Meeting 8 of the Steering Committee to Review the Action Plan on Bullying 2013 Minutes

Wednesday 29th June 2022, 10.30 am

Conference Room G13/14 Department of Education, Marlborough Street

Attendees:

Áine Lynch, CEO, National Parents Council Primary
Dr Bernadette Ní Áingléis, Report writer consultation with Children and Young People
Bridget Wilson, Department of Children, Equality, Disability, Integration and Youth
Dave Hayes, Principal, Malahide Community School
Deirdre Shanley, Assistant Secretary, Schools Division, Department of Education
Prof James O'Higgins Norman, Director, UNESCO Chair on Tackling Bullying and Cyberbullying,
Director, DCU Anti-Bullying Centre
Jane McGarrigle, Project Officer, Webwise
Judith Lyons, Parents and Learners Unit, Department of Education
Laura Maher, Principal Scoil Choilm Community National School
Majella O'Dea, Teacher Education Section, Department of Education
Maria Bracken, Digital, Teacher Supply, Teaching Council Section, Department of Education
Maria Joyce, Co-ordinator National Traveller Women's Forum
Niamh Molloy, Parents and Learners Unit, Department of Education
Nicola Garvey, Deputy Principal, Malahide Community School
Dr Noel Purdy, Director Centre for Research in Educational Underachievement (CREU) Stranmillis
University College, Chair of Committee
Paul Rolston, National Parents Council Post-Primary
Rebecca Galligan, Post-Primary Senior Inspector, Inspectorate, Department of Education
Sarah Benson, CEO, Women's Aid
Yvonne Keating, Deputy Chief Inspector, Inspectorate, Department of Education

Apologies:

Aileen Hickie, CEO, Parentline
Emer Neville, President, Irish Second-Level Students' Union
Emer O'Neill, Anti-Racism Activist, Teacher, Presenter
Moninne Griffith, CEO, BelongTo
Ronan Kielt, Teacher Education Section, Department of Education
Seònaid Ó'Murchadha, Board member, Independent Living Movement Ireland
Sharon Eustace, Regional Director, National Educational Psychological Service, Department of
Education
Zak Moradi, Anti-racism Activist

Purpose of the Meeting:

The eighth meeting of the Steering Committee to review the Action plan on Bullying 2013.

1. **Welcome, overview of agenda, minutes of meeting of 24th May and 14th June**

Dr Noel Purdy welcomed the attendees and explained that the minutes of meetings of 24 May and 14 June will be shared with the Steering Committee in due course. Dr Noel Purdy introduced today's speakers: Dr Bernadette Ní Áingléis, report writer for the Consultation with Children and Young People; Laura Maher, Principal of Scoil Choilm CNS; Dave Hayes and Nicola Garvey, Principal and Deputy Principal of Malahide Community School; Niamh Molloy, HEO Parents and Learners Unit.

2. **Presentation by Dr Bernadette Ní Áingléis report writer for the Consultation with Children and Young People**

Bernadette spoke about her lifelong commitment to the voice of children and learners and a lifelong interest in policy development as a whole education endeavour. When teaching, she used the mantra 'Ask the children' when making any changes to policy and procedure. Asking children creates a sense of wellbeing, and ties in well with the Wellbeing framework of the department.

Key points from the presentation are as follows:

Background and focus:

- Two-day consultation with children and young people in line with UNCRC and article 12 (voice of the child in making changes). Also in line with the UN Convention on the rights of persons with disabilities.
- Underpinned by the DE commitment to collaboration, the consultation took place in collaboration with DCEDIY.
- The consultation took pace using the Lundy model whereby children are given the space to have their voices heard and influence change.
- Two days of consultation took place in the offices of the Department of Children (Day 1 Primary and Day 2 Post-Primary on 11 and 12 May).
- Facilitated by national participation office in DCEDIY. Attended by NEPS, PLU, Inspectorate
- The facilitators used age appropriate methodologies which were piloted in advance by schools. Visuals were taken of the artefacts created by the children over the two days. The report should be read alongside the visuals that will be interspersed throughout.
- Minister Foley attended the consultation on day 1, which was valued by the children.
- Focus was reviewing the Action Plan on Bullying and Procedures for Schools.
- Child safeguarding procedures were followed and NEPS supports were in place for both days.

