



PORTORA ROYAL SCHOOL
INFORMATION BOOKLET



A Message from the Headmaster

This booklet is intended to be a guide around the procedures, policies and expectations which govern life at Portora Royal School.

As schools are live organisations which change and adapt every year, it is certain that policies and practices will also change. We will endeavour to keep the school web-site www.portoraroyal.co.uk up to date while reviewing the content of this booklet as often as possible. Full copies of all school policies can be viewed on request at the school reception.

Please ensure that you refer to the information in this publication. It is designed to be thorough and useful.

JN Morton

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HOW STUDENTS GET TO THE SCHOOL IN THE MORNING?

There are a number of ways in which they can come to school. They include

1. By bus into Enniskillen, then by Link bus to Portora. Those who get a bus into Enniskillen can catch a WELB Link bus that takes them to the terrace of the school. Only buses are permitted to leave students onto the terrace in the morning.
2. By bus to Enniskillen and then a walk to Portora. This is the healthier and most desirable option. It is made more difficult by students not managing their belongings carefully and carrying too much in heavy bags.
3. By bicycle: there are racks to which bicycles can be chained.
4. By private car. This is the least desirable option. Cars are permitted onto the terrace at the front of the school only with special permission. Parents must leave students off at the car park to the right of the gates by the swimming pool.

On occasions, students interrupt their journeys to school to visit local shops. We ask parents to support us in discouraging this as it usually means the students purchase food of poor nutritional value such as deep-fried processed meats, fizzy drinks, energy drinks and cheap confectionary with high fat content.

A Note About Cars and Car Parking

We understand that every parent and guardian wants to make life as comfortable for his or her son or daughter in whatever way is possible. However, we feel that the commitment to drive him or her to school - except in exceptional circumstances - is counter-productive. We would like to encourage you to allow our students to take responsibility for the journey into school and to get some good exercise. Not having to negotiate The Brook first thing in the morning can only be good for your own health as well.

We do not permit parents to drive to the front of the school in the morning or afternoon, until after 4.00 pm. This is a Health and Safety issue. We have found that the terrace can become a dangerous place for pedestrians when cars are parking and turning and leaving students off into the path of other cars and buses. We provide parking spaces and turning areas at the school swimming pool at the bottom of the hill, right of the school gates and this is a much safer dropping off point.

At no time should you try to drop off - or pick up - your son or daughter at the top of the back hill leading from Castle Lane. There is insufficient room for free movement of traffic. We ask you please to abide by these constraints. They are designed to remove dangerous traffic situations and seek to keep everyone safe.

The following is our policy governing Car Parking:

1. Only employees of the Board of Governors can park on the terrace, in the back car park or in other areas around the school designated for car parking.
2. Students who wish to park their cars on school property must register with the head of Key Stage 5 by completing a request form which should be countersigned by their parents or carers. Student cars must be parked in the swimming pool car park and must not be driven closer to the school. A number of places at the top of the Castle Lane hill will be allocated to Prefects every year in recognition of the extra duties they undertake in pursuance of the good order of the school.
3. Parents must not set down or collect their children from the terrace at the front of the school or from the car park. Parents who drive their children to school should drop them off at the swimming pool car park and collect them from the swimming pool car park.

WHEN DOES SCHOOL START?

The school formally begins at 9.00 am.

The school holds that punctuality is a desirable and necessary attribute and one which is valued in society. Our practice is that students come to school before 9 am and at 9 am report to a Tutor in their form room for registration.

The school has assigned all students to Tutors for sound pastoral reasons; it is school policy and best practice that Tutors develop knowledge and understanding of the students in their care over a period of years. Students who fail to attend morning registration damage that process.

From September 2009 the school implemented new policy and practices with regard to students arriving late in the morning. It is as follows:

- Students who arrive in school after 9.00am are registered late.
- Two late registrations in one week result in the student being placed in a Saturday morning detention.
- If lack of punctuality continues, the student will face suspension.
- The school accepts only bona fide written explanations from parents as evidence to excuse lateness. The school does not have the resources to investigate pupil claims that their lateness was caused by external factors such as late buses or heavy traffic. Experience indicates that some students are left into town before 8.30 am and - instead of walking directly to school or accessing the earliest link bus – wander around town arriving late into school. We cannot take responsibility for students outside the school grounds. We expect them to be on time for school. It is the responsibility of parents to ensure that their daughters and sons are on time.

IS THERE MORNING ASSEMBLY?

Assembly is a statutory obligation. All students are expected to attend their respective assembly and all teachers have an obligation to attend if required by the Headmaster. There is a rota for attendance. It is very important to the health of the school that Assemblies are conducted in dignity and treated with respect. Assembly is the only time that students gather as members of the larger school community and their dress and demeanour is required to reflect the importance of the occasion.

Additionally, the school holds four formal occasions of great importance. These are the Commencement Service for Year 8s and their parents in September; the Remembrance Services for the whole school and guests in November; the Carol Service in the Church of Ireland Cathedral at the end of the Winter Term for the whole school and friends and the Valedictory Service for Year 14 Leavers and their families in June.

