



ROYAL SCHOOL
ARMAGH

2026-2027

PARENTS' HANDBOOK



Floreat Armachia

QUALITY

CHARACTER

CARE



ROYAL SCHOOL ARMAGH SECONDARY DEPARTMENT

PARENTS' HANDBOOK 2026/27

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ROYAL SCHOOL ARMAGH

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 Learning 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 June 2026 is:

THE BOARD OF GOVERNORS 2026-2029

FOUNDATION GOVERNORS

Five Governors elected by the Council of the Diocese of Armagh

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

Mrs Julie Davies

Very Revd Shane Forster, Dean of Armagh

Revd Malcolm Kingston

Dr Paul Reaney

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

Rev Sam Finlay

Mr David Harrison

Dr Hazel Reaney

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

Mr Henry McMullen

SIX CO-OPTED GOVERNORS

Dr Kathryn King*

Mr Niall McCool*

Dr Carolyn Mitchell
Mr Desmond R D Mitchell
Mrs Kathryn Reaney *
Mrs Kathryn Taylor *

SIX GOVERNORS APPOINTED BY THE DEPARTMENT OF EDUCATION AND THE EDUCATION AUTHORITY

Three Department of Education

Mr Kenneth Hooks
Mr Ian Hutchinson *
Mr Roger Wilson

Three Education Authority

Mr Ian McCall *
Mrs Paula Patton
Mrs Stacie Ross*

THREE PARENT GOVERNORS

Ms Laura Ferguson
Mr Richard Kindred
Mr Brian Taylor

THREE TEACHER GOVERNORS

Mrs Sarah McDonald
Miss Adele Murdock
Mrs Elizabeth Murray

EMERITUS GOVERNOR

Rt. Hon. The Lord Kilclooney

HEADMASTER (Non-voting)

Mr Graham G W Montgomery *

SECRETARY TO THE BOARD OF GOVERNORS

Mr Stephen 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 setbacks 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) School fund: 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 'School fund' 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.
- (iv) 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

The school calendar can be found at the following link: [School Calendar](#)

** Please note, the dates of School Development Days may change depending on circumstances such as the availability of training providers.*

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.

10. The School Day

The school day officially starts at 8.45 am 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
Period 5	11.45 am to 12.20 pm
Period 6	12.20 pm to 12.55 pm
Period 7	12.55 pm to 1.30 pm
Period 8	1.30 pm to 2.05 pm
Period 9	2.05 pm to 2.40 pm
Period 10	2.40 pm to 3.15 pm

} LUNCH taken either Period 5, 6, 7 or 8

(School ends for class teaching at 3.15 pm)

11. After School Activities

The school is fortunate that the 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.

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 GCSE 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 GCSE 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 external examinations as appropriate to the requirements of the examining boards for each subject and level.

Year 14: pupils will normally sit A2 examinations with the option for AS levels also.

External Examinations

Pupils studying courses in Years 11 and 12 are normally entered for the GCSE examinations appropriate to the syllabus being studied. Pupils studying courses in Years 13 and 14 are entered for the GCE ‘AS’ or ‘A2’ 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
1 parents’ meeting

Years 9 - 11
2 grade only reports
1 written report
1 parents’ meeting (in addition Year 10, 1 option meeting)

Year 12 1 dashboard (Colour coded report)
 1 written report
 1 parents' meeting
 1 option meeting

Years 13 & 14 1 grade only report
 1 written report
 1 parents' meeting

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) **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.
- (iii) **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. Textbooks 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 portion of the Block Grant paid to the school by the Department of Education under L.M.S. funding.

Additional textbooks and Stationery are funded by the "School fund" to parents (see Paragraph 6).

Textbooks 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 school fund 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

The school Curriculum Policy is available on the school website.

20. Assembly

There are regular non-denominational assemblies for all pupils which have 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. The Assembly Policy is available on the school website.

21. Behaviour

The Positive Behaviour Policy is available on the school website alongside the Code of Conduct.

22. Uniform & Appearance

The Board of Governors continue to be cognisant of developments in the area of school uniform. 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 Policies and Guidelines of the School Website)

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, Mr 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 relation 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

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. 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.

