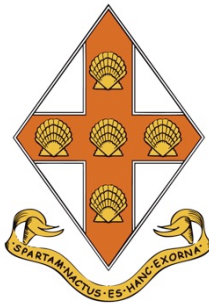


MIDLETON COLLEGE



Code of Behaviour

Version 1.3, May 2022

1 INTRODUCTION

Middleton College is a co-educational Church of Ireland boarding and day school. The inclusive, Christian teaching of the Church of Ireland, which is echoed in the College's *Ethos Statement*, welcomes students of other Christian denominations, as well as those of other religions, together with those of no religion. The Code of Behaviour reflects the inclusive Church of Ireland ethos of Middleton College, a synopsis of which is given below:

- The College is a small, familial community. All pupils are encouraged to participate actively and fully in the wholeness of College life.
- At the heart of College life is each student and their educational journey in a well-structured liberal arts and sciences academic curriculum.
- Effective learning opportunities are provided for all pupils. Diversity of academic capability amongst pupils is recognised, and the College seeks, within its resources, to foster equally the educational development of each individual.
- All members of the College community are entitled to be respected. Equally, all are expected to demonstrate a high level of respect for all others. It is an aspiration of the College that pupils should discover and develop their innate, God-given talents and will realise their own worth and potential within an atmosphere of care, support and encouragement. The College's goal is that pupils should leave Middleton College equipped with the academic, personal and moral qualities necessary to enable them to take their place within the wider community, where they might make a valuable contribution to the lives of others and society.
- Middleton College cherishes partnerships with teachers, parents/guardians, friends of the College, the local and wider community, all of whom and which support the fulfilment of the College's characteristic spirit and goals.

Together, in our time, as throughout the College's history, all strive to the College motto: *Spartam Nactus es Hanc Exorna*—literally 'Sparta is yours; adorn / embellish it,' or more colloquially, and more commonly understood at the College to mean, 'You have a great tradition: live up to it!' This can also be understood to mean 'You have a mighty tradition and lots of advantages. Make the most of them.'

The Code of Behaviour has been developed in accordance with the National Educational Welfare Board (NEWB) Document: *Guidelines on Developing a Code of Behaviour (2008)*. The final document was completed through consultation and collaboration with representatives from the whole College community. The Headmaster, Deputy Principal, Board of Management, Parent Teacher Association (PTA), Students' Council and staff have been included in the planning process. An audit of existing behavioural procedures and policies has been carried out, which highlighted areas in need of review. The review and development of the *Code of Behaviour* has been conducted in a manner that takes full account of the good practice set out in the NEWB guidelines, while maintaining the ethos and character of the College community.

Middleton College has introduced a number of policies to regulate College life that tie in with this document in order to provide direction and instruction for everyone on issues which they may be called upon to address from time to



time. The College reserves the right to introduce further policies or to amend existing policies from time to time as required.

2 AIM

Midleton College has a tradition of good behaviour and this policy aims to support staff, parents, students and the Board of Management (BOM) in maintaining and improving these high standards of behaviour. The College climate and atmosphere are created by the actions and behaviour of everyone in the College, and this code gives priority to promoting good behaviour that supports a positive environment for safe learning based on a commitment to the welfare of every student, including a right to participate in, and benefit from, education. The code is informed by the principle of fairness. It respects the principles of natural justice and ensures a consistent approach to behaviour on the part of the College Community.

This document looks to foster a positive relationship between all members of the College community. It aims to enable students, parents & staff to understand the College's disciplinary structures. Ultimately it is to allow the school to function in an orderly and harmonious manner. It is also the purpose of this code to ensure compliance with all relevant guidelines and legislation.

3 SCOPE

The scope of this Code applies to the behaviour of the college community in the following circumstances:

- While on campus.
- While involved in Extra-Curricular Activities / School-related activities, on or off campus.
- Where a student is identified or identifiable as a Midleton College student, on or off campus.
- Inside or outside school that damages the Midleton College's standing or interferes with the effective working of the school.
- When it is detrimental to other members of the College community.
- When it undermines school discipline and good order in any respect.
- When it is detrimental to the safety of any individual.