DO TEACHERS CONFISCATE BANNED ITEMS?

Teachers may confiscate items from students but must indicate clearly to them when and how they will be collected. Periods of confiscation can extend from a day to several days but any item withheld from the students for more than a day should be brought to the Central Office for safe-keeping and can only be collected from there by the student's parent any time subsequent to the confiscation.

This will mean, of course, that teacher will have to contact the parent advising of the confiscation and advising when the item can be collected. A teacher who confiscates an item is taking responsibility for that item and must ensure its safety.

MOBILE PHONES

We strongly discourage students from bringing valuable equipment into the school. However, we recognise that most have a mobile phone and use it responsibly.

However, it is important to remember:

- o The school can take no responsibility for the safety or security of an individual's belongings
- o Devices are brought into school entirely at the owner's risk
- o Mobile phones and other devices should be turned off in class, in Assemblies, during study periods
- o The photo function of mobile phones and other devices must not be used to take photographs of anyone in school without the person's permission

o If a student is seen using an electronic device inappropriately at any time, it will be confiscated for a period of time and held safely until collected by a parent.

FIRST AID

It is the policy of the school that in the event of injury to a student or an adult the only a qualified First Aider will be permitted to administer first aid. The names and internal telephone numbers of First Aiders are posted in the staff room and throughout the school. A key activity during Staff Development Days is the upskilling of staff in handling certain First Aid issues.

SICK STUDENTS

Students who are feeling unwell should seek the help of Mrs Elliott in the central administration office during morning or lunch breaks. She will make a judgement as to whether parents should be contacted to collect the student. In case of injury, Mrs Elliott will arrange for students to be taken to Accident and Emergency. It is the expectation of the school that the student's parents will be able to do this. If boys report ill or injured to Mrs Elliott, it is school policy to inform the parents.

Students are not allowed to leave class except in an emergency. As far as is possible within the constraints of a teacher's duty of care to all students, an adult will accompany an ill student. It is illegal for any member of staff (including First Aiders) to administer any medicines of any description to the students unless parents have consented in writing and the member of staff has been trained to administer the medicine to a particular student as in the case with Epipens.

A student will take medicines under supervision during the school day only if the school has accepted the responsibility after a written request from the parents. It is not advisable to send a sick student into school in the hope that he will feel better in time. Not only is it putting the student under greater risk, but also it is placing other people under threat of contracting the infection.

STUDENT ABSENCE AND SICK NOTES

We monitor students' attendance carefully. If a student's attendance falls below 85% we are required to inform the Educational Welfare Officer of the Western Education and Library Board.

If a student is ill, his or her parent/carer should inform the school on the day of the illness or as soon as possible thereafter. If the illness is a prolonged one, the parent/carer must ensure that the school is kept aware of the absence and the reasons for it.

It is not the school's policy to supply work for students who are ill. If they are not sufficiently well to come into school, it is unlikely that they would be capable of tackling work at home. There will be occasions when it is a preferred option to send work home to absent students: certain physical injuries, for instance, can result in necessary absence yet the student will not be incapacitated and unable to work.

Occasionally, parents remove a student from school for family reasons. This has encompassed holidays organised during term time. Both government policy and school policy is clear: students should not be removed from school unless absolutely necessary and unavoidable and on every occasion the permission of the school should be sought.

HOW DO I CONTACT THE SCHOOL ABOUT MY SON'S OR DAUGHTER'S PROGRESS OR ANY OTHER ISSUES?

The first point of contact between parents and guardians and the school is the student's tutor. He / She can be contacted by letter, delivered by hand, or post or emailed. If you phone the school to speak with any tutor or teacher, the Receptionist will ask for your name, number and the reason for your enquiry. She will then contact the tutor or teacher with a request that he or she returns the call.

If you are dissatisfied with the answers you receive or wish to have a further discussion, you may contact the relevant Head of Key Stage in the same way. Thereafter, the Senior Teacher, Student

Support will be available to further discuss an issue.

It is unlikely that the Headmaster will be able to discuss any issue with you until you have exhausted these channels.

A speculative visit to school in the hope of meeting with a teacher or tutor is likely to be unsuccessful and could result in you wasting a number of hours of your time. It is always advisable to seek to agree a time with a teacher to meet. Teachers are instructed not to meet with parents until they have an opportunity to research thoroughly the matter for discussion.

DOES THE SCHOOL HAVE A HEALTHY EATING POLICY?

- By making the provision and consumption of food an enjoyable and safe experience
- By improving the health of students and staff by helping to influence their eating habits through increasing their knowledge and awareness of food issues
- By providing a consistent programme of nutrition education

We aim to encourage our students to develop positive attitudes to becoming healthy, happy members of the community by:

- Providing snacks that are nutritious and healthy
- Encouraging enjoyment of exercise and fresh air
- Teaching about healthy foods

WHAT ARE THE RULES GOVERNING SCHOOL UNIFORM?

