



ROYAL SCHOOL ARMAGH

SECONDARY DEPARTMENT



PARENTS' HANDBOOK 2024/2025



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THE SCHOOL AIM

The Royal School was founded as a boys' school by James I in 1608 and granted its Royal Charter by Charles I in 1627. It moved to its present site on College Hill in the 18th Century. In August 1986 the Secondary Department became co-educational, with girls being enrolled in the subsequent amalgamation with the former Armagh Girls' High School. In 2008 the school celebrated its quatercentenary with the other "1608 Royal Schools". HM Queen Elizabeth II and HRH the Duke of Edinburgh visited the school to mark this occasion.

The Preparatory Department is also co-educational admitting both boys and girls of primary school age (i.e. between 4 and 11) as day pupils and it is possible for Preparatory Department pupils to board from the age of 8.

The Preparatory Department is housed in separate accommodation known as Wellesley House on the College Hill site of the Royal School.

The School Aim. The Letters Patent of King Charles I established the school *“For the Encrease of Learninge and Good Manners”*.

That twin aim of developing academic talent and building sound character remains, and is expressed today in the following aims of the school to provide a sound and learning environment for pupils which will:

- introduce them to a width of experience and a range and depth of knowledge which is compatible with their abilities, interests, aspirations and needs.
- make them aware of the kind of society in which they live and are going to live.
- help the development of essential skills and the understanding of relevant concepts with the purpose that they should be encouraged to realise their full potential at each stage of their development and in all of the activities in which they are involved. Essential skills will include the use of Information Technology - the development of which will be part of both the teaching and learning process.
- encourage them to take a full and active part in all activities of the school outside the formal course of academic study.
- assist the formation of those positive attitudes which pupils will need to contribute to society as it is now and as it may develop.
- have concern for their personal welfare, treat them as individuals and encourage the development of personal qualities such as reliability and self-discipline. In relation to welfare the school will have concern with the health, physical, intellectual, spiritual, emotional, social and behavioural development of the pupils. The school will also be actively involved in protecting the child against

harm or neglect. For Boarding Students, the aim will be to provide pupils with a quality of life both in the day school and in boarding which is under-pinned by the basic values of privacy, dignity, independence, choice, rights and responsibilities, fulfilment and involvement.

- reinforce the role of parents and other agencies in developing sound, moral and social qualities in preparation for adulthood.
- encourage them to view education as a life-long exercise so that they leave school equipped with the enthusiasm and skills to continue the process.

Rewritten in June 1995

(revised January 2000, January 2005, August 2010)

Voluntary Grammar Schools: The school is designated as a Voluntary Grammar School. Approximately three quarters of all Ulster Grammar Schools (a total of 65) are 'voluntary' i.e. not administered by the Education Authority.

The Board of Governors at the Royal School (at present 27 members) administers the school in accordance with the current regulations of the Department of Education for such Grammar Schools.

Board of Governors: The school is a Charitable Trust under the control of a Board of Governors and operates under the terms of the Educational Endowments (Ireland) Act 1885 - subsequently modified by government legislation - the most recent being the Education and Libraries Order 1986.

A Committee of Management consisting of 10 members of the Board has been delegated responsibilities by the Board to oversee the running of the school.

The composition of the Board of Governors at March 2024 is - (Management Committee members indicated (*))

THE BOARD OF GOVERNORS 2022-2025

A FOUNDATION GOVERNORS

5 Governors elected by the Council of the Diocese of Armagh

The Most Revd F J McDowell, The Archbishop Armagh (Chairman)

Revd M Kingston *

Very Revd S Forster*, Dean of Armagh

Mr M Dickson*

Vacant

3 Governors elected by the General Assembly of the Presbyterian Church in Ireland

Revd E P Gamble * (Vice-chairman)

Revd A McNeely

Mr W H Scott

1 Governor elected by the Conference of the Methodist Church in Ireland

Mr H McMullan

B 6 CO-OPTED GOVERNORS

Mr T Edgar

Mr D R D Mitchell

Mr I Lewis *

Mrs K Taylor *

Rt. Hon. John Taylor, Baron Kilclooney PC

Mrs K Reaney *

C 6 GOVERNORS APPOINTED BY THE DEPARTMENT OF EDUCATION AND THE SOUTHERN EDUCATION AND LIBRARY BOARD

3 Department of Education

Mr I Hutchinson *

Mr R Wilson

Vacant

3 Education Authority

Mr I McCall *

Mrs S Ross

Vacant

D 3 PARENT GOVERNORS

Dr K King

Mr N McCool

Mr B Taylor

E 2 TEACHER GOVERNORS

Mr S Cardwell

Mrs G L Montgomery

F HEADMASTER (Non-voting)

Mr G Montgomery *

G SECRETARY TO THE BOARD

Mr S T H McConnell *

- Denotes a member of the Management Committee



1. Ethos of the School / Mission Statement

School Philosophy

The Ethos of our school is its characteristic spirit, the timeless values to which it holds and which it seeks to promote. The Ethos influences the Mission Statement and the School Aims, taken together they guide all our policies and approaches.

The way we communicate the values and aims to the school community is heavily influenced by the work of three key thinkers:

Kurt Hann

Hann was a German educationalist who sought refuge in the UK as the Nazi grip on power began. He was key in the development of 'experiential education' and helped found a range of educational institutions and organisations including Gordonstoun School in Scotland and the Duke of Edinburgh's Award Scheme.

Hann believed it was important for learners to have experience of personal leadership, to see the results of their actions and to practise what he called 'Samaritan Service' giving pupils the opportunity to serve others.

"I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion." – Kurt Hahn

Carol Dweck

Dweck is an American psychologist based at Stanford University. She is known for her work on 'Growth Mindset' the view that our basic abilities, intelligence and talents are not fixed traits but can be developed through effort, good teaching and persistence.

People with a 'Growth Mindset' are more likely to continue working hard despite set backs and are encouraged to value the effort that brings improvement and success rather than just the success itself.

We encourage all our pupils to develop a 'Growth Mindset' and to see setbacks and difficulties as stages in the learning process.

"If parents want to give their children a gift, the best thing they can do is teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning." – Carol Dweck

Martin Seligman

Seligman is an American psychologist based at the university of Pennsylvania. He has worked extensively on theories to promote well-being. In his 2011 book 'Flourish' he proposed that evidence indicated there were five key aspects or 'pillars' to promote individual well-being. This is known as the PERMA model.

P - Positivity

E - Engagement

R - Relationships

M - Meaning

A - Achievement

Whilst PERMA is not in itself a recipe for inevitable happiness we believe these elements may provide a structure which, in a caring and supportive community, can help towards greater well-being.

Throughout their time at the Royal School each pupil will be encouraged to put the ideas of these thinkers into action through activities in the classroom, on the sports field, through charity work and in the many extra-curricular activities available.

2. Personalised Learning, Dashboards and Learning Logs

Pupils sit Cognitive Ability Tests (CAT) in Year 8 and Year 11. The results of these tests are used to produce a Personalised Minimum Attainment Line (MAL). Approximately every 8 weeks, a “tracking event” produces a current attainment line which is aligned against the MAL and pupils engage, with their parents and teachers in a reflective, self-evaluative process. The “Reflective Learning Journal” shores up this process of self-evaluation as the pupil reflects on what they could do to achieve a higher grade. All pupils are trained in “Learning to Learn” techniques. The process is underpinned by individual “Learning Conversations” between pupil and teacher to discuss how their engagement with quality learning can be developed. Pupils who would benefit from more individual work may be referred to the “Setting Targets Achieving Results” group (STAR). There are also subject support clinics which run after school in some subjects. The school was deemed to be “sector leading” by the ETI in its personalized learning approaches and aims to continually improve in this area.

3. Staff

The school has a staff of 49 full-time teachers augmented by modern language assistants for French and Spanish and a number of part-time teachers and gap year students.

As a voluntary school the Royal School has its own staff in charge of finance, administration, maintenance, technical assistance, grounds and school meals.

4. Accommodation

The campus blends the modern with the traditional in an appealing way. The Boarding Department has undergone a £2.5m refurbishment to provide modern and comfortable accommodation (which includes a cinema and recreation room) for both boys and girls. The Sixth Form houses are situated on The Mall.

Accommodation on the 30 acre College Hill site includes 7 Science Laboratories, 2 Home Economics Rooms, several Computer Resource Rooms, a Technology Department, an Art and Craft block, a suite of Music Rooms, specialist and general classrooms, a Sports Hall and Sixth Form accommodation including provision for careers.

The school accommodation includes facilities for sports: 2G hockey pitch, (Sports Hall, Gymnasium and Fitness and Conditioning suite), 3 rugby pitches, cricket square, athletics track, 5 tennis courts and a squash court.

5. Fees and Charges

(a) Tuition Fees

The Department of Education will pay tuition fees for:

- (i) Those pupils at the school who already have “non fee-paying status”.
- (ii) New entrants to the Secondary Department other than those pupils regarded as ‘excepted pupils’.

‘Excepted’ pupils are generally defined as -

- (i) Pupils whose parents are non-European Union Nationals.

(ii) Pupils who are not resident in Northern Ireland.

NOTE A boarding pupil admitted to the school and whose parents are resident in the UK or in the Republic of Ireland will have non fee-paying status. A day pupil living outside Northern Ireland will be regarded as a 'fee-payer'.

- (b) **Capital Fee:** A Capital fee, currently £140 per annum, is payable by parents in respect of each non-fee paying and fee-paying pupil in the Secondary Department *. The Capital Fee is used to meet the school proportion of the cost of new building and equipment the remainder of the cost of approved expenditure being paid by the Department of Education. Such Capital Fees together with Development Campaign income are currently being used to help to finance the recently completed development programmes.
- (c) **Consolidated Charge:** All parents of non fee-paying pupils are asked to make a payment of £185 (Sixth Form £195) per annum. This payment covers the cost of providing additional stationery, pupil's personal accident insurance, running costs of the school minibuses, the school magazine and travel costs associated with certain education and recreational activities (apart from major school tours) which are charged additionally. The payment also provides a fund for updating computer technology at the school thereby allowing the school to have available the most up-to-date equipment.
- *Further details about Fees and Charges are available in separate documents.

6. Other Charges

(i) **Music Tuition**

The full cost of individual tuition which is provided by an Education Authority tutor or arranged for a pupil in the playing of a musical instrument either during or outside school hours will be charged to parents. The cost is approximately £30.50 per hour (pro-rata). Further details are available from the Head of the Music Department.

(ii) **Travel Costs**

(a) Transport incidental to education No charge will be made to non-fee-paying pupils for transport provided for activities consequent upon the educational curriculum and which take place inside school hours e.g. transport to/from swimming classes or to/from field courses.

(b) Transport costs (optional extras) The school may expect parents to pay travel costs to such activities deemed to be optional extras e.g. theatre visits, ski courses etc. which are not deemed to be part of the school curriculum. Parents who do not make a voluntary payment of the 'Consolidated Charge' may be required to pay travel costs to interschool competitions.

(iii) **Ingredients and Materials**

In situations where the pupils take the finished product of a class activity home with them the school will charge parents the cost of ingredients or materials. This will apply to Home Economics and Technology and the charge for Key Stage 3 is £15 per year and £20 per year for Year 11.

(iv) **Examination Entries/Charges**

The school will pay the examination entry fees for non fee-paying pupils for entries for an approved G.C.S.E., G.C.E., or GOML public examination for which they have been prepared by the school.

Charges however will be made:

- (i) to parents of fee-paying pupils for all examination entries,
- (ii) to parents in situations where a pupil is entering an approved examination for which he or she has not been prepared by the school.
- (iii) to parents where the school will enter a pupil for an examination not approved by the Department of Education.
- (iv) in situations where the Examination Entry is optional e.g. R.S.A. Certificate examinations.
- (v) in situations where the pupil is re-sitting an examination and is not attending classes at the school in regard to preparation for that examination.

Parents will also be expected to pay any charge which arises as the result of a parent's request to have a pupil's examination results scrutinised or checked.

In situations where GCSE, AS or A2 Level pupils are entered for Modular Examinations the school will only pay the examination fee once for each Module.

(v) Residential Trips

Parents will be expected to pay the costs of travel and accommodation for residential trips deemed to be optional extras e.g. Language Tours, Ski Trips, etc.

7. Notice of Leaving

Notice of at least one term must be given for any pupil who leaves at a time other than at the end of Year 12 or Year 14, unless there are exceptional circumstances. This notice must be sent to the Headmaster in writing on or before the first day of the term in question. A further term's fees is payable by those who leave without due notice. A term's notice should also be given to the Headmaster in regard to any change in the boarding pattern (e.g. the number of nights) which is stated at the time of enrolment.

Sixth Form pupils sitting external examinations will be required to pay fees (including Boarding Fees) appropriate to the full year and including the Summer Term even when they may have requested and have been given permission to revise at home.

8. Absences *(see "Code of Conduct" for further information)*

- (a) **Absence of Pupils:** - Parents are asked to discourage pupils from absenting themselves from school unnecessarily. **It is expected that parents will not arrange family holidays during term time.** The school is expected to manage attendance robustly and does so.
- (b) **To enhance our safeguarding process:** The parents of pupils marked late or absent will receive a text alert requesting an explanation.
- (c) **Absence Notes:**
 - (i) Pupils under 18 years of age

All absences must be covered by a parent's note, produced at the latest **on the day the pupil returns**. This note should be given to the Class Tutor. In the case of pending or actual prolonged absence parents or guardians should inform the school office as soon as possible.

(ii) Pupils aged 18 years and over

A written note is still required but an explanation must also be given to the teacher in charge of Sixth Form.

- (d) Exeats: Pupils are not allowed to leave school during the “school day” without first presenting a parent’s note or approved appointment card to a Vice Principal - an “exeat card” will then be issued to authorise the pupil to leave school.

Boarding pupils must obtain authorisation from the Boarding Staff prior to seeking an exeat from a Vice Principal.

There are no “free periods” for pupils and any pupil who has a non-teaching period is expected to undertake private study in the designated study facility, or avail of a timetabled common room period in the Sixth Form common room.

Parents should try to restrict dental appointments, driving lessons etc. to either holidays or after school hours except in emergency.

9. School Term, Holidays, Special School Functions 2024/2025

- AS/A2 results: Thursday 15 August
- GCSE results: Thursday 22 August

Michaelmas Term

Tuesday 27 August - Friday 20 December

Tuesday 27 August: Year 8 all day,
Year 14 morning only (except senior prefects who will stay until 3.15 pm)

Wednesday 28 August: Year 11 all day (games in the afternoon)
Year 13 morning only

Thursday 29 August: All pupils in school

Half Term Holiday: Monday 28 October – Friday 1 November inc

*School Development Day 1: Monday 4 November, no pupils in school

Hilary Term

Friday 3 January - Friday 11 April

*School Development Day 2: Friday 3 January, no pupils in school

*School Development Day 3: Monday 17 January, no pupils in school

*School Development Day 4: Monday 10 February, no pupils in school

Half Term Holiday: Tuesday 11 - Friday 14 February (inc)

St. Patrick’s Day Holiday: Monday 17 March, school closed

Trinity Term

Monday 28 April - Monday 30 June

May Day Holiday: Monday 5 May

*School Development Day 5: Monday 26 May, no pupils in school

Parents should note that free school transport may not be available on certain dates. Parents may be required to pay the normal bus fare on these days. This problem is due to contractual arrangements between the Education Authority and Translink.

**The dates of School Development Days are subject to change.*

10.The School Day

The School day officially starts at 8.45 a.m. and **the school does not accept responsibility for the supervision of pupils arriving before that time.** Single periods are of 35 minutes duration, (10 periods per day with one of these for lunch).

Registration	8.50 am to 9.00 am	
Morning Assembly	9.00 am to 9.10 am	
Period 1	9.10 am to 9.45 am	
Period 2	9.45 am to 10.20 am	
BREAK	10.20 am to 10.35 am	
Period 3	10.35 am to 11.10 am	
Period 4	11.10 am to 11.45 am	
<u>Period 5</u>	<u>11.45 am to 12.20 pm</u>	} LUNCH taken either Period 5, 6, 7 or 8
<u>Period 6</u>	<u>12.20 pm to 12.55 pm</u>	
<u>Period 7</u>	<u>12.55 pm to 1.30 pm</u>	
<u>Period 8</u>	<u>1.30 pm to 2.05 pm</u>	
Period 9	2.05 pm to 2.40 pm	
Period 10	2.40 pm to 3.15 pm	
(School ends for class teaching at 3.15 pm)		

11.After School Activities

The School is fortunate that staff is associated with a considerable number of extra-curricular activities - some of which take place after school. **Pupils not associated with such an activity are expected to leave school as soon as possible after 3.15 pm**

A member of staff is on duty until 3.25 pm and after that time the School cannot accept responsibility unless the pupil is taking part in an activity directly supervised by a member of staff. The school office is normally open until 4.30 pm with the telephone going to an answer machine facility after that time.

“Detention” is held every Friday after school for 1 hour - (3.20 pm - 4.20 pm). Pupils whose work is unsatisfactory or pupils who are to be sanctioned for disciplinary reasons may be required to attend. Headmaster’s Detention is held from 3.20 pm - 5.00 pm on Friday afternoon.

12. Assessment and Examinations *(Subject to Review)*

School Examinations (changes to the information below will be notified to pupils and parents in good time).

Year 8: Two examinations per subject per year in winter and late spring - each examination is of up to 90 minutes' duration

Year 9 and 10: Two examinations per subject in winter and late spring. The late spring examination is a more formal examination with papers covering 2 or 3 years work where appropriate.

