



School Address: Summerhill, Nenagh, Co. Tipperary, E45F890

Roll Number: 65370B

School Patron: The Edmund Rice Schools Trust

Mission Statement

St. Joseph's CBS is a Catholic secondary school under the ERST's trusteeship. It is a Christian Community seeking to promote Gospel values, especially love and freedom, in a dynamic partnership of Students, Staff, Parents, Trustees, the Board of Management and the wider community's respect for self, others, and the environment core value. In a spirit of loving care and with a commitment to breadth, balance and excellence in education, we seek to develop the full potential of every student: academic, spiritual, moral, physical, cultural, social, emotional, aesthetic and vocational.

In accordance with the requirements of the Education (Welfare) Act 2000 and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*, the Board of Management of St. Joseph's CBS Nenagh has adopted the following policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of Behaviour.

These procedures replace the 2013 anti-bullying procedures for primary and post-primary schools. We are fully committed to preventing and addressing bullying in our school community.

This policy, therefore, fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

Our Bi Cinealta policy will be communicated to the school community in the following ways as is best practice:

The 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 a material change in any matter this policy refers to.

Signed: Don O'Brien
(Chairperson of the Board of Management)

Date: 18th June 2026

Signed: Karen O'Donnell
(Principal)

Date: 18th June 2026

Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to ensuring that the four key principles of Cineáltas guide policy and practice in the school:

1. **Prevention**
2. **Support**
3. **Oversight**
4. **Community**

The Board of Management of St. Joseph's CBS Nenagh acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. As a school community, we all have a responsibility to work together to prevent and address bullying behaviour and to deal with its negative impact.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the well-being of our students is at the forefront of everything we do.

We confirm that we will, by our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Core Definition of Bullying Behaviour

As per Chapter Two of *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, bullying is defined as follows:

'Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.'

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged bullying incidents are, however, often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a profound and long-term negative impact on the student experiencing the bullying behaviour. Suppose the repeated harm is real for the student experiencing the behaviour, but unintended by the other student. In that case, this is not bullying but must still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a harmful message/image/video online, which is highly likely to be reposted or shared with others, can be seen as bullying.

Imbalance of power

In bullying incidents, the student experiencing the bullying behaviour finds it hard to defend themselves due to the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin, including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of hostile behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a broad audience and has a high likelihood of being shared multiple times, becoming a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclusion or dislike by others, including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties, making them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned; they are automatic responses that they can't control in certain situations.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying, can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances, and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students must know the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, *criminalises the non-consensual sharing of intimate images and threatening to share these images*.

If bullying behaviour *involves physical violence or threats of violence*, it may be considered *assault*.

Suppose bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership in the Traveller community. In that case, it may be considered a *hate crime* under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour *involves sexual harassment or sexual assault*, this may also be *considered criminal behaviour*.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

The following types of bullying behaviour, both direct and indirect, are included in the definition of bullying:

- deliberate exclusion, malicious gossip, name-calling, and other forms of relational bullying
- online bullying behaviour
- identity-based bullying behaviour such as homophobic bullying, gender identity bullying, racist bullying, bullying based on a person's membership of the Traveller Community, bullying of those with disabilities or additional education needs, sexist bullying, religious identity bullying

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 policy, placing a once-off offensive or hurtful public message, image or statement on a social 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.

The staff members responsible for investigating bullying incidents are the relevant Year Head and the Deputy Principal, assisted by the following where appropriate:

- Principal
- Other Year Heads
- Tutors
- Class Teacher
- Guidance Counsellor
- Student Support Team

Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were invited to input into the policy, as is best practice.

	Date Consulted	Method of Consultation
School Staff	23 rd April 2026	Face to Face
Students	Ongoing April/May 2026	Face to Face/Focus Groups
Parents	**	
Board of Management	18 th June 2026	Face to Face
Wider School Community	Ongoing feedback throughout the school year	

Date policy was approved: 19 th June 2025
Date policy was last reviewed: 18 th June 2026

Preventing Bullying Behaviour

Preventative measures are of great importance when looking at the issue of bullying. This section sets out the prevention strategies that the school will use. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures).