On the 18th January 2006, the High Court ruled that a school had the right to establish a code of conduct and uniform code which stipulated appearance and hair length. It will be no surprise to you that these can be contentious issues in schools and the cause of conflict between students and teachers

The school has a dress and appearance code which is printed in the school prospectus. Teachers refer to it daily and appearance is a frequent theme of Assembly announcements.

There is a uniform which identifies all Portora students and of which you will have been informed when your son or daughter joined the school.

Our rules on what students should wear and how they should wear it are supplemented by regulations regarding other aspects of appearance: hair should be clean and not extreme in either style or length; earrings or other visible piercings are not acceptable. Uniforms - like students - should be clean.

A uniform code ensures the individual student's identification with the wider community of the school, past and present. It removes the requirement of daily decisions about what to wear and it is an effective way of ensuring that differences in affluence are not perceivable in how students dress.

It is an introduction to the requirements of good presentation of self which are important in society.

Crucially, it identifies the individual as a member of a school with a profile in its community. For many in the community the appearance of the students of a school is often a measure of its worth.

Regulations regarding uniform and appearance at Portora Royal School are reasonable and are applied sensibly. Teachers request adherence to school regulations and invariably the matter is settled amicably as part of the daily negotiations between individuals who belong to the same community with shared values and respect. It does happen that some students feel that aspects of their appearance are critical to their sense of identity and will argue that school rules governing appearance are an infringement of their rights. The High Court judgment quoted above is important

in this regard as it clearly indicates that the application of a dress and appearance code by the school does not infringe individual rights. In law, a school is entitled to insist upon a Dress and Appearance Code which over-rides, for example, a student's right to sport a particular hair-style, or hair colouring or to wear jewelry.

The existence of this ruling does not mean that all students will abandon deeply felt convictions regarding their appearance. If this point is reached, the school will apply its discipline code which allows for a progressive range of responses to those who feel unable to abide by the regulations.

They are

- Detaining Students After School
- Requiring a student to attend Saturday morning school
- Withdrawal of Students from School Activities
- Suspension of a Student from School
- Exclusion of a Student from School

However, the school will always seek to reach a negotiated settlement with the student before implementing the discipline procedure. It is much more satisfactory for all concerned that matters such as failure to support the dress and appearance code can be resolved without recourse to punishment.

HOW DOES THE SCHOOL KEEP IN TOUCH WITH PARENTS?

The following are some of the ways in which we communicate with parents:

- Headmaster's Newsletter
- School Magazine
- Letters sent home with students
- Letters posted home
- School Website
- Email
- Phone calls to home or their parents' place of work

There are occasions when it is necessary for the school to contact parents by letter or phone. Such contacts can achieve a number of purposes ranging from the administrative to the pastoral. Important information can be disseminated by which the organisation of the school can be facilitated and parents can be advised as to the academic, social and personal development of their sons and daughters.

It is the policy of the school that tutors are the first point of contact between the school and parents. Tutors are authorized to make direct contact with parents by phone or letter in pursuance of the policies of the school. Any subject teacher who wishes to contact a parent should first consult the student's tutor who will then determine how information might better be conveyed to the parents, if at all. If contact is to be made, then it should be made during the working day (up to 5.00 pm) using the resources of the school.

No parent should expect to meet with a teacher to discuss issues about his / her son's or daughter's education without a properly constituted meeting being arranged. If a parent wants to talk to a teacher, he/she should make an appointment.

The matter to be discussed should be clearly outlined by the parent/carer beforehand. Our parents are generally very supportive. These rules are designed to ensure that teachers are well prepared for meetings, that any potential difficulties can be dealt with rationally and that meetings are well run, focussed on relevant issues and useful. Parent Governors can also act as an important link with the school through their participation in the business of the Board.

IN WHAT WAYS CAN I SUPPORT THE SCHOOL?

You can support the school by supporting your son or daughter in endeavours to achieve personal and academic potential. Our policies and practices are designed with one goal in mind: to ensure that we best serve the young people who are entrusted to our care. We will achieve that best when parents understand and support our efforts. There are occasions when the school needs the active support of parents in key areas. We have a range of sporting and connected activities which test our resources and in which we draw upon parental expertise and support.

The Headmaster and the Board of Governors appreciate the support of all parents and believe that such support is crucial for the success of any projects undertaken in the name of the school. Our two major extra curricular activities, Rugby and Rowing, benefit greatly from the generous contributions of parents. Parent Support Groups have grown around these activities and have been formally recognised by the school management. Your contribution to these groups will always be appreciated. This support is manifested in various ways: in undertaking fund raising activities; in helping with transport to away fixtures; in providing extra adult supervision on away fixtures; in providing social events for the enjoyment of those taking part in events and in supporting the broader work of the school.

Parent Support Groups are valued for the assistance they give. They work under the aegis of the Extra Curricular Committee on which they have representation. Parent Support Groups further contribute by submitting all Minutes of their meetings to the Chair of the extra Curricular Committee who ensures that they are considered at each meeting.