Years 11 and 12: The G.C.S.E. examinations involve a considerable amount of continuous assessment throughout the two year course as well as the formal practical and written papers in May/June for Year 12. There are Mock examinations for all Year 11 subjects in January/February in preparation for examinations for modular subjects in May. In preparation for the external examinations in June, Year 12 will sit Mock G.C.S.E. Examinations in January/February.

The exact dates of examinations will be published early in the academic year and in the homework diary.

Year 13: pupils will sit AS G.C.E. external examinations as appropriate to the requirements of the Examining Boards for each subject and level. Year 14 pupils in 2024/2025 will normally sit A2 G.C.E. examinations with the option for AS levels also.

External Examinations

Pupils studying courses in Years 11 and 12 are normally entered for the G.C.S.E. examinations appropriate to the syllabus being studied. Pupils are entered for either C.C.E.A. or "English board" G.C.S.E. examinations. Pupils will be entered only by the agreement of the school. Pupils studying courses in Years 13 and 14 are entered for the G.C.E. 'AS' or 'A2' A Level examinations appropriate to the syllabus and year being studied.

13. Reports

(Subject to review) Reports on progress are sent home as below:

Year 8	1 grade only report 1 written report 2 parents' meeting (1 of which is online)
Years 9 - 11	2 grade only reports 1 written report 1 parents' meeting (in addition Year 10, 1 option meeting, online)
Year 12	1 dashboard (Colour coded report) 1 written report 1 parents' meeting 1 option meeting, online
Years 13 & 14	1 grade only report 1 written report 1 parents' meeting, online

There is also an internal report system where regular reports upon individual progress are made to the Headmaster by the teaching staff. Pupils may be placed on “Weekly Report” for a short period of time by the Head of Year upon consideration of academic performance or for behavioural reasons.

Parents may contact the Head of Year at any point in the year if they feel concerned about their children - an interview will be arranged by appointment unless there is an emergency situation.

14. Parents’ Meetings

During the year formal meetings are organised for the parents of pupils. (Details on the school calendar on the School App and Website). These meetings are critical to ensuring an effective home/school relationships and every effort should be made to attend them as it is **extremely difficult** to arrange meetings outside of these times.

15. Allowances for “Non-Fee Paying pupils”

- (i) **Free Travel Ticket:** The entitlement for free travel passes when a pupil lives more than 3 miles from the school is being reviewed by the Department of Education. Parents of pupils hoping to attend the school should check the eligibility of their son/daughter for a Free Travel Pass. The school does not have a responsibility for making decisions in this regard.

- (ii) (a) **Maintenance Allowance:** Such allowances do not apply to pupils under 16. Pupils over the school leaving age may be eligible and application should be made to: The Chief Officer, The Education Authority, Charlemont Place, The Mall, Armagh.

- (b) **Clothing Grant:** Pupils whose parents are in receipt of Income Support will qualify for a clothing allowance. Forms of application can be obtained from the Education Authority or via their website www.eani.org.uk. Submission of applications to the Education Authority at an early date is essential and is the responsibility of the parent.

16. Text Books and Stationery

Text Books are issued by the School to all pupils (non fee-paying and fee-paying) and normally these books remain the property of the School. A basic issue of stationery is given to KS3 and KS4 pupils in September. The scheme is financed by:

- (a) a portion of the Block Grant paid to the school by the Department of Education under L.M.S. funding.
- (b) an equivalent sum (£100) payable to the school by the parents of each fee-paying pupil.

Additional Text Books and Stationery are funded by the “Consolidated Charge” to parents (see Paragraph 6).

Text Books are recalled by the school at the end of each year and parents will be sent an account for any books which are not returned or which have been so badly abused that they cannot be re-issued.

17. School Meals

School Meals are provided in the dining hall where a multi-choice system operates with a wide ranging menu each day. Pupils are encouraged to have a personal “healthy eating” policy.

The school operates a cashless cafeteria system which is operated either by fingerprint recognition, or a unique PIN Code. Parents will be required to set up an electronic “Parent Pay” account to allocate funds to pay for their child’s meals. It is the responsibility of pupils to keep a check on their balance to ensure they have sufficient funds for the food they want to purchase. Accounts may then be topped up by either using the machines in school, or through the Parent Pay account.

Alternatively, pupils may bring a ‘packed lunch’ which must be eaten either in the dining hall, or at the picnic tables. Food should not be consumed in the school building except with express permission.

Free school meals may be available when parents/guardians are in receipt of Income Support. (Application Forms are available from the school office and must be returned to the Education Authority).

18. Personal Accident Insurance Cover

Personal Accident Insurance Cover for pupils is provided (at the discretion of the Board of Governors) in respect of all School activities while pupils are under the supervision of members of staff. Pupils whose parents do not pay the consolidated charge will be excluded from this cover.

This Personal Accident Cover will provide compensation in specified circumstances to pupils who are injured in the course of such activities as games where the school is not deemed to be negligent.

19. Curriculum Policy (Currently under review)

(a) Curriculum Policy: A new Curriculum Policy is currently in development. This policy will detail:

- The Aims and Objectives of the Curriculum
- The Revised Curriculum
- Learning for Life and Work
- Organisation and Allocation of Time
- Coherence
- Differentiation and Assessment
- Equal Opportunities
- Homework Policy
- Special Educational Needs
- Religious Education
- Personalised Education
- Dashboards
- Self-Evaluation

This policy document “Statement of Curriculum Policy” is available to prospective and existing parents and can be obtained from the Headmaster.

(b) Subject Courses (and period allocation)

The courses and period allocation per course are revised annually and are published by the school as “Subject Courses”. Copies of the current document are made available to prospective and existing parents, but parents should be aware that the courses and period allocation are provisional and are reviewed for the following year during the current school year and are finalised at the beginning of the Trinity Term to apply in September.

A copy of the current document can be obtained from the Headmaster.

Streaming

Classes are generally unstreamed, except that Banding **may** take place in Years 9-11 to facilitate multi-level entries in certain subjects either in end of KS3 tests, English, Maths, Science in G.C.S.E.

The general structure of school courses is:

Year 8	Basic General Course
Year 9	Basic General Course with choice of 2nd language
Year 10	Introduction of aspects of G.C.S.E. Course
Year 11 and 12	G.C.S.E. Course External examinations are currently undertaken for various examining boards.
Year 13 (Lower Sixth)	'AS' G.C.E. Course External examinations are currently undertaken for various examining boards. Pupils will then study 'AS' or 'A2' Levels in the 2 nd year of their course.
Year 14 (Upper Sixth)	A2 and/or AS Level GCE Courses

(c) Schemes of Work and Syllabuses

Details of each Department syllabus and scheme of work is held centrally in the school and much of it is available on the website. This provides details about class and group sizes, text books used, Department Homework policy, assessment policy and the teaching programme for each year group.

Parents may obtain information about these topics by contacting the Vice Principal Curriculum although the school would expect reasonable notice of such a request either in writing or at least one week before parental consultation.

(d) Careers Information Advice and Guidance (CEIAG)

The school is fortunate to have a proficient careers and guidance service to assist with decisions about Higher Education and employment. Parents' meetings are organised to provide support for this. The Careers Department and Heads of Y13 & Y14 arrange talks, interviews and monitor applications.

There are Employability classes as part of "Learning for Life and Work" (KS3) in Year 10. In Years 11 – 14 there are interviews dealing with careers advice, as well as access to individual careers teachers and the Career Service. Every pupil in Lower Sixth is invited to participate in "Work Experience". Pupils are required to organise placement themselves and assistance is given by the school with regard to insurance and advice. Year 14 pupils have designated "UCAS Advisers" to help with the process of applications for Higher Education.

Specific, bespoke assistance is given to Oxbridge applicants. Pupils applying for courses which require interviews will have the opportunity of focused interview preparation and should contact the headmaster or Head of Careers.

Information for individual consultation of employment and further education literature and prospectuses can be found in the school library.

(e)Religious Education

Religious Education classes are organised for all pupils in Year 8 to 12 and attendance at these is compulsory with the exceptions that:

- (i)A parent may ask for their son/daughter to be excluded from such classes for reasons of 'conscience'. Such requests should be made in writing to the Headmaster, alternative teaching at these times may not be possible.
- (ii)Pupils in Years 11 and 12 will study "Religious Studies" at GCSE level.

NOTE

(i)Parents may request to see:

- (a)Any statutory instruments, or Department Circulars or Administrative memoranda
- (b)sent by the Department of Education to the Headmaster or to the Board of Governors relating to their powers and duties imposed by or under Part III of the 1989 Education Reform Order - Part III (The Curriculum). Any published Inspectorate Reports referring expressly to the school.

Such requests should be made in writing to the Headmaster.

- (ii) Any parent who has a complaint or concern in connection with the curriculum at the school should initially contact the VP Curriculum, seeking either a written reply or a formal interview to discuss the nature of the concern. If this has not reached a satisfactory conclusion, then the complaint should be taken to the Headmaster. In the event that a parent wishes to pursue the matter further, they should follow the Concerns and Complaints procedure.

20.Assembly

There are regular non-denominational assemblies for all pupils which has an element of collective Christian Worship. Parents may request that their son/daughter should not attend assembly or the worship aspect of assembly by reason of conscience. Such requests should be made in writing to the Headmaster. Pupils may also be excused assembly on grounds of health, upon the provision of appropriate medical evidence to the VP Pastoral. Pupils excluded from assembly will be accommodated in a different venue.

21.Behaviour

The positive behaviour expectations of the school are outlined in the section "Code of Conduct". This lists the standards required and consequences for negative behaviour. A copy of the "Scheme for the Suspension and Expulsion of Pupils" can be obtained from the Headmaster's Secretary.

A copy of the Drugs Education Policy of the School is in the Policies Appendix at the back of this booklet.

It is expected that an application to attend the school implies an acceptance by parents of these expectations. An account for any damage done by pupils while at school will be forwarded in the prescribed manner to the pupils responsible.

22. Uniform & Appearance

It is a requirement that all pupils at the school wear the appropriate school uniform.

The uniform requirements are detailed in the section “School Uniform Requirements”. It is expected that an application to attend the school implies an acceptance of these requirements.

23. Pastoral Care/ Safeguarding (*synopsis - see School Policies*)

All pupils have an easy access to members of staff for discussion on pastoral or educational matters. All members of staff have an involvement in pastoral care but formal responsibility for such matters is undertaken by the Headmaster, the Vice Principals, the Year Heads, House Masters/Mistresses and ‘Registration’ teachers.

The Vice Principal (Pastoral) is directly responsible to the Headmaster for Pastoral Care throughout the school. Heads of Year have a delegated responsibility for Pastoral Care within a particular Year Group. Mrs Montgomery is the Designated Teacher with the responsibility for the referral of instances of “Safeguarding”. She is also responsible for matters involving “Special Educational Needs”. The Vice Principal, Pastoral Care, Cardwell, acts also as a Deputy Designated Teacher for referral of “Safeguarding” issues. The Head of the Boarding Department, Mrs Mann, will also act as a Deputy Designated adult in reaction to such issues in the Boarding Department. All pupils, parents and governors are made aware of the Child Protection and Safeguarding Policy at the school and the method of referrals of cases of Safeguarding concerns.

Regular use is made of non-school agencies to provide professional advice and support on educational, health and welfare issues.

Parents are welcome to visit the school to discuss issues with the Headmaster or Head of Year but appointments should first be made with the Headmaster’s Secretary.

As part of the pastoral care arrangements, formal meetings of parents are organised for each Year Group of pupils to discuss the progress of individual pupils. (Details are provided in the ‘School Calendar’).

24. Security

All staff should wear their identification badge at all times. If the badge is lost, it should be reported to the Concourse or Headmaster’s Office immediately.

All non-school personnel i.e. visitors, parents, etc. **must first** report to the school office on arrival. This is necessary to protect the security of pupils from the intrusion of unauthorised personnel. Non-school staff visitors will be issued with a ‘Visitor’s Badge’. Closed circuit television devices are also installed to increase security of personnel and to protect the security of both school fittings and property and the property of individuals from both vandalism and/or theft - pupils discovered by this mechanism or by any other method of investigation to be responsible for vandalism or theft may expect the disciplinary procedure to apply. The school’s policy on CCTV camera usage conforms fully to the Data Protection Act 1998.

To protect the safety of pupils and staff, parents are asked to park only in designated areas and to adhere to safety signage regarding the driving of cars in the school grounds. Parents should also be aware that the school regularly consults with the statutory authority in regard to the parking regulations in the vicinity of the school and that the school will fully support any action taken in regard to unauthorised parking. These regulations have been introduced in the interest of the safety of children. In the interest

of safety parents are asked **not to** drive into the school grounds to leave their children at school or to collect them after school. To do so creates danger for all children.

Pupils are not permitted to park vehicles in the school grounds **unless with the express permission of the Headmaster.**

25.Extra-Curricular Activities

The School has many sporting, recreational and cultural activities - most of which are organised voluntarily by members of the teaching staff. Pupils should try to involve themselves in these activities and should support staff members and others who give generously of their time. **IT IS EXPECTED THAT BEING CHOSEN TO REPRESENT THE SCHOOL AT ANY OFFICIAL, CULTURAL OR RECREATIONAL ACTIVITY WILL TAKE PRECEDENCE OVER ANY NON SCHOOL ACTIVITY.**

A list of the current Extra-Curricular Activities is prepared annually and a copy is made available to prospective parents. Parents should be aware however that the availability of such activities and arrangements for them are reviewed annually and depend entirely upon the current staffing at the school, and staff availability/expertise at a particular point in time.

26.Pupil Records

In collecting and using data, the school seeks to comply with the requirements of the General Data Protection Regulations (2018) and the Freedom of Information Act 2000. Request for access should be dealt with within 15 school days. If, for any reason, this time scale cannot be met, the reason will be explained in writing to the data subject making the request. Any person wishing to exercise their right of access should write to the Headmaster

Relevant Privacy Notices are available, parents and pupils should familiarise themselves with these.

27.Health and Safety

The School is conscious of its responsibilities under “Health and Safety” legislation for the safety of employees and pupils.

All pupils are expected:

- (a) To exercise responsibility for personal safety and that of other pupils and staff.
- (b) To observe standards of dress consistent with safety and/or hygiene pupils are not permitted to wear unsuitable footwear such as platform or high heel shoes or non-stud ear rings or to possess items considered to be dangerous.
- (c) To use and not wilfully misuse, neglect or interfere with things provided for his/her safety or the safety of others including alarm systems and emergency exit door/latches.

Any pupil abusing these requirements may be suspended from attendance.

28.Admissions Policy

The procedure for admission of pupils to the school is governed by the “Admission Criteria” drawn up by the Board of Governors in compliance with the 2006 Education Order. There are three such documents:

1)Admissions Criteria for Year 8 Entry

2) Admission Criteria for Entry into the Secondary Department at a stage other than Year 8

3) Admission Criteria for Sixth Form Entry

(The appropriate document is made available to parents of prospective entrants)

Entry into Year other than Year 8 for 'non fee payers' is initiated by the completion of the appropriate form obtained from the Education Authority (RF2). Upon application of the appropriate criteria the Headmaster will advise the Education Authority of the decision of the Board of Governors. Successful applicants will also be notified by the Headmaster and parents of such pupils will be asked to complete a formal 'Application Form' which includes health details and a separate document to provide information for computerised administration processes. The school will also require a copy of a Birth Certificate in regard to each pupil enrolled at the school.

- (i) The school has made considerable provision for pupils with special educational needs because of physical disability. Parents of such prospective pupils are invited to discuss individual problems with the Headmaster prior to application.
- (ii) Entry into Year 8 is governed by an "Admissions Number" - the number is currently a maximum of 100 pupils.
- (iii) Admission at any level in the school is governed by an "Enrolment Number" – the maximum number of pupils permitted at the school. This figure is currently 680 (under review). Entry into a particular form may also be restricted by such regulations as the maximum permissible size of class groups.
- (iv) There is an 'Open Night' in January for prospective parents and pupils to visit the school but generally the Headmaster will discuss by appointment, admission queries and concerns with individual parents.

29. Further Information

This can always be obtained from the School Office. Interviews with the Headmaster (or his Vice-Principals), the Heads of Year, Senior boarding staff, Head of Careers or Subject Teachers are welcome but must be arranged in advance.

Parents or Guardians are asked not to contact the Headmaster or any member of staff at their home address or telephone number - unless in an emergency situation. They are asked to read carefully the information sheets and other circulars sent to them from time to time, to take the necessary action and to return completed forms promptly.



CODE OF CONDUCT

Any ordered society requires fair, clear and consistent rules to guide behaviour and relationships. It is our belief that rules should not crush individuality or character but should set a context within which every member of the school community may flourish.

The mission and ethos of the Royal School, Armagh cherish the uniqueness of the individual and as such the application of the Code of Conduct should be in a manner consistent with the School Ethos.

The main guide to behaviour at the Royal School is self-discipline and the observance of high standards of personal conduct with courtesy being shown at all times to fellow pupils, visitors, members of the public and all staff.

It is expected that parents will work in partnership with School in regard to the application of the Code of Conduct and it is taken for granted that the willingness of the parent to place their child in the Royal School, Armagh implies a strong endorsement of its ethos, the Code of Conduct and other policies including Safeguarding and Child Protection, Anti Bullying, Drugs and Substance Abuse and Use of ICT.

1. The Basic Expectations

a) Uniform Regulations

These are revised regularly and pupils will be advised of any changes. School uniform is obligatory when attending school - either in class, at external examinations or School Functions unless specifically excused. The unavoidable wearing of non-school uniform must be covered by a parental note to the Year Head. Pupils using the playing fields and games facilities must wear the appropriate clothing.

b) Personal appearance (e.g. hair styles, make-up, jewellery etc.)