The Well-being Policy Statement and Framework for Practice provides the following four essential areas for a holistic, whole-school approach to well-being promotion. These four areas were considered when developing preventative measures to prevent bullying.

Culture & Environment

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that the school will use are as follows:

A school-wide approach to fostering a culture of respect for all members of the school community.

- The promotion of the value of diversity addresses issues of prejudice and stereotyping and highlights the unacceptability of bullying behaviour.
- The fostering and enhancing of all our students' self-esteem through curricular and extracurricular activities. Students will be provided opportunities to develop a positive self-worth through formal and informal interactions.
- The whole staff's professional development on bullying ensures that all staff develop an awareness of what bullying is, how it impacts students' lives, and the need to respond to it – prevention and intervention.
- Professional development focuses explicitly on training the relevant teacher(s). School-wide awareness raising and training on all aspects of bullying, including students, parent(s)/guardian(s), and the wider school community.
- Supervise and monitor classrooms, corridors, school grounds, tours, and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Strict procedures are in place to monitor student use of technology. See Acceptable Use Policy
- Involve the Student Council in contributing to a safe school environment, e.g., with peer mentoring activities such as Buddies and other student support activities that can help support students and encourage a culture of peer respect and support while also developing leadership capacity in our students. The student friendly Bi Cinealta policy will be included in student journals and displayed publicly in classrooms and common areas of the school.
- Links with the Choose Respect campaign to further foster a climate of respect in our school
- The school's anti bullying policy is discussed with students and all parent(s)/guardian(s). A copy is available on the school website and/or by request.
- The implementation of regular whole school awareness measures, e.g. a dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention; anti-bullying awareness week and occasional parent(s)/guardian(s) seminars; regular student surveys; frequent school or year group assemblies by principal, deputy principal, year heads, etc.
- Encourage a culture of telling, emphasising the importance of bystanders. In that way, students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report bullying incidents, they are not considered to be telling tales but behave responsibly.
- Ensuring that students know who to tell and how to tell, e.g., directly approach the teacher at an appropriate time, for example, after class. - Hand notes up with homework. - Make a phone call to the school or a trusted teacher. - Get a parent(s)/guardian(s) or friend to tell on your behalf. - Administer a confidential questionnaire to all students. - Ensure bystanders understand the importance of telling if they witness or know bullying occurs.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach school if they suspect their child is being bullied.
- The development of an Acceptable Use Policy in the school should include the necessary steps to ensure that access to technology within the school is strictly monitored, as is the students' use of mobile phones, for the wellbeing of all in our school community.
- The full implementation of the SPHE and CSPE curricula and the RSE programme
- Continuous Professional Development for staff in delivering these programmes.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Making Healthy Choices HSE
- School-wide delivery of lessons on Relational aggression, Cyber Bullying, Homophobic and Transphobic Diversity and Interculturalism.
- The school will specifically consider the additional needs of AEN students concerning programme implementation and developing skills and strategies to enable all students to respond appropriately.

Curriculum:

- Various awareness weeks and whole school events take place throughout the school calendar, e.g. peer mentoring/Buddies activities with first-year students, anti-bullying videos from Webwise and guided discussions, Stand Up Awareness Week, Internet Safety Week, Think Languages, Equality, Inclusion & Diversity week and activities around World Mental Health Day.
- Various programmes are run in SPHE and Well-being/Guidance Classes, e.g. The Decider, Lockers, Fuse, Friends First, The Respect Effect, Be in Ctrl, etc.
- Peer Teaching
- Well-being is at the centre of all subject plans
- Whole School Guidance is a feature of all school planning
- Well-being indicators addressed in all areas of Teaching & Learning
- 1st-year transition programme through SPHE/Well-being
- AEN provision, Primary School visits, regular AEN meetings, culture of inclusion, world autism awareness day, updates to staff from management & AEN meetings, regular staff meeting updates, whole school AEN, yearly meetings of AEN lead teachers and class teachers
- Staff CPD during the Bi Cinealta Half-day workshop
- Regular school surveys regarding bullying and well-being

