



Bí Cineálta Policy

To Prevent and Tackle Bullying Behaviour

The Board of Management of Gaelscoil Riada has adopted the following policy to prevent and tackle bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures for Primary and Post-Primary Schools to Prevent and Tackle Bullying Behaviour 2024*.

The Board of Management recognises that bullying behaviour interferes with the child's rights as set out in the United Nations Convention on the Rights of the Child. It is the responsibility of all of us, as a school community, to work together to prevent and tackle bullying behaviour and to address the negative impact that bullying behaviour has.

Ireland ratified the United Nations Convention on the Rights of the Child in September 1992. In doing so, we pledged to promote, protect and fulfil children's rights. Bullying is a children's rights issue: it infringes the following rights of the child:

The right to freedom of expression (Article 13)

The right to freedom of thought, conscience and religion (Article 14)

The right to freedom of association and peaceful assembly (Article 15)

The right to privacy (Article 16)

The right to protection from all forms of abuse and neglect (Article 19)

The right to the highest attainable standard of health (Article 24)

The right to education (Article 28)

The right to enjoy their own culture, religion and language (Article 30)

We are committed to ensuring that every pupil attending our school is kept safe from harm, and that the wellbeing of our pupils is at the forefront of all that we do. We recognise the negative impact that bullying behaviour can have on the lives of our pupils and we are fully committed to preventing and tackling bullying behaviour.

We confirm that, in accordance with our obligations under equality legislation, we will take all reasonable measures to prevent the harassment of pupils or staff members on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of Bullying- Further information is available in Chapter 2 of the *Bí Cineálta* procedures.

Bullying is defined as **targeted** behaviour, online or offline, that causes harm. The harm may be **physical, social and/or emotional** and can have a serious and long-term negative impact on the pupil who experiences the bullying behaviour. Bullying behaviour is sustained **over a period of time** and involves an **imbalance of power** in the relationship between two people or groups in society. Bullying is **deliberate behaviour**, unwanted, and harmful to others. Bullying is not accidental or thoughtless behaviour.



Behaviour that is not bullying behaviour

- ✓ One-off or isolated incidents of deliberate negative behaviour, including a single offensive or nasty text or private message, do not fall under the definition of bullying and should be dealt with, where appropriate, under the school's Code of Behaviour. However, in the context of this policy, if a single offensive or nasty public message, image or statement is posted on social media or another public forum where it can be seen and/or shared by others, this may be considered bullying behaviour, because a wider community may see it, it is likely to be repeatedly shared, and thus constitutes sustained behaviour.
- ✓ Some pupils with special educational needs may experience difficulties with social communication and may express their needs through behaviours that could hurt themselves or others. It is important to note that such behaviours are not deliberate, are not planned, but in some circumstances are an involuntary response beyond their control.
- ✓ Disagreements between pupils, or where pupils choose not to be friends with someone, do not constitute bullying behaviour unless there are deliberate and repeated efforts to harass, exclude or generate hatred towards another person, including manipulating friendship groups.
- ✓ Negative behaviour that does not fall within this definition of bullying will be dealt with under the school's Code of Behaviour.

Further information on the different types of bullying can be found in [Appendix 2](#) of this policy and [section 2.5 p.21 of BPCineál Procedures for Primary and Post-Primary Schools to Prevent and Tackle Bullying Behaviour](#).

Preventing Bullying Behaviour

This section sets out the preventative strategies the school will use. These include strategies specifically focused on preventing online bullying behaviour, homophobic and transphobic bullying, racist bullying, sexist bullying and sexual harassment, as appropriate (See Chapter 5 of the Bí Cineálta procedures).

Educational and Preventative Strategies

To foster a safe and positive environment in the school, the following preventative strategies will be used:

Culture and Environment

This policy was created with input from children, parents and school staff. The policy sets out the various ways in which bullying can be reported.

Whole-School Approach

- It is the responsibility of every member of the school community to develop and maintain a school culture that does not accept bullying behaviour, and to adopt a consistent approach in tackling bullying behaviour.
- Parents participate as active partners in fostering an environment where bullying behaviour is not accepted.