Pupils must avoid extremes of fashion as determined by the School and must conform with the accepted rules of tidiness, cleanliness and safety. The school expects that uniform should always be well presented, i.e. clean, neat and tidy.

c) Punctuality

Pupils are expected to be in school each day by 8.45am - **recurring lateness may be subject to sanction. All pupils are required to be present in assembly and at registration unless specifically excused.** Punctuality is also essential throughout the school day in order for learning to proceed effectively.

d) Sickness in school

If your child is sick in school, they are expected to report to their class teacher who will direct them to the Concourse Office where they will be seen by the School Nurse. Should it be deemed necessary, you will be contacted. Pupils **should not** make their own arrangements to be collected owing to illness.

- e) **Absence** for complete days must be explained in a letter to the Form Tutor which must be handed in on the **day of return**. Permission for absence for routine matters such as attendance at a hospital appointment which cannot be arranged outside school hours can be sought in advance from a Vice Principal at the school. The appropriate 'Exeat' card will then be issued and should be produced on request to classroom teachers.
- f) **Details of absences** are monitored by the school. Exceptional and/or unexplained absence may be referred to and considered by the Educational Welfare Officer of The Education Authority.
- g) Pupils may be required to attend school on Saturday morning either for games or for an activity.
- h) **No pupil may leave the school premises during school hours without permission**. This permission may be obtained from a Vice Principal upon the production of a letter from parents and/or a valid medical appointment card. An 'Exeat' card will then be issued to provide proof that such permission has been given and should be retained to show members of staff. At lunch time the only pupils who may leave the school premises are those who have a letter from parents to permit them to go home for lunch or Sixth Form pupils who, by concession, are permitted to leave school at lunch time.
- i) **Adherence to agreed timetables** Individual timetables are agreed with Year Heads and electronically stored. Pupils must adhere strictly to their timetables unless temporary or permanent alterations have been approved. **There are no 'free' periods** and all pupils have a designated place to be during each period.
- j) **Bounds**
These are specified in the "Code of Conduct" section 26 (page 27 of this booklet). Variations from time to time are posted on the Notice Board and/or announced in assembly. Rules about 'bounds' must be observed.
- k) **Wilful or Careless Damage** to school property must be paid for by the pupil(s) concerned.
- l) **Behaviour** in class should be co-operative and conducive to the effective learning of all pupils and teaching by all staff. Disruptive behaviour will be subject to sanctions after an initial warning.

2. Sanctions

All behaviours have consequences. School sanctions are designed to indicate official displeasure at an action or attitude and afford an opportunity for pupils to reflect on these and alter their behaviour or attitude. The intention is always restorative.

- a) **Written Sanctions** may be given by teachers for offences concerning behaviour, academic work etc. This work should be handed in at the time stipulated.
- b) **Special Report** - this requires the signature of a teacher at the end of each lesson and allows the school to monitor a pupil's conduct very closely. It is used mainly to monitor work and/or behaviour in class. Pupils who do not respond to a Year Head Report may progress to a Stage 1 Report or the SEN Code of Practise.
- c) **Detention** - there are four types of Detention escalating in degrees of seriousness. Parents are informed in writing in advance. Problems in relation to travel/part-time jobs etc may not necessarily prevent the detention of pupils.

1. Teacher Detention: parents are given a day's notice if the detention is after school to enable alternative travel arrangements. Pupils may also be detained at break.

2. **Year Head Detention:** this is for a more serious and/or a persistent breach of the School Code of Conduct. This takes place from 3.20 pm - 4.20 pm on a Friday afternoon. Parents are informed in writing in advance.
3. **Vice-Principal's Detention:** this detention is issued for a second and/or more serious breach of the School Code of Conduct. Parents will be invited to meet with the Year Head or Vice Principal to discuss ways of preventing further breaches by their son/daughter. This takes place from 3.20 pm - 4.20 pm on a Friday afternoon.
4. **Headmaster's Detention:** this is the most serious of all detentions and is the last sanction prior to suspension. It is reserved for a third and/or most serious breach of the School Code of Conduct. It can be issued for a first offence depending on the nature of the breach. It takes place from 3.20 pm to 4.20 pm on Friday afternoon. Parents may be invited to meet with the Headmaster to discuss ways of preventing further breaches by their son/daughter.

All detentions are recorded on the pupil's file.

d)**Escalation of Sanctions:** Persistent infringement will result in an escalation of sanctions to help pupils identify the seriousness of their behaviour and reflect on the need for change.

- 1.A second Teacher Detention will lead to a Year Head detention
- 2.A second Year Head Detention will lead to a Vice Principal Detention
- 3.A second Vice Principal Detention will lead to a Headmaster's Detention
- 4.A second Headmaster's Detention may result to a Suspension

e)**Suspension:** The school operates a scheme for the suspension of pupils. For a serious first offence (including, but not restricted to, theft, extreme bullying behaviour, gambling, the consumption of alcoholic beverages, the irresponsible taking of drugs, solvent abuse, sexual promiscuity, smoking, vandalism, fighting, violent behaviour, serious misuse of a mobile phone bringing the school into disrepute), the Headmaster (or, in his absence, a deputy) **will normally suspend a pupil**. This involves sending the pupil home for a period of one to five days and writing to the parents. The pupil may only be allowed to return after the Headmaster, or his deputy, has interviewed the pupil in the presence of one or both parents and after the pupil has undertaken, in the presence of their parent and in writing, not to repeat the offence.

Suspension may also be used for persistent infringement of this code when alternative sanctions e.g. detention prove ineffective.

3. Special Rules

These apply to the behaviour of pupils during examinations and additional safety rules may apply to pupils using the laboratories, computers, workshops, Home Economics rooms, Technology rooms, Sports Hall, Gymnasium, Study Hall and Dining Hall. Special rules also apply when pupils are taking part in school tours or visits, camps, field study visits, dramatic productions and when travelling to and from games fixtures.

4. Smoking, Vaping, Consumption of Alcohol, Drugs, Solvent Abuse

(synopsis - see School Policies)

The School policy is to discourage smoking. Smoking is a proven anti-social habit which is injurious to health.

Any pupil found smoking tobacco or e-cigarettes (or being in possession of same) in the school buildings or grounds, or in any school party, when wearing school uniform or upon an occasion when he/she may be identified with the school will automatically be suspended.

Suspension will also be the sanction for those who are found to have consumed alcohol, to have taken drugs irresponsibly (this includes illegal, prescription or "legal highs") or to have been involved in 'solvent' abuse. Pupils in the company of smokers will be liable to a Headmaster's Detention.

5. Cars and Motorcycles

In normal circumstances boarders only may bring vehicles onto the school grounds. Pupils must obtain express permission from the Headmaster (or his Deputy) to drive a car in the school grounds. If permission is given, and because of limited space this is unlikely, the vehicles must only be parked in a designated place in the school grounds. The Highway Code must be observed at all times. Great care is required when driving in or near school. Pupils must not at any time interfere with nor play near vehicles parked in the school grounds or tamper with machinery being used for work at the school - parents are responsible for any damage caused.

All vehicles brought into the School are at the owner's risk - the school can take no responsibility for loss or damage. It should be noted that some insurance policies do not cover damage sustained whilst on private property such as the school.

6. Travel on Buses

Pupils are required to behave sensibly when travelling to and from school or when entering or alighting from buses. This includes the wearing of seat-belts on vehicles which are fitted with them. Complaints about Royal School pupils will be investigated and offenders subject to sanctions noted above and/or the temporary removal of the travel pass by Translink or other transport provider.

7. Money and Valuables

In any large community there may be a few members who succumb to the temptation to steal. It is forbidden, therefore, to leave money and valuables in cloakrooms, classrooms, changing rooms - the school cannot accept responsibility for such items. Pupils are discouraged from bringing large sums of money to school. Where this is absolutely necessary then pupils may, by agreement, deposit the money for safe keeping with the office or a Vice Principal. Payment of fees (preferably by cheque) should be made to the school office as soon as possible in the school day and a receipt obtained.

All articles or clothing should be clearly marked with the owner's name. The school does not accept responsibility for articles of clothing or items of property which are lost by pupils unless the item has been clearly given to and accepted by a member of staff for 'safe keeping'.

Any item left unattended after 4.30 pm on a Friday, or prior to a school holiday, will be placed in lost property. It can be reclaimed at a cost of 50p (money donated to the Children's Hospice at the end of year).

Text books should be named immediately upon receipt and treated as one would treat one's own property. These books are the property of the school and should be returned to the school when requested. **The cost of books not returned or books 'badly abused' will be charged to parents.**

8. Examinations

Any pupil deemed to have been cheating during an examination will have that examination paper cancelled. In addition, the School Report will be “endorsed” and an appropriate sanction issued. Serious offences of this nature may result in suspension and/or the cancellation of all examinations taken by the pupil concerned.

In all external examinations pupils will be subject to the regulations of the Joint Council for Qualifications.

9. School Life, Activities and Homeworks

All pupils are expected to play a full and active part in the life of the School. Ideally, they should be active members of at least one extra-curricular activity. Outside activities should not be allowed to interfere with school commitments. It is expected that a specified time will be set aside at home for homework. Should homeworks not be done or deadlines not met particularly with regard to external coursework, a pupil may be placed in a compulsory **Study Support** session (3.20 pm - 4.20 pm on a Friday). Parents will be informed of this.

10. Health and Safety

All pupils are expected:

- a) To exercise responsibility for personal safety and that of other pupils and staff. They should not interfere with any maintenance equipment including tractors, machinery or grass cutting equipment or enter stores, workshops or boiler houses without permission.
- b) To observe standards of dress consistent with safety and/or hygiene (this includes the wearing of unsuitable footwear, the wearing if deemed necessary of hairnets in laboratories, and the possession of items considered to be dangerous).
- c) To observe all of the safety rules of the school and in particular the instructions of the teaching staff given in an emergency.
- d) To use and not wilfully misuse, neglect or interfere with things provided for his/her safety of others - including alarm systems, fire prevention appliances and emergency exit doors/latches.

11. CCTV

The school uses closed circuit television (CCTV). The CCTV system is intended to view and monitor activity in the immediate area of the school, in corridors and communal areas. Camera positions have been carefully located, to ensure they are appropriate and effective whilst minimizing any intrusion. It is impossible, however, to ensure that every incident will be seen or recorded. The system comprises a number of fixed and dome cameras and does not have sound recording capability.

The CCTV system is maintained in accordance with the Data Commissioners CCTV code of practice guidelines (2008).

The system overall is intended to provide and promote a safe secure environment for pupils and for those who work or use the facilities of the school and to protect the school estate and the school’s resources.

It shall be used for the purpose of:

- preventing and deterring crime & antisocial behaviour;
- pupil, staff and public safety;
- assisting responsible agencies in the investigation of crime & antisocial behaviour;

- supporting where appropriate pupil discipline issues and general facilities management.

It will achieve this by:

- providing evidential quality images of incidents and suspects;
- assisting the responsible authorities in the investigation of crime & vandalism.

Digital Recording is a continuous operation with the images automatically stored on a hard drive, which is overwritten after a set period of time (31 days). Only authorised staff have access to the system.

12. Respect for Staff Property

Any pupil who causes wilful damage whilst inside or outside school, to the property of a member of staff, can expect to be disciplined by the school. Such discipline will also be appropriate in any incident of nuisance to a member of staff or his/her immediate family. The term nuisance will also apply to nuisance telephone calls and electronic communications as well as nuisance or harassment at the homes of members of staff.

13. Electronic Devices

The **unauthorized** use of any type of electronic or mechanical device which impedes the educational process in the school campus is prohibited.

14. Mobile Phone Policy* (*synopsis - see School Policies*)

*** Smart Watches must be used as timepieces ONLY. They are not permitted to be worn during examinations. Any other usage comes under the terms of the Mobile Phone Policy**

As a working community, the school needs to have regulations governing the use of mobile phones the potential of which to disrupt the work of the school is great. We therefore feel it necessary to stress the correct usage:

- The School will not accept any responsibility for mobile phones.
- Keep your **phone turned off** throughout the school day, including break and lunch. Phones should be kept in the inside breast pocket of your blazer.
- The phone may only be taken out if required by a teacher as part of a learning activity.
- Phones will also be **confiscated** if pupils are found using them in lessons/co-curricular activities to send text messages, view images, record images or sound, or communicate in any other way. This may lead to other sanctions, up to and including suspension.
- Pupils may use mobile phones during lessons for educational purposes but only with the express permission of the teacher.
- Pupils may not use their phones at any time during the school day either to make or to receive calls. Pupils who have a **real emergency** can use the School phones to contact parents at any time. The use of a mobile phone during the school day is unnecessary.
- Pupils must not record images or sound on school property unless given permission by a member of staff.
- If **parents** have an emergency and need to contact their son/daughter, then they must phone the School Office (028 3752 2807) in the usual way and a message will be passed on. In order to support the school, parents are asked **NOT** to contact their children during the school day.
- Mobile phones are not permitted in examinations.
- Parents are also referred to the school's '**Pastoral Care Policy**', '**Policy on Safe Use of the Internet**' & '**Anti-Bullying Policy & Procedures**' at the back of this booklet.

15. Information & Computing Technologies

While computers and computing are now rightly regarded as an integral part of the educational process, unauthorised access or inappropriate use in school for whatever purpose is forbidden. The School may also act in situations of pupil use outside school should child protection or bullying issues arise.

16. The Reputation of the School / Loyalty to the School

The Board of Governors, Headmaster, Staff, past pupils (Old Armachians) and parents take pride in the reputation of The Royal School. Any pupil who by his/her activities, in a situation where he or she may be identified with the school, brings the school into disrepute may be liable for sanction by the Headmaster or his Deputy.

Loyalty to the school also means pride in keeping the environment of the school **free from litter**. Pupils must not leave litter and should use the litter bins provided. All pupils, and indeed staff, are expected to contribute to keep the school as tidy as possible and may, therefore, be asked to help to clear away litter.

17. Attendance

You must:

- go to Form Class when the first bell rings at 8.50am
- report to the Concourse Office if you have missed registration
- bring a note of explanation to your Form Tutor the day after every absence
- collect an Exeat before leaving school for an approved appointment
- never leave school without permission
- attend any detention, as directed
- There are no 'free periods' - you are expected to be in your designated classroom, working purposefully.

Note:

- a)If you feel ill during the course of the school day, you must go to the School Nurse. **On no account** should you go home without permission from the school nurse or a senior member of staff. You **must not** ring your parents and tell them to collect you - we will do that for you.
- b)Attendances are tracked and recorded. Schools are now required to include information about your attendance and punctuality in any reference for a future employer. It is, therefore, important to miss as little of school as possible.
- c)It is your responsibility to catch up on work and homeworks. Always ask your 'buddy' what you have missed.

18. Appearance

The School's Appearance Code is set within the context of the Pastoral Care Policy and the Positive Behaviour Policy. It is expected that all pupils understand and accept the Appearance Code, and therefore all are expected to adhere to the guidelines set down. The Senior Leadership Team reserves the right to rule in all matters of subjectivity regarding dress and appearance. The School appreciates the support and co-operation of parents in upholding our high standards regarding appearance.

You must:

- wear the regulation uniform and footwear. Only school hoodies, branded with the school crest and in approved colours, are permitted to be worn under the school blazer - **including to and from school.**
- be neat and tidy in appearance (ties must be properly knotted, collars buttoned, shirts and blouses tucked in, etc.)
- wear skirts no shorter than the knee. This may require having to buy a new skirt during the school year.
- wear your hair neat in an approved style; hair colour must not be “unnatural”. Boys’ hair should be no longer than collar length.
- shaved heads and extreme contrasts in hair length are not permitted.
- not wear visible make-up. You may be asked to wash your face if your make-up is deemed to be too heavy.
- not wear visible necklaces, bracelets, non-school badges on lapels (one charity badge is permitted at a time) or earrings (girls with pierced ears may wear one small stud in each lower earlobe).
- not have visible tattoos, or piercings. It is not acceptable for piercings or tattoos to be covered by plasters.
- Girls only may wear clear/very pale pink/French nail varnish. Gel nails in any other colour will have to be removed.

19. Attitude to Staff

You must:

- give way to members of staff and visitors to the school at doors and in corridors.
- always address staff in a courteous manner, using the appropriate title; remember always to say "excuse me", "please", and "thank you".
- never address a member of staff while standing with your hands in your pockets or slouching against a wall. You should also not have hands in pockets or lean against the wall during assembly.
- you must respect the authority of the prefects, who are appointed to assist the staff in the smooth running of the school.

20. Behaviour while in School Uniform

- never use offensive language at any time or in any place while in school uniform.
- never drink alcohol or smoke any product, including an “e-cig”, while wearing school uniform or on school grounds.
- never behave in such a way that will bring the school into disrepute.

21. Behaviour in Corridors

You must:

- walk (not run) in the corridors.
- walk on the left-hand side of corridors and stairs.
- wait outside the classroom in an orderly queue until given permission to enter by a member of staff.
- use the vending machines at break and lunchtime only.

- never cause litter around the school, inside or outside.

22.Behaviour in Classrooms

You must:

- arrive at class on time.
- have the books and materials necessary for the lesson.
- go quietly and quickly to your seat.
- get out all books quickly and prepare to begin the lesson.
- always remain seated during the lesson unless otherwise directed.
- always follow the directions of the teacher for answering questions in class.
- place your homework diary on the desk at the start of the class.
- note details of any homework in the diary. Homework should be recorded for the day it is due
- pack up your books and leave only when instructed to do so.

23.Behaviour Travelling To and From School

You must:

- behave in a responsible and courteous manner at all times in public.
- if necessary, offer your seat to adult members of the public.
- be quiet and remain seated (never walk around, or lean over seats) on buses
- wear the seatbelt available.
- keep all your bags as far as possible out of the way of the general public, and never leave your bag unattended at a bus stop or on the Mall.
- wait for buses etc. on the pavement and not on the road.
- never push, shout or jump the queue at bus stops.
- never drop litter in public places or on public transport.