29. Code of Conduct

The pupil Code of Conduct is available on the school website at the following link: [Pupil Code of Conduct](#)

School Uniform Requirements - Girls

Secondary Department

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

ESSENTIAL

Years 8 to 12	Sixth Form
School Blazer*	Sixth Form Blazer* or Honours Blazer* (<i>if awarded</i>)
White Shirt Blouse with long sleeves	White Shirt Blouse with long sleeves
School Tie*	Sixth Form Tie* or Honours Tie* (<i>if awarded</i>)
Mid Grey Skirt* (<i>Length - no shorter than the knee</i>)	Sixth Form Mid Grey Pleated Skirt (<i>Length - no shorter than the knee</i>)
Black Shoes - single colour with low heels (not suede or 'training' shoes)	Black Shoes - single colour with low heels (not suede or 'training' shoes)
Navy Knee Length Socks or Black Tights	Navy Knee Length Socks or Black Tights

Optional

Years 8 to 12	Sixth Form
Grey V necked Pullover with school colours* or a generic plain grey V necked pullover	Official School Sixth Form Pullover or a generic plain navy V necked pullover
Outside Coat - If an outside coat is to be worn this should be a Plain Navy Coat . An official school coat with the school crest is available from the school shop (All coats must be of a single colour)	Outside Coat - If an outside coat is to be worn this should be a Plain Navy Coat . An official school coat with the school crest is available from the school shop (All coats must be of a single colour)
School Scarf - no other scarf should be worn	School Scarf - no other scarf should be worn

Sports Wear - Girls will require

Games	Hockey stick	PE	Trainers (that they can run in)
	Mouth guard		White ankle socks
	Shin guards		Navy PE shorts
	Navy shorts		White polo shirt
	Navy/maroon polo shirt		School hoodie
	Hooped hockey socks		
	RSA hoodie or plain dark hoodie		
	Trainers for outdoors		
	Skort (only for team players for matches)		

Optional - for PE & Games

School navy leggings
School tracksuit

*Essential branded uniform items may be purchased from the School Shop or from Lila's, Scotch Street, Armagh. Other items can be bought at a range of outlets. The School Shop will be open 9.00 am - 4.30 pm in July and August (except for week beginning 13 July.)

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

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

ESSENTIAL

Years 8 to 12	Sixth Form
School Blazer*	Sixth Form Blazer* or Honours Blazer* (<i>if awarded</i>)
White Shirt with long sleeves	White Shirt with long sleeves
School Tie*	Sixth Form Tie* or Honours Tie* (<i>if awarded</i>)
Charcoal Grey Trousers (Terylene or similar trousers are required - "cords", jeans, chinos or similar are not permitted)	Charcoal Grey Trousers (Terylene or similar trousers are required - "cords", jeans, chinos or similar are not permitted)
Black Shoes - (not suede or 'training' shoes)	Black Shoes - (not suede or 'training' shoes)
Grey Socks (white socks are not permitted)	Grey Socks (white socks are not permitted)

Optional

Years 8 to 12	Sixth Form
Grey V necked Pullover with school colours* or a generic plain grey V necked pullover	
Outside Coat - If an outside coat is to be worn this should be a Plain Navy Coat . An official school coat with the school crest is available from the school shop (All coats must be of a single colour)	Outside Coat - If an outside coat is to be worn this should be a Plain Navy Coat . An official school coat with the school crest is available from the school shop (All coats must be of a single colour)
School Scarf - no other scarf should be worn	School Scarf - no other scarf should be worn

Sports Wear - Boys will require

- Rubber soled training shoes (these must be of a light coloured sole to prevent marking of the Sports Hall floor)
- Maroon and Navy Poloshirt*
- Navy shorts
- White socks
- 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
- School Tracksuit

* Essential branded uniform items may be purchased from the School Shop or from Lila's, Scotch Street, Armagh. Other items can be bought at a range of outlets. The School Shop will be open 9.00 am - 4.30 pm in July and August (except for week beginning 13 July.)

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 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.

Honours '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. Honours blazers are not compulsory and a pupil may still be awarded an honour but choose not to wear the corresponding items of uniform.

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.

2. **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.
3. **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.*

Fees & Charges 2026 - 2027

As a Voluntary Grammar and Boarding School there may be fees and/or charges depending on the status of the pupil. In addition to the information below further details can be provided by the school Finance Department.