Parent support groups must at all times work within the policies and practices of the school as determined by The Board of Governors and Headmaster.

Child Protection guidelines require that parents cannot be involved in the coaching of teams or crews unless they are appropriately qualified and trained and have undergone statutory checks.

The selection of teams or crews is the sole responsibility of the teachers in charge of various sports who have been appointed by the Headmaster and the Board of Governors and carry responsibility and accountability for decisions.

The Headmaster and the Bursar are the accounting officers with regard to all monies associated with extra curricular activities and projects, however raised.

PORTORA ROYAL SCHOOL IS A GRAMMAR SCHOOL BUT WHAT IS A GRAMMAR SCHOOL?

Portora Royal School is a grammar school. It offers a largely academic or general curriculum and it requires its students to engage with the process of learning in positive and purposeful ways.

Essentially, a grammar school is one which selects its entrants at 11+ on the results from assessments taken externally from the students' primary schools. Those who attend a grammar school generally are expected to apply for third level education, usually achieving degrees after a period of undergraduate study. These expectations shape the curricula, pastoral support and assessment methods of grammar schools.

However, the Department of Education has withdrawn support from testing at 11 and there has been inconclusive debate as to what sort of education system is best for our society. In the absence of consensus, the Governors of Portora Royal School have decided to set their own assessments for entry and require those who wish to transfer to the school to undertake assessment in English and Mathematics.

It is the intention of the Governors of Portora Royal School that the school continues to offer an education in which most of the subjects offered in the curriculum are academic or general in content and methodology

Academic or “general” courses contain subject-matter which is layered and increasingly complex. That subject matter is useful, not just for the answers it provides to the problems in life, but for the skills it requires us to develop to ask ever more difficult questions.

Applied or vocational subjects require us to develop skills while mastering broad knowledge which combine to help us problem-solve and resolve practical difficulties.

If we are expected to dig deep when studying academic subjects, then we must apply ourselves widely when under-taking applied subjects.

In practice, of course, any such distinction is not always helpful in trying to understand what we need to know to help us live a meaningful life. A school which promoted any approach as being exclusively better than the other would be doing its students grave disservice. The Governors of Portora Royal School are happy to develop links with other schools and with the FE College in Fermanagh to ensure a broad curriculum with access for all students to applied or vocational courses. The school is a member of the Fermanagh Learning Community, a consortium of all post-primary schools in Fermanagh.

WHAT DOES A GRAMMAR SCHOOL EXPECT FROM THE STUDENTS?

The most obvious expectation is that held by all schools: that students engage with the curriculum by paying attention to their teachers in class. However, teaching and learning are richer experiences than that suggests. Students should develop skills of appropriately questioning their teachers and shaping their own learning through wider reading and research. They will be expected to join with classmates in working in pairs and in groups and to remain on task. They are expected to develop the habit of listening to others, their classmates as well as their teachers. Of course, they should complete the preparation and homework required of them and revise sensibly for assessments.

A key to success is that students should have realistically high expectations of themselves, collaborating with their teachers to set challenging targets by which they can measure their progress. Experience shows that Level 6s at Key Stage 3 are the requirement for further success at GCSE. The benchmark for success at GCSE in a grammar school is the achievement of at least seven GCSE subjects at C grade or better. At Portora, we believe that students progressing to A level study should have achieved at least a B grade in the subjects they want to take to a higher level.

We expect our students at A level to achieve at least three A levels at grades A-C and to move comfortably to the courses of their first choice at third level education.

The happiest students are those whose personal expectations match the expectations held for them by the school. We know also that unless the parents support these expectations, student success cannot be assured.

Our expectations of students can be more fully recognized in the following Student Charter which sets out the rights and responsibilities of students at Portora Royal School:

Responsibilities

- I will be polite and respectful at all times to all adults and students within the school
- I will cooperate at all times with my teachers
- I will ensure that at no time will my behaviour hinder or disrupt the education of others
- I will attend all classes punctually and leave only when permitted to do so by the teacher
- I will prepare for all classes by completing work set by the teacher in the time allocated, whether this is during class time or as homework
- I will wear my uniform appropriately and with pride in school and outside the school building and grounds
- I recognize my responsibility to the environment and will co-operate in removing litter and participate in other initiatives aimed at its improvement
- When travelling to and from school I will ensure that my behaviour does not bring discredit to Portora Royal School or my family

Rights

- I understand that I have the right to respect from all members of the school community
- I understand that I have a right to an appropriate education, that is, to be taught in appropriate ways by well qualified and prepared teachers
- I understand that where appropriate I have a right to be listened to and treated as an individual with individual needs and learning requirements
- I understand that I have a right to have my work read and assessed by my teachers and that they have a responsibility to indicate where my work was inadequate and what measures I need to take to improve
- I understand that my teachers will give me extra attention when I need or request it as far as it is possible for them to do so
- I accept that I have the right to approach the school counsellor, my teacher, my House Tutor, my Housemaster, my Head of Key Stage, the Vice Headmaster and Headmaster with any concerns I may have about my treatment at the school

We have specific expectations in the key areas of a student's approach to their learning. Disruption of lessons will not be tolerated, either directly initiated by the student or disruption initiated by another student in which he participates. Our students do engage with their learning and we monitor this in a number of ways, in particular, through Grade Cards and Homeworks.