Note:Bad behaviour on public transport may result in the temporary removal of your travel pass.

24.Property

You must:

- have all your belongings clearly marked with your name.
- store safely in your locker all property you wish to leave in the cloakrooms.
- keep valuables in a safe place, such as watches, money and spectacles, when leaving your clothes in the changing rooms, and report any loss immediately.
- hand in any article found to someone in authority.
- lodge large sums of money or cheques with the Concourse Office or relevant staff member at the start of the school day.
- think carefully about what you bring to school - THE SCHOOL DOES NOT ACCEPT RESPONSIBILITY FOR YOUR MONEY OR VALUABLES.
- name textbooks immediately – look after them carefully, you will be charged for damaged or lost books.

-
- never bring into school material or property which is offensive or dangerous (e.g. laser pens, knives or electronic cigarettes) – these will be confiscated and will result in a sanction being applied.
- never borrow another pupil's property without permission.
- never hide or move another pupil's schoolbag/property.
- never remove something from another pupil's locker or schoolbag without permission.
- never draw, write or cut on school furniture, walls or equipment, or interfere with school fittings or furniture (You will be expected to pay for any damage you cause wilfully or carelessly).
- report any accidental damage immediately to a member of staff.

25.Safety

You must:

- observe all safety precautions prescribed for you in practical lessons.
- obey carefully the directions of Physical Education and Games teachers and respect the rules of games played.
- never interfere with fire extinguishers.
- in the event of fire or other emergency, leave the building quietly by the route directed and assemble at the place designated by your teacher.

26.Bounds

For your safety and that of others you should:

- never climb on to the roof of any school building.
- not enter a classroom at any time without the express permission of a member of staff.
- never play games near cars.
- never climb, swing on or damage any trees in the school grounds.
- follow any other directions given about bounds as they arise.

SCHOOL UNIFORM REQUIREMENTS - GIRLS

Secondary Department

School Uniform should be obtained from the shop situated on the Royal School Premises
There are no authorised outfitters

The school shop will be open in July and August, with the exception of week beginning 11 July, 9.00 am - 4.30 pm. It will operate in accordance with the Public Health Agency guidance.

All articles of clothing including school shoes should be clearly marked with the owner's name.

- Essential**
- (1) **School Blazer** for Years 8 to 12 or **Sixth Form Blazer** or **Honours Blazer** (*if awarded*)
 - (2) **White Shirt Blouse** with long sleeves
 - (3) **School Tie** or **Sixth Form Tie** (For Year 13 (LVI) or Year 14 (UVI) only) or **Honours Tie** (*To be worn with Honours Blazer*)
 - (4) **Mid Grey Skirt** (Year 8 – 12) (*Length - no shorter than the knee*) or **Sixth Form Mid Grey Pleated Skirt**
 - (5) **Black Shoes** - single colour with low heels (not suede or 'training' shoes)
 - (6) **Navy Knee Length Socks** or **Black Tights**

- Optional**
- (7) **Outside Coat**
If an outside coat is to be worn this should be: -
Plain Navy Coat or **Navy Kagoule** or preferably the official school coat with the school crest available from the school shop (All coats must be of a single colour)
 - (8) **Grey V necked Pullover** with school colours or **Official School Sixth Form Pullover** (For Year 13 (LVI) or Year 14 (UVI) only)
 - (9) **School Scarf** - no other scarf should be worn

Sports Wear

Girls will require

- Games** Hockey stickPETrainers (that they can run in)
Mouth guardWhite ankle socks
Shin guardsNavy PE shorts
Navy shortsWhite polo shirt
Navy/maroon polo shirtSchool hoodie
Hooped hockey socks
School hoodie
Trainers for outdoors
Skort (only for team players for matches)

Optional - for PE & Games

- School navy leggings
School tracksuit

Members of teams may be required to purchase other items of clothing. Other sports equipment will be necessary depending upon requirements of individual sports and staff will advise upon these matters.

SCHOOL UNIFORM REQUIREMENTS - BOYS

Secondary Department

School Uniform should be obtained from the shop situated on the Royal School Premises
There are no authorised outfitters

The school shop will be open in July and August, with the exception of week beginning 11 July, 9.00 am - 4.30 pm. It will operate in accordance with the Public Health Agency guidance.

All articles of clothing including school shoes should be clearly marked with the owner's name.

- Essential**
- (1) **School Blazer** for Years 8 to 12 or **Sixth Form Blazer** or **Honours Blazer** (*if awarded*)
 - (2) **White Shirt** with long sleeves
 - (3) **School Tie** or **Sixth Form Tie** (For Year 13 (LVI) or Year 14 (UVI) only) or **Honours Tie** (*To be worn with Honours Blazer*)
 - (4) **Charcoal Grey Trousers** (Terylene or similar trousers are required - "cords", jeans, chinos or similar are not permitted)
 - (5) **Black Shoes** - (not suede or 'training' shoes)
 - (6) **Grey Socks** (white socks are not permitted)
- Optional**
- (7) **Outside Coat**
If an outside coat is to be worn this should be:-
Plain Navy Coat or Navy Kagoule or preferably the official school coat with the school crest available from the school shop (All coats must be of a single colour)
 - (8) **Grey V necked Pullover** with school colours or **Official School Sixth Form Pullover** (For Year 13 (LVI) or Year 14 (UVI) only)
 - (9) **School Scarf** - no other scarf should be worn
- Sports Wear**
- Boys will require:-
- (1) Rubber soled training shoes (these must be of a light coloured sole to prevent marking of the Sports Hall floor)
 - (2) Maroon and Navy Poloshirt
 - (3) Navy shorts with school logo
 - (4) White socks
 - (5) All boys in Years 8 to 11 play rugby for which they require an Official School Rugby jersey and socks, white rugby shorts (not elastic) and rugby/football boots
 - (6) School Tracksuit

Other sports equipment may be necessary depending upon the requirements of individual sports and staff will advise upon these matters.

APPENDIX TO SCHOOL UNIFORM REQUIREMENTS

Secondary Department - Advice to Parents

1. **Honours Blazer** - Honours Blazers are 'awarded' to certain pupils for recognition of their participation in Games and Sporting activities and/or contribution to the Music Department, Debating Society or CCF.

Blazer 'awards' are generally made at the end of the Rugby and Hockey seasons for those major sports and at the end of the Trinity Term for summer activities. **Only those pupils entitled to wear an Honours Blazer may wear one at the school.** The school will supply an 'authorisation slip' to present to the school shop.

Parents are advised that only a standard range of sizes is available at the shop and if there is a demand for non-standard sizes or an exceptional demand for certain sizes then this may result in a situation of non-availability with a lengthy order period.

I. Ties:

- i. Honours tie is available to match the Honours Blazer. This is a maroon in colour and may only be worn by pupils entitled to an Honours Blazer.
- ii. Half honours tie may be awarded to recognise effort and /or commitment which, while notable, does not meet the criteria for full honours in main school sports, artistic, dramatic or cultural activities.
- iii. Sixth Form pupils only are permitted to wear the Sixth Form Tie.

2. **Skirts:** Sixth form girls must wear mid grey pleated skirt.

Note

The Manager of the School Shop has asked me to stress to parents that the uniform needs of their son/daughter should be discussed with them as early as possible. The School Shop makes every endeavour to predict the stock months in advance. *Inevitably, however, if parents leave the purchase of uniform until the end of August there may, because of exceptional demand for certain sizes, be the possibility of disappointment.*

SUBJECT COURSES (and period allocation)

NOTE Subjects offered and period allocation are continuously reviewed to reflect demand for each subject and the efficient use of available 'teaching time'. These factors, at the discretion of the Headmaster, may cause a variation in the subjects offered and/or period allocation at any time.

There are 45 periods per week

Year 8

Art/Design	2	Geography	3	Learning for Life and Work	2
I.C.T.	1	History	3	Religious Education	1
English	5	Home Economics	2	Science	5
Drama	1	Mathematics	5	Technology	2
French	6	Music	2	Physical Education	2
				Games	3

Total 45 periods

Year 9

Art/Design	2	Geography	3	Religious Education	2
I.C.T.	1	History	3	Science	5
English	5	Home Economics	2	Technology	2
French	3	Mathematics	5	Physical Education	2
Spanish	3	Music	2	Games	3
		Learning for Life and Work	2		

Total 45 periods

Year 10

Art/Design	2	Geography	3	I.C.T.	1
Biology	2	Spanish, French Enrichment or Extra English/Mathematics	3	Music	2
Chemistry	2	History	3	Religious Education	1
English	5	Mathematics	5	Physics	2
French	3	Home Economics	2	Technology	2
Learning for Life and Work	2			Physical Education	2
				Games	3

Total 45 periods

1. Year 12

This is fundamentally the same pattern as for Year 11 except for one period of careers instead of P.S.E. However, the timetable pattern is already established so new pupils must discuss their choices at the time of application.

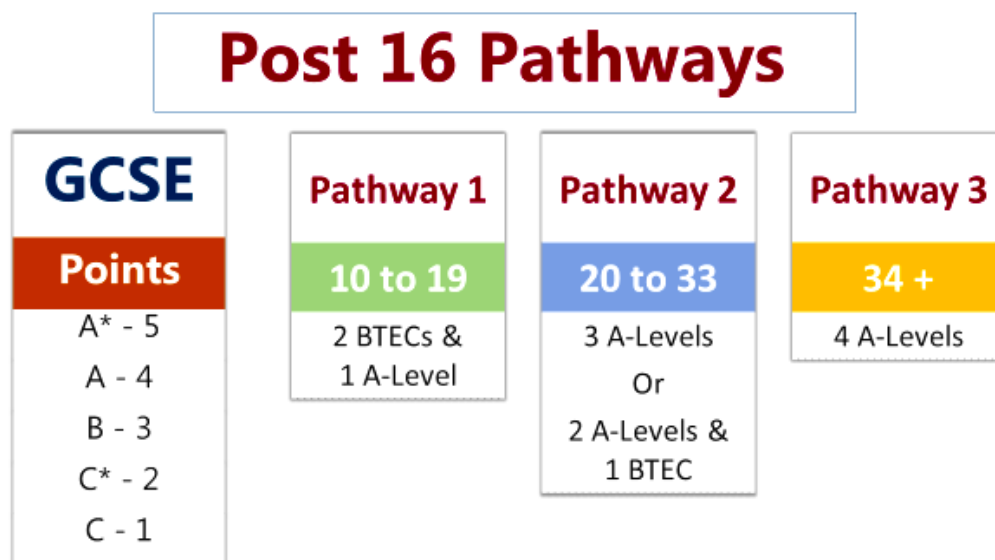
2. Year 13, (Lower Sixth)

Pathways:

Based on your GCSE performance a points total can be calculated. This allows for individual pathway guidance interviews to take place on results day. The aim of the pathways is not to prohibit choice, but to provide the best opportunity for your success.

The points awarded are as follows:

A* = 5 points A = 4 points B = 3 points C* = 2 points C = 1 point



The following subjects are offered for A Level

- | | |
|-------------------------|-----------------------------------------|
| Art | Mathematics |
| Biology | Moving Image Art |
| BTEC Agriculture | Music |
| BTEC Construction | Nutrition and Food Science |
| BTEC Engineering | Physics |
| BTEC Travel and Tourism | Professional Business Services |
| Chemistry | Religious Studies |
| Digital Technology | Sociology |
| English Literature | Software Systems Development |
| Geography | Spanish |
| Government and Politics | Sports Science and the Leisure Industry |
| Health and Social Care | Technology |
| History | Theatre Studies |

3. Year 14, (Upper Sixth)

It is expected that most pupils will continue with **THREE** of their Lower Sixth subjects to A2 Level.

In exceptional circumstances only, the possibility exists for **TWO** to A2 Level and **ONE** further AS subject or **ONE** to A2 Level and **TWO** further AS subjects.

Some pupils may pursue 4 A2 subjects.

4. GCSE Subject Options

CORE CURRICULUM

- Mathematics
- English Language
- Religious Studies
- Double or Triple Award Science

Non Exam subjects: PE, Learning for Life and Work, and Games

PATHWAY CHOICES

9 Band - 9 GCSEs with additional time allocated to Maths and English Language.

10 Band - 10 GCSEs with the 10th being either English Literature or Further Mathematics. There will also be an opportunity for pupils who take Further Mathematics to sit a GCSE in Statistics. This will be determined by the progress a pupil is making in Further Mathematics.

Optional Subjects

Agriculture	Further Maths	PE
Art	Geography	Psychology
Business Studies	History	Technology
English Literature	IT Multimedia	
Food and Nutrition	IT Programming	
French	Music	

STATEMENT OF CURRICULUM POLICY

1. Aims and Objectives of the NI Curriculum

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions through their lives.

Objectives

The Northern Ireland Curriculum should provide learning opportunities for each young person to develop as:

1. **an individual** to achieve personal fulfilment and individual well-being through living a successful life.
2. **a contributor to society** to be concerned for the well-being of others as well as themselves, in their own society and beyond it.
3. **a contributor to the economy and the environment** to appreciate how employment will impact on the economic choices they make and how they, in turn, impact individually and collectively on the environment.

2. The Royal School

The curriculum at the Royal School Armagh will endeavour to be a balanced and broadly based curriculum which, in keeping with the ethos of minimum standards of the school:

- (a) promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society,
and
- (b) prepares such pupils for the opportunities, responsibilities and experience of adult life.

The **delivery** of the curriculum will in general terms aim to:

- (i) help pupils think clearly, creatively and critically.
- (ii) foster a desire to learn.
- (iii) encourage a sense of self-esteem.
- (iv) cultivate within pupils the motivation to apply themselves to worthwhile and satisfying activities.
- (v) encourage pupils to express themselves confidently in both oral and written work.

The **implementation** of this curriculum policy will require that there are general principles within the teaching curriculum of every individual subject taught at the school. These principles require the teaching of that subject to be: -

- (i) concerned with values and attitudes as well as knowledge and skills.
- (ii) practical and build upon the interests and experiences of the pupils.
- (iii) designed to encourage children to become independent thinkers and to take responsibility for their own learning.

3. The Revised Curriculum

The teaching curriculum of the school will be based on the Revised Curriculum as outlined by the Department of Education, whilst ensuring a balanced programme of study.

There are key elements relating to each curriculum objective:

Preparatory School (Years 1 to 7)	Foundation Stage (Y1 & Y2) Key Stage 1 (Y3 & Y4) Key Stage 2 (Y5 - Y7)	Language and Literacy Mathematics and Numeracy The Arts The World Around Us Personal Development & Mutual Understanding Physical Education Religious Education
Secondary School (Years 8 to 14)	Key Stage 3 (Y8 -Y10)	English with Media Education Mathematics and Numeracy The Arts Learning for Life and Work Modern Languages Environment and Society Science and Technology Physical Education Religious Education
	Key Stage 4 (Y11& Y12)	Language and Literacy Mathematics and Numeracy Modern Languages The Arts Environment and Society Science and Technology Learning for Life and Work Physical Education Religious Education
	Key Stage 5 (Y13 & Y14)	
* Overseas pupils may be offered a course of study which is restricted in "Language Studies".		

There are key elements relating to each curriculum objective which can be highlighted through various subjects across the curriculum.

Developing as an individual:

- Personal understanding
- Mutual understanding
- Personal health
- Moral character
- Spiritual awareness

Developing as a contributor to society:

- Citizenship
- Cultural understanding
- Media awareness
- Ethical awareness

Developing as a contributor to the economy and the environment

- Employability
- Economic awareness
- Education for sustainable development

4. Learning for Life and Work (LLW)

- (a) Four strands which comprise LLW (Y8 -12)
- i. Employability
 - ii. Home Economics
 - iii. Local and Global Citizenship
 - iv. Personal Development

Elements of these will be taught discretely - and also across the curriculum

(b) Thinking Skills and Personal Capabilities

These are as defined in the revised curriculum (for KS3) and are key for helping young learners prepare for their future:

- i. Managing Information
- ii. Thinking, Problem Solving and Decision Making
- iii. Being Creative
- iv. Working with others
- v. Self-management

To develop pupils' Personal Capabilities, teachers should create opportunities for them to:

- i. Experiment with ideas
- ii. Take initiative
- iii. Learn from mistakes
- iv. Work collaboratively
- v. Become more self-directed in their learning

5. Organisation and Allocation of Time

The organisation of the school timetable and the amount of time allocated will endeavour to keep a balance across the curriculum so that all pupils will have a "balanced" learning experience. In Years 11 – 14 pupils are given the opportunity to select a certain combination of courses that suit their individual requirements. The School will endeavour to do the utmost to satisfy the requests. However, due to timetabling constraints, staffing levels, resources and requirements of other pupils, it may not always be possible to meet all demands fully.

6. Coherence

The curriculum available at the school shall strive to provide a coherence between the various experiences and skills. It will aim to develop communicative, numerical, problem solving and study skills and to provide observing, recording, classifying, discussion, investigating, experimental, manipulating, analysing, designing and imagining experiences.

7. Assessment and Differentiation

Each department will adhere to the principles and practices laid down in the Assessment Policy for the School. This clearly includes reference to strategies within the classroom to differentiate between pupils of different capacities, and the process of assessment, recording and reporting.

8. Equal Opportunities

The curriculum available at the school shall be such that there is an "equal opportunity" for pupils of both sexes to take part in the study of each subject and course offered within the curriculum.

9. Homework Policy

The formal teaching of each academic subject at the school shall be enhanced by the operation of a scheme whereby pupils are given work to do at home. The homework set will normally form an integral part of the course of study and may be part of a formal assessment structure. The amount of homework allocated will vary between Year Groups, and may fluctuate in amount throughout the year.