Category	Annual Fee / Charge £	Calculation of Fees / Charges by Term Due by:			Monthly Instalments (10 payments) Commencing 1st September £
		Sept 2026 £	January 2027 £	April 2027 £	
TUITION FEES Secondary Department <i>(Not Chargeable to UK or EU passport holders)</i> Preparatory Department	4,995 (plus VAT) 5,546 (plus VAT)	2,245 (plus VAT) 2,496 (plus VAT)	1,650 (plus VAT) 1,664 (plus VAT)	1,100 (plus VAT) 1,381 (plus VAT)	499.50 554.60 (plus VAT)
	17,590	7,915	5,810	3,865	1,759.00
	11,050	4,965	3,645	2,440	1,105.00
BOARDING FEES Seven Nights Four/Five Nights Cultural Visitors	18,960	8,530	6,260	4,170	1,896.00
CAPITAL FEE	140	65	45	30	14.00
SCHOOL FUND The school offers a wide range of extra-curricular and co-curricular activities over and beyond the statutory requirements. The school wishes to continue to make these available to all its pupils and this is not possible by relying solely on the funding provided by the Department of Education. The Board of Governors therefore asks parents to contribute £185.00/£195 per pupil per annum to the 'School Fund', so that these opportunities, which the school has provided for its pupils may continue.	Year 8-12 -185 Year 13-14 195	85.00 90.00	60.00 65.00	40.00 40.00	18.50 19.50
	HOME ECONOMICS CHARGE (YEAR 8-10)	30	10	10	10



ROYAL SCHOOL
ARMAGH

POLICIES

Policies available on the school website include:

- Acceptable use of ICT
- Anti-bullying
- Assembly Policy
- Attendance & Lateness
- Bereavement and loss
- Curriculum
- Cyber Bullying
- Educational trips & Visits
- First Aid & Administration of Medicines
- Mobile Device Guidelines
- Pastoral Care
- Positive Behaviour
- Relationships Sexuality Education
- Safeguarding and Child Protection
- Social Media
- Substance Misuse

(i) 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.”

Co-operating to Safeguard children and Young People in Northern Ireland (DHSSPS 2016)

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

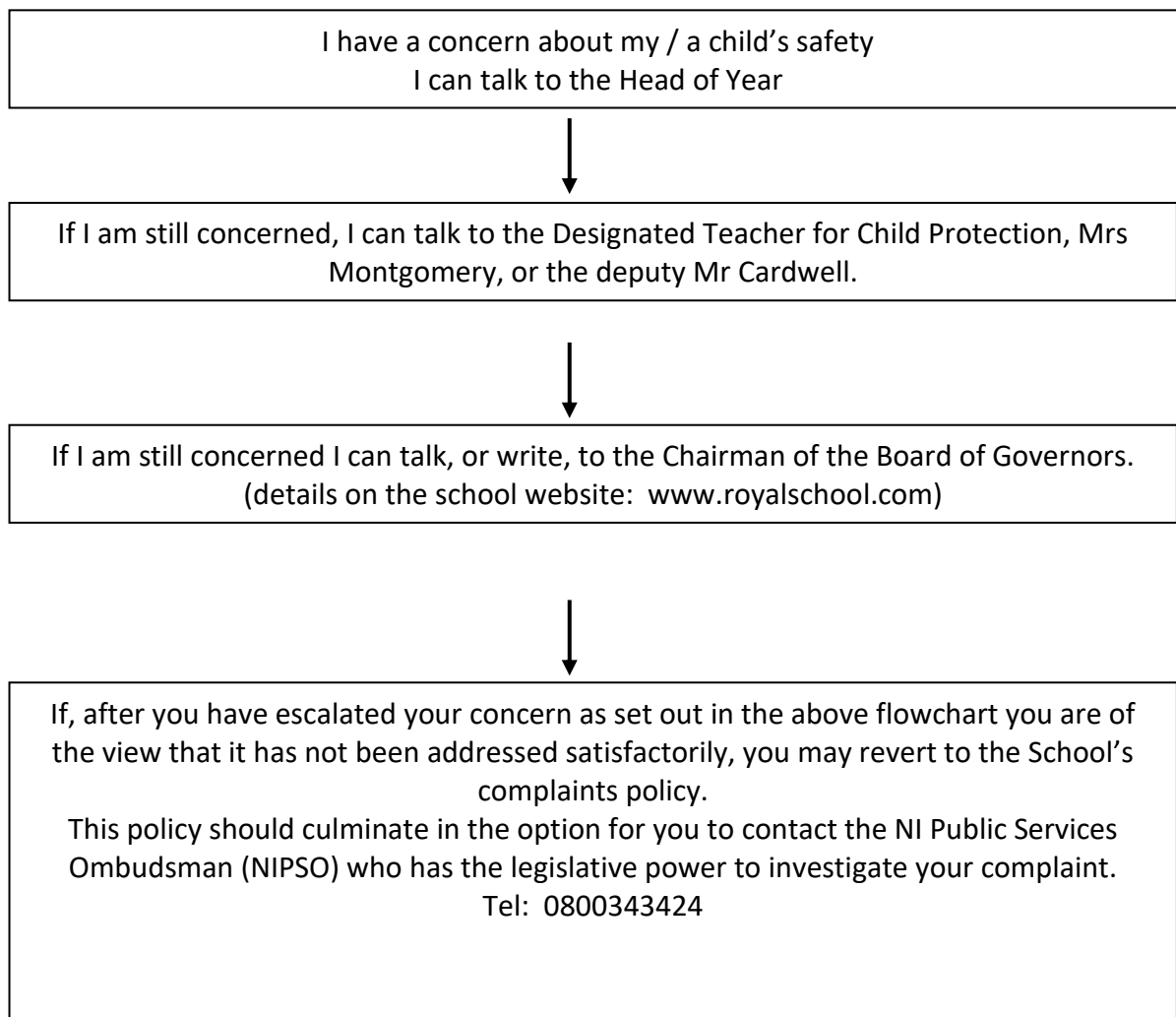
A child can make a disclosure to any member of the safeguarding team or any member of staff (teaching or support staff) with whom they feel comfortable. Staff response to the disclosure will be guided by the 5 R's: Receive; Reassure; Respond; Report and Record. The child must remember that staff are 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 August 2025