- The school is a safe environment where the reporting of bullying behaviour is encouraged.
- **Trusted Adult** – the concept of a trusted adult will be promoted – a safe and secure connection – to whom a child should tell/report.
- To create safe physical spaces in the school/playground – ensuring visibility in those areas.
- To create and display art and signs around the school walls to promote the school's values – creation of a school charter that promotes rights – equality, inclusion and respect.
- To create a positive school culture and atmosphere that:
 - welcomes diversity and difference, is based on inclusion, and encourages a sense of belonging;
 - encourages pupils to disclose and discuss bullying situations in a safe, non-threatening environment;
 - and promotes respectful relationships across the whole school community.
- **Playground helpers** – senior pupils support younger classes in the yard to help with games and positive interactions. Supervision at lunchtime also.
- The Children's Anti-Bullying Policy will be displayed in classrooms and public areas of the school.

Curriculum (Teaching and Learning)

- The staff make full use of curriculum programmes and materials relating to the prevention of bullying, as well as those that promote empathy, respect and resilience in pupils, and programmes and materials that develop diversity and inclusivity within the school community.
- Programmes are used to build and enhance self-esteem among all pupils through both curricular and extra-curricular activities.
- Workshops and class discussions will be held regularly to raise awareness about fairness, respect, and the different types of bullying.
- SPHE lessons will reinforce wellbeing, self-confidence and personal responsibility. Lessons are drawn from **MISNEACH & BÍ SÁBHÁILTE**.
- Anti-Bullying Campaign awareness exercises will be used to help pupils proactively understand the nature, causes and harmful effects of bullying and why it is unacceptable.

We will also use regular awareness tools to help pupils share their feelings and report worries. These include:

- **Pupil surveys** – Five "Whole-Class Surveys" will be conducted each year in 3rd–6th classes as part of the Anti-Bullying Campaign- to check how pupils are feeling and to spot any concerns early.
- **A note in the homework diary**– a way for pupils or parents to let the teacher know quietly if something is wrong.
- **'Bí Cineálta' box in the office and in the classrooms** – safe, private boxes where pupils can drop in a note if they are worried about bullying.
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Other initiatives include:

- A classroom and school noticeboard promoting kindness and responsibility.
- Friendship Week.
- Online Safety & Anti-Bullying Week.
- Random acts of kindness as part of homework.

- Regular assemblies led by principal/deputy/class teacher.
- Pupil participation in creating a safe school environment

In the process:

💡 Pupils are helped to examine the issue of bullying in a calm and reasonable way, removed from the context of specific bullying incidents, and therefore become more aware of the nature of bullying and of the different types that may occur.

💡 Pupils are made aware that bullying always has negative outcomes for those targeted, even if this is not always immediately visible.

Appendix 3 provides a comprehensive list of the combined awareness-raising exercises available from the “Be Safe”, “Misneach” and **Anti-Bullying Campaign** programmes.

Policy and Planning

Objectives of Gaelscoil Riada’s Bí Cineálta Policy:

- To raise awareness of bullying as unacceptable behaviour among school management, teachers, pupils and parents/guardians.
- To foster a positive school ethos encouraging pupils to disclose and discuss bullying.
- To ensure proper supervision and monitoring are in place across the whole school.
- To develop procedures for identifying, investigating and dealing with bullying cases.
- To implement a support programme for those affected by bullying and for those involved in bullying.
- To work with relevant agencies to tackle all forms of bullying and to promote anti-bullying behaviour.

(**Links with other policies:** Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use Policy, Attendance, Sports activities (Swimming), Data Protection, Mobile phone use policy.)

The following programmes are in use across the school to implement lessons on bullying from the SPHE Curriculum and from evidence-based programmes:

- Be Safe Programme
- OCG Programme
- Misneach Programme
- Anti-Bullying awareness tools for 2nd–6th class
- Anti-Bullying Campaign for 3rd–6th class
- FUSE Programme for 3rd–6th class – www.antibullyingcentre.ie/fuse
- www.tacklebullying.ie www.antibullyingcampaign.ie
- Garda Síochána SPHE programmes

These are some of the programmes that can be used in the school to address bullying, to promote positive behaviour and friendship, and to strengthen resilience:

- Zippy’s Friends
- Friends for Life
- Incredible Years
- Fí na Folláine

The school's Anti-Bullying Policy and Code of Behaviour are discussed regularly with pupils and are distinguished within the teaching and learning of other subjects. This work will be extended into many areas such as Art, Drama, Religious Education and Physical Education.