10. Special Educational Needs

The Special Educational Needs (SEN) policy has due regard for the school's Mission Statement and for the DENI Code of Practice for the Identification and Assessment of Special Education Needs. In seeking to meet the needs of each child, teachers continuously monitor and assess their pupils, and identify those with difficulties. This will be reported to the Special Needs Co-ordinator (SENCO) who will inform the parents and may provide an Individual Educational Plan.

11. Religious Education

The curriculum of the school shall include provision for religious education for all registered pupils in the Preparatory Department and in Years I to V, with the Sixth Forms given the opportunity to participate in and contribute to activities which incorporate a reflection of the Christian Ethic.

FEES/ CHARGES 2024 - 2025

1. GENERAL

1.1 Fees are payable twice a year, September and February, to the Finance Office.

1.2 No reduction is made for temporary absence.

1.3 Notice of withdrawal:

A term's notice of withdrawal is required. The notice should be sent to the Headmaster in writing on or before the ***first day of the term in question***.

Year 12 and 13 pupils will be required to pay fees appropriate to a full year even in situations when they requested and have been given permission to revise at home.

2. FEES

2.1 Fees chargeable are as follows:

(a) Tuition (b) Capital (c) Boarding

2.2 Tuition:

The tuition fees chargeable for 'Fee-paying' pupils are:

Secondary Department £4,416 (*only chargeable to non-UK and Ireland citizens*)

2.3 Capital:

The fee chargeable is £140.

Such fees are charged to all pupils enrolled in the Secondary Department. The income from these fees is used by the Board of Governors to finance major building schemes and the purchase of equipment associated with these.

2.4 Boarding:

The Boarding Fees for all pupils enrolled as boarders in addition to tuition (where applicable) and capital fees are as follows:

Four / Five Night	£ 9,990
Seven Night	£ 15,450
Seven Night (Cultural Visitors)	£ 16,240

All pupils enrolling for the first time are required to pay a refundable deposit of £750. This deposit is to cover requisite charges, and will be refunded less monies owing when a pupil leaves the school.

2.5 Reduction in Fees: Boarding and Preparatory

2.5.1 Boarding:

(a) A reduction of 10 per cent is allowed for each child after the first, providing the fees are paid by the due date.

(b) Discount will only be allowed if the fees are paid by the due date.

3. ADDITIONAL CHARGES

3.1 Requisites:

These are charges for sundry items which are billed in arrears at the end of each term. They apply mainly to pupils enrolled as boarders and cover items such as laundry, examination entry fees, additional tuition, taxi charges, accommodation charges during free weekends and school closures etc.

3.2 Additional Music Tuition:

Additional music tuition is provided on request during the school time-table and is a separate charge levied by the school on behalf of the Education Authority. Details of charges etc may be obtained from the Master in Charge of Music at the commencement of the year.

3.3 Consolidated Charges:

3.3.1 Secondary Department: £185 Year 8 - 12; £195 Year 13 - 14

Covering items such as games travel, educational visits, additional stationery, Armachian magazine, Personal Accident Insurance.

3.3.2 Consolidated charges will be shown on the accounts furnished at the commencement of each term.

3.3.3 Other charges on the accounts are furnished for the term following that in which they are incurred.

3.4 Administration Charges

The Board of Governors reserve the right to charge an administration 'late charge' in situations when fees remain outstanding.

4. PAYMENT BY INSTALMENT

Parents/guardians may elect to pay the Fees/Charges as shown above, by monthly instalment over a ten-month period from September to June. The monthly instalments required for each fee/charge are as shown on the attached statement.

The Royal School, Armagh

Fees / Charges 2024 / 2025

Category	Annual Fee / Charge £	Calculation of Fees / Charges by Term <i>Due by:</i>		Monthly Instalments (10 payments) Commencing 1st September £
		Sept 2024 £	Feb 2025 £	
TUITION FEES Secondary Department <i>(Not Chargeable to UK or Irish passport holders)</i>	4,416	2,208	2,208	441.60
BOARDING FEES				
Seven Nights	15,450	7,725	7,725	1,545.00
Four / Five Nights	9,990	4,995	4,995	999.00
Cultural Visitors	16,240	8,120	8,120	1,624.00
CAPITAL FEE	140	70	70	14.00
CONSOLIDATED CHARGES				
Secondary Department:				
Year 8-12	185	92.50	92.50	18.50
Year 13-14 Preparatory Department:	195	97.50	97.50	19.50
Reception, P1, P2 and P3	70	35	35	7.00
P4, P5, P6 and P7	75	37.50	37.50	7.50
HOME ECONOMICS CHARGE (YEAR 8-10)	30	15	15-	3
BOOKS, STATIONERY & PRACTICE MATERIALS <i>Charged to all fee-paying pupils in Secondary Department</i>	100	50	50	10.00

EDUCATION REFORM (N.I) ORDER 1989

Policy of the Board of Governors for the making of charges



Articles 127 - 135 and 137 - 138 of this Order contain provisions relating to the making of charges in grant-aided schools. The purpose of this statement is to clarify the policy of the Board of Governors and arrangements in relation of fees and charges,

1. **Tuition Fees**-to be paid by all fee-paying pupils
2. **Boarding Fees**-to be paid by all pupils enrolled as boarders
3. **Capital Fees**-to be paid by all pupils whether enrolled as non-fee paying or fee-paying (At present this fee is not charged to pupils enrolled in the Preparatory Department)
4. **Charge for Books, Stationery and Practice Materials** - to be paid by all fee-paying pupils
5. **Consolidated Charges**
 - (i) to be paid by all Preparatory Department pupils
 - (ii) to be paid all fee-paying pupils
 - (iii) to be paid by all fee-paying and non-fee paying pupils*

***Note** Under the legislation referred to above in the case of non-fee-paying pupils in the Secondary Department this 'consolidated charge' is now defined as an 'optional extra' charge. This charge when it was introduced by the Board some years ago was used to cover expenditure on items such as -

- (a) Travel costs associated with hired buses and the school minibus
- (b) Personal Accident Insurance for pupils
- (c) The provision of additional stationery, texts and practice materials not provided for in the Department grant on behalf of non-fee-payers.
- (d) Sundry items not covered by Department Grant e.g. the School Magazine

The Board of Governors wishes to advise parents of non-fee-paying pupils that their agreement is now necessary to the payment of the consolidated charge.

The Board of Governors wishes also to advise parents that it would not be possible to continue to provide the activities, opportunities, equipment and insurance cover previously funded by these charges in a situation where the payment is not made on behalf of an individual pupil.

It would be the earnest wish of the Board of Governors that parents would continue to pay this charge in the belief that the funds received from this payment allow the school to maintain the quality of the existing education provision for all pupils at the school.

In this regard the Headmaster will ascertain from the parents of non-fee-paying pupils, their agreement or otherwise to pay this charge - those parents who do not, must inevitably exclude their son/daughter from the benefits of the provision made possible by this funding.

24 April 1991

(Reviewed June 2003)



POLICIES



1. PASTORAL CARE POLICY

The Royal School Armagh is unique in comprising three elements which are co-educational: a **Secondary Department**, a **Boarding Department** and a **Preparatory Department**. This Pastoral Care Policy reflects the essential unity of the school and also the need for procedures appropriate to each element.

This policy seeks to support 'The School Aim' and in particular part (vi) and (vii) that relate to the welfare of pupils, concern for their health, physical, emotional, social and behavioural development, protecting them from harm and reinforcing the role of family and other agencies in developing sound moral and social qualities in preparation for adulthood.

Underpinning all, is the School Child Protection and Safeguarding Policy which recognizes the School's responsibility for the care, welfare and safety of the pupils in our charge.

The School aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

An extension of this Pastoral Care Policy in relation to Boarders entitled '**Principles guiding the Pastoral Care of Boarders**' is published separately.

All parents are advised each year of the methodology of Pastoral Care at the School in the relevant "Information for Parents" documents.

The Staff

All members of staff have an involvement in pastoral care but formal responsibility for such matters is undertaken by the Headmaster, the Head of Pastoral Care, the Senior Teacher in charge of girls' welfare, the Heads of Year, House Masters / Mistresses and Form Tutors.

The **Pastoral Team** meets regularly to monitor the progress and behaviour of individual pupils in the secondary department, whether day or boarding pupils. It comprises: -
The **Head of Pastoral Care**, directly responsible to the Headmaster
Senior Teacher in charge of girls' welfare who is also the **Special Education Needs Co-ordinator (SENCO)**
Heads of Year
Head of Boarding
Star Group Co-ordinator

In the **Preparatory Department**, provision is made through the head of department and the regular contacts with staff.

House Masters/Mistresses monitor and encourage participation in extra-curricular activities which are regarded as having an essential role in developing the self-esteem of pupils.

The Head of Careers supports in the provision of Careers advice and guidance.

Form Tutors engage with a registration class of pupils each morning and have a responsibility for the receipt of letters explaining absence. Each Wednesday there is a pastoral meeting in Form Class to allow pupils and tutors to exchange views on current issues in school and beyond. At this time part of the PSE Programme will be delivered.

Heads of Year are the key staff in Pastoral Care. They are the initial points of contact, in normal circumstances, for staff, home and pupils on issues that relate to the academic progress and behaviour of pupils. There is a designated Head of Year 8. Normally, a pupil will have the same Head of Year from Year 9 until Year 12.

Reports

This Pastoral Care Policy recognizes the essential partnership between home and school in the pupil's development. Accordingly, there is a formal system for keeping home informed and a pathway that allows home to let school know of factors that may affect pupils in the school environment.

Formal reporting will attempt to meet the different demands of each year group

- Y12 - 14 3 reports per year: 1 full report and 2 Interim Progress Reports (Dashboards)
- Y9 and 114 reports per year: 1 full report and 3 Interim Progress Reports (Dashboards)
- Y 104 reports per year: 1 full report, 2 Interim Progress Reports (Dashboards)
- Y 83 reports per year: 1 full report. 1 Interim Progress Report (Dashboard) and an End of Year Summary.

In Years 8 - 12, the information contained in the various reports is supplemented by the pupil Learning Log. It is a booklet that encourages pupils to evaluate their performance and set targets that can lead to development and improvement. The Learning Logs are completed at the same time as the reports are generated. The report and Learning Log working in tandem should give an overview of a pupil's current standing and offer advice on how to make progress. The overriding aim of the process is to encourage pupils to become reflective learners who evaluate their own performance as a means to taking steps towards further development and improvement.

Pupils may be placed on '*Weekly Report*' by the Headmaster or a deputy in respect of specific concerns about academic progress or behaviour. This process includes the counter-signature of a parent/guardian or the Boarding Housemaster/mistress.

Teachers have an *internal reporting system* which allows Heads of Year to monitor pupil progress and to be proactive in dealing with problems. Such reports are discussed at regular Pastoral Team meetings.

Parents may contact the Head of Year at any point in the year if they feel concerned about their children. An *interview* will be arranged by appointment unless there is an emergency situation. Although ***the Head of Year is the teacher who will get to know the pupils best***, the Headmaster, the Head of pastoral Care, the Vice Principal and Senior Teacher i/c Girls' Welfare are available to deal with issues of concern.

Pupils

Individual pupils come into contact with many teachers in school. This allows each one the opportunity to speak to any of these if they encounter problems. Our internal report means that such concerns are passed on to relevant staff - normally the Head of Year.

*Whether the pupil is concerned about academic work, bullying or any other difficulty they must be encouraged **not to remain silent but to voice these concerns to a teacher immediately**. School would ask that this is reinforced at home. The development of pupils in the widest sense is dependent on pupils feeling that their welfare and safety are of paramount concern.*

Independent Counselling Service

A professional counsellor works part-time in school. A senior member of staff manages referrals. Pupils may also self-refer by emailing scardwell987@c2kni.net.

Revised June 2020.



2. CHILD PROTECTION AND SAFEGUARDING POLICY *(Synopsis)*

Child Protection

We in The Royal School, Armagh have a responsibility for the care, welfare and safety of the children in our charge and we will carry out this duty through our Pastoral Care Policy which aims to provide a caring, supportive and safe environment, in which all our young people can learn and develop to their full potential. We seek to protect our pupils by helping them learn about the risk of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills to keep them safe. All staff, teaching and support, should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection" (DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures (2005).

The following principles form the basis of our Child Protection Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount; this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is conflict the child's interest must always come first.

What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

Definition of Abuse

"Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse. Although the harm from the abuse may take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in a way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals."

Types of Abuse

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm.

Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, biting, pinching, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. Emotional abuse may also involve bullying, including online bullying through social networks, online games or mobile phones by a child's peers. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Neglect is the failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision which will result in the serious impairment of the child's or development. Children who are neglected often also suffer from other types of abuse.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for

abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

School Safeguarding Team

The following are members of the school's Safeguarding Team:

- **Designated Teacher** - Mrs L Montgomery
- **Deputy Designated Teacher** – Mr S Cardwell
- **Designated Teacher (Preparatory Department)** - Dr K Carson-McClenaghan
- **Designated Teacher (Nursery Department)** - Mrs M Elder
- **Boarding Master responsible for Child Protection** - Mrs N Mann
- **Headmaster** - Mr G Montgomery
- **Chair of the Board of Governors** - Most Revd Dr John McDowell, Archbishop of Armagh

How a child can make a disclosure

A child can make a disclosure to any member of the safeguarding team or any member of staff (teaching or support staff) with whom they feel comfortable. Staff response to the disclosure will be guided by the 5 R's: Receive; Reassure; Respond; Report and Record. The child must remember that staff are not allowed to promise confidentiality.

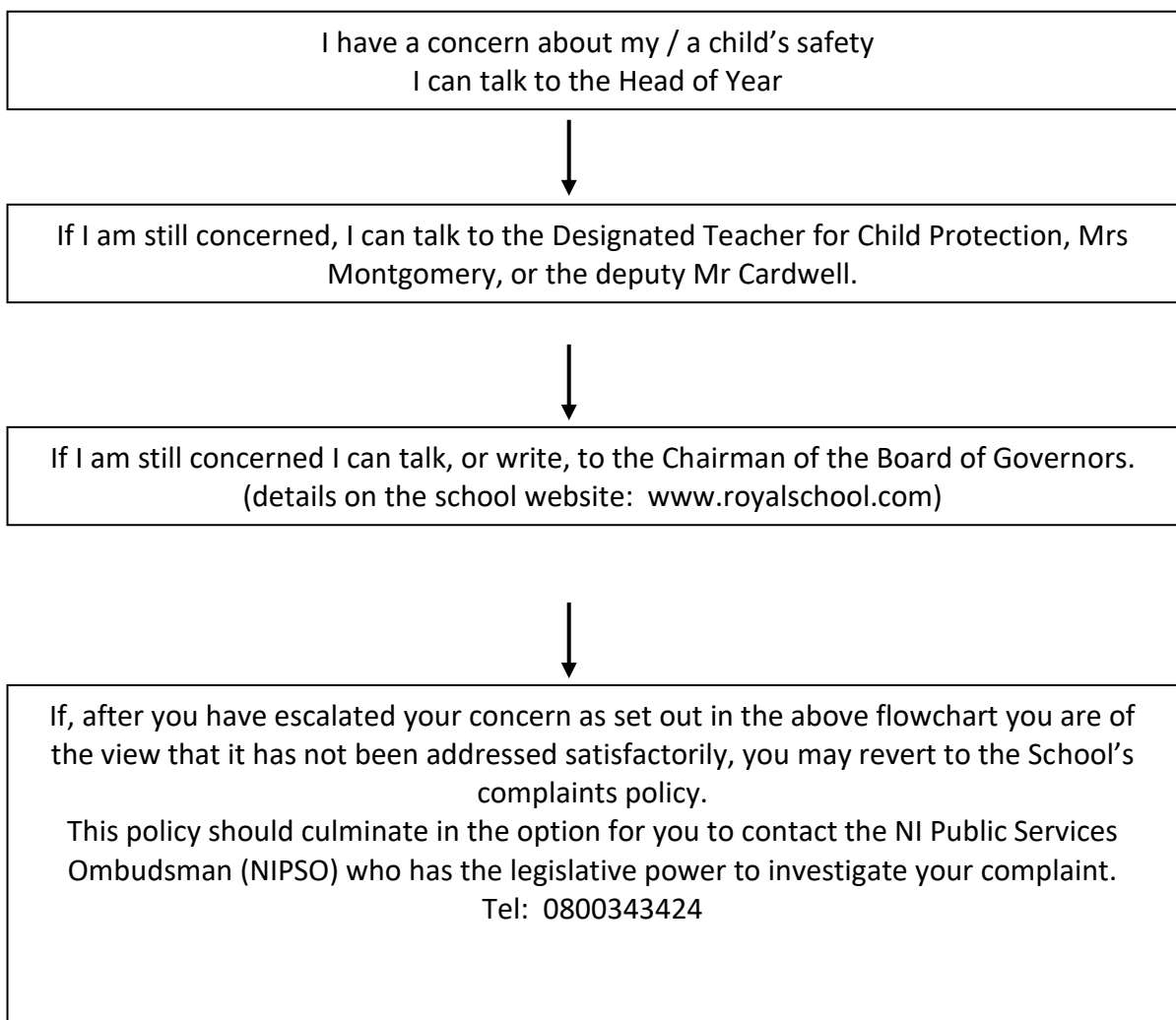
How a parent can make a complaint

At The Royal School, Armagh we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Designated Teacher for Child Protection, Mrs Montgomery or in her absence, the Headmaster, Mr Montgomery. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart below.

Revised June 2019



How a parent can make a complaint.