Sampling and selection:

- Forty-seven children were present on day one across 12 schools and included children from 3rd – 6th class. Primary pupils were selected by their schools.
- Fifty young people from post-primary schools attended, representing themselves, not their school. They were selected by invitation from DCEDIY, who sent an email to all Comhairle na nÓg members seeking volunteers.
- Another focus group will take place over the summer to ensure the voices of Traveller and Roma children are included in the consultation.

Guiding framework and methodology:

- Quotations in the report are verbatim, the report writer made no spelling changes to what the children had written.
- Rich artefacts were created by the children and young people during the two-day consultation
- Eleven key themes emerged.
- Anti-bullying is connected to wellbeing. The report writer used the key areas of the Department's Wellbeing policy.
- A macro frame based on the Lundy model was used and this was set within the 4 key wellbeing areas

Key findings (see slides for more detail):

- Desire for children and young people to contribute to change.
- Readers should note that the sample is small and the report should be interpreted cautiously as a moment in time, rather than a nationwide representation.

Finding 1: Role of the teacher

- Key role of the individual teacher (P)
- Key role of the Guidance Counsellor (PP)
- Phrase used by student – 'teacher who keeps an eye out'
- In some cases, students felt that rules were not applied fairly
- Teachers not prying into private lives.
- Strong about the welcoming policy in school – particularly for students with English as an additional language (EAL)
- Students want an anonymous reporting system

Finding 2: Leadership

- Sense that sanctions for bullies are not meaningful
- Spoke passionately about sanctions not being applied – e.g. pride flag destroyed without consequences
- Make a bigger deal about Stand Up week with leadership involved

Finding 3: School building and grounds

- Safe spaces to chill out and access to someone to talk to for support
- Buddy bench in primary school
- A quiet room or nothingness room
- Many references to teacher supervision
- Bullying is taking place in toilets and changing rooms
- Tolerance for 'messing'

Finding 4: Supports

- Simple strategies – worry jar or box
- Make it anonymous
- Primary – dogs and pets 'I tell my dog everything'
- Post-Primary – fear of reprisal – not reporting bullying
- Therapy services

- It was not clear whom the children wanted services and supports to be provided by – but it was clear that these supports were not just for students being bullied.

Finding 5: Relationships and partnerships

Additional information is contained on the presentation slide.

- Children reported a desire to be treated fairly
- Inter-school rivalry exists and there needs to be more links with other schools
- Respect was the value most mentioned and most cherished. Respect was seen as a basis for trust, and how children are spoken to. Examples were given of where the levels of respect fell below standard.
- Respect is something that needs to be modelled
- There were a lot of references to favouritism e.g. not being selected for things
- Quite a number of young people felt that bullying sanctions were too light at home and that sanctions were not imposed sufficiently
- A need for parent education was highlighted
- Single gender schools need to learn about other gender
- Loneliness and isolation arose as a topic e.g. where the lunchtime policy allowed children to go downtown and some children were left out

Finding 6: Trusted adult

- In Primary school this was identified as the class teacher
- In Post-primary trusted adults such as the Guidance Counsellor was identified but there was sometimes blurring of roles and students were not sure who to report bullying to
- SNAs featured strongly, but CPD is needed to train them in how to deal with disability and bullying
- All school staff need training on ethnic minority and religion

Finding 7: Student council

- Student Council needs greater structure
- Lack of clarity about how children are selected
- Sometimes reps not representing all children

Finding 8: Communication and language

- Children with English as an additional language (EAL) didn't want responsibility for translating for other children with EAL
- Power imbalance related to this

Finding 9: Subjects and programmes

- Students want up-to-date programmes regarding cyber bullying and racism
- Teachers who don't want to teach topic – lack of knowledge of discomfort
- RSE out of touch and out of date – want real life scenarios
- Post primary students want to see a greater connection with other primary and post primary schools
- Consent to be taught at Primary

- Resource – KiVa programme mentioned – connecting with parents and monitoring – using outcome of monitoring can help to develop policy

Finding 10: Training

- Teachers, SNA need training (see slide)
- Education of teachers at Post primary – only teachers who are trained should be teaching topic
- Primary children referenced Dharman videos
- Better if teacher keeps an eye out rather than calling them up regarding bullying

Finding 11: Policy development and dissemination

- There needs to be a connection between the Anti-Bullying policy and other relevant policies and they need to connect with mission statement and code of professional practice
- There should be visual reminders of policies, clear reporting procedures, and anonymous reporting methods
- The students suggested surprise inspections about bullying to make sure they are following procedures and have a Student Council

Reflection:

- Complex and inter-relationships
- Children want to be heard and have input to change
- Sense of wellbeing – what is a nice school
- Images of my ideal school – jigsaw pieces.

