Scoil Bhríde, Clara Anti-Bullying Policy

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 Scoil Bhríde, Clara has adopted the following anti-bullying policy within the framework of the school'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. During September 2022, prior to reviewing the policy, a school survey was carried out in classes 4th-6th on bullying in our school. In September 2023, we surveyed parents and pupils again to compare results.

   The main findings of the both surveys were as follows:

- 2022 - 100% of parents think Scoil Bhríde is a friendly, caring school.(2023 - 100% of parents agree with this statement.)
- 96.6% of parents think staff and pupils treat one another with respect.(2023 - 92.1%)
- 86.2% of parents surveyed have read the Anti-Bullying policy. (2023 - 92.1%)
- 82.2% of parents stated their child knows what to do if they are bullied. (2023 - 71.1%)
- 6.9% of parents stated their child is currently having difficulties with bullying in school. (2023 - 2.6%)
- Between 4-10% of pupils stated they were currently having difficulties with bullying in school. (Explicit types of bullying asked in the pupil survey) (2023 - between 2% - 17.6%)
- 92.4% of pupils feel safe in school. (2023 - 94.7%)
- A low level of bullying was reported.
- The following behaviours were reported as happening amongst those who reported they were bullied: Spreading rumours, pushing, shoving, tripping, insults, threatening with harm, coercion, damaging property, being left out, cyber.
- Pupils indicated a knowledge of how to act if they are bullied – 71.2% (2023 - 77.9%)
- The yard, classroom and outside the school gate are the main areas where bullying occurs.
- 67.2% of responses indicated that the school is doing enough to stop bullying, 25.4% were unsure. (2023 - 62.4% and 27.1% unsure)
- 92.1% of parents are confident the school listens to them and takes on board their concerns (2023)
- During September 2022, the staff of Scoil Bhríde updated the "Code of Behaviour" sanctions in line with more positive, restorative practices.
- For the school year 2023-2024, support from Oide was applied for. The first visit from the Oide advisor took place on October 4th. The staff looked at Stay Safe, RSE, Anti-Bullying policies and procedures. A presentation on Restorative Practices was given to the whole staff as part of the staff meeting.

A committee was formed to evaluate data and look at ways of preventing bullying in Scoil Bhríde. It consists of Sandra Grennan, Tríona O' Lone, Cora Rochford and Fiona Duffy. All staff members were tasked with revising, updating and amending this policy to include supportive sanctions.

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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) A positive school 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 school community;

(b) Effective leadership
(c) A school-wide approach to bullying
(d) A shared understanding of what bullying is and its impact
(e) 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;

(f) Effective supervision and monitoring of pupils
(g) Supports for staff-mentoring/C.P.D./ in the area of prevention
  Supports for parents-information seminars/training in the area of prevention of & dealing with issues
(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
(i) 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 (see mobile phone policy for staff/pupils and parents

- 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 school'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 school'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.*

The following types of behaviour are included in the definition of bullying. The list of examples below is non exhaustive

Examples of bullying behaviours	
General behaviours which apply to all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
Cyber	• **Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual • **Impersonation**: Posting offensive or aggressive messages under another person's name • **Flaming**: Using inflammatory or vulgar words to provoke an online fight • **Trickery**: Fooling someone into sharing personal information which you then post online • **Outing**: Posting or sharing confidential or compromising information or images • **Exclusion**: Purposefully excluding someone from an online group • **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identify based behaviours	

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	- Spreading rumours about a person's sexual orientation - Taunting a person of a different sexual orientation - Name calling e.g. Gay, queer, lesbian...used in a derogatory manner - Physical intimidation or attacks - Threats
Race, nationality, ethnic background and membership of the Traveller community	- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background - Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: - Malicious gossip - Isolation & exclusion - Ignoring - Excluding from the group - Taking someone's friends away "Bitching" - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can hear - The "look" - Use or terminology such as 'nerd' in a derogatory way
Sexual	- Unwelcome or inappropriate sexual comments or touching - Harassment
Special Educational Needs, Disability	- Name calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. - Mimicking a person's disability - Setting others up for ridicule
Our Position Statement:	