Relationships and Partnerships:

- Linking with external services, e.g. NEPS, CAMHS, Tusla, Gardaí
- Linking with BOM, Parents Association, Students' Council, Local clubs, YSI Community Activities, Mini Projects, Subject-specific CBAs, e.g. CSPE Action Project, SPHE CBA Class events, fundraising events
- Student Support Team
- Guest Speakers, relationships with universities and further education bodies
- Garda Visits
- Extracurricular- links with coaches/ development bodies
- Jigsaw links

- Ambassador School for Cycle Against Suicide
- Buddy System – support for 1st years and developing leadership capacity in sixth-year students

Policy and Planning:

- Bí Cineálta Policy
- Code of Behaviour Policy
- Acceptable Use Policy
- Child Safeguarding
- Data Protection
- iPad Acceptable Use Policy
- Internet Acceptable Use Policy
- Social Media Policy
- Well-being Policy
- Whole School Guidance
- Staff are aware that they are all mandated persons, child protection procedures are handed out each year as a reminder, and they complete the Children First E-Learning Programme.
- Principal & Deputy Principal complete DLP/DDLP training

Supervision & Monitoring

The school has supervision and monitoring policies to prevent and address bullying.

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy, and Relationships and Partnerships, St. Joseph's CBS Nenagh has the following supervision and monitoring policies to prevent and address bullying behaviour:

- **Yard and Corridors and in class** - A weekly schedule of student supervision on corridors and yards is developed to monitor student behaviour and well-being. Any causes for concern are dealt with and reported to school management.
- **All staff are watchful** and observe relationships between students in class, note absence patterns, and let it be known that high standards of behaviour are always expected. We encourage a culture whereby Senior students assist staff in this respect through mechanisms such as the Buddy Program, Student Council, and Headstrong Committee.
- **Survey of Students** - Students are surveyed online yearly regarding bullying behaviour as part of the school's mentoring sessions.
- **Student Support Team** – the Student Support Team operate a check and connect system where teachers meet students where concerns may have been brought to their attention

Addressing Bullying Behaviour

The teacher(s) with responsibility for investigating bullying behaviour are as follows:

- **Year head for each year group assisted by the Deputy Principal**

In the event of bullying behaviour being reported, the school will take the following initial steps to support students who experience, witness and display said behaviour:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action promptly
- inform parents of those involved

The steps that the school will take to determine if bullying behaviour has occurred, as per the criteria stated earlier in the document, the approaches taken to address the bullying behaviour, and the steps taken to review progress are as follows (as outlined in Chapter 6 of the Bí Cineálta procedures):

- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the teacher should, without delay, refer the matter to the Year Head, Deputy Principal or Principal.
- In investigating or addressing bullying behaviour in any way, Year Heads are welcome to seek the assistance and support of the principal, the deputy principal or the student support team at any time. Indeed, given the extent to which the principal and deputy principal may be aware of personal information about students, it would be prudent for year heads to check in with either of them before taking any action about bullying behaviour.
- The school reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where a member of the school community perpetrates bullying, and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.
- The school reserves the right, by Section 6 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such aid is necessary to deal effectively with bullying behaviour. In any case, where the School/College deems bullying behaviour to be potentially abusive (Section 2 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as applicable) by the DES Child Protection Procedures for Primary and Post Primary (revised 2023)

Parents are an integral part of the school community and play an essential role in addressing bullying behaviour in partnership with the school. Where bullying has occurred, the parties' parents will be contacted at an early stage to inform them of the matter and to consult with them on the actions to address the behaviour outlined in the school's Bí Cineálta policy.

When identifying bullying behaviour, relevant teachers will consider what, where, when and why.

- If a group of students is involved, each student will be engaged individually at first
- Thereafter, all students involved will be met as a group

- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate following the group meeting
- It may be helpful to ask the students involved to write down their account of the incident(s)

When a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and tell their parents.