3. **Question and Answer Session**

Paul Rolston (NPC-PP): How do you make bullying anonymous? Difficult to deal with anonymously. He asked was anyone interviewed about long-term effects.

Response from Bernadette Ní Áingléis: Children wanted a mechanism to report, but it was up to school to deal with it. Children did not specify how it should be handled. There were references to where they had reported bullying and would be worse off.

Deirdre Shanley referenced the worry jar that some children had suggested, whereby the teacher deals with it discretely.

Call for anonymous reporting was much stronger at Post primary.

Paul Rolston mentioned KiVa as a very good model, and suggested that we need to consider the long-term effects of bullying: need to consider whole community and society aspect of bullying.

Bernadette Ní Aingléis advised that some of the children present at the primary school consultation had experienced bullying and had referenced this when speaking to Minister Foley. The call for supports and counselling were very strong.

4. Presentation by Laura Maher, Principal, Scoil Choilm Community National School on positive strategies to tackle and prevent bullying

Key points from Laura Maher's presentation:

- Laura introduced the context of her school – multicultural school that opened in 2007. It was originally set up as emergency school. 90% of children attending the school have EAL. The school has two special classes and 57 students are accessing highest level of SEN support. Scoil Choilm is a disadvantaged school with 870 pupils.
- Developing their ethos was important for building school cultures and anti-racism. As a multi-denominational school, they display visuals completed by children and staff.
- The school is working on an inclusion policy, and reported that it cannot be just the school management team that tackle racism; it is a role for all staff within the school. They meet with parents to discuss issues and report to the BOM
- Lots of dialogue about anti-racism, random acts of kindness, SPHE lessons. Anti-racism fits between various programmes in school
- The principal asked children what they thought was good about the school and they replies as follows: We can protect others from bullying by telling a trusted adult; We respect other religions; Children with autism come to our school; Celebrate all celebrations; A school where new children are welcome – we have to be nice to them!
- When tackling bullying, teachers teach children about the nine grounds of discrimination. This is built into lessons at an age appropriate level, and they challenge stereotyping.
- The student council developed a video on anti-bullying and racism. The link to the video was shared in the presentation.
- The school emphasises teaching children about bullying and celebrating diversity, and uses visuals around the school including positive phrases.
- The school has a charter on equality and diversity and the teacher delivers a lesson on the charter. The anti-bullying and anti-racism charter uses simpler wording in the junior school. The school's view is that academics are important but morals are also important.
- The school uses a range of means to promote a positive school environment including positive messages and posters around the school, mental health week, promoting kindness and respect.
- The school uses teaching opportunities to promote a positive school culture and climate such as teaching good social skills and providing children with language skills. They also challenge the language used around 'telling'.
- The main message at assembly is about teaching kindness and respect.
- Community days' celebrations are used to build community.
- Equality and ensuring equal representation including multicultural representation and SEN on the Student Council is encouraged.
- A talent show is hosted and children who are less likely to volunteer are encouraged to participate.
- There is an emphasis on getting parents involved in things like cultural food events and multi-cultural celebrations such as Chinese New Year, Eid, Diwali as well as the importance of being Irish.
- The school has two special classes and celebrates autism awareness week.
- The school uses a range of initiatives such as "Show racism the red card" (many children are into sports), the Yellow flag programme (the goal is to be an inclusive school).

- Literature is used to teach about different cultures, using beautiful books about refugees, Eid, Ramadan and different family types (same sex) etc. Hearing about it in a story is easier for children to understand - Respect through literacy.