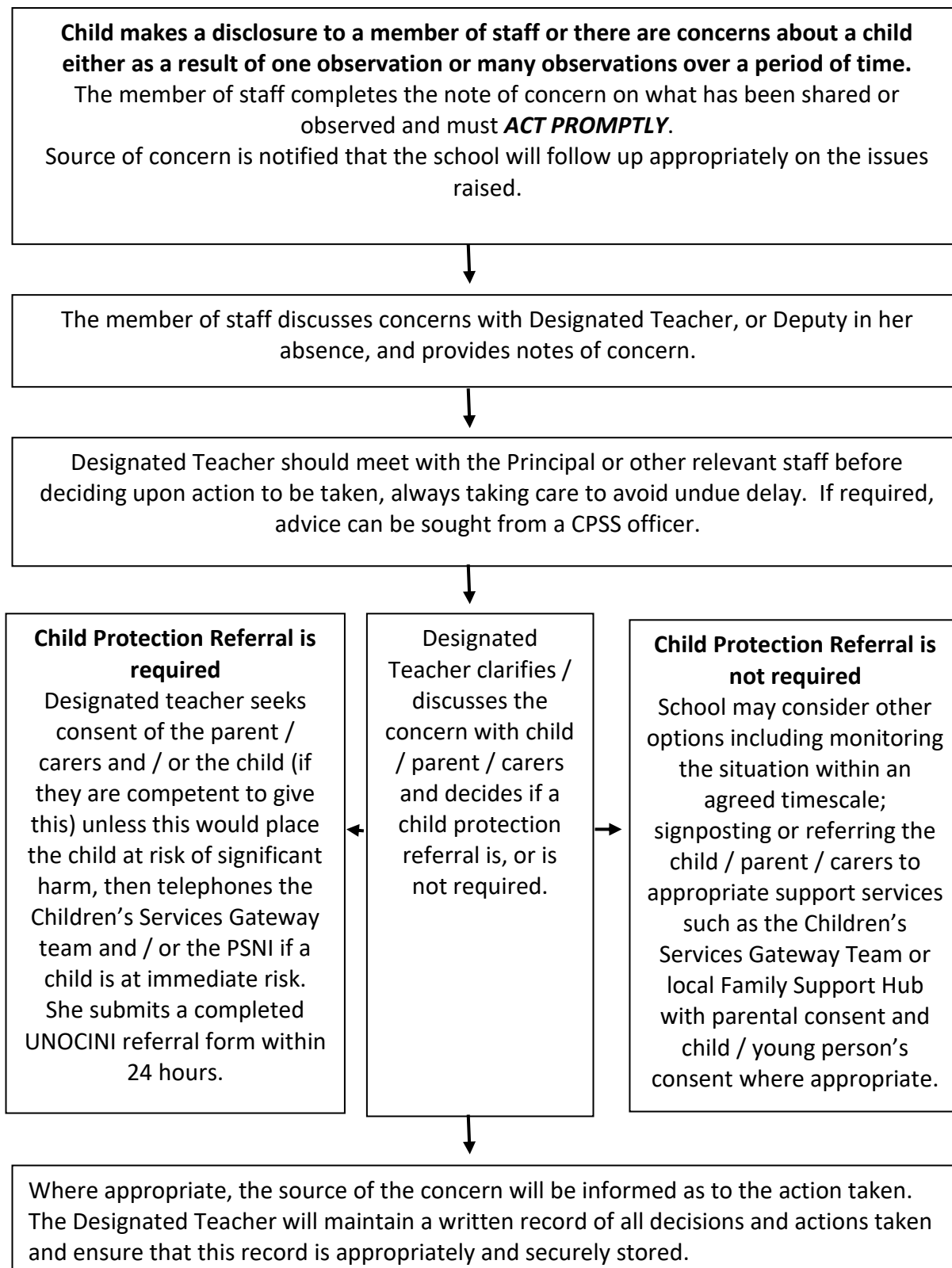
How a parent can make a complaint.