At any time a parent can talk to a social worker at:

- Gateway Team (local): 028 3741 5285
- PSNI Central Referral Unit: 028 9025 9299 or 101

Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff

Child makes a disclosure to a member of staff or there are concerns about a child either as a result of one observation or many observations over a period of time.
The member of staff completes the note of concern on what has been shared or observed and must **ACT PROMPTLY**.
Source of concern is notified that the school will follow up appropriately on the issues raised.

The member of staff discusses concerns with Designated Teacher, or Deputy in her absence, and provides notes of concern.

Designated Teacher should meet with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice can be sought from a CPSS officer.

Child Protection Referral is required
Designated teacher seeks consent of the parent / carers and / or the child (if they are competent to give this) unless this would place the child at risk of significant harm, then telephones the Children's Services Gateway team and / or the PSNI if a child is at immediate risk. She submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies / discusses the concern with child / parent / carers and decides if a child protection referral is, or is not required.

Child Protection Referral is not required
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child / parent / carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent and child / young person's consent where appropriate.

Where appropriate, the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

CONTACT NUMBERS

EA Gateway Team: 028 3741 5285
Regional Emergency Social Work Service: 028 9504 9999
PSNI Central Referral Unit: 028 9025 9299
PSNI: 101

Dealing with allegations of abuse against a member of school's staff

Key Points

Lead Individual learns of an allegation against a member of staff and informs the Chair / Vice Chair of the BoG as appropriate.



Guidance on next steps

Lead Individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.



Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and / or the BoG to agree a way forward from the options below:

Precautionary Suspension not appropriate and the matter is concluded.	Allegation addressed through relevant disciplinary procedures.	Precautionary Suspension under Child Protection procedures imposed.	Alternatives to precautionary suspension imposed.
------------------------------------------------------------------------------	-----------------------------------------------------------------------	----------------------------------------------------------------------------	----------------------------------------------------------

Please note that a full Child Protection policy is available on request



3.ANTI-BULLYING POLICY (*Synopsis*)

REF: ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016

We will use the following policy statement to reflect the definition within our school.

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

The Royal School recognises that bullying behaviour includes the following when they are repeated, intentional and targeted.

- Physical** e.g. hitting, punching, kicking, tripping up or knocking over. Stealing, hiding or damaging property.
- Verbal** e.g. name-calling, use of homophobic, transphobic or sectarian language, racial taunts, teasing, made fun of, use of sarcasm and/or ridicule, put downs, rumour-spreading, threats, use of coercion [This includes the use of mobile phones, websites & email.]
- Indirect or Emotional** e.g. deliberately excluding and/or ignoring of victim; giving nasty looks; threatening or insulting gestures. Having rumours or gossip spread about you, or people talking about you behind your back. Being forced to do something you don't want to do or know that is wrong
- Sexual** e.g. bullying for reasons relating to sex, gender or relationships
- Cyber:** all areas of internet, such as email, internet chat room or social network misuse, mobile phone threats by text messaging, calls and photographs and misuse of associated technology, i.e. camera and video facilities. This could include: Hurtful, embarrassing or threatening material posted online (eg. on social network websites); Nasty messages sent as texts, emails or other websites or apps; Being excluded from an online game; Fake profiles on a social network to make fun of others.

Moreover, it includes incidents that occur both in and out of school. This is in line with RSA e-safety policies. The 2016 Act gives schools the explicit power to take action to prevent cyber bullying which takes place outside school, but which is likely to have an impact on the pupil's education in school. While this gives The Royal School the option to take action, **it does not place a duty on the school to do so**. Any action taken by the school will be in line with legislation and the school's standards, expectations and rules as outlined in the Positive Behaviour Policy.

Bullying behaviour may not be confined to the school campus and the School recognises a wider duty of care under Child Protection. This could apply when travelling to and from school or in pupil communication by other means. Moreover, the lists above are not exhaustive and other behaviours which fit the definition may be considered to be Bullying Behaviour.

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying behaviour. Bullying behaviour usually has key elements:

- **It is repeated, persistent behaviour that happens over a period of time;**
- **It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it;**
- **It is intentionally harmful behavior;**
- **It causes distress.**

All unacceptable behaviour must be challenged, whether it is bullying behaviour or not.

In certain circumstances The Royal School may regard a “one off” incident as bullying behaviour consistent with the 2016 Act.

Aims and Objectives

All members of the school community are expected to:

- Treat bullying as a serious offence and take every possible action to eradicate it from school;
- Address all issues of bullying type behaviour so that each child will be able to benefit fully from the opportunities available at The Royal School;
- Have a shared and clearly understood definition of bullying behaviour;
- Promote the importance of mutual respect and developing positive relationships;
- Create a supportive, caring and safe environment where teachers teach and pupils learn without fear of being bullied;
- Create opportunities to develop self-esteem;
- Value the views and contributions of pupils, actively seek their views and will respect and take them into account;
- Understand that everyone in the school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Roles, Responsibilities and Ways of Reporting a Bullying Behaviour Concern

Pupils (experiencing Bullying Behaviours)

- Allegations of bullying will be treated seriously and should never be made against another pupil to deflect from a pupil's own poor behaviour;
- Don't blame yourself for what is happening;
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it;
- Stay in a group; pupils who display bullying behaviour usually pick on individuals;
- Avoid times and places when and where you feel you might experience bullying type behaviour. This is not “running-away” but is common sense!
- Try not to let the pupil who is displaying bully behaviour know you are feeling upset;
- Get help from someone you can trust - a teacher, peer mentor, classroom assistant, prefect, lunch-time supervisor, school counsellor parent, friend, another pupil, family member, bullying type behaviour survives in secrecy;
- Ask a friend to go with you when you tell someone;
- Bullying behaviour problems rarely “sort themselves out” but that opening the situation up is a step in the right direction;
- Save copies of electronic forms of bullying behaviour (text messages, pictures, threads of conversations etc.);
- General advice will be provided through assemblies, the PSE programme and visits by outside agencies;
- There are a number of publications now available in the school library. School noticeboards also offer advice;
- There are websites that provide useful information, in particular www.childline.org.uk;

- Keep on speaking out until someone listens and helps you; once you tell someone then the school will take action;
- If the bullying type behaviour does not stop – or if it pauses and then starts again keep reporting it. Never assume that nothing has been done by school staff.

Bullying type behaviour is a complex problem. You must realise that there may be no easy answer that makes all your problems go away immediately. However, we recognise and often the first step towards a solution is to bring it out into the open. We know that. The following points are made with this in mind.

Pupils (bystanders)

- Don't smile or laugh at the situation;
- Don't rush over and take on the pupil displaying bullying behaviours yourself;
- Don't be made to join in;
- If possible, encourage the pupil displaying bullying behaviours to stop;
- If you can, let the pupil displaying bullying behaviours know that you don't like his/her behaviour;
- Shout for help;
- Let the person experiencing bullying behaviours know that you are going to get help;
- Tell someone as soon as you can;
- Encourage the person experiencing bullying behaviours to tell someone;
- Ask someone you trust what to do;
- Don't contribute to online conversations where cyber bullying is occurring.

Parents/Carers

- Look for signs of distress or unusual behaviour (for example, unwilling to attend school or to travel certain routes, or consistently has articles damaged or stolen) which might be evidence of bullying;
- No school can reasonably claim to be free from bullying behaviours, therefore, if a child talks to a parent about experiencing bullying behaviours, we advise them to take it seriously;
- Advise their children to report any bullying behaviours to their Head of Year, Head of Pastoral Care or someone they trust;
- Try to prepare their children to play their part in the school's investigation of the situation which will inevitably involve interviews of pupils by staff.
- Advise their children not to retaliate violently, either verbally or physically, nor by using social media;
- Be sympathetic and supportive and reassure their children that appropriate action will be taken by school;
- Inform the school of any suspected bullying behaviours, even if their children are not involved; ask to speak to the Head of Year;
- When a parent gets to speak to the member of staff dealing with the issue they should give as much detail as they can;
- Co-operate with the school: if their child is accused of bullying behaviours, try to ascertain the truth and point out the implications of bullying behaviours, both for the child who is experiencing bullying behaviours, and those displaying bullying behaviours;
- Appreciate that the school needs time to gather information about the incident and that there is likely to be no quick and easy answer but that by contacting the school you will be taken seriously and that the matter will be dealt with;
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Pastoral Care;

- Where the parent is not satisfied that appropriate action has been taken by the Head of Pastoral Care to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Headmaster;
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Board of Governors;
- Useful advice for parents can be found on the NIABF website in a section called "Parent/Carer Tool Kit" at [www.endbully.org.uk]. (See also Appendix 5).
- All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. **However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than that pupil and his/her parents/carers.**

Summary of Steps to be Followed by Staff

The processes outlined below provide a framework for how The Royal School will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, (see Appendix 6) the member of staff responsible shall:

- 1. Clarify facts and perceptions;**
- 2. Check records (SIMS/BMM);**
- 3. Assess the incident against the criteria for bullying behaviour;**
- 4. Identify any themes or motivating factors;**
- 5. Identify the type of bullying behaviour being displayed;**
- 6. Identify intervention level;**
- 7. Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource;**
- 8. Track, monitor and record effectiveness of interventions as appropriate;**
- 9. Review outcome of interventions as appropriate;**
- 10. Select and implement further intentions as necessary.**

GENERAL ACTION TAKEN

- The pupil's personal **file will be annotated** and appropriate consequences imposed, taking into account the circumstances and the pupil's school record. (Examples of sanctions are listed in the School's Discipline Policy).
- A **written assurance of future good behaviour** will be asked for and retained in the pupil's personal file and both the pupil displaying bullying type behaviour and the parents will be made aware of the potentially serious consequences of the repetition of the behaviour.
- It may be appropriate in some circumstances **to offer advice and guidance on how to avoid using bullying behaviour**, and with the consent of home, use outside agencies.
- When pupils who are experiencing bullying behaviour are identified they will be **offered support and reassured** that no blame attaches to them. However, they may also be made aware that there are ways to help avoid and respond to bullying that they may have to develop and put into practice with appropriate guidance and support.
- The **parents of the pupil who has experienced bullying behaviour will be informed** and involved in discussions with school staff as appropriate. It may be appropriate to utilise external agencies, with parental consent, to provide part of the counselling and support for the pupil who has experienced

bullying type behaviour. However, no information about the action taken in relation to the pupil who displayed bullying behaviour can be disclosed to anyone other than the pupil and his/her parents/carers. It must be acknowledged that on occasions, following investigation, objective evidence of bullying behaviour may be difficult to establish making a school response problematical. In such circumstances this should be explained to the pupils and parents involved and appropriate support and advice offered.



4. SPECIAL EDUCATIONAL NEEDS POLICY (*Synopsis*)

1. Definition of special education needs

The term “special education needs” is defined in the relevant legislation as “a learning difficulty which calls for special educational provision to be made”. “Learning difficulty” means that a child has significantly greater difficulty in learning than the majority of children of comparable age, or has a disability which hinders his or her use of the kind of facilities generally provided in ordinary schools. “Special educational provision” means educational provision which is different to or additional to, provision made generally for children of comparable age.

We recognise that the definition of SEN embraces a breadth of learning difficulties varying in type, duration and severity. We recognise that special educational needs can arise as a result of:

- Special learning difficulties (e.g. Dyslexia)
- Sensory difficulties (e.g. hearing or sight impairment)
- Emotional and behavioural difficulties
- Medical conditions
- Adverse cultural or social circumstances
- Physical difficulties
- Prolonged absence from school
- Fragmented education
- General learning difficulties

2. The aims of school policy

The aims of school policy are to ensure, within a caring environment, the spiritual, physical, emotional, moral, social and academic development of all children with special educational needs.

We also aim to ensure that children with special educational needs have access to a full, broad and balanced curriculum and are offered equal opportunities to achieve and that a range of appropriate strategies for teaching, learning and assessment is employed.

Further, the school aims to provide effective communication between Senior Management Team, teachers, governors, parents and external agencies, encouraging, in particular, parents and persons with parental responsibility, to recognise their central role in the education of their children.

It is also the aim of the school to develop an appropriate and effective style of assessment, record-keeping and evaluation to monitor progress.

3. Specialisms and special facilities

Specialisms

The school has appointed a Special Education Needs Co-ordinator, Mrs Montgomery, to provide coordination to those parties involved in the provision of special educational needs.

For those identified as requiring extra assistance, classroom assistants and general assistants have been appointed on terms appropriate to the needs.

Year Heads and Heads of Department also play an active part in supporting children with special educational needs.

Special facilities

Computer hardware/software provision has been provided for those identified as needing such assistance. These include use of iPad or the Nessy Programme and TextHelp Gold for pupils with dyslexia. In some cases, assistive technology has been made available for pupils at home. Photocopying equipment to enlarge material to a suitable size and format is available.

4.Integration and access to the curriculum

As far as possible, special educational provision is made in normal classroom settings where children will experience learning across the breadth of the curriculum in whole class groups, ability groups, mixed ability groups and through individual teaching.

Some provision may take the form of additional teacher or learning assistant support in the mainstream classroom or through withdrawal from mainstream classes for special tuition.

5.Partnership with parents

We value the knowledge, experience and views of parents and seek to establish a partnership with them in making appropriate provision for all pupils.

Arrangements for responding to enquiries and questions from parents.

Those enquiries judged to be of a serious nature will in the first instance be directed to the SENCo, Mrs Montgomery.

For less serious, more routine enquiries, the Head of Year will be contacted initially who will then consult with the SENCO.

Arrangements for passing information to parents.

Regular contact will be maintained to parents through:

- whole school reports
- dashboards which will be made available to parents four times a year
- Learning Logs
- Individual Education Plans collated by the SENCo
- Parents' evenings - parents of pupils with Special Educational Needs will be encouraged to speak to the SENCo
- Annual Reviews and Transition Reviews for pupils on Stage 5 of the Code of Practice
- Parents of pupils with Special Educational Needs will be given the e mail address of the SENCo, Mrs Montgomery, and will be encouraged to keep in regular contact

Arrangements for involving parents in provision for their children

At all stages parents will be consulted and informed with regard to special arrangements for their child's education. When the SENCO is drawing up the Individual Education Plan the parents will be informed and consulted about the provision and targets set and the details as to how they will be achieved.

6.Links with other schools and agencies

Contact with feeder schools will be made in order to access necessary information concerning all additional educational needs. Similarly, any relevant information concerning special educational needs will be passed on to follow-on schools as required.

Contact with other agencies, such as Health and Social Services will be maintained as will attendance at courses run by the Curriculum and Support Services

Revised April 2017



5. DRUGS EDUCATION & MISUSE OF SUBSTANCES POLICY

1. Rationale

The Royal School is committed to the health and safety of its members and will take action to safeguard their well-being. It does not condone drug misuse and acknowledges the importance of its pastoral role in the welfare of young persons and through its general ethos and specific Drugs Policy is committed to tackling any misuse of legal and illegal drugs and other substances e.g. tobacco, alcohol, solvents.

The school recognises its responsibility to help prevent and protect young people from the dangers of drug misuse.

The school will actively co-operate with other agencies and parent/guardians to this end.

2. Educational aims and objectives

- Drugs education is a statutory requirement of the Northern Ireland curriculum (DENI Circular 2004/9) and as such the school will endeavour to deliver in all years by a variety of methods and subject areas a relevant and informative programme.
- The parents/guardians of pupils will be informed that a drugs education programme operates within the school and of the possible threat of misuse in the Armagh area. Their support will be sought for the implementation of both prevention and protection.
- All teaching staff will be made conversant with the policy and procedures regarding drug misuse so that any necessary action is immediately implemented.
- Pupils will be given a drug awareness programme to enable them to make the essential healthy informed choices.

The aims

- To enable pupils to gain information and understanding about drugs and the effects of their misuse.
- To enable pupils to gain the knowledge and the skills necessary for making sound decisions about personal health.
- To encourage a healthy lifestyle and for pupils to see that drug taking is not normative behaviour and that smoking and vaping are unhealthy.
- To enable pupils to naturally develop confidence and self-esteem.
- To enable pupils to resist peer pressure.
- To establish an environment free from the misuse of **all** substances.

The programme of drugs education will take cognisance of the age of the pupils, their socio-economic background and previous experiences targeting on delayed experimentation and prevention.

3. The organisation and management of the drugs education programme

- A member of the senior management is designated as having overarching responsibility for drug issues. Duties include oversight and co-ordination of the planning of the curricular provision in compliance with the statutory requirements, liaison with other staff responsible for pastoral care and responsibility for co-ordination of the school's procedures for handling instances of suspected

drug misuse. The designated teacher should act as a contact point as necessary for outside agencies.

- The core drugs education programme will be delivered through PSE and modules developed by the PSE Co-ordinator. Drugs education is an integral part of pastoral care and health education which is a cross-curricular theme embracing number of subject areas.
- The Key Stage 4 syllabus for both Science and RE have components involving drugs education. Opportunities to focus on these issues and reinforce a healthy positive attitude to lifestyle will occur to some extent in all other subjects particularly English, Modern Languages, Physical Education and Home Economics. The statutory requirement for Personal Development in 'Learning for Life & Work' also contains a focus on drugs education.
- Delivery of the drugs education programme will be the responsibility of the PSE teachers, Key Stage 4 contributory subjects and other staff as appropriate through the cross-curricular themes.
- A variety of approaches may be used including shock/horror, scientific information, Life skills, Resistance, Normative, Peer education or Harm minimisation.
- The PSE Co-ordinator is Miss Thompson
- The current counselling system offers to provide any guidance for pupils seeking assistance. Specialist counsellors will be contacted should a situation develop requiring more specific expertise.
- Cognisance is given to the valuable expert contribution the local PSNI Neighbourhood Team and health promotion officers can make to complement the basic drugs education programme.
- The role of confidentiality in a successful counselling system is well understood (see Child Protection Policy) but staff will be made aware of their further legal obligations. While morally as well as legally the safety of the young person is of paramount importance, the presence of illegal substances must always be reported. (see Procedures below).