Relationships and Partnerships

Strong interpersonal links are vital for preventing and tackling bullying effectively. A range of formal and informal structures such as student councils, school clubs, parents' associations etc. support these interpersonal links.

- Active engagement of pupils and parents in school life is encouraged.
- Workshops/seminars for pupils, staff and parents to raise awareness of bullying impacts.
- Regular updates in newsletters, communications and meetings with parent groups.
- Peer mentoring and peer support.
- Staffroom noticeboard – to share information.

External Agencies

- Community Garda/liaison officer visits to address personal safety and cyberbullying.
- Guest speakers on online safety.

Online Bullying: Cyberbullying

The school has in place an Acceptable Use Policy, with appropriate measures to ensure strict monitoring of technology use.

- Pupils may not use mobile phones in school.
- Teachers/adults supervise when pupils are using computers/ipads.
- Workshops for pupils and parents will be provided biennially (e.g. Zeeko, Webwise).
- Clear guidance on responsible use of technology will be given. (www.webwise.ie)

Steps taught to pupils to avoid cyberbullying:

- Respect others.
- Think before you send messages.
- Never share your password.
- Block anyone bullying you online.
- Do not reply to offensive messages.
- Keep evidence.
- Tell someone you trust.

Homophobic and Transphobic Bullying Behaviour: The school promotes inclusion and respect for gender diversity and sexual orientation through curriculum content and support policies.

Racist Bullying Behaviour: Clear actions will be in place to prevent any form of discrimination or racism.

Sexual Bullying Behaviour and Sexual Harassment: It will be made clear that any form of sexual harassment or sexual bullying is unacceptable, and protective measures will be implemented to ensure the safety of everyone.



Supervision and Monitoring

The following **supervision and monitoring policies** are in place in the school to prevent and tackle bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Ongoing Supervision:

- ✓ Active supervision and monitoring of classrooms, corridors, yard & garden, toilets & hall, school tours and extracurricular activities/classes.
- ✓ Before classes begin every morning, teachers are present in the classrooms 10 minutes before school starts.
- ✓ Supervision of the yard in the morning from 08:40 (principal/deputy principal).
- ✓ During break time, teachers perform supervisory duties in the school yard, halls and classrooms (with support from CRB staff).
- ✓ At home time, teachers walk with the children to the yard to ensure they are collected.
- ✓ CRB staff accompany children to the bus in the afternoon, and in the morning pupils are collected from the bus and brought safely into the school yard. Morning supervision is available between 08:40 and 08:50. (If the bus arrives earlier than 08:40, parents/guardians must make alternative arrangements, as staff are not available to provide supervision prior to this time.)
- ✓ Written permission from parents is required if children are walking home by themselves.
- ✓ If children are arriving at school later or leaving earlier than usual, they are signed in and out by a parent.
- ✓ All teaching and non-teaching staff (including secretaries, SNAs, bus drivers, caretakers, and cleaners) must remain alert and report any bullying incidents they witness, or that are disclosed to them, to the Relevant Teacher.
- ✓ Any pupil or parent/guardian may report a bullying incident to any teacher in the school.
- ✓ All clubs/classes organised outside the school day are under the supervision of teachers/CRS/external facilitators.

Safe Places:

- ✓ Pupils may only access areas inside the school building and school yard that are well lit and clearly visible to the supervising staff. This ensures that these spaces are safe for everyone who uses them.
- ✓ Pupils are not allowed to enter equipment storage areas unless a teacher is present.
- ✓ Pupils may use the hall toilets during break time.
- ✓ A teacher is present at the gate/main door of the hall to keep watch on children entering and exiting.

Dealing with Bullying Behaviour

“Relevant Teachers” responsible for investigating and dealing with bullying are set out in

Appendix 4.