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

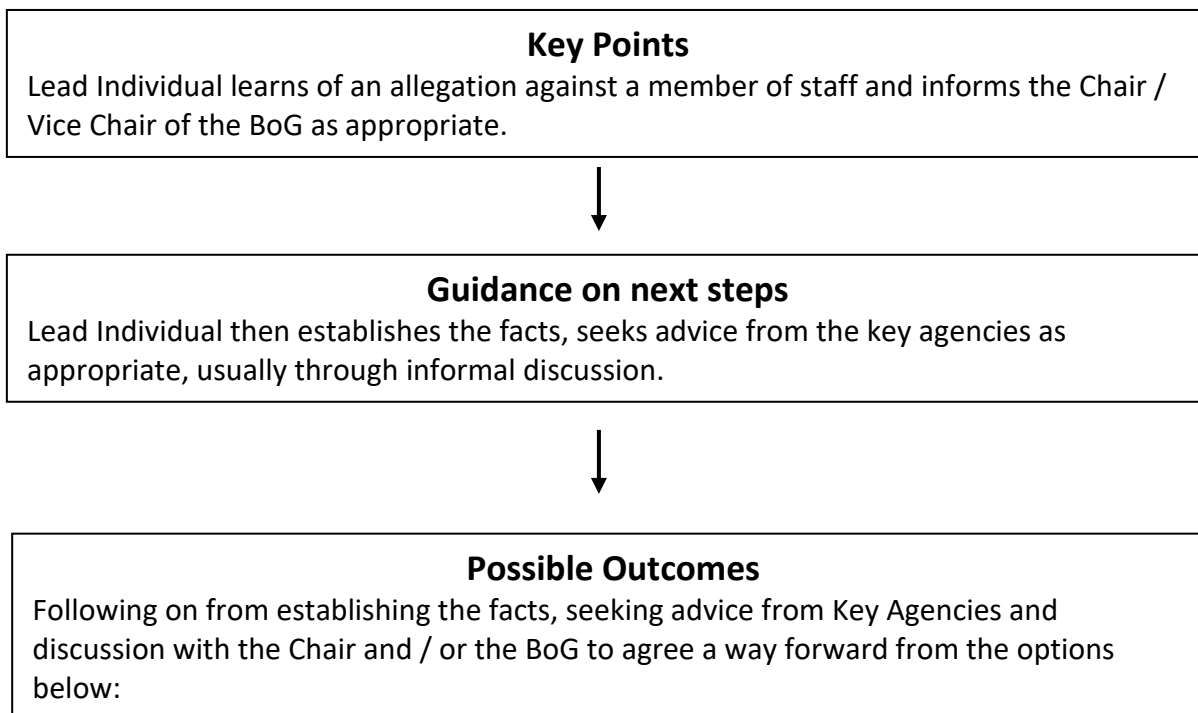
Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff



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



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.
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Please note that a full Child Protection policy is available on the school website

(ii) 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

(iii) 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.

(iv) 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.

(v) 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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QUALITY

CHARACTER

CARE