1. Grade Cards

- We expect students to achieve a C grade or better as an indication of Achievement
- We expect students to achieve a numerical grade 1 or 2 as an indication of Effort
- D represents an under-achievement
- 3 represents inadequate and unacceptable levels of effort

Three designations of D or 3 will mean that the student is placed on a Record Card

2. Homeworks and other Assessments

- Homeworks should be submitted on time and to a standard which would normally attract a C grade or better on a Grade Card.
- Homeworks must give evidence of Effort sufficient to attract a numerical grade 2 or better on a Grade Card.

Class Tests/Subject Assessments/Peer Assessments/Coursework Drafts all should be of a standard which would normally attract a C grade or better on a Grade Card and must give evidence of Effort sufficient to attract a numerical grade 2 or better on a Grade Card.

WHAT IS THE CURRICULUM AT PORTORA?

The school curriculum is founded on five key elements

- a. The aims and values of the school
- b. The Revised Curriculum
- c. The Entitlement Framework
- d. Area Based Planning
- e. Appropriate examination syllabuses

The curriculum at Portora Royal School falls into three stages with elements common to each stage. The first stage is Key Stage 3 which covers Years 8, 9 and 10. Here the school follows the Revised Curriculum. At the end of this Key Stage, you will receive details of the levels your son / daughter has achieved in Science, Communication/Literacy and Numeracy. These levels, while not prescriptive,

give indications as to how likely they are to achieve a smooth transition to GCSE study. At Portora, our expectation is that every student will achieve at least a Level 6 in each of the three core subjects.

KS4 begins in Year 11 and this is when GCSE courses begin. Your son / daughter will be required to study a number of core subjects: English, Life and Work, Double Award Science, Mathematics and PE. He will also choose a number of subjects within option groups. In total, he will study at least nine subjects. After two years of study at KS4 he will undertake public examinations for GCSE. These are graded A* - G but as an academic school, we expect students to achieve at least a C grade in each subjects. If he wishes to continue his study to A level and beyond, he will have had to achieve at least 7 GCSE subjects at C grade or better with B grades or better in those subjects he wishes to take to A level. We expect A level students to be able to achieve at least three A levels subjects at Grade C or better.

The GCSE and A Level curricula are increasingly shaped by the Entitlement Framework which is a set of Department of Education guidelines regarding the curriculum. Essentially, they require all secondary schools to offer their students access to a range of courses appropriate to school type. As a grammar school, Portora will offer a range of new applied courses to accompany the traditional academic – or general – subjects offered. Some of these courses may be available only through close collaboration with other schools or the College of Further Education within the Fermanagh Learning Community, of which Portora is a member. This will be a statutory requirement by 2013.

WHAT APPROACHES DOES PORTORA TAKE TOWARDS TEACHING AND LEARNING?

We hold high expectations of the students and have policies and procedures that are designed to support them in their learning. Under-pinning these is the conviction that learning should be effective and enjoyable so that all members of our school community become independent, self-motivated, enthusiastic learners. We will ensure that our students

- Have been given the opportunity to study academically challenging subjects
- Have been given learning opportunities that are challenging, stimulating and varied
- Have been given the opportunity to develop self confidence
- Have been given the opportunity to take responsibility and to make decisions
- Have been given opportunities to develop skills such as teamwork, leadership, initiative and persistence
- Have been given opportunities to experience the world beyond that with which they are immediately familiar

The key to ensuring that we can retain an academic culture and a grammar school ethos is that we have high expectations. We believe that academic excellence grows from good teaching, regular review and monitoring and constant support. We are committed

- To encourage learners to be experimental and reflective
- To provide processes, structures and support to develop skills and engender an awareness in our learners that these skills can be transferred to different contexts throughout life
- To use our awareness of students' learning styles, skills and abilities to guide our teaching practice
- To continue to embrace new ideas and research about learning to inform our teaching
- To incorporate 'Assessment for Learning' strategies into our teaching to enable students to personalise their learning
- To provide an environment that promotes the development of learners' confidence and self-esteem

WHAT IS ASSESSMENT FOR LEARNING?

Assessment for Learning is a set of practices for assessing and marking students' work. The intention is to inform students of the strengths and weaknesses of their own learning and to enable them to make progress and maximise their potential.