- Scoil Bhríde has a zero tolerance towards all forms of bullying. We aim to build a nurturing and caring culture of respect and a culture where aggression and bullying are not used to gain popularity, maintain leadership or influence others.
- It is our intention to foster a harmonious environment which focuses on nurturing the unique potential of each individual student's safety and well being are at the top of our priority list. Students and School staff have a right to feel safe and be treated with dignity and respect. Co-operation between staff, parents, school management and pupils is essential in achieving this. Students and Parents understand that rights are balanced with responsibilities. If a bullying incident occurs at this school, the student who has bullied and the student who has been bullied will be supported equally.

4. **The relevant teacher(s) for investigating and dealing with bullying are as follows:**

- The Principal will coordinate and monitor the implementation of this policy.
- The class teacher has responsibility for dealing with incidences and following the approach in Section 65
- The Principal will investigate and deal with serious or repeated instances.
- The pupils and parents will report instances of bullying.
- The parents will support the staff in their responsibility to ensure all students safety and well being
- Home School Co-ordinator will liaise with parents/staff/principal/agencies/community
- There is also a responsibility on the entire school community/staff/pupils and parents to ensure they treat each other with dignity and respect

Any teacher may act as a relevant teacher if circumstances warrant it

5. **The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows.**

School-wide approach
- Model respectful behaviour to all members of the school 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, give constructive feedback to pupils when respectful behaviour and respectful language are absent and present.

- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines (D.F.L.). Catch them being good-notice and acknowledge desired respectful behaviour by providing positive attention.

- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas. Display rules and sanctions.

- Consistently tackle the use of discriminatory and derogatory language in the school-this includes homophobic and racist language that is belittling of pupils with a disability or SEN.

- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas/changing rooms/corridors and other areas of unstructured supervision. As pupils told us in a survey, the yard and the school gate are the main areas. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

- All staff can actively watch out for signs of bullying behaviour. Ensure there is adequate playground/school yard/outdoor supervision. Non teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- Parental information seminars.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources. Professional development with specific focus on the training of the relevant teacher(s)

- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.

- The implementation of regular of all of the following:

  -Annual Positive Week
  -Dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention
  -Annual student summary
  -Review during school assemblies 1 per term
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly

- Ensuring that pupils know who to tell and how to tell e.g.:

  -Direct approach to teacher at appropriate time, for example after class.
  -Hand note up with homework.
  -Make a phone call to the school or to a trusted teacher in the school.
  -Anti-bully or worry box.

-Get parent(s)/guardian(s) or friend to tell on your behalf.

-Administer a confidential questionnaire once a term to all pupils.

-Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Actively involve parents and/or the Parents Association in awareness raising campaigns around social media.

- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- Explicitly teach pupils about the appropriate use of social media. Positively encourage pupils to comply with the school rules on mobile phone and internet use.

Implementation of curricular

- The full implementation of the SPHE curricular and the RSE and Stay Safe Programme/Web wise Programme/Ed-Modo.

- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Circle Time, Stay Safe Programme, The Walk Tall Programme

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

-Our Anti Bullying Policy is linked to all of the following school policies:

-Code of Behaviour/Child Safeguarding Statement Policy/Supervision of pupils/Acceptable Use Policy/Attendance/e-Learning Policy/Policy on mobile phone use.

6. **The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred within the school and how best the situation might be resolved; issues occurring outside the school will be referred to the parents.

- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

- Teachers will take a calm, unemotional problem-solving approach.

- Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved;

- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

  It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to her how she is in breach of the school's anti-bullying policy and efforts will be made to try to get her to see the situation from the perspective of the pupil being bullied; it will be dealt with in accordance with the school sanctions for misbehaviour as follows:

SANCTIONS:
The following sanctions will be used for instances of consistent misbehaviour/bullying:

Infants:

1. Verbal warnings using orange/red cards
2. Time-out /thinking chair for 2-5 minutes depending on behaviour
3. Golden time reduced
4. Parents are informed
5. Use of restorative practices and questioning
6. Consultation with Deputy Principal/Principal
7. Parents informed if behaviour persists
8. Support of SEN team
9. Meeting with parents
8. Referral to Principal
10. Detention
11. Formal report to BOM
12. Suspension
13. Expulsion

1st-6th Class:

1. First Offence - Oral warning/Visual warning
2. Reduction of Golden Time
3. Use of restorative practices and questioning
4. Consultation with Deputy Principal/Principal
5. Parents informed if behaviour persists
6. Support of SEN team
7. Meeting with parents
8. Referral to Principal
9. Detention
10. Formal report to BOM
11. Suspension
12. Expulsion

- See full sanction on school "Code of Behaviour" on ongoing/serious misbehaviour sanctions. Further repeated bullying will be referred to the Board of Management and following investigation, may lead to possible suspension/expulsion
- It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:

  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

All recording of bullying incidents will be done in an objective and factual manner.
The school's procedures for noting and reporting bullying behaviour are as follows:

Informal-pre-determination that bullying has occurred

- All staff will keep a written record in the bullying log of any incidents witnessed by them or notified to them. e.g. incident book. All incidents must be reported to the relevant teacher

- While all reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the relevant teacher will keep a written record of the reports, the actions taken and any discussions with those involved regarding same

- The relevant teacher will inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- Such records will be stored in the Principals Office.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher will use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

Established intervention strategies

- Teacher interviews with all pupils

- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process

- Working with parent(s)/guardian(s)s to support school interventions

- No Blame Approach

- Circle Time

- Implementing online questionnaires

In each of the circumstances above the recording template at **Appendix 3** will be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. The timeline for recording bullying behaviour in the recording template at **Appendix 3** will not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Referral of serious cases to the H.S.E.

- In relation to bullying incidents *Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the H.S.E. Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan"

- Serious instances of bullying will, in accordance with the *Children First and the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the H.S.E. Children and Family Services and/or Gardaí as appropriate.

- The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the H.S.E., the Designated Liaison Person must seek advice from the H.S.E. Children and Family Social Services.

7. **The school's programme of support for working with pupils affected by bullying is as follows. Within the S.P.H.E. programme we will include programmes on Relationships/Conflict/Relaxation & Calming/Feelings/Resilience Building & Peer Mediation.**

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

Bullied Pupils:
- Ending the bullying behaviour
- Changing the school culture to foster more respect for bullied pupils and all pupils
- Changing the school culture to foster greater empathy towards and support for bullied pupils

- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
- After resolutions, enabling bullied pupils to complete a victim-impact statement
- Making adequate counselling facilities available to pupils, who need it in a timely manner e.g. Play/Art therapy
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)

Bullying Pupils:
- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this
- Making adequate counselling facilities to help those who need it learn other ways of meeting their needs besides violating the rights of others
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child

In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform

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 school 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 ___10/10/2023___

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12 This policy its implementation and effectiveness will be reviewed by the Board of Management once in every school year. It will also be included as an agenda for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

13 Annual Review by the Board of Management

A standardised checklist will (see Appendix 4 D.E.S. 0045/2013) will be used in undertaking the annual review. 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 schools anti-bullying policy will be made.
The school will put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents Association

Signed: _Mary Kedwith_ 　　Date: _10/10/2023_
(Chairperson of Board of Management)

Notification regarding the Board of Managements Annual Review of the Anti-Bullying Policy

To: _Parents, Staff and the Patron of Scoil Bhríde Clara_

The Board of Management of Scoil Bhríde wishes to inform you that:

- The Board of Managements annual review of the schools Anti-Bullying Policy and its implementation was completed at the Board meeting of _Scoil Bhríde on 10/10/2023_
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Departments Anti-Bullying Procedures for Primary and Post Primary Schools.

Signed: _Mary Ledwith_   Date: _10/10/2023_
Chairperson-Board of Management

Signed: _Sandra Greenan_   Date: _10/10/2023_
Principal