4 ROLES OF STAKEHOLDERS IN THE CODE OF BEHAVIOUR

Student

Students are responsible for their own behaviour at all times. There is an expectation from the College, which is consistent with the College ethos, that students maintain good behaviour—including showing respect for others within the College community.

The Parent/Guardian

Parents/guardians have a responsibility to ensure that their children/wards are aware of the contents of this code of behaviour and support the Headmaster, teachers and staff in the ongoing application of this code.

Subject Teacher

Subject teachers are responsible for maintaining discipline and safety within their classroom and for ensuring that a positive and vibrant learning environment exists. Their approach to classroom management should be fair, respectful, inclusive and consistent. In order to elicit cooperation and effort from the students, praise and commendation are vital in raising each student's self-esteem and confidence.

In the event of the non-cooperation of a student, teachers should make all reasonable efforts to resolve any issues at subject teacher level before seeking Form Teacher intervention or those of the Deputy Principal or the Principal. This does not preclude consultation or collaboration with Form Teachers, the Deputy Principal or other colleagues at any stage. Subject teachers should take time to talk to the student in a calm atmosphere, listen to them, and at all times to ensure that the student understands the consequences of their actions for everyone involved. Any sign of improvement needs to be positively acknowledged.

Form Teacher

Form teachers are central to the comprehensive pastoral care system at Middleton College. They endeavour to develop an awareness of the needs of the individual student and ensure that the student feels cared for. Form teachers also have a key role in ensuring that students adhere to the *Code of Behaviour*.

The Deputy Principal

The Deputy Principal has responsibility, along with the Principal, for managing the pastoral and disciplinary system in the College.

The Principal/Headmaster

The Principal, also known as the 'Headmaster' has overall responsibility for the management of the pastoral and disciplinary system at the College. The Principal may undertake investigations, as required, into allegations of misbehaviour, and may seek oral and written accounts as required.

Board of Management

The Board of Management is responsible for the ongoing review of this *Code of Behaviour*, together with certain matters relating to student suspension and in relation to expulsion.



5 STANDARDS OF BEHAVIOUR THAT ARE EXPECTED AT THE COLLEGE

These standards of behaviour should be observed in conjunction with the rules as set out in the College *Rules of Behaviour*.

5.1 General

- All members of the College community are expected to treat each other with respect and courtesy. It is expected that there will be mutual respect between students and staff at all times.
- All members of the College community are entitled to be happy at school. It is everyone's responsibility to ensure that harassment is not tolerated. Any member of the Middleton College community who witnesses or experiences any incident of unwanted or unwarranted negative behaviour has a responsibility to notify a staff member.
- Persistent negative behaviour may be construed as bullying behaviour, which is not tolerated at Middleton College. For further information please see the Middleton College *Anti-Bullying Policy*.

5.2 Learning Environment

A classroom is a place where students have a right to learn and teachers have a right to teach; where each takes responsibility for their own behaviour. Students and teachers should behave in a manner that reflects the ethos of the College and to ensure that quality learning can take place.

- In order to be prepared for learning in the classroom, students should arrive punctually for class, with all the correct books and materials, including the College journal. Completion of classwork and homework and the acceptance of instructions are required of each student.
- Each pupil has a responsibility for maintaining a high level of good personal behaviour and co-operation. Students must ensure that they are attentive during class, apply themselves diligently and pay attention to teachers' instructions.
- Homework must be completed to a high standard.
- Students should adhere to health and safety guidelines in all classes but especially so with practical activity-based classes, in social areas and when moving between classes.
- Disruptive behaviour that interferes with teachers' teaching and/or students' learning will not be tolerated.

5.3 Outside of the Classroom

- All members of the College community should be respectful and mindful of others around them.

5.4 Extra-curricular Activities

Extra-curricular activities are a central part of life in the College.

- Students are expected to follow the directions of those in charge of an activity at all times.
- It is important to represent themselves and the school in a positive manner whenever at an extra-curricular activity.



5.5 Care for College Environment

As a campus with many historic buildings, some of which are of national architectural importance, the College Community takes great pride in the appearance and good maintenance of all facilities. All members of the College Community have a right to be able to share in and use these facilities.