These practices are

- Teachers share explicit learning objectives with students
- Teachers share marking criteria with students
- Teachers help the students to recognise the standards for which they are aiming, by modelling exemplar work
- Teachers identify opportunities for self and peer assessment in schemes of work

- Teachers develop students' expertise in self and peer assessment and critical awareness
- Teachers provide clear feedback that will enable the students to recognise how to improve their work
- Teachers seek to promote confidence in students, by positive feedback, so that every student can improve
- Teachers spend individual time with students in reviewing and reflecting on their work
- Teachers carry out assessment at appropriate points in the curriculum using a variety of strategies
- Teachers use both class work and homework in order to build up knowledge and understanding to enable assessment to take place
- Teachers carry out assessment which is standardised and consistent within departments and which conforms to subject specific criteria
- Teachers use assessment to inform students and parents of the levels or grades they are currently achieving within the context of a particular unit or module of work

In furtherance of this policy, we have changed the format of our parent-teacher meetings to involve teachers meeting with students and their parents.

HOW DOES THE SCHOOL MEASURE AND RECORD A STUDENT'S ACADEMIC PROGRESS?

As a student progresses through the school we will establish benchmarks for achievement and set achievement targets at each Key Stage. We provide a broad and consistent framework throughout the school to assess and record student progress, and provide information for teachers and parents in order to ensure students achieve their potential. We ensure that this information is manageable and easily understood by students, parents and staff. To enable this process and these outcomes we have invested in the nationally recognised system administered by the University of Durham Centre for Evaluation and Monitoring. Through their monitoring systems we are able

- to provide a combination of information about prior attainment, formative assessment and benchmark data to set achievable yet challenging targets for each of our students.
- to provide students with regular feedback and guidance about how to improve their work so that they are motivated to learn more effectively and fulfil their potential.
- to involve students in interactive assessment through collaboration in setting assessment criteria, and self and peer review and evaluation
- to monitor and track students' performance against benchmark data and targets.
- to employ a variety of techniques and be fully integrated into learning and teaching.

The information we can generate and collate is used by classroom teachers and Subject Leaders to evaluate effectiveness and inform teaching strategies.

The targets that we agree for each student ñ based on his previous achievements ñ are part of the information you will receive in annual reports and at monitoring meetings with teachers.

A student's failure to meet these targets will occasion intervention from the school in the form of

- Communication with parents
- Homework Support
- Action Plan
- After class teaching sessions with teachers, either individual or small group

We track and monitor students progress and report to you in a number of related ways:

- Informal contact between teacher/tutor/Head of Key Stage and parents through ad hoc phone calls, email or letters
- An annual report which is completed by teachers, thier tutor, the Head of Key Stage and the Headmaster
- Regular grade cards which record student's levels of achievement and effort and which are presented to you for signature and comment

- Entries in his Student Planner: these include referrals from teachers for unsatisfactory effort, achievement and behaviour. Again, this is available for your signature and comment

We regard the Student Planner as one of a student's most important resources. Students must bring them to every class. In it the student will record homeworks and teachers will record referrals. It is the single most important document by which the school communicates with parents. Please ensure that you regularly review it and respond to the information it will contain.

HOW DO YOU REVIEW EXAMINATION RESULTS AT THE SCHOOL AND USE THE INFORMATION THEY REVEAL?

We collect data on the academic performance of our students and use it to evaluate the delivery of the curriculum. This is how and when we review the performances of our students and what we do with the information:

1. Mock Examinations Years 12, 13 and 14: February/March

An analysis of Mock results is supplied by the Data Performance Manager to all subject coordinators along with a summary of improvements required to meet targets.

Action required will be

- A review of subject mock exams against predictions by subject co-ordinators.
- A review of subject action plan may be necessary and submitted to Senior Leadership Team & HM, if required.
- A review of Year 12 student underachievement action plans by Head of Key Stage and submitted to Senior Leadership Team & HM, if required.

The Headmaster/Senior Leader will arrange meetings with subject co-ordinators, Heads of Learning Areas or Head of Key Stage to discuss results and action plans.

2. End of Year Internal Examinations: June

- There is an initial review of Action Plans by subject co-ordinators, overseen by Heads of Learning Areas.
- Subject Coordinators produce new draft Action Plans, including reference to exam results targets.
- There is a review of underachievement in year groups and writing of action plans by Heads of Key Stages. Reviews to be submitted to Senior Leadership Team & HM at this time.

The data used in this exercise will be the interim analysis of Year 11 exam results. Key Stage 3 data is available at this time and this allows for the identification of underachieving students in Years 8 & 9.

3. GCSE and GCE Results

i. August/ September

- A spreadsheet comparing results to NI Averages for Grammar Schools is completed and sent to all subject co-ordinators and the Middle and Senior Managers.
- The Headmaster discusses results with subject co-ordinators, if necessary. This spreadsheet is also available for Governors.

ii. Start of November

- Full results analyses supplied by the Centre for Evaluation and Monitoring (University of Durham) are available at this time and each subject co-ordinator is provided with a part-populated Examination Analysis Report.
- A re-worked Examination Analysis Report is written by all subject co-ordinators and submitted to Senior Leadership Team & HM at this time. It includes value-added and

- comparisons to NI Averages for Grammar Schools.
- Final review of Action Plans is supplied by subject co-ordinators.
- New Action Plans are completed, including actions required to achieve targets. These to be submitted to Senior Leadership Team & HM at this time.
- The Headmaster/Senior Leader arranges meetings with subject co-ordinators and Heads of Learning Areas to discuss exam results and action plans.
- A full presentation will be made to the Board of Governors

ARE STUDENTS EXPECTED TO WORK AT HOME?