The following are the steps the school will take to establish whether bullying behaviour has taken place, the approaches to be taken to deal with the bullying behaviour, and to review progress (See Chapter 6 of the Bí Cineálta procedures and the “4 Essential Steps” approach available in the ‘Resolving Bullying Cases’ section of the Anti-Bullying Campaign website):

Preliminary informal confirmation that bullying occurred

Our primary aim when investigating and addressing bullying is to **resolve problems** and, as far as possible, **to restore relationships between the parties involved**, rather than assigning blame. The school’s procedures are as follows:

- The Relevant Teacher investigates every reported or suspected case of bullying, whether it occurs inside the school or outside **but impacts within** the school, to establish the facts and stop the behaviour.
- This approach **builds pupils’ confidence** in sharing concerns. Pupils are clearly informed that reporting bullying is not “telling tales” but acting responsibly.
- Teachers adopt a calm, impartial, problem-solving approach when responding to alleged bullying cases reported by pupils, staff, or parents.
- When made aware of an incident, the teacher begins by interviewing the victim(s) and discussing the feelings they experienced.
- Where possible, the first stage of investigation takes place in the classroom. However, in some cases it may be more appropriate to move outside the classroom to ensure privacy for all involved.
- The Relevant Teacher may ask any pupil to write an account of what happened as part of the investigation. This is standard procedure and does not imply guilt.

When identifying whether bullying behaviour has occurred

The teacher should:

- Investigate **what happened, who was involved, where, when, and why**.
- If a group of pupils is involved, speak to each pupil individually first.
- Then meet with the group together.
- At the group meeting, ask each pupil to give their own account of what happened to ensure everyone understands one another’s views.
- Support each group member, recognising the pressure they may feel from peers after speaking with the teacher.
- Keep a written record of all reports, actions taken, and discussions with pupils.
- Store written records in the **Anti-Bullying Files** in the classroom.

Determining Whether Bullying Behaviour Has Occurred

The Relevant Teacher must use professional judgement to decide whether the behaviour reported constitutes **bullying** or **inappropriate behaviour**, and then choose the best way forward.

To determine if behaviour is bullying, the following questions must be considered:

- Is the behaviour targeted at a particular pupil or group of pupils?
- Is it intended to cause physical, social, or emotional harm?
- Is the behaviour being repeated again and again?

➡ If the answer is **Yes to all three**, the behaviour is bullying and must be addressed under the **Bí Cineálta** procedures.

➡ If the answer is **No to any**, the behaviour is not bullying and will be addressed under the school's **Code of Behaviour** as inappropriate behaviour.

💡 **Note:** In certain cases, a single incident may be regarded as bullying. For example, one offensive social media post may be considered bullying if it is likely to be shared repeatedly, creating sustained harm.

💡 **Note:** The **Checklist in Appendix C** of the **Bí Cineálta** procedures may be used to help identify bullying behaviour.

Confirmation that bullying occurred

If the Relevant Teacher confirms that bullying has taken place:

- S/he must maintain an appropriate written record that will assist him/her in resolving the issues and in repairing the relationships, as much as possible, between the interested parties.
- Records will include the type of behaviour, where and when it occurred, and the date of engagement with pupils and parents. Agreed actions and supports will be documented on Databiz.
- The Relevant Teacher must inform the Principal/Deputy Principal when an incident of bullying is confirmed.
- The views of the pupil experiencing bullying must be listened to carefully in deciding the best way to resolve the case.
- The Relevant Teacher interviews the pupil(s) alleged to have engaged in bullying, to establish the type, extent, and reasons for the behaviour. Once confirmed, they are asked to sign a **binding promise** to:
 - * stop the behaviour,
 - * treat all pupils fairly, justly, and respectfully, including those targeted.

Restorative Approach:

- ✓ The Relevant Teacher does not blame individuals but treats bullying as behaviour that **can and must be remedied**.
- ✓ The focus is not on punishment, but on explaining why bullying is harmful and seeking a clear promise to stop.
- ✓ If that promise is given and honoured, no punishment follows, and the matter is considered resolved.
- ✓ In this way, pupils who report bullying are not seen as causing trouble but as helping others to avoid future difficulties.