4. Safety in the school

- Potentially harmful chemicals (cleaning, reprographic or teaching) will be stored under secure conditions.
- Teaching staff and supervisory assistants provide cover at lunch-time to manage and control situations in which pupils could potentially misuse substances including tobacco, vaping liquid, alcohol and prescription drugs.
- In emergencies the pupil would be immediately transported to hospital.

5. Procedures for the management of drug related incidents on school premises

If a drug related incident is suspected by a member of staff such as:

- a) A pupil appears under the influence of drugs
- b) A pupil is dealing on school premises
- c) A pupil is found in possession of illicit drugs
- d) Drug taking equipment is found on school premises
- e) A pupil discloses that he/she is taking illicit drugs

The procedure is as follows:

(i) Secure the situation and report suspicions to the designated teacher who shall inform the Headmaster.

(ii) The Headmaster to take the necessary course of action.

Practical Procedure will vary with the incident and the urgency of the situation.

Emergency procedure for pupil under influence of drugs

- a) Teacher assesses the situation
- b) Teacher sends for additional staff support (including designated teacher)
- c) Situation made safe for all pupils
- d) Medical help secured and ambulance called if necessary
- e) Designated teacher informed and Headmaster
- f) Parents informed
- g) Brief incident report written of incident recording details of date, time, location and witnesses.

Procedure for pupil found or suspected of having illicit drugs in their possession

- (g)Teacher assesses the situation
- (i)Teacher sends for additional staff support if necessary
- (ii)Designated teacher informed
- (iii)Pupil escorted either to Vice Principal's or Head's office and detained without duress. Headmaster informed.
- (iv)With pupil's consent, a search may be made in front of the pupil of his/her possessions, but not person, provided another adult is present as witness. Lockers or school bags should not normally be searched without permission (usually granted with threat of involving PSNI and in no case without a witness present). This would avoid accusations of planting.
- (v)Drugs or any associated equipment to be removed to safe storage by protected hands.
- (vi)Headmaster takes appropriate action in accordance with the Code of Discipline, informs PSNI, parent, Board of Governors etc.

- Pending further enquiries, pupils found in possession of illegal substances will face automatic suspension. The PSNI will be informed.
- Pupils informed, without specifying names, that a drugs related incident has occurred and has been dealt with.
- Staff to be informed of the suspension for a drugs related incident.
- Contact to be made to appropriate agencies to provide additional support to the school system.
- Help sought from the GP of pupil, if appropriate, Health promotions agencies, PSNI and/or voluntary organisations.
- Any enquiry from the media will be referred to the Headmaster. or Vice Principal in his absence.

6. Training and information

- The need for all staff, teaching and non-teaching to be alert to the signs and symptoms of drug misuse is understood. Inset training when available is made a priority. Any possible provisions for a programme to increase awareness will be made. The opportunity to attend appropriate courses will be available.
- The importance of parent/guardian involvement is recognised and the school policy of promoting positive attitudes to health will be included in the school prospectus and re-emphasised when appropriate or necessary.
- Outside agencies can be involved in staff training.

7. Review of policy

This policy on Drugs Education will be reviewed as and when appropriate.
Initial Consideration September 1991 Prospectus

Revised June 2018



6. ATTENDANCE POLICY

Introduction

Regular school attendance is crucial in raising standards in education and ensuring that every child can have full access to the school curriculum and reach their potential. The Royal School Armagh will strive to promote an ethos and culture which encourages good attendance and where each pupil will feel valued and secure.

Aims

1. To improve/maintain the overall attendance of pupils at The Royal School Armagh.
2. To develop a framework that defines roles and responsibilities in relation to attendance.
3. To provide advice, support and guidance to parents/guardians and pupils.
4. To promote good relationships with Education Welfare Service.

The Head of Pastoral Care liaises with the Concourse Office and monitors attendance through the Senior Head of Year, Heads of Year and Form Tutors. At the Pastoral Meeting (monthly) attendance targets and recidivists are reviewed and actions discussed and effected. The Head of Pastoral Care has a monthly meeting with the EWO.

Role of the School

The Headmaster at The Royal School has overall responsibility for school attendance; (teachers/Head of Pastoral Care and Senior Head of Year) should bring any concerns regarding school attendance to his/her attention.

The Board of Governors provide support by reviewing school attendance figures and targets.

Teaching staff regularly monitor the attendance and punctuality of pupils by ensuring that attendance is recorded at the beginning of morning and afternoon registration. SIMS Lesson Monitor is used for this purpose.

To enable our school to record and monitor attendance in a consistent way we will adhere to the guidance provided in the Department of Education Circular 2013/13

<http://www.deni.gov.uk/index/support-and-development-2/school-attendance-and-holidays/recording-pupil-absences.htm>

The Royal School is committed to working with parents to encourage regular and punctual attendance.

Role of Parent/Guardian

Parents have a legal duty to ensure:

Every child of compulsory school age shall receive efficient full time education suitable to age, ability and aptitude and to any special educational needs he may have, either by regular school attendance or otherwise.

Education and Libraries (Northern Ireland) Order 1986

It is a parent/guardian's responsibility to inform the school of the reason for a pupil's absence on the first day of absence. This should be confirmed with a written note when the pupil returns to school. If the absence is likely to be prolonged, this information should be provided to enable the school to assist with homework or any other necessary arrangements which may be required.

Pupils are expected to be in school at 08.45am for assembly and registration. It is the responsibility of parents to ensure that their child is punctual. Lateness is recorded at registration and recorded on the child's attendance record.

If your child appears reluctant to attend school, please discuss the matter promptly with the Year Head or Headmaster to ensure that both you and your child receive maximum support.

Role of Pupils

Each pupil at The Royal School has a duty to ensure that they attend school punctually and regularly. If you have been absent from school a written note from a parent/guardian must be provided to your teacher when you return.

Absence Procedures

- (a) **Absence of Pupils:** - Parents are asked to discourage pupils from absencing themselves from school unnecessarily. ***It is expected that parents will not arrange family holidays during term time.***
- (b) **Absence Notes:** -
 - (i) **Pupils under 18 years of age** - All absences must be covered by a parent's note, produced at the latest **on the day the pupil returns**. This note should be given to the Class Tutor. In the case of pending or actual prolonged absence parents or guardians should inform the school office as soon as possible.
 - (ii) **Pupils aged 18 years and over** - A written note is still required but an explanation must also be given to their Form Tutor.
- (c) **Exeats:** - Pupils are not allowed to leave school during the "school day" without first presenting a parent's note or approved appointment card to a Vice Principal - an "exeat card" will then be issued to authorise the pupil to leave school. Boarding pupils must obtain authorisation from the Boarding Staff prior to seeking an exeat from a Vice Principal.

There are no "free periods" for pupils and any pupil who has a non-teaching period is expected to undertake private study in the Big School Room/Library.

Parents should try to restrict dental appointments, driving lessons etc. to either holidays or after school hours except in emergency.

Family holidays during Term Time

The Royal School discourages holidays during term time due to the impact they have on pupils learning. Family holidays taken during term time will be categorised as an unauthorised absence.

If parents intend, or wish, to withdraw their children from school for an extended time, (i.e. for a holiday) they must write to the Headmaster.

Procedures for Managing Non-attendance

Recidivism and non-attendance are followed up by the Heads of Years in the first instance. Persistent cases who do not respond to the intervention of the Head of Year are referred to the Head of Pastoral Care and the Headmaster. Parents are consulted. The EWO is updated monthly and is involved when attendance falls below 85%.

Education Welfare Service

Education Authority through the Education Welfare Service has a legal responsibility to make sure that parents meet their responsibility towards their child's education.

Regular attendance is an essential requirement for educational results and where attendance difficulties exist or a pupil's attendance falls below 85%, Education Welfare Service (EWS) will support staff and parents in developing and implementing strategies to address or improve school attendance.

Revised June 2018



7. ACCEPTABLE USE OF ICT POLICY

A whole school networked infrastructure, incorporating a C2k LAN and Virtual Learning Environment (VLE), along with other electronic class-based resources such as tablets, is available to staff and pupils at the Royal School Armagh (RSA).

The staff at RSA strongly believes in the educational value of such electronic services and recognises their potential to support teaching and learning within the NI curriculum and at the same time support the integration of ICT within and across all subjects. Every effort will be made to provide quality experiences to pupils and teachers using this networked infrastructure, however, inappropriate and/or illegal interaction with any information service is strictly prohibited. *This also applies to personal electronic devices when used within the jurisdiction of the school (and also applies to use whilst on school trips).*

Please read this document carefully. Listed below are the provisions of this agreement. If any pupil violates these provisions, access to the C2k network (including the Internet), VLE and other devices will be denied and the pupil will be subject to disciplinary action.

Terms and Conditions of This Agreement

1. Personal Responsibility

As a representative of the school, each pupil must accept personal responsibility for reporting any misuse of the network to a staff member. Misuse may come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal requests, racism, sexism, inappropriate language, any use which may be likely to cause offence (such as cyber bullying), emotional upset and other issues described below.

2. Acceptable Use

The use of electronic services must be in support of education and research in accordance with the educational goals and objectives of RSA. Each pupil must be personally responsible for this provision at all times when using the electronic information services.

- Use of other networks or computing resources must comply with the rules appropriate to that network.
- Transmission of any material in violation of any United Kingdom or other national laws is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade laws.
- Use of commercial activities by for-profit organisations is generally not acceptable.

3. Privileges

The use of the Internet and other electronic services is a privilege and inappropriate use will result in that privilege being withdrawn. Pupils with access to the Internet will participate in a discussion with a

member of the school staff as to proper behaviour and use of the facilities. RSA staff will rule upon inappropriate use and may deny, revoke or suspend usage.

4. Network Etiquette and Privacy

Each pupil is expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to the following:

- (i) **Use appropriate language** - Remember that you are a representative of the school on a global public system (supporting Web 2.0, email or internal messaging, for example). You may be the only one logged onto your computer, but what you say and do can be viewed by others. Never swear, use vulgarities or any other inappropriate language. Illegal activities of any kind are strictly forbidden. Be internet-wise and remember that your activity will leave a digital foot-print.
- (ii) **Be polite** - Never send or encourage others to send abusive messages. NEVER engage in cyber-bullying.
- (iii) **Privacy** - Do not reveal any personal information to anyone, especially the home address or personal telephone number of yourself or any other pupils. DO NOT upload pictures of you or your friends unless agreed by the school through extra-curricular or class-based activities.
- (iv) **Never meet** with someone you have met on the Internet: they may not be who they say they are. If you are worried speak to your parent, carer or a teacher. If you are being blackmailed or threatened you must speak to your parent, carer or a teacher.
- (v) **Passwords** - Do not reveal your password to anyone. Furthermore, with regard to password use on the network infrastructure (C2k and VLE) the following security principles should be applied by all users.
 - *Passwords should not be obvious. For example, words such the user's name or the name of a favourite pop group should not be used.*
 - *Passwords should be at least eight characters long.*
 - *Passwords should contain upper and lower case letters as well as numbers and special (ASCII) characters.*
 - *Passwords should remain confidential.*
 - *Passwords should never be written down.*
 - *Passwords should be regularly changed.*

If a user believes their password is known by someone else, then they should see the ICT technician or an ICT teacher immediately or alternatively inform a member of staff.

(vi) Other considerations:

- (a) Keep your message brief and to the point.
- (b) Proof read your message to ensure that it is error free and easy to understand.
- (c) Remember that humour and satire are very often misinterpreted.
- (d) Respect the rights and beliefs of others.
- (e) Be aware of fraudulent activity on all electronic accounts and be "internet wise". Never give your username or password in response to email (phishing) requests.

5. Services

RSA makes no warranties of any kind whether expressed or implied, for the network service it is providing. RSA will not be responsible for any damages suffered whilst on this system. These damages include loss of data as a result of delays, non-deliveries, mis-deliveries or service interruptions caused by

the system or elements of the system, or your errors or omissions. RSA specifically denies any responsibility for the accuracy of information obtained via its Internet services.

6. Security

Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify a member of the ICT staff at once. Never demonstrate the problem to another pupil. All use of the system must be under your own username and password unless specifically directed by a member of staff. Remember to keep your password private. Do not share it with friends. Anyone caught disclosing passwords may have their access denied and may be subject to disciplinary action. Any user identified as a security risk may be denied access to the system and be subject to disciplinary action.

7. Vandalism

Vandalism is defined as any malicious attempt to harm or destroy any equipment or data of another user or of any other networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses, the wilful damage of computer hardware, whether connected to the network or not and the deletion of data from its place of storage.

8. Online Ordering systems

One of the many facilities available via the Internet is the ability to order goods and services whilst online, however, questions have been raised with regard to the issue of security of online credit card ordering etc. Because of the security and other ethical issues attached to this facility, RSA has a moral responsibility in this area. It is therefore strictly forbidden for pupils to use the Internet for ordering goods or services regardless of their nature. In addition, it is also forbidden for pupils to subscribe to any newsletter, catalogue or other form of correspondence via the Internet, regardless of its nature.

9. Electronic Mail

Electronic mail (email) is accessible within C2k and is also widely available via the Internet. Pupils are expected to use this facility in a responsible manner. The sending or receiving of any email, which contains any inappropriate material, is strictly forbidden. This material includes, but is not limited to, pornography, unethical or illegal requests, racism, sexism, inappropriate language or any use which may be likely to cause offence. Disciplinary action will be taken in all cases. It is also forbidden to send large volume emails (SPAMMING).

The C2k system monitors all outgoing and incoming email. The C2k system also contains an email filtering facility and any email which is considered to have inappropriate content such as viruses, dangerous attachments and SPAM will be blocked and held by the C2k system. All blocked emails will be scrutinised and will only be forwarded to the addressee(s) when their content falls within the email policy of the school and C2k (see above). This applies to all outgoing and incoming email sent and/or received by ALL users on the C2k system.

- At RSA all pupils are encouraged to use their C2k email system responsibly. It is strongly advised that staff should not use home email accounts for school business (*see related Data Protection and Security Protocols Policy*).
- The C2k Education Network filtering solution provides security and protection to C2k email accounts. The filtering solution offers scanning of all school email ensuring that both incoming and outgoing messages are checked for viruses, malware, spam and inappropriate content.
- Where staff and pupils use non C2k emails accounts, RSA will audit and monitor usage through the service provider(s) firewalls.
- Pupils may only use C2k email accounts on the school system.

- Pupils must immediately tell a teacher if they receive an offensive email.
- Pupils must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission.
- The forwarding of chain mail or spam is not permitted.
- Pupils must not transmit photographs or video of themselves, other pupils or staff through email.

10. Cyber-bullying

Whilst it is recognised that each of the social media technologies can offer much to pupils' learning, RSA is aware that each brings its own unique issues and concerns. Each social media technology that is to be utilised is risk assessed in the context of use within a teaching and learning and pastoral context.

Through curriculum based instruction, pupils are made aware of the unacceptable aspects of cyber-bullying via electronic methods of communication (which has the potential to originate both in and out of RSA's jurisdiction). *This form of bullying is considered within RSA's overall anti-bullying policy and pastoral services as well as the eSafety policy.*

At RSA pupils are made aware that cyber-bullying can take many different forms and guises including the inappropriate and unacceptable use of the following:

- *Email – nasty or abusive emails which may include viruses or inappropriate content.*
- *Instant Messaging (IM) and Chat Rooms – potential to transmit threatening or abusive messages perhaps using a compromised or alias identity.*
- *Social Networking Sites – typically includes the posting or publication of nasty or upsetting comments on another user's profile.*
- *Online Gaming – abuse or harassment of someone using online multi-player gaming sites.*
- *Mobile Phones – examples can include abusive texts, video or photo messages. Sexting can also occur in this category, where someone is encouraged to share intimate pictures or videos of themselves and these are subsequently transmitted to other people.*
- *Abusing Personal Information – may involve the posting of photos, personal information, fake comments and blogs, or pretending to be someone online without that person's permission.*

Pupils will be made aware that whilst cyber-bullying may appear to provide anonymity for the bully, most messages can be traced back to their creator and pupils are reminded that cyber-bullying can constitute a criminal offence.

While there is no specific legislation for cyber-bullying, the following may cover different elements of cyber-bullying behaviour and can be used as a source of reference:

- Protection from Harassment (NI) Order 1997 <http://www.legislation.gov.uk/nisi/1997/1180>
- Malicious Communications (NI) Order 1988 <http://www.legislation.gov.uk/nisi/1988/1849>
- The Communications Act 2003
<http://www.legislation.gov.uk/ukpga/2003/21>

At RSA pupils are encouraged to report incidents of cyber-bullying to both the school and, if appropriate, to the PSNI to ensure the matter is properly addressed and the behaviour ceases.

RSA will keep detailed records of cyber-bullying incidents and will monitor the effectiveness of their preventative activities, and will review and ensure consistency in all investigations, support and sanctions.

11. Social Networking

It is recognised, as referenced in the previous cyber-bullying section, that recent changes to the criteria used to allow information to be uploaded to social media sites (outside the school environment) raises particular concerns for children and young people, particularly in relation to access to social media sites outside the C2k service.

At RSA care will be taken when making use of social media for teaching and learning. It is recognised that each of the social media technologies can offer much to pupils' education but each brings its own unique issues and concerns. Each social media technology that is to be utilised will be risk assessed in the context of each area of use. Therefore, pertinent areas of focus within the social networking remit are identified.

- The school C2k system will block access to social networking sites unless utilised by the teacher only.
- RSA recognises that some pupils will use social networking sites outside school; and they will be advised never to give out personal details of any kind, which may identify them or their location. Pupils are advised not to meet with those they have met on social networking sites.
- If legal members of such social networking sites (based on conditions of joining), pupils will be advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.
- Pupils are asked to report any incidents of cyber-bullying (or bullying) to the school.

12. Related RSA ICT documents (available as separate publications):

- *Acceptable Use Policy ICT - Pupils RSA*
- *Acceptable Use Policy ICT - Staff RSA*
- *Acceptable Use Policy and Bring Your Own Device Policy RSA*
- *Data Protection Policy RSA*
- *e-Safety Policy RSA*
- *ICT Use Across the Curriculum RSA*
- *Safe Use of the Internet at Home Policy RSA*

13. Related DENI Circulars reviewed in the development and revising of this policy (available as separate publications):

DE Circular 2016/27
DE Circular 2016/26
DE Circular 2015/17
DE Circular 2013/25
DE Circular 2011/22

Revised April 2017

Note: Use of ICT as defined in this policy is subject to the existing and future school policies on Child Protection, Anti-Bullying and Behaviour. This policy is reviewed annually.



8. MOBILE PHONE* POLICY

*** *Smart Watches must be used as timepieces ONLY. They are not permitted to be worn during examinations. Any other usage comes under the terms of the Mobile Phone Policy***

As a working community, the school needs to have regulations governing the use of mobile phones the potential of which to disrupt the work of the school is great. Moreover, the nature of some of these disruptions has led to the suspension of pupils. We therefore feel it necessary to stress the following: -

- **The School will not accept any responsibility for mobile phones.** If they go missing or are lost, we are not prepared to waste staff time searching for them. We suggest that parents take out insurance cover if mobile phones are to be brought into School and that more expensive models are not used.
- It is advisable to protect phones with security marking and codes and to keep them in a locked locker during the school day.
- **Mobile phones must be switched off during the School day.** If they ring during a lesson, members of staff are instructed to confiscate them and lodge them with the Concourse Office. A pupil whose phone has been confiscated may report to the Concourse at the end of the school day to reclaim the phone. Should a pupil's phone be taken on a second or subsequent occasion it will only be returned directly to a parent. Repeated infringement may result in more severe sanctions.
- Phones will also be **confiscated** if pupils are found using them in lessons/co-curricular activities to send text messages, view images, record images or sound, or communicate in any other way. This may lead to other sanctions, up to and including suspension.
- Pupils may use mobile phones during lessons for educational purposes but only with the express permission of the teacher.
- Pupils in Years 8 - 12 may not use their phones at any time during the school day either to make or to receive calls. Pupils who have **a real emergency** can use the School phones to contact parents at any time. The use of a mobile phone during the school day is unnecessary.
- Pupils must not record images or sound on school property unless given permission by a member of staff.
- Students in the Sixth Form may use their phone outside of lesson times **in the Sixth Form Centre**. All other rules apply equally to them and their phones will be confiscated in the same way if used inappropriately.

- If **parents** have an emergency and need to contact their son/daughter, then they should phone the School Office (028 3752 2807) in the usual way and a message will be passed on. In order to support the school, parents are asked **NOT** to contact their children during the school day.
- Should there be a whole School emergency such as heavy snowfall which may cause early closing, pupils will be allowed to use mobile phones to rearrange their transport.
- Mobile phones must **never** be taken into public examinations.
- School **reserves the right** to inspect a phone if the owner is suspected of disseminating inappropriate material e.g. bullying and offensive text messages or salacious images.
- The Boarding school will apply these procedures as it deems appropriate.

Parents are also referred to the school's '**Pastoral Care Policy**', '**Policy on Safe Use of the Internet**' & '**Anti-Bullying Policy & Procedures**'.

Two further uses give us great cause for concern: both in school and outside.

Most phones have **camera and voice recording facilities** on them. In a community setting, it is very easy to infringe the individual's right to privacy and recording facilities must not be used at any time.

Phones which are internet-compatible can be and are used to download and transmit pornographic, abusive and otherwise inappropriate images. These raise child protection issues about exposure to corrupting materials. It should also be said that internet providers keep records of sites visited and a child could place him/herself in legal jeopardy if accessing some of the sites that are freely available. In such a situation of a pupil or pupils being viewed as 'at risk', the school would be obliged to refer the matter to Social Services.

Revised June 2018



9. PRAISE POLICY

RATIONALE:

The School honours and commends those pupils who achieve success in the classroom, in extra-curricular activities, in outside competitions and events in which they are identified with the school and who uphold the values and aims of the School in its commitment to 'whole-person education' in preparation for the adult world.

This is done in a variety of ways that are reflective of the School traditions and the high personal standards of behaviour expected of pupils. The objective is not just that the school staff acclaims success but that all pupils appreciate and seek to emulate success.

Aims:

1. To maintain an atmosphere of success in the Royal School
2. To recognise and celebrate pupil's achievement, attainments, effort and uniqueness
3. Raising self-esteem through recognition of hard work.
4. Providing pupils with an incentive to work to the best of their ability
5. Developing high standards of behaviour, self-discipline and a positive attitude to school
6. Developing a climate of encouragement, praise and respect for achievement by supporting pupils to value their own successes and those of others
7. To promote positive behaviour

Reward implementation in RSA:

It is our firm belief that rewards:

- a. should be earned
- b. should not be impossible to achieve
- c. should be meaningful to our pupils
- d. should be a motivation to success

Speech Night: This annual event, which is held in September before an invited audience of parents, governors and community representatives, has prizes issued for academic achievement, endeavour & progress; sporting & cultural success; and commitment to school values. Academic awards are based on available data in public and school examinations. The non-academic prizes are awarded by staff selection and election.

Acclamation by whole school: presentation in Morning Assembly of outstanding achievers in inter-school, inter-provincial and international competition.

Collective rewards: non-uniform day or end of term cinema visit for adherence to uniform code and general behaviour in public areas of the school.

Individual activity rewards:

Awards dinners for rugby, hockey & debating

CCF presentations at end of Annual Camp in Great Britain

Pizza Party for school play participants

Action by Head of Years: Staff are encouraged to report pupil's positive behaviour and contribution to the Head of Year for compliment and possible use for future reference purposes. This can include support for victims of bullying behaviour, lifting litter or conspicuous examples of honesty.

Prefectship by staff election on non-academic criteria including adherence to uniform code, standards of behaviour, contribution to life of school and capacity and potential to manage their peers.

Honours Blazers: VI form pupils can be awarded a distinctive blazer and tie for significant, measurable contribution to a range of extra-curricular activities.

Headmaster's Notice: Exceptional achievement can be further commended by a "Notice", a copy of which is placed on the pupil file.

Praise within the classroom: At its simplest level staff reward good behaviour by verbal praise, gestures of approval, positive comments on written work and the display of such. Each department/teacher is encouraged to offer praise in their own way: stickers, stamps, awards, food, cinema and restaurant trips etc.

The House System and the Combined Cadet Force

Not everyone can represent a school team so the House System and the Combined Cadet Force affords greater opportunity for posts of pupil responsibility, sporting and cultural representation. This widens self-esteem and character-building, and therefore, as a consequence, opportunities to praise. Moreover, they align perfectly with the school's holistic mission allowing it to filter down more deeply into the school population.



10.PRIVACY NOTICE

The **Privacy Notice** is intended to provide information about how the school will use (or "process") personal data about individuals including: its staff; its current, past and prospective pupils; and their parents, carers or guardians (referred to in this policy as "parents").

This information is provided because Data Protection Law gives individuals rights to understand how their data is used. Staff, parents and pupils are all encouraged to read this Privacy Notice and understand the school's obligations. This **Privacy Notice** applies alongside any other information the school may provide about a particular use of personal data, for example when collecting data via an online or paper form.

This **Privacy Notice also** applies in addition to the school's other relevant terms and conditions and policies.

- any contract between the school and its staff, or the parents of pupils;
- any policies or notices applicable to staff concerning the handling of personal data;
- the school's policy on taking, storing and using images of children;
- the school's CCTV and/or biometrics policy;
- the school's retention of records policy;
- the school's safeguarding, pastoral, or health and safety policies, including as to how concerns or incidents are recorded; and
- the school's IT policies, including its Acceptable Use policy, Social Media policy, eSafety policy, WiFi policy and Bring Your Own Device policy.



11. TAKING, STORING AND USING IMAGES OF CHILDREN

1. Taking, Storing and Using Images of Children

- Certain uses of images are necessary for the ordinary running of the school; other uses are in the legitimate interests of the school and its community and unlikely to cause any negative impact on children. The school is entitled lawfully to process such images and take decisions about how to use them, subject to any reasonable objections raised.
- We hope parents will feel able to support the school in using pupil images to celebrate the achievements of pupils, sporting and academic; to promote the work of the school; and for important administrative purposes such as identification and security.
- Any parent who wishes to limit the use of images of a pupil for whom they are responsible should contact the school in writing. The School will respect the wishes of parents/carers (and indeed pupils themselves) wherever reasonably possible.
- Parents should be aware that, from around the age of 16 and upwards, the law recognises pupils' own rights to have a say in how their personal information is used – including images.

2. Use of Pupil Images in School Publications

- Unless the relevant pupil or his or her parent has requested otherwise, the school will use images of its pupils to keep the school community updated on the activities of the school, and for marketing and promotional purposes, including:
- on internal displays (including clips of moving images) on digital and conventional notice boards within the school premises;
- in communications with the school community (parents, pupils, staff, Governors and alumni) including by email, on the school intranet and by post;
- on the school's website and, where appropriate, via the school's social media channels, e.g. Twitter, Instagram and Facebook. Such images would not normally be accompanied by the pupil's full name without permission; and
- in the school's prospectus, and in online, press and other external advertisements for the school. Such external advertising would not normally include pupils' names.
- The source of these images will predominantly be the school's staff (who are subject to policies and rules in how and when to take such images), or a professional photographer used for marketing and promotional purposes, or occasionally pupils. The school will only use images of pupils in suitable dress.

3. Use of Pupil Images for Identification and Security

- All pupils are photographed on entering the school for the purposes of internal identification. These photographs identify the pupil by name, year group, house and form/tutor group.
- CCTV is in use on school premises, and will sometimes capture images of pupils. Images captured on the School's CCTV system are used in accordance with the Privacy Notice and CCTV Policy.

4. Use of Pupil Images in the Media

- Where practicably possible, the school will always notify parents in advance when the media is expected to attend an event or school activity in which school pupils are participating, and will make every reasonable effort to ensure that any pupil whose parent has refused permission for images of that pupil, or themselves, to be made in these circumstances are not photographed or filmed by the media, nor such images provided for media purposes.
- The media often asks for the names of the relevant pupils to go alongside the images, and these will be provided where parents have been informed about the media's visit and either parent or pupil has consented as appropriate.

5. Security of Pupil Images

- Professional photographers and the media are accompanied at all times by a member of staff when on school premises. The school uses only reputable professional photographers and makes every effort to ensure that any images of pupils are held by them securely, responsibly and in accordance with the school's instructions.
- The school takes appropriate technical and organisational security measures to ensure that images of pupils held by the school are kept securely on school systems, and protected from loss or misuse. The school will take reasonable steps to ensure that members of staff only have access to images of pupils held by the school where it is necessary for them to do so.
- All staff are given guidance on the school's Policy on Taking, Storing and Using Images of Pupils, and on the importance of ensuring that images of pupils are made and used responsibly, only for school purposes, and in accordance with school policies and the law.

6. Use of Cameras and Filming Equipment (including mobile phones) by Parents

- Parents, guardians or close family members are welcome to take photographs of (and where appropriate, film) their own children taking part in school events, subject to the following guidelines, which the school expects all parents to follow:
- When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and filming devices with consideration and courtesy for cast members or performers on stage and the comfort of others. Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; the school therefore asks that it is not used at indoor events.
- Parents are asked not to take photographs of other pupils, except incidentally as part of a group shot, without the prior agreement of that pupil's parents.
- Parents are reminded that such images are for personal use only. Images which may, expressly or not, identify other pupils should not be made accessible to others via the internet (for example on Facebook), or published in any other way.
- Parents are reminded that copyright issues may prevent the school from permitting the filming or recording of some plays and concerts. The school will always print a reminder in the programme of events where issues of copyright apply.
- Parents may not film or take photographs in changing rooms or backstage during school productions, nor in any other circumstances in which photography or filming may embarrass or upset pupils.
- The school reserves the right to refuse or withdraw permission to film or take photographs (at a specific event or more generally), from any parent who does not follow these guidelines, or is otherwise reasonably felt to be making inappropriate images.
- The school sometimes records plays and concerts professionally (or engages a professional photographer or film company to do so), in which case CD, DVD or digital copies may be made

available to parents for purchase. Parents of pupils taking part in such plays and concerts will be consulted if it is intended to make such recordings available more widely.

7. Use of Cameras and Filming Equipment by Pupils

- All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or any worrying issues to a member of the pastoral staff.
- The use of cameras or filming equipment (including on mobile phones) is not allowed in toilets, washing or changing areas, nor should photography or filming equipment be used by pupils in a manner that may offend or cause upset.
- The misuse of images, cameras or filming equipment in a way that breaches the school's Anti-Bullying Policy, Data Protection Policy, IT Acceptable Use Policy for Pupils, Safeguarding Policy and School Rules and is always taken seriously, and may be the subject of disciplinary procedures or dealt with under the relevant safeguarding policy as appropriate.



12. CONCERNS AND COMPLAINTS PROCEDURE

This process does not apply to Safeguarding and Child Protection matters; such concerns should immediately follow the Safeguarding and Child Protection procedures.

At the Royal School, Armagh we aspire to work in close cooperation with families to develop a healthy home school partnership. We believe that is how high quality Learning and Teaching is promoted and our pupils are supported and encouraged to succeed.

As with all human relations there may be times when difficulties arise in the home school partnership. It is important that we find that out as soon as possible so that together we can set about restoring the relationship in the interests of the learner.

We value the 'pupil voice' and Form Tutors and Heads of Year are always ready to listen to pupils who wish to express themselves.

All concerns and complaints will be handled seriously and sensitively. It is in everyone's interest to resolve a concern or complaint as speedily as possible.

This procedure is not available for use by prospective parents – it may only be used by parents of current pupils. Complaints by parents of *former* pupils will be dealt with under the Complaints Procedure only if the complaint was initially raised when the pupil to which the complaint relates was still registered as a pupil at the School. "Parent(s)" means the holder(s) of parental responsibility for a current pupil about whom the complaint relates.

What Constitutes a Complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the School as a whole, about a specific department or about an individual member of staff, and any matter about which a parent is unhappy and seeks action by the School is within the scope of this procedure. A complaint is likely to arise if a parent believes that the School has done something wrong, failed to do something that it should have done or has acted unfairly.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The School is here for your child and you can be assured that your child will not be penalised for a complaint that you (or your child) raise(s) in good faith.

Expressing informal concerns or complaints

It is hoped that most concerns and complaints will be resolved quickly and informally. If parents have a concern or complaint they should normally contact their son/daughter's Form Tutor. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor cannot resolve the matter alone it may be necessary to consult the Head of Year or as considered appropriate a Head of Department to deal with the matter.

Concerns and complaints made directly to the Headmaster/Deputy Head will usually be referred to the relevant Form Tutor or Year Head unless the Headmaster/Deputy Head deems it appropriate for him/her to deal with the matter personally.

Formal complaints

If the complaint has not been resolved satisfactorily on an informal basis, then the parents should put their complaint in writing to the Headmaster. The Headmaster will decide, after considering the complaint, the appropriate course of action to take which may necessitate the Head, or his nominee, to carry out further investigations, which may include meeting with the complainant.

Once the Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for the decision.

If parents are still not satisfied with the decision, they should write to the Secretary of the Board of Governors who will refer the matter to the Management Committee of the Board of Governors for consideration.

If the complaint is against the Headmaster, parents should make their complaint directly to the Secretary of the Board of Governors.

The Management Committee of the Board of Governors will consider the complaint as soon as practicable (which may be at their next meeting). The Management Committee will decide, after considering the complaint, the appropriate course of action to take. The complainant will be advised in writing of the outcome.

In the event that the complainant is still unsatisfied they may appeal against the decision of the Management Committee of the Board of Governors by writing to the Secretary of the Board of Governors requesting an appeal. An Appeals Panel, consisting of members of the Board of Governors who were not involved with the original complaint will be convened as soon as practicable to consider the appeal. The complainant will be advised in writing of the outcome.

The School processes data in accordance with its Privacy Notice. When dealing with complaints the School may process a range of information, which is likely to include the following:

- Date when the issue was raised
- Name of parent
- Name of pupil
- Description of the issue
- Records of all the investigations (if appropriate)
- Witness statements (if appropriate)
- Name of member (s) of staff handling the issue at each stage
- Copies of all correspondence on the issue (including emails and records of phone conversations)
- Notes of the investigation
- The final written decision

This may include 'special category personal data' potentially including sensitive data (such as information relating to physical or mental health) where this is necessary owing to the nature of the complaint.

The School will keep records of formal complaints, as required. It will do so in accordance with its Privacy Notice (and Retention of Records Policy) but in most cases for a period of at least six years after the pupil leaves the School.

Since 1 April 2017 the Northern Ireland Public Service Ombudsman has had the power to investigate complaints concerning publically funded schools. Once the internal complaints process has been exhausted unsatisfied complainants may refer the matter to the Ombudsman. There is no time limit to when you can make this complaint.

The Northern Ireland Public Service Ombudsman can be contacted at:

Progressive House
33 Wellington Place
Belfast
BT61 6HN

Freepost NIPSO

Tel: 02890 233821
Freephone: 0800 343424

www.nipso.org.uk



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