Portora Royal School is committed to homework in order to support and enrich classwork and in order to promote independent learning. It is also a crucial element of the assessment process by which learning is promoted.

There is a range of homework strategies:

- Learning and reviewing work addressed in class
- Reading tasks in preparation for future work or as consolidation of work already undertaken
- Writing tasks
- Research tasks

Presentation is an important element of a piece of homework: it should be neat and a pupil should scrutinize a piece of written homework before it is submitted to his teacher. Guidelines on presentation are published in every classroom and will be referred to frequently by teachers.

As far as it is possible all written homeworks will be read and annotated by the teacher. It may not be desirable to mark or assess written work on every occasion, but when it is assessed it will be annotated and these annotations form the basis of a discussion between the teacher and the pupil. Teachers will mix their feedback strategies i.e. on some occasions marks only and on other occasions comment only.

The school recognises other benefits of setting homework:

- It allows students to consolidate work done in class or to complete work started in class
- It can be preparation for a following lesson
- It can help strengthen the liaison between the home and school
- It offers opportunities for independent learning
- It develops the habit of private study
- It allows students to use materials and sources of material which are not accessible in the classroom
- It encourages self-discipline and work habits

The School will:

- Publish a homework timetable for all years at the beginning of the academic year
- Ensure that students' homework timetables provide appropriate balance across the subjects, through the cycle and each year group
- Provide marking and assessment policies clear to parents and students
- Provide student planners to support the development of students' organisational skills and

- allow parents' oversight of homework
- Provide information for parents to help them to support students' learning year by year
- Monitor and evaluate policy and practice in the school, keeping parents informed
- Provide an after-school Homework Support Club staffed by teachers

Heads of Learning Areas will

- Regularly monitor books to ensure consistency with the school homework and assessment policies
- Regularly address the issue of homework in Learning Area meetings

Teachers will:

- Set homework according to students' homework timetable and appropriate to their curriculum
- Assess and return it promptly rewarding good practice and offering advice for improvement

Students will:

- Use planners to record and plan homework
- Do homework promptly and hand it in on time
- Ask for help before the deadline if necessary

Parents will:

- Check planners for homeworks set
- Check that homework has been done
- Inform their student's tutor if homework tasks are not up to date in the planner

When assessing homework, merits are given to students if they have exceeded the assessment criteria or expectations. "1 merit" is written on the student's work. They can fill it in their planners themselves and the teacher can sign it at another time.

The following is the procedure for students who have failed to meet a homework deadline, the standard of their work is unacceptable or they are behind in their coursework.

This is outlined in a diagram in the students' planners

1. The teacher will write a comment in the section available in the student's planner and remind the student that the comment needs to be signed by their parent and the homework should be handed in at the next lesson/other time. A failure to do this will result in a breaktime detention. Comments can be put into planners at the teacher's discretion, they may decide that the student's situation is genuine, have received a note from a parent or information from their tutor.
2. If the student fails to hand in the homework on the second opportunity, the teacher will put them in a breaktime detention for it to be completed. Failure to attend the breaktime detention can result in an after-school detention.

HOMEWORK SUPPORT

Students will be put into Homework Support if they have received five homework referrals in the effort grade cycle in their homework planner. Students must attend the Library after school between

3.30 and 4.30pm on Monday, Tuesday and Thursday of the week that they are entered. Homework Support is administered by the Librarian with the Senior and Middle Managers.

It is the intention of Homework Support to offer students support in completing homework.

Attendance at Homework Support supersedes any other extra-curricular or after-school activity.

Key Stage 5 Homework

If subject teachers have AS and A2 students who are not producing homework that is expected of them, they will consult with their Tutor in the first instance. A similar support structure will be instigated for senior students if necessary.

HOMWORK PLANNER AND REFERRAL SYSTEM

Here are the instructions issued to students concerning the planner:

In lessons

- *Your homework planner should be placed on your desk at the start of every lesson.*
- *You should fill in all homework in the space provided on the day it is set. You should include all details, including due date*
- *Do not deface or graffiti your own or anyone else's planner. This will result in a school detention and cover the cost of a new planner*
- *Do not remove or fold down pages of your planner. The pages are numbered*
- *A teacher may wish to write a referral to your Tutor in your planner if they are dissatisfied with your homework or behaviour*
 - o *A late homework will result in a referral*
 - o *A behaviour referral will be given for disrupting the lesson*
 - o *Any students who receives five behaviour referrals in a cycle will have their parents contacted by their Head of Key Stage*
 - o *Any students who receives five homework referrals in the effort grade cycle will have to attend homework support*
 - o *All referrals are recorded by teachers*