- Care for the Midleton College campus is the responsibility of all members of the College community.
- The College expects its members to take pride in the appearance of buildings and grounds. Vandalism and littering will not be accepted.
- All damage to College property, whether accidental or wilful, committed, witnessed or found by the individual, must be reported at once to a member of staff.
- All members of the College community are required to assist the College in promoting recycling where practical, and must use the designated bins for each item of which they wish to dispose.

5.6 Health and Safety

Health, safety and the wellbeing of all, is the collective responsibility of the College community. The College has in place a comprehensive health & safety policy and associated procedures. Every member of the College community has a responsibility to take the greatest care in avoiding accidents or putting others at risk through thoughtless behaviour.

5.7 Student Health

The College takes its responsibility for the health and wellbeing of all its community seriously. The standards in relation to substance use outlined in the College *Rules of Behaviour* are important to ensuring the health of all in the College community.

5.8 Personal Safety

Each member of the College community has a right to feel secure and protected while on the College campus or attending College activities (on or off campus). The standard of behaviour of each member of the College community should reflect this.

- Physical violence or the encouragement of physical violence is absolutely unacceptable and will be subject to the procedures set out in the 'Response to Unacceptable Behaviour' section of this code.
- Any and all types of weapons, including pocket knives, are strictly forbidden.
- Sexual harassment of any member of the College community is absolutely unacceptable and will result in serious disciplinary action. If a member of the College community believes that they are being, or have been sexually harassed, they should immediately speak with a staff member. Alleged sexual harassment could lead to the direct involvement of the Gardaí, and / or the Health Services Executive (HSE), as may be appropriate.
- No physical intimacy or sexual activity is allowed between students at any time, either on the campus or while attending College activities.

5.9 Restricted Areas

To support the health and safety policy, to provide an environment where students feel safe and to allow for privacy, the College has put in place standards governing areas of the Campus that can be accessed and by whom.

- Certain areas of the campus are restricted to authorised personnel and are clearly marked. Even if unlocked, no unauthorised personnel should enter.
- Students may only access and use boarding facilities to which they have been assigned. Any student who is found to have accessed a boarding, changing or other area to which they have not been assigned access, may be subject to the procedures set out in the 'Response to Unacceptable Behaviour' section of this code.
- In addition to restricted areas, there are also times when College facility access may be restricted.



6 PROMOTION OF GOOD BEHAVIOUR

It is the College's aim to foster a positive attitude to personal responsibility and behaviour. The College believes that the best way to ensure the highest standards in both behaviour and work is to promote and sustain a culture where the self-confidence of students is reinforced. Such a culture underpins harmonious relationships between students and staff and is embedded in the Church of Ireland ethos of Midleton College. A climate for effective teaching and learning is developed as a consequence of this positive ethos, when it is allowed to function. In Midleton College, teachers and other College staff implement the following range of strategies for promoting good behaviour and relationships that reinforce positive behaviour:

- Through praise, encouragement and feedback both in and outside the classroom. Commendations are given in weekly reports and prizes such as the Citizenship Prize that is given in memory of the Late Ron Little at the Annual Prize Day and which recognises the positive contribution of students to both the College and the greater community.
- Through the encouragement of positive everyday interactions and routines between students, teachers and all members of the College community, thereby promoting key values of respect and tolerance.
- Teachers and College staff modelling behaviour that is expected by our students.
- Recognising student accomplishment, not only through achievement but also through effort.
- A comprehensive form teacher support system that adopts an open and collaborative approach to student pastoral care.
- Students are given responsibility in the College through the Student Council, the prefect system, the mentoring system and dormitory representatives. Students are also directly involved in the development of classroom rules.
- Peer mentoring for new students is practised to encourage good behaviour.
- Positive behaviours and achievements are recognised and acknowledged at Assembly and in College publications such as the College Newsletter, College Magazine and on College social media.
- Ensuring that students understand and are clear on the standards of behaviour expected of them as set out in this code.

7 RESPONSE TO UNACCEPTABLE BEHAVIOUR

While the promotion of good behaviour at Midleton College underpins the ethos and practice of the College, there may be occasions where sanctions will need to be imposed in order to enforce College rules, or to ensure conformity with expected behaviour.