Parental Role

- Parents are an integral part of the school community and play a vital role, in partnership with the school, in tackling bullying behaviour.
- When bullying has occurred, the parents of the pupils involved are contacted as soon as possible. They are informed that the case is being addressed and that their child has promised to stop the bullying immediately.
- If a pupil signs such a promise but breaks it by continuing to bully, the parents/guardians are contacted again, informed of the broken promise, invited to a meeting, and asked to co-sign their child's new promise. Parents are given the opportunity to discuss how they can strengthen or support the school's actions.
- If the pupil breaks this further promise and continues bullying, it will be regarded as a very serious matter and the school may apply sanctions.

Sanctions

- Supports and sanctions (Level 2) from the school's **Code of Behaviour** will be applied, depending on the seriousness of the bullying behaviour.
- Sanctions will be proportionate to the behaviour. If bullying continues, stricter sanctions will follow.
- It must be made clear to all involved that the matter is private between the school, the child, and their parents, and should not be discussed publicly.

Follow-up After Bullying Behaviour Has Occurred

When deciding whether a bullying case has been dealt with adequately, the Relevant Teacher must consider:

- Has the bullying behaviour stopped?
- Have the issues between the parties been resolved, as far as possible?
- Have the relationships between the parties been restored, as far as possible?

Once the investigation is complete and/or the bullying issue is resolved, the Relevant Teacher will complete a full report.

This report will include:

- the investigation findings,
- the strategy used,
- the outcome of the intervention,
- and any other relevant information.

The report will be recorded on Databiz under the *Bí Cineálta* tab, with the file *Report on Alleged Bullying Behaviour* uploaded.

The views of the pupils and their parents regarding the actions taken should be included in the record.

Follow-Up After a Bullying Incident

- **Ongoing Support:** The school will continue to support the pupil who was bullied through regular follow-up checks to monitor their wellbeing.
- **Review Meeting:** Within **20 school days** of the initial report, the teacher must meet with the pupils involved and their parents to review progress.

What Will Be Reviewed:

- the type of behaviour that occurred,
- how effective the strategies put in place have been,
- and the current relationship between the pupils involved.
- **Meeting Arrangements:** Follow-up meetings may take place separately with each party. A joint meeting can be considered later, but only if the pupil who was bullied feels ready and gives their agreement.

Important Notes

- If a parent is unhappy with how the school handled a bullying case under these procedures, they must be referred to the school's complaints procedure.
- If the parent is still dissatisfied after exhausting this process, the school must advise them of their right to bring the matter to the Ombudsman for Children.
- If a child reports bullying, but requests that nothing be done about it, the relevant teacher supports the child in an appropriate way to see how the matter can be handled sensitively and how parents can be informed. If a parent makes the same request, it must be put in writing. However, the school may still decide it is necessary to investigate and act appropriately.
- If bullying behaviour raises a child protection concern, it will be dealt with immediately in line with the Child Protection Procedures for Primary and Post-Primary Schools.

School Support Programme for all involved:

The school will use the following approaches to support those who experience bullying, those who are witnesses, and those who display bullying behaviour (see [Chapter 6 of the Bí Cineálta procedures](#); see also [Appendix 5: Roles and Responsibilities](#)).

School Support Programme

For Pupils who have Experienced Bullying: Support

The school's support programme for pupils affected by bullying is rooted in a whole-school approach. We recognise that bullying behaviour is complex and multifaceted, and therefore no single intervention or support programme will work in every case. The school provides support for these pupils by:

- Listening carefully to the child's concerns, reassuring them that they are not alone, and putting them at ease.
- Encouraging the child to speak with a teacher or other trusted adult.
- Intervening immediately to stop the bullying and ensure the child's safety.
- Listening to the views of the student being bullied regarding the best way to address the situation.
- Making it clear that the pupil who is being bullied is not at fault, through reassurance, ongoing awareness-raising, and swift intervention. Where cases are resolved, pupils who were bullied may complete a victim impact statement.
- Supporting the rebuilding of self-confidence by encouraging participation in classroom, social, and extracurricular activities.
- Information on Long-Term Supports: While the school does not have the resources to provide counselling or play therapy directly, we will share information with parents about external services and agencies where such supports may be accessed privately if needed.
- Implementing a Buddy System within the school.