5. Presentation by Dave Hayes and Nicola Garvey, Principal and Deputy Principal, Malahide Community School on positive strategies to tackle and prevent bullying

Key points from presentation:

- The school identifies the link between wellbeing and anti-bullying
- There is a strong focus on relationships both with and between students and staff
- Dave outlined the key principles used in their school (see slides) and showed an image of a mural painted across two floors representing the key principles
- The school considers anti-bullying as part of the annual review of Child Protection procedures

How is this achieved? (See slides for more detail)

- The school works on the idea of community and this permeates all elements of school life. Respect underpins everything they do. There is good communication with parents, with regular presentations to staff and parents, and a home-school communication protocol whereby everyone knows who to contact if there's an issue.
- A whole school approach is taken to addressing bullying. The school had a dignity at work policy before it was required.
- Pastoral care structures:
- The school has 90 staff and Year Heads each look after 250 students. Each year group develops a motto in collaboration with their Year Heads, for example, the sixth yr. motto is 'be the best you can be'. 'Be kind' is a motto frequently used.
- The Guidance Team has an allocation of 1.7 but maintains three Guidance Counsellors using excess allocation because 1.7 is not enough to deal with 1200 students. The school chaplain (a resource that is not available to every school) meets with every first yr. before Christmas to discuss any fears they may have and what they are happy with at school.
- The school has voluntary tutors who each look after 30 pupils.
- In terms of posts the year head role is an AP1, and there are various AP2 posts for things like student voice (liaison between Student Council and staff), Wellbeing and Home School Community Liaison HSCL. The school notes that school refusal can be related to bullying.

Nicola Garvey spoke about the importance of Relationships

Wellbeing and anti-bullying go hand in hand. She is proud of the school and the relationships they have. She stressed the importance of students feeling safe and knowing that something will be done about bullying.

In a Whole School Evaluation – Management Leadership and Learning Inspection the positive interactions between the various members of the school community were noted.

The school has a wonderful Parents Association. Parental involvement is very important, and parents are very involved in policies and are consulted on everything.

She also stressed the importance of student voice and engaging in real consultation with students. Not just voices they want to hear but also voices that need to be heard. They use confidential voting on things like policies. They have listened with different year groups to get meaningful views e.g. on assessment and received very similar feedback to that of staff. This feeds into planning.

The school has a student wellbeing group with a liaison person for each year. The group feeds back to staff with requests for what is needed. They are currently working on a wellbeing wall.

The management body ACCS does a lot of work on Student Voice and the importance of Student Voice not being tokenistic. Nicola raised the question: 'Are we really listening if we are saying there is no bullying?'

Extra-curricular and Co-curricular learning (see slides)

- The school uses a range of means to promote empathy, respect and resilience in students:
- Friendship week involves curricular and extracurricular activities.
- The school is due to start working with the DCU Anti-Bullying Centre next year.
- TY students act as mentors for 1st years.
- They have dance off competitions.
- They liaise with feeder primary schools.
- Actively involved with jigsaw and are a pilot school for 'one good student'.
- One good adult.
- Pieta house – amber flag.
- Full staff presentations from Michelle Stowe – restorative practice in SPHE – bringing to parents next year. Restorative practice values support anti-bullying.
- Staff wellbeing.
- Teachers are trained in Active consent, which they deliver to Transition Year TY students.
- Zeeko anti-bullying workshops were provided to 1st and 2nd years.
- First years have computer classes for Digital citizenship and safety.
- Friends for Life programme.
- Rainbows programme.
- Claire Hayes provided a cognitive behaviour Resilience workshop for staff, students and parents
- Whole community approach to anti-bullying.
- Planet Youth initiative – international primary preventative model developed by the Icelandic Centre for Social Research which aims to improve health by looking at the lived experience of children in north Dublin. Last October c. 3000 students in North Dublin took part in a survey looking at school, peer relationships, family. Data will feed into the school's policy. The survey included questions on bullying.

Dave provided observations on the current Action Plan on Bullying and the anti-bullying procedures for schools:

CPD for boards of management, school leaders, staff and parents is important to prevent and tackle bullying.

There needs to be a national message that bullying is not acceptable. It has to be dealt with. There is a fear that reporting it can make things worse, but in their [Malahide CS] experience, reporting

bullying makes it better. It is difficult, but it does make this better and it is important that parents get this message.

There are external agencies that schools can go to for support with bullying, but for more serious cases there needs to be psychological support from an agency like NEPS. There could be specific liaison staff from an external agency like NEPS that can be called on.

The school has had two serious bullying incidents in recent times, one involving a young boy with autism. The school spoke with the NEPS psychologist about it who was brilliant. Perhaps something like this could be established as a routine.