In response to unacceptable behaviour, the College may look to respond pastorally as well as (or in place of) a punitive response. The objective is to seek to change behaviour and not to impose punishment as a first line of response. The College's approach will aim to be proportionate, fair, consistent and supportive; it may also be necessary to consider extenuating circumstances. At all times the College's response will be informed by the principle of fairness. It respects the principles of natural justice and ensures a consistent approach to behaviour on the part of all College personnel.

The first duty of any member of staff is to examine the reasons behind an incident of misbehaviour and to explore options that constructively model better behaviour.

The overall response to unacceptable behaviour is separated into four levels and are explained in detail below. Depending upon the nature of the unacceptable conduct or incident, the College may begin the disciplinary process at any level in the disciplinary structure.

7.1 Investigation

Where there is an alleged breach of either this code, the College *Rules of Behaviour* or other related policies that might warrant investigation, the Principal or his appointee(s) will conduct an impartial investigation. The investigation



shall expect to receive full co-operation from all parties concerned. On completion of the investigation the Principal will make a determination and decide the appropriate next steps.

7.2 Restorative Practice

Where there is conflict between students Restorative Practice techniques may be used to manage the situation.

Restorative practice is:

- An approach to conflict resolution that includes all of the parties involved which allows relationships to be proactively managed to prevent problems in the future.
- A way of working with conflict that puts the focus on repairing the harm that has been done, enabling those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.
- A process which generally involves engagement with the student showing challenging behaviour and the harmed student individually using a questioning process that allow students to reflect on the circumstances and gain insight before coming together to agree a workable solution or a way of making up for the harm.

7.3 General Corrective Measures

Subject Teachers: In the event of low level misbehaviour, (such as non-cooperation or negative behaviour in class) subject teachers have a range of sanctions available to them. These include:

- Verbal reprimand.
- Change of location within the class.
- Extra work assignments.
- Lunchtime detention.
- Possible referral to pastoral care.
- Contact with parents/guardians.

This list is not exhaustive.

In the event that a disciplinary incident should occur, that, in the view of the class teacher, is of sufficient severity to require further sanction, the matter must be referred to the student's form teacher or the relevant assistant principal and, if necessary, the Deputy Principal or Principal.

College Management Team:

In addition to the corrective measures that can be applied by a subject teacher, a form teacher (or an assistant principal) has a range of measures that can also be applied such as, but not limited to, the following:

- **Weekday Detention:** A form teacher may decide that weekday detention is an appropriate response to misbehaviour. Students are required to attend the next available detention. Work will be set and must be completed. A letter will be sent home.
- **Saturday Detention:** A Form Teacher, or Assistant Principal, may decide that for more serious or repeated misbehaviour, a Saturday detention is an appropriate response. This may also be applied as a result of a culmination of three standard detentions over one term. These should take priority over any other event. Students should attend in full College uniform. Suitable written work is usually set by form teachers.
- **Report Card:** Form teachers (or Assistant Principal) may issue a report card to students as a means of monitoring their performance in class. While the issuing of such a card is seen as a sanction in itself, it also provides the student with the opportunity to show a record of improvement in his or her behaviour and positive participation in class.



- **Parent / Guardian Meeting:** A Form Teacher (or Assistant Principal) may request a meeting with a student's parent/guardian at any time, to discuss their son/daughter/ward's behaviour and agree measures to put in place corrective actions that promote and measure good behaviour.

7.4 Suspension

7.4.1 Suspension from Boarding

Boarding is a service provided by the College. Suspension from boarding relates to that service and does not extend to suspension from tuition.

Where the Principal decides that it is necessary to suspend a student from boarding, this will be after an appropriate investigation has been completed (in line with section 7.1 of this code). This can be immediate. The period of suspension is not bound by the rules as set out in section 7.4.2 of this code (suspension from tuition). The Principle may also decide to suspend a student from boarding where there is a real concern for the health and safety of the student and / or other members of the College community. Where a decision is made to suspend a student from boarding due to health & safety, there is no right to appeal.

7.4.2 Suspension from Tuition

While the College makes every effort to encourage and to promote good behaviour, the use of suspension may be considered as a necessary response to misconduct and / or repeated minor misconduct where other remedies have been unsuccessful. A single incident of serious misconduct may also be grounds for suspension.