For Pupils Who Are Witnesses: Responsibility and Encouragement

- Educating pupils about the importance of refusing to support bullying behaviour and of reporting what they have witnessed.
- Encouraging pupils to act as allies by showing support to those affected.
- Using role-play and other activities to develop understanding and courage.
- Taking a non-punitive approach so that witnesses feel safe to come forward.
- Strengthening self-esteem and confidence through whole-school strategies and curriculum learning.
- Ensuring privacy for all pupils involved.
- Handling all conversations sensitively and taking account of the age and needs of pupils.

For Pupils Who Display Bullying Behaviour: Learning and Behaviour Change

- Fostering a restorative and learning atmosphere rather than focusing solely on punishment, with emphasis on personal responsibility and opportunities for improvement.
- Holding non-threatening, understanding conversations with a teacher to explore the reasons behind the behaviour.
- Using a restorative approach to teach responsibility and rebuild positive relationships.
- Working with parents and the school community to address behaviour patterns.
- Providing long-term support through consultation or participation in an anti-bullying programme.
- Support programmes for pupils who engage in bullying behaviour focus on:
 - Developing emotional awareness and self-regulation skills.
 - Building understanding of the impact of their behaviour on others.
 - Fostering personal responsibility and accountability.
- Making it clear that pupils are not permanently blamed if they make a genuine effort to change; every pupil is given the chance for a fresh start.
- Giving positive recognition to pupils who stop bullying behaviour, highlighting that they have made the brave and right decision.
- Encouraging participation in activities that build friendships and social skills (e.g. classroom group work, team activities, and extracurricular projects) to help rebuild self-esteem.

Roles and Responsibilities

Role of School Staff:

- All staff have a duty to take bullying seriously, whether they are teaching or non-teaching staff.
- Teachers, SNAs, and other staff should remain vigilant for signs of bullying, such as changes in behaviour, reluctance to attend school, or withdrawal from peers.
- Every member of staff is expected to respond to concerns raised by pupils, parents, or colleagues, and to report suspected bullying incidents to the Relevant Teacher.
- Teachers adopt a calm, impartial, and problem-solving approach in all investigations.
- Teachers and staff work together to promote the school's values of kindness, respect, and inclusion, ensuring that these are reflected in everyday interactions.

Role of Pupils:

- Pupils are encouraged to contribute to a positive school culture where bullying is not tolerated.
- Pupils should speak to a trusted adult if they experience or witness bullying.
- Pupils are reminded that reporting bullying is responsible behaviour and not "telling tales."
- Pupils are encouraged to support classmates by showing kindness, standing up against bullying, and including others in games and activities.
- Older pupils may act as playground buddies to help younger children, encourage positive play, and promote inclusive activities.

Role of Parents and Guardians:

- Parents are vital partners in promoting an anti-bullying culture in the school.
- Parents should encourage open communication with their child, listening to concerns and reinforcing the importance of respect and kindness.
- Parents are encouraged to report suspected bullying promptly to the school, while also reassuring their child that the issue will be taken seriously.
- Parents are expected to support the school in resolving bullying cases, including reinforcing the commitments made in any promise signed by their child.
- By working with the school, parents help ensure that bullying behaviour is stopped quickly and that all children feel safe.

Role of the Board of Management:

- The Board of Management is responsible for ensuring that the school's Anti-Bullying Policy (Bí Cineálta) is implemented effectively.
- The Board supports staff by providing resources and professional development where required.
- The Board ensures that records of bullying incidents are properly maintained and reviewed.
- The Board addresses complaints from parents if they are dissatisfied with how a case was managed, in line with the school's complaints procedures.
- The Board promotes a whole-school culture of inclusion, equality, and respect for diversity.

💡 It is the responsibility of the entire school community to read this Policy.



Monitoring, Review and Ratification

- The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year.
- Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.
- This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.
- This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Brian Ó Maircheáin

Sínithe: (Cathaoirleach an Bhoird Bainistíochta) **Dáta: 18 June 2025**

Maeve Ní Fhlatharta

Sínithe: (Príomhoide)