The school will consider communication barriers that may exist when communicating with parents, such as literacy, digital literacy, or language barriers.

At the end of the investigation the Year Head and Deputy Principal will present their findings to the Principal.

Recording of Bullying Behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows, and, in doing so, they will comply with relevant data protection legislation. All recordings of bullying incidents must be done objectively and factually.

The school's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behaviour (using Appendix B)
- Document the following details:
 - Type and form of bullying behaviour (if known).
 - Where and when it took place.
 - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behaviour has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the school's record policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's well-being.

Follow up where bullying behaviour has occurred

Engagement with students and parents:

- The year head/deputy principal must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 days after the initial contact.

Factors to Consider:

- During this engagement, essential factors to consider include:
 - The nature of the bullying behaviour.

- The effectiveness of the strategies used to address the bullying.
- The relationship between the students involved.

Review of Strategies:

- If the bullying behaviour has not stopped, the year head/deputy principal should:
 - Review the strategies used to address the bullying.
 - Consult with the students involved and their parents to determine next steps.

Agree on a time frame:

- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further Action if Bullying Continues:

- If bullying continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behaviour.

Disciplinary Sanctions:

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

If Parents Are Unsatisfied:

- In a situation where a parent is not satisfied with how the bullying has been addressed, they may refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Complaint to Ombudsman for Children:

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

Requests to take no action

A student reporting bullying behaviour may ask that a staff member do nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is essential that the staff member shows empathy to the student, deals with the matter sensitively and speaks with the student to work together on what steps can be taken to address the matter and how their parents will be informed of the situation. It is essential that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour and specifically request that the school take no action. *Parents should write this request to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parents' request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.*

Support

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Students who experience Bullying or Witness Bullying:

- Students may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, develop their friendship and social skills and build resilience whenever required.
- In this regard, the relevant Student Support Team will work closely with the students to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our school's focus-in/out support list and/or engage in check and connect.
- The school Guidance Department will also put in place a program of support in conjunction with the Year Head
- The learning strategies applied within the school and in line with the school's Wellbeing policy will also allow for the enhancement of the students' self-worth

Students who display bullying behaviour:

- Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Year Head and the relevant Student Support Team will work closely with the student.

Outside agency support:

- In certain circumstances, the school may also seek the support and advice of TUSLA, Educational Welfare Officer, NEPS, NCSE, second-level school support services, HSE and any other agency deemed appropriate to support the school in dealing with bullying incidents. Further supports are outlined in Chapter 6 of the Bi Cinealta document.

Links with other policies:

- Code of Behaviour
- Internet Acceptable Use Policy
- iPad Acceptable Use Policy
- Well-being Policy
- Child Safeguarding Statement

Oversight

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 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 been reported since the last meeting, 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
- Any wider strategies to prevent and address bullying behaviour, where relevant.
- If any serious incidents of bullying behaviour have occurred, which have had a profound adverse impact on a student

- If a parent has informed the school that a student has left the school because of reported bullying behaviour
- If any additional support is needed from the Board of management
- If the school's Bí Cineálta policy needs urgent review before the annual review.

This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

The minutes of the Board of Management meeting will document the number of new incidents of bullying behaviour, the current ongoing incidents, and the total number of incidents of bullying behaviour since the beginning of the school year.

The minutes will also note where the Board has considered the bullying behaviour, verbal update, and document when the Board has decided that an urgent policy review is required; the 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 a material change in any matter this policy refers to.

Date of the following review: June 2027

Signed: Don O'Brien
(Chairperson of the Board of Management)

Date: 18th June 2026

Signed: Karen O'Donnell
(Principal)

Date: 18th June 2026

The Board of Management first adopted this policy on 19th June 2025

This policy has been made available to school personnel, published on the school website and provided to the Parents' Council. A copy of this policy will be made available to the Department of Education and Skills and ERST if requested.

This policy and its implementation will be reviewed by the Board of Management once a year. 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. A review record and its outcome will be made available to the Patron and the Department if requested.