Not enough is happening about social media. There is an issue with children being on social media at 3am and this is where problems with relationships can begin. We need to get the message out there that children need to switch off at night and that there needs to be accountability from social media companies. People are meant required to be 13 years old to have a Facebook or Instagram account. The digital age of consent is 16 in Ireland. It needs to be better monitored by companies as it has an effect on relationships, and children are not mature enough to deal with what they are confronted by, even at thirteen. If videos do go up, getting them taken down is impossible. We know that videos are doing harm and schools are left to deal with it.

6. Question and Answer Session

Sarah Benson (Women's Aid) advised that the National strategy on gender-based violence was published yesterday. There is now a clear identified role for education. The things that jump out are intersections between RSE and an articulation of the need to tackle pornography, which is causing distress and unease among school children. Sex on screens was mentioned from Transition Year onwards, but this is an issue that is coming up in primary school. Is [pornography] something you are coming across at primary level?

Nicola Garvey responded that this has come up with Year Heads. The issue of consent has come up in senior cycle, this suggests that the topic needs to be covered earlier. It also came up as part of the Planet Youth survey where students were asked questions about if they have been asked to share intimate images. It was interesting to see how prevalent it is. There is a need to consider what age we are teaching kids about this and to look into age-appropriate resources.

Laura Maher responded that these incidents of accessing pornography are more isolated and are dealt with by liaising with parents. In the Primary school curriculum, the only areas that are dealt with in RSE are things like sexual predators. It is uncertain territory as it is not part of the curriculum. Teachers do not feel comfortable veering away from what is not on the curriculum.

Sarah Benson encouraged the Principal to look at the data regarding pornography as it has replaced sex education and so RSE has to deal with it in an age-appropriate way.

Professor James O'Higgins Norman noted that sexting and porn are not the same thing and that it is important to know the difference. Research indicates that the damaging effects of accessing porn are not conclusive.

Sarah Benson responded that it is about the culture and how it intersects with equality and it does have real-life consequences.

Judith Lyons asked Laura Maher about how they find the time and resources to do the work they are doing.

Laura responded that it is difficult to fit everything in. Schools are guinea pigs for everything that needs to change in society. There is no specific resource for anti-bullying and anti-racism so they build it into various things such as RSE, SPHE, the patrons programme etc. As a school, they work towards what they want to implement. Each school is working individually. There are no planning days or substitution, and no national framework so the planning takes place after school. This means that everyone can do things for their own context, but it needs more work and there are not enough hours in the day.

Majella O'Dea commented that is great to see the creative use of middle management posts at primary school. Does the circular that allows flexibility help in terms of leadership posts at middle management level?

Laura Maher responded that Posts of Responsibility are yours to use to suit the context of your school. A post-holder is not attached to a specific area. You can use a post for anti-bullying but they have moved away from this because one person leading it is not enough, so now it is a duty for every post-holder. It needs to be part of everyone's role including SNAs and class teachers.

Dave Hayes responded to Judith's question to say that they use wellbeing focus groups with 10-15 teachers on the wellbeing team. They use *Croke Park* hours and set an agenda looking at needs and priorities of the school. The senior management team meets with the year heads to consider needs and priorities and use one *Croke Park* hours meeting on those identified needs. E.g., they had their first experience of a student transitioning and needed to educate entire staff to support the student. You have limited resources and you have to identify priorities.

Judith Lyons commented that it is good to see wellbeing being prioritised.

Nicola Garvey responded that wellbeing feeds into everything – without wellbeing students either will not be there or will not be learning.

Professor James O'Higgins Norman congratulated the principals on doing a great job, and noted that the importance of leadership was coming across. James asked Dave Hayes if this was something that you inherited or brought to the role. What is the extra ingredient you are providing?

Dave Hayes responded that it is a legacy that they built on. The previous principal was a Guidance Counsellor. Students were placed at the centre. The extra Deputy Principal post has helped. Reintegration of posts. The principal cannot do everything. The size of the school does make a difference.

Laura Maher responded that it is a legacy of good practice that was built on. The school is a community national school and was opened as a new type of school with a new patron. The school has one Deputy Principal and 800 pupils. Teamwork and leadership are key.

7. **Tea Break**

8. **Presentation by Parents and Learners Unit on the development of a definition of 'bullying', and structure of document**

Niamh Molloy provided a presentation on the proposed definition for 'bullying' that would be discussed later in the meeting providing information on how the definition was developed, the context within which it is to be used and the factors affecting its design and structure. She highlighted the importance of accessibility for all members of the school community and that any definition used should be practical and implementable at local level in schools.