The following procedures are prepared in line with the National Education Welfare Board (NEWB). The guidelines are in line with relevant legislation (Education Act 1998, Education (Miscellaneous Provisions) Act 2007 and Education (Welfare) Act 2000). The procedures reflect the right of fairness, impartiality and the right to be heard.

Suspension is primarily applied to give a student some time to reflect on the link between his or her actions and its consequences, and to help the student to change unacceptable behaviour. Durations of suspension are reflective of the seriousness of the situation.

Immediate Suspension: In exceptional circumstances, where the Principal deems it appropriate, and following a preliminary investigation, immediate suspension of a student may be applied. The full procedure for investigation and suspension will be applied during this time with due consideration for fairness, impartiality and the right to be heard.

Suspension Procedure:

1. Following an investigation (in line with section 7.1 of this code) where a decision is made to implement a suspension, the Principal will discuss the decision with the parent(s)/guardian(s) and the student. If the parent/guardian cannot be contacted after reasonable efforts, the Principal may proceed to implementing the suspension.
2. Where a decision is taken to implement a suspension, such decisions will be notified in writing, detailing the decision, offence, commencement and finish dates of the suspension and to inform of the right of appeal.

Suspension Durations:

Where the Principal decides that a suspension is warranted then the procedure is as follows:

- a. The Principal of the College may directly impose a suspension of up to five school days and will notify the Chairman of the Board of Management.
- b. Suspensions of greater than five days require the approval of the Board of Management;



- c. The Board of Management has set a maximum of ten school days on any one period of suspension. However, where expulsion has been recommended, and the statutory notice period applies, (Education (Welfare) Act 2000, s24(1)), the Board of Management may decide to suspend the student for the required 20 school days.

Appeals:

1. Parent(s)/guardian(s), or a student aged 18 years or over, may appeal a decision of the Principal or Board of Management to suspend a student.
2. Where the Principal has applied a suspension of up to five days, an appeal must be made in writing to the Secretary of the Board of Management Midleton College within 24 hours of the notice to suspend the student and in advance of the commencement of the suspension. Where the parents has verbally indicated that an appeal will be made, and a request has been made by the parents/guardians or student if over 18, the Principal may choose temporarily not to enforce the suspension to allow the written appeal to made.
3. Where the Board of Management has approved a suspension of between five and ten days, an appeal must be made to the Chairman of the Board of Governors Midleton College, within 24 hours of the notice to suspend the student and in advance of suspension commencing.
4. Where notice to appeal has been received, the suspension will not be enforced until the appeal has been heard, except in the case where an immediate suspension has been made.
5. Where the total period of suspension reaches 20 days during one academic year, the parent(s)/guardian(s) (or a student aged 18 years or over) may also appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Appeals procedure:

1. Appeals should be heard as soon as practicable, and before suspension begins.
2. Appeals to the Board of Management may be held by a quorum of the Board.
3. Appeals to the Chairman of the Board of Governors may be heard by his or her nominated representatives.
4. In the interest of fairness and impartiality, any member of the Board of Management involved in the initial decision or investigation to suspend, will retire from the appeals process.
5. At the appeal hearing the Principal (or Chairman of the Board of Management) and the parents/guardians, or student aged eighteen years or over, will put his / her or their case to the Appeal Board in the presence of the other party
6. Each party will be allowed to question the evidence of the other.
7. The Appeals Board will then retire to consider the case and provide a ruling as soon as possible.
8. The decision of the Board that hears the appeal (except where an appeal under section 29 is allowed) will be considered final.

7.5 Expulsion

The use of expulsion may be considered necessary as a measure of last resort in response to misconduct. A single incident of serious misconduct may indeed be grounds for expulsion. The Board of Management of Midleton College is the decision-making body in relation to expulsions.

The following procedures are prepared in line with the NEWB guidelines and are fully compliant with both the letter and the spirit of all relevant legislation (Education Act 1998, Education (Miscellaneous Provisions) Act 2007 and Education (Welfare) Act 2000). The procedures reflect the right of fairness, impartiality and the right to be heard.

