied

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Source of bullying concern/report

 4. Location of incidents, Pupil concerned classroom, Other Pupil Classroom, Corridor, Teacher Toilets, Other

 5. Name of person(s) who reported the bullying concern

 6. Type of Bullying Behaviour (tick relevant box(es)) \* Physical Aggression Cyber-bullying Damage to Property Intimidation Isolation/Exclusion Malicious Gossip Name Calling Other (specify)

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category: Homophobic Disability/SEN related Racist Membership of Traveller community Other (specify)

 8. Brief Description of bullying behaviour and its impact

 9. Details of actions taken Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_

Appendix 4.

Checklist for annual review of the anti-bullying policy and its implementation The Board of Management (the Board) must undertake an annual review of the centre’s anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the centre’s anti-bullying policy will be required.

 Yes /No

 Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?

Has the Board published the policy on the centre’s website and provided a copy to the parents’ association?

 Has the Board ensured that the policy has been made available to centre staff (including new staff)?

 Is the Board satisfied that centre staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?

 Has the Board ensured that the policy has been adequately communicated to all pupils?

 Has the policy documented the prevention and education strategies that the centre applies?

Have all of the prevention and education strategies been implemented?

 Has the effectiveness of the prevention and education strategies that have been implemented been examined?

 Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?

Has the Board received and minuted the periodic summary reports of the Principal?

Has the Board discussed how well the centre is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board?

 Has the Board received any complaints from parents regarding the centre’s handling of bullying incidents?

Have any parents withdrawn their child from the centre citing dissatisfaction with the centre’s handling of a bullying situation?

Have any Ombudsman for Children investigations into the centre’s handling of a bullying case been initiated or completed?

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?

 Has the Board identified any aspects of the centre’s policy and/or its implementation that require further improvement?

Has the Board put in place an action plan to address any areas for improvement?

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

Notification regarding the Board of Management’s annual review of the anti-bullying policy To: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The Board of Management of Youthreach Sligo wishes to inform you that: The Board of Management’s annual review of the centre’s anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date].

 This review was conducted in accordance with the checklist set out in Appendix 4 of the Department’s Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal