

# **The Royal School, Armagh**



## **Positive Behaviour for Learning Policy**

**Implemented: August 2025**

**Review date: May 2028**

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## 1. ETHOS AND RATIONALE

At The Royal School, we believe that strong, respectful relationships are the foundation of meaningful learning and a building block for a fulfilling life.

We are committed to creating a school community where every pupil feels known and valued; supported and developed. Through relational learning and unconditional positive regard, we seek to nurture a culture of trust, empathy, and mutual respect.

We hold high expectations for behaviour and learning, encouraging pupils to take responsibility for themselves and others. Positive behaviour is celebrated, and challenges are met with guidance and restorative approaches—helping pupils grow in confidence and character. Enabling them to make positive choices that ensures they leave school equipped to learn, to lead, to serve and to build strong relationships.

Partnership with parents and guardians is vital. By working together and showing consistent care and encouragement, we aim to help every pupil reach their full potential—academically, socially, and emotionally—preparing them to thrive in school and beyond. At times outside agencies will help provide additional support for pupils to help ensure their welfare.

The Positive Behaviour Policy should be read alongside the school Code of Conduct (school rules). They actively work together with the suite of safeguarding policies to promote the welfare and wellbeing of all pupils. Bullying behaviour of any kind is completely unacceptable within the school community.

Safeguarding Suite (including but not limited to):

- Safeguarding and Child Protection
- SEN
- Anti-bullying
- Acceptable use of ICT
- Pastoral Care
- Substance misuse
- Uniform and Appearance
- Teaching and Learning
- RSE
- Mobile device guidelines
- Social Media
- Attendance and Lateness

## 2. MISSION STATEMENT

The Board of Governors has adopted the following Mission statement for The Royal School, Armagh.

“The Royal School Armagh aims to provide its pupils with an education which in its wholeness will enable them to achieve their full potential in academic, social, moral and spiritual terms. The values of the School, both implicitly and explicitly, reflect and are informed by the reformed tradition of the Christian faith. The School warmly welcomes the presence of pupils and staff of other Christian traditions, other world faiths and those with no religious convictions.”

## 3. AIMS

To foster a respectful, inclusive, and high-achieving school culture where positive relationships, personal responsibility, and mutual care underpin all learning and behaviour.

### How?

**Relational Focus:** Emphasising the importance of strong, respectful relationships between pupils, staff, and families—central to both academic and personal development.

**Unconditional Positive Regard:** Ensuring every pupil feels valued and cared for, regardless of behaviour, while guiding them toward better choices.

**High Expectations:** Promoting a culture where pupils are expected to behave responsibly, work hard, and contribute positively to the school community.

**Restorative and Reflective Practice:** Encouraging pupils to reflect on their actions, repair harm, and grow from their experiences.

**Partnership with Parents:** Recognising that consistent support from home and school is key to pupil success.

**Safe and Supportive Environment:** Creating a space where all pupils feel safe to learn, to seek help, to contribute and to take academic risks.

## 4. OUR VALUES

At our school, the values of Service, Togetherness, Resilience, Integrity, Perseverance, Excellence, and Safety form the foundation of everything we do. These seven values are proudly echoed in the **STRIPES** on our junior school tie—a daily reminder of the character we strive to build in every pupil. Aligned with our vision "*for the increase of learning and good manners,*" these values guide our actions, shape our community, and inspire us to grow not only in knowledge but also in kindness, courage, and respect.

**Service** – We put the needs of others above ourselves, working to build a compassionate and kind school environment as well as impacting the local community and beyond.

**Togetherness** – We work together as an inclusive community, supporting one another, and celebrating our differences and shared success.

**Respect** – We treat everyone with kindness, fairness, and dignity.

**Integrity** – We act honestly and take responsibility for our actions, even when no one is watching.

**Perseverance** – We are resilient, overcoming challenges, and always striving to do our best.

**Excellence** – We aim high in all we do, taking pride in our learning, behaviour, and achievements.

**Safety** – We create a secure environment where everyone feels protected, valued, and free to learn.



ROYAL SCHOOL  
ARMAGH

OUR  
VALUES

OUR

# VALUES

SERVICE

TOGETHERNESS

RESPECT

INTEGRITY

PERSEVERANCE

EXCELLENCE

SAFETY

QUALITY

CHARACTER

CARE

## 5. PUPILS CONTRIBUTION TO POSITIVE BEHAVIOUR

The pupil code of conduct outlines the expected behaviour of our pupils. Pupils contribute by upholding and representing the values of the school in their words and actions. Behaviour which contravenes these values is deemed unacceptable. Pupils will be encouraged to understand the relevance of these values and the expectations set for them with regards to behaviour. The aim of all sanctions will be to encourage pupils to reflect on unacceptable behaviour and restore broken relationships. The Code of Conduct protects the rights and responsibilities of pupils, parents and teachers.

### Prefect leadership

Leadership development is a key element of our Sixth Form provision. Prefects are given the opportunity to develop leadership skills in a range of extra-curricular and co-curricular areas. The prefect team is headed up by the senior prefects who provide oversight and organisational direction. The role of the prefects is outlined in the Pupil Leadership Handbook. Prefects are ambassadors for the school and aspirational examples for younger pupils in school. Their behaviour and conduct is therefore expected to be of the highest standard.

### School Council

Communication is key to building community and the school council is key element of communication in school. The school council is forum for discussion and debate around all aspects of school life. Headed by the Deputy Head Boy and Deputy Head Girl the council will identify and raise issues of concern relevant to their year group. They will be involved in the oversight and consultation process of school policies and in the dissemination of information to their respective year groups. This forum facilitates pupil improvement in decision making and involvement in all aspects of school life, laying the foundations for positive behaviour.

### Desirable behaviours in pupils:

- Uphold the values of the school.
- Treat all people fairly and encourage community cohesion.
- Show respect to all members of the school community and visitors.
- Build positive relationships with teachers and peers.
- Display good manners at all times.
- Show care towards others in both word and action.
- Help keep yourself and others safe—physically, emotionally, and online.
- Behave responsibly both inside and outside of school.
- Be trustworthy and considerate.
- Work to the best of your ability.
- Apply yourself fully to the task at hand.
- Contribute fully to the community life of the school.
- Strive to maintain good attendance and punctuality.
- Understand and adhere to high standards of personal appearance.
- Wear your uniform with pride.

- Adhere to relevant rules and guidelines (e.g., use of mobile devices)

#### Undesirable behaviours

- Being unkind to your peers, including displaying any bullying type behaviours
- Calling out in class, interrupting others and being inattentive when others are contributing
- Displaying a lack of interest in learning and/or preventing others from learning
- Vandalism and or theft of any kind
- Abusive language
- Behaviour that contravenes the mobile device acceptable use guidelines

## 6. PARENTS CONTRIBUTION TO POSITIVE BEHAVIOUR

A strong partnership between home and school is vital for maintaining good discipline and supporting pupil achievement. Parents have the right to receive clear and timely information, to have their concerns heard, and to trust that their children are safe, well cared for, and receiving a quality education. In return, parents are responsible for ensuring their children attend school regularly and on time, are properly prepared, and wear the correct uniform. They should actively monitor their child's academic progress, share relevant personal or academic information with the school, and attend meetings when needed. Parents are also expected to support school policies, encourage their children to follow school rules, and provide the time and environment necessary for completing work set. Attending all scheduled parent meetings is essential to stay informed about their child's progress and behaviour. If parents/guardians require any advice or assistance with any aspect of their contribution they are most welcome to contact their child's Head of Year or a Vice-Principal.



## 7. KEY ROLES WITHIN SCHOOL

### **Relational learning**

It is our belief that good discipline starts with strong, positive relationships between staff and pupils, along with clear, consistently high expectations for both behaviour and academic engagement. When pupils feel respected and supported, they're more likely to do their best and make positive choices.

Positive relationships ensure pupils are taught well, good learning habits are established, and positive behaviour is encouraged. This allows pupils to learn self-control, self-respect, personal reflection and respect for others and their property. The home-school partnership is another key relationship which also is vital to ensure a pupil is well supported and helped.

The school sets out its expectation clearly in the Code of Conduct.

The Headmaster has been given the primary responsibility for the maintenance of high standards by the Board of Governors. This is delegated to senior staff with specific responsibilities, and ultimately to all staff.

### **All Staff**

All school staff have a role to play in promoting positive behaviour and dealing with unacceptable behaviour, whether or not a member of staff has teaching or supervisory responsibilities for particular pupils.

All staff will endeavour to maintain a consistent and fair approach to supporting positive behaviour by:

- Investing in mutually respectful relationships between pupils, parents and staff
- Modelling personally the type of behaviour and engagement they would like to see from pupils
- Ensuring that pupils are aware of the school Code of Conduct
- Ensuring pupils know the expectations for the class. (Both academic and pastoral)
- Ensuring the Teaching and Learning policy is implemented
- Arriving to class on time and ensuring that pupils enter ready to learn
- 'Meeting and greeting' pupils at the door of the classroom
- 'Ending and sending' lessons in an orderly manner
- Marking the register and checking for absentees
- Using effective behaviour management strategies
- Being consistent and fair
- Calling pupils by their first names and treating pupils with courtesy and respect
- Considering pupils' intentions as well as their actions
- Taking a restorative approach when dealing with incidents of unacceptable behaviour (The 4 R's approach, See appendices)
- Engaging with extra-curricular activities

- Praising pupils' achievement and effort, rewarding positive behaviour in and out of the classroom
- Avoiding unnecessary discussions around individual pupils or incidents with uninvolved members of staff

A summary of our school code of conduct for pupils has been laid out in our pupil expectations page (See appendices)

We believe that a balance between sanctions and rewards is fundamental and we encourage everyone to adhere to the school values and expectations. Suggested but not definitive strategies for dealing with behaviour that does not meet our expectations can be found on our positive behaviour action plan.

### Positive Behaviour Action Plan

All Staff	<ul style="list-style-type: none"><li>•Creating and mainting positive relationships</li><li>•Tactical ignoring</li><li>•Restorative conversations (4R's)</li><li>•Expectations discussions</li><li>•Rewards and praise</li><li>•Seating &amp; grouping</li><li>•Reflective questions/essays</li><li>•Referral to Head of Department/Head of Year</li><li>•Break time detention</li></ul>
Head of Department	<ul style="list-style-type: none"><li>•Reflective questions/essays</li><li>•Expectations discussions</li><li>•Contact with parent/guardian</li><li>•Departmental detention</li><li>•Referral to Head of Year</li></ul>
Head of Year	<ul style="list-style-type: none"><li>•Reflective questions/essays</li><li>•Restorative conversations (4R's)</li><li>•Expectations discussions</li><li>•Contact with parent/guardian</li><li>•Behaviour Plan (Individual/Class)</li><li>•Individual support/supervision plan</li><li>•Head of Year detention (Friday)</li><li>•Referral to Vice Principal</li></ul>
Vice Principal	<ul style="list-style-type: none"><li>•Reflective questions/essays</li><li>•Expectations discussions</li><li>•Contact with parent/guardian</li><li>•Vice Principal detention</li><li>•Suspension (1day)</li><li>•Referral to Principal</li><li>•Referral to external support</li></ul>
Headmaster	<ul style="list-style-type: none"><li>•Parent/Guardian interview</li><li>•Consultation with the Board of Governors</li><li>•Suspension (which may be longer than 1 day)</li><li>•Exclusion from school (Board of Governors process)</li></ul>

## **Form Tutor**

Form Tutors build strong, consistent relationships with a specific group of pupils through daily contact. They play a vital role in monitoring wellbeing and ensuring smooth day-to-day routines.

The Form tutor will:

- Take daily attendance and monitor punctuality
- Check homework diaries
- Share announcements and disseminate information
- Monitor uniform and appearance
- Provide pastoral care
- Liaise with the Head of Year

## **Head of Year**

Heads of Year provide holistic support, ensuring pupils are known, supported, and guided both academically and personally. They are often the first point of contact for parents and a trusted figure for pupils.

The Head of Year will:

- Build familiarity with pupils' academic and personal backgrounds
- Earn pupils' trust and confidence
- Liaise with teachers and parents on academic and pastoral matters
- Support pupils in managing homework and exam preparation
- Promote positive behaviour and restorative practices
- Encourage high standards of uniform and appearance
- Motivate pupils to engage in extracurricular activities

## **Class Teacher**

Class Teachers inspire subject-specific enthusiasm and support academic growth. They are key to delivering engaging lessons and identifying opportunities for pupil development within their subject. Pastoral care should be evident in every lesson.

The Class Teacher will:

- Get to know pupils in their subject classes
- Foster enthusiasm and curiosity for the subject and for learning
- Coordinate with the Head of Department on class opportunities
- Communicate with the Head of Year as needed

## **Heads of Department/ Subject Coordinators**

Heads of Departments and Subject coordinators play an important part in maintaining good order and setting standards. They have a desire to see pupils reach their academic potential and direct their support accordingly.

The Heads of Departments/Subject Coordinators will:

- Monitor and review academic progress of pupils in their subjects
- Liaise with individual teachers about pupils' progress
- Identify and support pupils who are not progressing in line with expectations
- Be in contact with parents around subject specific concerns
- Support their department in ensuring that pupils are behaving in line with expectations
- Be aware of pupils conduct in their areas, corridor and classrooms
- Liaise with Head of Year as required

## **Vice Principal**

The Vice Principal will serve as the next step in the progression of a disciplinary issue. It is hoped that the majority of issues will be dealt with at a lower level and as such only matters of serious concern will likely be dealt with by the vice principal in the first incidence.

The Vice Principal will:

- Support and liaise with the relevant Head of Year/Head of Department
- Be in contact with parents/guardians
- Ensure positive behaviour action plan is implemented
- Identify new strategies and areas to be included in the preventative curriculum
- Support pupils in their journey through school, both pastorally and academically.

## **Headmaster**

The Headmaster is the final link in the positive behaviour plan. The Headmaster will work closely with the Vice Principal in dealing with the most serious or complex issues which may occur.

## **Board of Governors**

The Board of Governors works with the Headmaster to support the hard work of staff to provide a safe school environment, conducive to teaching and learning, and oversee the life of the school.

The Board of Governors will receive an annual report. An outline of the number and nature of behaviour issues dealt with will be collated from available pastoral data (Available in CPOMS).

## 8. REWARDING POSITIVE BEHAVIOUR

As previously outlined positive relationships are at the heart of the behaviour management practices in school. We believe that the most tangible reward school can offer pupils is the creation of a positive atmosphere for learning, where establishing good relationships with mutual respect between all members is the primary step in maintaining good 'discipline'. The school will be quick to encourage and praise pupils, believing that there is something worthy of praise in all pupils (unconditional positive regard). Encouragement through praise can not only reinforce good habits but pre-empt undesirable behaviour.

Examples of rewards which are given may include but are not limited to:

- Non-verbal – eg. smile/acknowledgement.
- Verbal – eg. quiet word of commendation, praise in front of class.
- Written – eg. Positive report comment, written comment on individual work.
- Head of Year – eg. Commendation at assembly, contact with home.
- Public acknowledgement – eg. Speech Day, Social media, Whole school or year assemblies
- Positions of responsibility – eg. prefects, senior prefects, house prefects, subject ambassadors, peer tutors, Year 11 summer prefects
- Year Group trips – eg. End of term trips
- Whole School activities – eg. House talent show, House quiz, Sports Day
- Class rewards eg. cinema afternoon

## 9. CODE OF PRACTICE (SEN)

The school is committed to using de-escalation techniques, diffusing challenging situations, and appropriately differentiating the curriculum to meet individual needs. When additional support is required, an Individual Behaviour Plan (IBP) may be developed in collaboration with staff. This plan outlines specific targets for the pupil and the strategies staff will use to help them achieve these goals. Pupils needing further behavioural support will be placed on the Code of Practice. Special Educational Needs (SEN) will be carefully considered, and reasonable adjustments will be made to all relevant policies and practices as appropriate. The SENCO (Special Educational Needs Coordinator)/LSC will work closely with parents and carers to ensure that pupils receive the appropriate care and support.

## 10. LEGISLATION AND GUIDANCE

This policy is informed and guided by:

Current Legislation:

The Children (Northern Ireland) Order 1995

The Education (Northern Ireland) Order 2007  
The Human Rights Act 1998  
Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003  
The Education (School Development Plans) Regulations (NI) 2010  
Addressing Bullying in Schools Act (NI) 2016  
Health and Safety at Work NI Order 1978

DE Guidance:

Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001  
Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

## 11. MONITORING AND REVIEWING

This policy will be reviewed regularly by the Vice Principal (Pastoral) and amended as required taking into account good practice, relevant legislation and feedback from staff, parents and pupils. Focus groups and the School Council will be vehicles for improvement. Changes to the policy will be communicated to all those involved with the updated policy being made available online. Areas for CPD will be identified and embedded in the SDP as required.

## APPENDIX 1 – POSITIVE BEHAVIOUR EXPECTATIONS

Our policy enables

Safety, wellbeing and conditions for learning and achievement

Consistent and fair treatment for all members of our school community

Knowledge that each pupil is unique and valued

Expectations

We demonstrate our school values (STRIPES) through our actions every day.

We show respect for ourselves, others, and property.

We use good manners and act courteously and responsibly.

We follow instructions and maintain a positive learning environment.

We follow school policy regarding the use of mobile devices.

We wear our uniform correctly and take pride in our appearance.

We always work hard and strive to do our best.

We arrive on time, ready and equipped to learn.

We complete all work on time and to the best of our ability.

We are good ambassadors for RSA

Rewards include

Verbal and Written praise from staff

Positive comments on reports and at parent teacher meetings

Head of Year commendation through parental communications

Vice Principal commendations

Speech Night awards and prizes



## APPENDIX 2 – THE 4 R’S APPROACH TO REFLECTION AND RESTORATION

### Regulate, Relate, Reason, Restore



### Perry’s Sequence of Engagement (plus Bloomer’s bonus R)

- Based around Bruce Perry’s Neurosequential Model: Regulate, Relate and Reason - we need to progress through the 3 R’s in this specific sequence to get back to a regulated state
- In the context of Relational Practice Louise Bloomer has added a fourth R: Restore. Why? When we are distressed or dysregulated we can say or do things that cause harm. When this happens it’s necessary to try to repair or restore the situation or relationship in order to return to normality and get on with learning
- Perry’s Model shows us that our practice needs to be in line with neuro-science to ensure the inclusion of every learner at every level

**Regulate - Why?**

- Why? They can't learn or reflect when they are in fight/flight/freeze/fawn mode, so their psychological stress responses need to be calmed FIRST
- Stress brings on a pattern of psychological responses: hyper-arousal (jumpy, agitated, explosive) or hypo-arousal (depressed, withdrawn, frozen)

**Regulate - How?**

- Help them calm their fight/flight/freeze response
- You need to be regulated yourself (be calm, alert, steady, grounded, empathic, mindful).
- Reduce or remove stress triggers, eg, if the child is distressed you could move their work out of their line of sight, stand between them and another child, or try to remove them from any "audience"

**Relate - Why?**

- Connection will help to calm their nervous system
- When we are around people we care about & trust, our bodies produce oxytocin, the hormone responsible for calming our nervous system after stress

**Relate - How?**

- Use your relationship to help them feel safe and connected
- Use the power of 'noticing' i.e notice and name the emotion, for example, I can see you are frustrated, upset, angry, worried, sad.....
- Validate their feelings but not the behaviour. This step in the sequence is supported by building trust with the child during the periods when they are regulated, creating an ethos which recognises the importance of mistakes for learning, and modelling self-compassion

**Reason - Why?**

- Once calm, learners can 'learn' new ways to manage their behaviour
- Support them to explore strategies that may help them to find calm
- Hopefully next time they feel these emotions they will have helpful strategies to rely on

**Reason How?**

- Encourage them to tell their story. Support them to remember and reflect
- Actively listen to the child or young person
- Help them to understand their feelings and behaviour in a non-judgemental way
- Help them know that negative emotions are normal and that there are ways of expressing them that don't harm others or themselves
- If necessary help them to re-interpret the situation or reframe

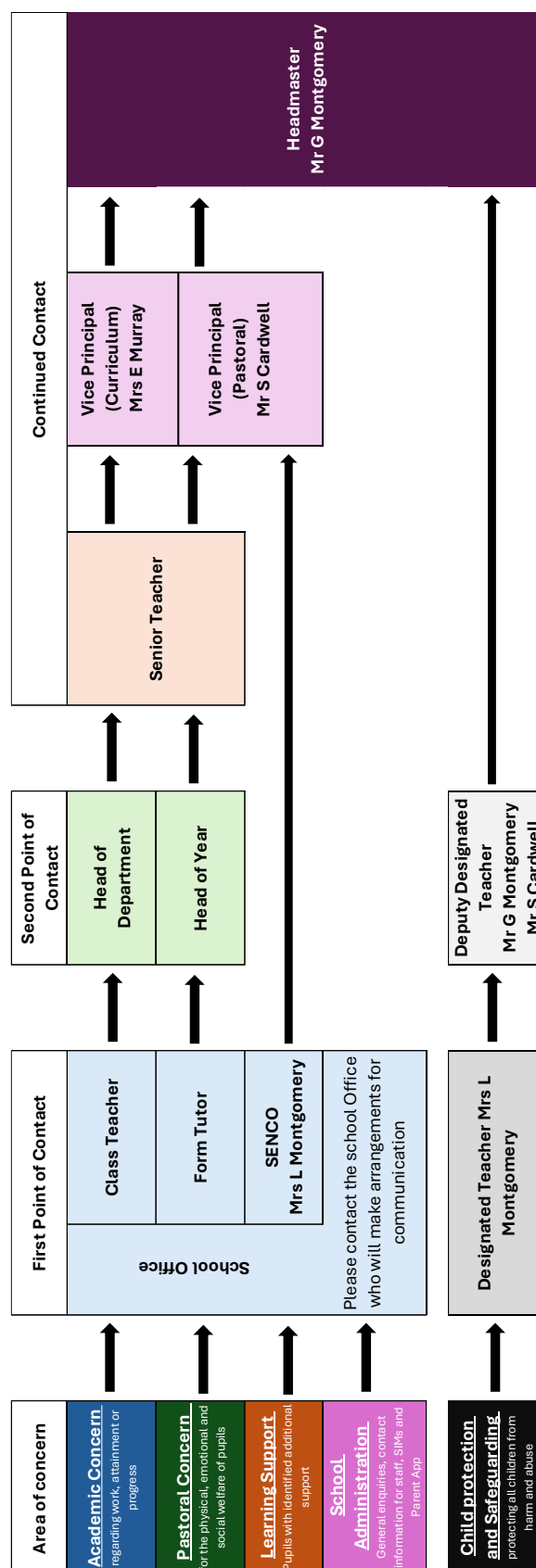
**Restore – Why?**

- To repair relationships, rebuild trust, and/or open lines of communication again
- Encourage them to be responsible for their own behaviour and be a part of resolving the situation (rarely is one person fully responsible for an incident – a restorative approach allows all parties to take responsibility for their own behaviour and to be part of resolving the situation)
- Allows them, and others affected, to get back into their routine and to be ready to learn again

**Restore – How?**

- 'Think together' to find a way to repair and restore the situation and re-connect with others
- Use restorative language and nurturing approach
- Use the five questions: What happened (including thoughts and feelings)? How have others been affected? What needs to happen now to fix things? How can we help them repair the situation?
- This does not mean being permissive

## APPENDIX 3 – LINES OF COMMUNICATION



## APPENDIX 4: DETAILS ON SUSPENSION

Suspension of a pupil is a serious matter and will only be considered by the school when the school believes that other sanctions are not appropriate due to the nature of the offence committed.

Suspension becomes part of a pupil's school record. In certain circumstances this information might be required in references to other agencies or potential employers. Suspension information is sent to the Education Authority.

Suspension can be for up to five days initially and thereafter, if circumstances warrant, may be extended.

These sanctions apply on the way to or from school, in the school grounds at any time, in the buildings themselves, when representing the school, at any school function or in any other way when a pupil appears in public while in school uniform. Behaviour exhibited online may also warrant this form of sanction.

### Reasons Why a Suspension Might Be Given

- Bullying Type Behaviour;
- Assaulting someone;
- Verbal abuse or swearing;
- Aggressive or threatening behaviour;
- Continued flouting of school rules;
- Aggravated refusal to follow the instructions of any staff member;
- Refusal to accept other forms of sanction;
- Defiance towards HOY or Vice Principal during a return to school meeting following a suspension;
- Malicious damage or behaviour; this includes vandalism;
- Where a pupil is in possession of, or involved with, inappropriate sexually explicit material of any kind;
- The possession of illegal substances or any substance or item judged to be a potential threat to the well-being of pupils, staff or premises;
- The possession of any item judged to be intended for inappropriate use;
- Any behaviour which is judged to be potentially illegal, such as theft or posing a danger to others;
- Inappropriate use of a mobile phone during the school day; mobile phones should not be used between 8:45am and 3:15pm, without the permission of a member of staff and then only for the authorised activity;
- Where the Headmaster or his deputy has cause for very grave concern due to the unacceptable behaviour of a pupil;
- Where the Headmaster judges that a pupil is causing serious problems for organisation and discipline within the school;
- Where the Headmaster judges that a pupil's continued presence is infringing the rights of other pupils to be taught and to learn;

- Where the Headmaster judges that a pupil's presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to a safe, healthy working environment;
- Inappropriate or unauthorised use of the school Internet;
- Where expulsion is being considered.

#### Early Study Leave (Pupils in Year 11-14)

March onwards is a time of very focused, serious work preparing for public examinations. If, in the judgement of the school, a pupil in one of these year groups demonstrates by his or her behaviour that he or she is not interested, or is unwilling to participate fully in examination preparations and in so doing distracts staff or other pupils from their own work or causes a general disturbance around the school, then this pupil may be placed on early study leave initially.

The school believes that if a pupil on study leave works to a revision programme at home, they will not be disadvantaged because the pupil will have sufficient notes and other materials by that stage for examination preparation work to be done successfully at home. Any further work which the pupil is not present for in school will be made available to them. The pupil may continue to offer work to a member of staff for feedback like any other pupil.

#### External Examinations

A pupil will be denied admission to an examination session or removed from a session if the school after carrying out a risk assessment has concerns that based on past or current behaviour, the pupil's presence is likely to undermine the authority of the supervisors, disrupt the examination for others or lead to a general lowering of the standards expected by awarding bodies for examination participation.

**Important note:** A pupil may lose the opportunity to use The Royal School, Armagh as an examination centre for public examinations. The pupil may be asked to find an alternative centre. Any additional resulting costs will not be met by the school.

#### Other Consequences

A Risk Assessment will be prepared in respect of any pupil returning from suspension. Such pupils will not be permitted to participate in extracurricular activities during the time of the suspension and may not be permitted to participate in extra-curricular activities for a period of time thereafter.

## APPENDIX 5: RISK ASSESSMENT PRO FORMA (FOR RETURN TO SCHOOL AFTER SUSPENSION)

### Risk Assessment

Name:

Class:

Date:

Other Support Involved:

Background information:

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Targets to Address Risks:

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Management Plan:

Do's	Don't's

Monitor, Review Date Set, eg HOY / FT / SENCo

Signed: \_\_\_\_\_ Date: \_\_\_\_\_