Judith Lyons shared a presentation on the four areas of wellbeing and the proposed format of the consultation reports. Judith also advised that it was intended that the updated action plan would be a separate document to the report on the review of the action plan. This approach would enable us to develop an updated action plan that is user friendly for children and young people, parents, school staff and members of the public.

9. Group activity on definition

As time was limited, it was decided to continue to item 10 on the agenda directly.

10. Plenary Session following group activity

Dr Noel Purdy spoke about the proposed definition. For the purpose of facilitating group discussion and after scrutiny of definitions in other jurisdictions he outlined the following for discussion: *Bullying is behaviour that has the intention of causing harm. The harm caused can be physical, social, and/or emotional in nature. This behaviour happens more than once or has the potential to happen more than once. This behaviour can occur face-to-face or online. Bullying behaviour involves an imbalance of power between two people or groups of people. We must try to understand bullying behaviour as part of both our school system and our wider society*

Dr Purdy advised that Peter Smith commented that definitional discussions could be viewed by some as a dry academic matter. Noel disagrees (as does Peter Smith) – getting the definition right is essential. The proposed definition is not all that will appear in the action plan. All potential elements of a definition are contested by international researchers. Is bullying always intentional? Is it always repeated? What do we mean by imbalance of power? The action plan will give many examples. Experts struggle with definition. It is important to have a definition that everyone understands. Academics too often use big words, it can be a struggle to simplify their language, but the definition has to be usable by schools, and has to also cover all bases. Not just describing all kinds of disagreements. In Northern Ireland, the definition is very broad. There is no such thing as a perfect definition. We do not have to say everything in the definition, we can provide further explanatory text and examples to complement the core definition.

Professor James O'Higgins Norman advised that we need to acknowledge individual and societal behaviour. The definition needs to be informed by existing knowledge in the field.

Maria Bracken advised that the proposed definition may not be clear and concise enough.

Sarah Benson advised that we need to look at legislation and policy – intention vs consequence e.g. Intentionality does not have to be proven (Coco's law). Someone can be reckless as to the consequences. Kids can be reckless as to the harm they can cause. Having intention is difficult – how do you prove intent? The last line does not need to be in the definition. We need to look at repetition. Can we look at threats as being continuous? Until a threat is revoked, it is continuous.

Maria Joyce noted that identity based bullying is missing. It covers a number of areas. Identity can cover ethnic, sexual etc. She hopes that issues like racism will be covered in explanation. She agrees with Sarah regarding intent and repetition.

Majella O'Dea asked if we could drop the intentional part.

Professor James O'Higgins Norman commented that UNESCO looked to drop the intentional part. The most important thing is harm. Intention is not as important as the impact.

Sarah Benson spoke about dignity in work policy – intention can be irrelevant if harm is caused. The real thing is the power imbalance. You can deal with the behaviour if intention is removed.

Áine Lynch spoke about the purpose of the definition. Bullying needs to be dealt with differently than other behaviours. Repetition is important because that makes it different. We need to look at how we resolve the behaviour. The psychology behind why someone does something repeatedly is different from one off behaviour. Any behaviour can happen more than once.

Professor James O'Higgins Norman responded that repetition is not in the UNESCO definition.

Áine Lynch commented that you could not fix something in a definition. We need to look at how we manage behaviour that is repeated.

Professor James O'Higgins Norman commented that power imbalance is more important and needs to be read in context.

Áine Lynch commented that we need to be careful if we are giving bullying a higher status than other behaviours. One behaviour is not better or worse than other behaviours. It just needs to be addressed differently and this needs to be clear to parents.

Niamh Molloy commented that it needs to be looked at in the context of wellbeing.

Áine Lynch commented that the code of behaviour is important.

Sarah Benson responded that bullying behaviour 'is' part of a school's code of behaviour.

Jane McGarrigle commented that there is an issue with the wording 'happens more than once…' This needs to be considered in the context of online sharing.

Dr Noel Purdy commented that the current definition was developed before online bullying took place. We do not have to say everything in the definition. The approach to the South Australian definition could be considered. It uses a five-line core definition in bold with additional text explaining the definition.

It was agreed that the above views would be reflected on when prepared an updated proposed definition.

11. Summary and close

Dr Noel Purdy thanked the Steering Committee and presenters for attending and contributing to the discussions at the meeting.