Where a preliminary assessment of the facts confirms alleged serious misbehaviour that could warrant expulsion, the procedural steps that will be applied as follows:

1. A detailed investigation will be carried out under the direction of the Principal (in line with section 7.1 of this code).
2. A recommendation to the Board of Management will be made by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation will take place and a hearing will be held.



4. The Board of Management will take action following the hearing.

The detailed steps that will be taken are:

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 act as follows

- Inform the parent(s)/guardian(s) and the student in writing, apropos the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Allow parent(s) / guardian(s) and students every opportunity, through a meeting with the Principal, to respond to the complaint of serious misbehaviour before a decision is made and before any sanction is imposed.

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

Where the Principal forms a view, based on his investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. The Principal will act as follows

- Inform the parent(s)/guardian(s) and the student that the Board of Management is being asked to consider expulsion
- Provide the parent(s)/guardian(s) records of the following:
 - the allegations against the student;
 - the investigation;
 - written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same records that are given to parents.

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

1. Following a comprehensive review of the initial investigation, information and records provided, the Board of Management will then convene a hearing.
2. The Board of Management Hearing will be held in accordance with established Board procedures.
3. Any member of the Board with any involvement in the circumstances of the case, in the interest of impartiality and fairness, will retire from the hearing.
4. The Principal will, with attention to reasonable notice, notify parents/guardians and the student of the date of the hearing by the Board of Management and invite parents/guardians (or a student if aged 18 years or over) to the hearing. Those parties will also be advised that they can make a written and oral submission to the Board of Management.
5. The Principal and the parent(s)/guardian(s), (or a student aged 18 years or over), will be afforded the opportunity to put their case to the Board in the presence of the other party. Each party will be allowed, under the direction of the Chairman, to question the evidence of the other party directly.
6. The Board will operate with impartiality at all times.
7. On conclusion of the hearing, the Board will retire to consider the case in private.

Step 4: Board of Management actions following the hearing

Decision not to expel: Where it is the decision of the Board not to expel the student, the Board will provide the Principal and parent(s)/guardian(s) and student written confirmation of the decision. The Board reserves the right to impose a lesser sanction.

Decision to expel: Where the Board of Management, having considered all the facts of the case, is of the opinion that the student must be expelled:

1. The Board will inform the Principal and parent(s)/guardian(s) and student with written confirmation of the intention to expel with an outline of the next steps in the process.
2. In accordance with legislation, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion, as required in the Education (Welfare Act 2000, s24(1)).



3. In accordance with legislation, (Education (Welfare) Act 2000, s24(1)), twenty school days will be allowed to elapse before the expulsion is confirmed in writing to the parent(s)/guardian(s) and student. The Board of Management may consider it appropriate to suspend the student during this period.

Appeals:

The parent(s)/guardian(s), or a student aged over 18 years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29).

8 RELATED POLICES

This *Code of Conduct* should be considered in conjunction with the *College Rules of Behaviour*. Other relevant policies include the *Anti-Bullying policy*, *Acceptable Use policy*, *Uniform policy* amongst others.

Every member of the College Community is subject to the College's various policies. These policies are those that are currently in place as well as such policies that may be introduced from time to time. Every student is obliged to familiarise himself or herself with the College's policies and procedures. The policies are also available on the College website at www.middletoncollege.ie.

9 IMPLEMENTING THE CODE OF BEHAVIOUR

This *Code of Behaviour* is issued to all prospective parents/guardians in advance of their sons / daughters being accepted into the College. It is a requirement of entry that parents/guardians sign their acceptance of the *Code of Behaviour* in advance of their sons / daughters being accepted into Middleton College. This code is also issued to all members of staff and they are required to adhere to it while employed by the College.

The review and development of the *Code of Behaviour* is the responsibility of the Board of Management and has been completed and delivered in a manner that takes full account of the good practice set out in the NEWB Guidelines, while at all times, seeking to maintain the inclusive Church of Ireland ethos and character of this ancient College community. The College has always valued the role played by the parents, teachers and students. Accordingly all reviews seek contributions and comments from these parties.

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Dr Jerry Lynch
Chair of Board of Management

Date