Losing your planner will be dealt with by your Head of Key Stage. You will receive a school detention, and have to pay for its replacement

In Tutorial Time

- *You should inform your Tutor if you have received a referral in your planner.*
- *Your Tutor will be interested in your merits (Key Stage 3 only).*
- *Your Tutor will monitor your planner; the referrals, the merits and its condition.*
- *Your Tutor will determine when you go into Homework Support.*

At Home

- *Use your planner to make sure all your homework tasks are completed before the due date.*
- *Use your planner to improve your self-organisation, i.e. remembering PE kit, extra-curricular activities, music lessons, etc.*
- *Make sure your parents sign any referrals that you've received.*
- *Remember to get your parents to sign your planner every week.*
- *Your parents can write notes to your tutor in the space provided*

AN EXAMPLE OF A WEEKLY HOMEWORK SCHEDULE

Number of Homeworks per subject per week.

	Year 8	Year 9	Year 10	Year 11	Year 12
Maths	2	2	2	2	2
RE	1	1	1	1	1
English	1	1	1	1+CW	1 or 2+CW
French	1 + 3 Vocab	1+3 Vocab	1+3 Vocab	1+3 voc	1+3 Voc +CW
Science	1	1	2	-	-
Chemistry	-	-		1	1
Physics	-	-		1	1
Biology	-	-		1	1
History	1	1	1	2	2
Geography	1	1	1	1	1
Technology	1 Every 2 weeks	1 Every 2 weeks	1 every 2 weeks	1 or CW	1or CW
Art	1 every 2-3 weeks	1 every 2-3 weeks	1 every 2-3 weeks	1+CW	1+CW
German	-	1+2 Vocab	1+2 Vocab	1+2 Vocab	1+2 Vocab +CW
English Literature	-	-	-	3	3
Music	1	1	1	2	2
Drama	1 every half-term		1 every half-term	1/CW	1/CW
Applied Business Studies				1	
Life and Work	1	1	1	1	1
Max per week	15	18	20	about 12	about 12
No. per night	3 or 4	4	4	3	3

Key Stage 5 students will be set weekly homeworks / on-going

WHAT HAPPENS IF A STUDENT STRUGGLES WITH THE CURRICULUM AT PORTORA ROYAL SCHOOL?

When a student struggles to meet the school's expectations of them, the school begins a process of support which usually leads to improvements in student outcomes. However, there are occasions when a student does not achieve a level of attainment that would suggest that he or she is able to move onto the next stage of his education.

It is the expectation of the Board of Governors of Portora Royal School that all students who enter at Year 8 complete each year of study successfully and proceed from Key Stage to Key Stage achieving appropriate levels of social, personal and academic development. When there is evidence that the interests of a student would be best served by repeating a year, progression to another year or Key Stage will not be recommended. The following are guidelines by which the school will determine whether a student should not move from one Year within a Key Stage to another.

- A significant level of under-performance
- Failure to show academic improvement from Key Stage 2
- Failure to achieve Grade 6 or the equivalent at KS3 English or Mathematics or in other core subjects
- At GCSE, failure to achieve seven grades at C or better with B grades achieved in those subjects chosen for AS study
- At AS level (Year 13) failure to achieve Grade Cs or above

We have identified other factors as being important to academic success. They include

- A student's attendance
- A student's punctuality and attitude to study
- A student's behaviour
- A student's commitment to the academic expectations of the school

HOW DOES THE SCHOOL TAKE CARE OF STUDENTS?

The Pastoral Dimension of the School is articulated in the following documents that can be viewed at the school by appointment where they have not been sent to parents

- The School Prospectus
- The Staff Handbook
- The Student Charter ("What it means to be a Student at Portora")
- Every Teacher is A Pastoral Teacher
- The School Development Plan (Prefaces)
- Health Education
- Drug Education
- Bullying
- Child Protection Policy
- Relationships and Sexuality Education
- Assemblies

Pastoral care is delivered through Year and Key Stage groupings. There are three tutor groups in each year. If there are difficulties of any kind with a particular pupil, the Tutor should be consulted at an early stage.

In Portora, teachers recognize that they cannot enable students to learn unless there is a shared value-system operating in the school. This value-system supports collaboration in the interests of learning for all students.

Teachers create orderly and supportive school environments not simply to maximize learning outcomes. They seek to enable students to understand social rules and customs as a way of preparing them for the adult world. Equally, teachers help students in their own exploration of personal and moral values.

Each student is placed in a Form Class that will meet every morning at 09.00 for registration by the Form Tutor.

As a trusted adult in the school context who carries an overall management brief for students, the tutor is in a position to provide not only academic support and tutoring across the curriculum, but also personal support and encouragement throughout a student's career at the school. The Form Tutor remains an important source of adult support and understanding for the student.

Each tutor is responsible to a Head of Key Stage whose role incorporates responsibility for implementation of the school's policies with regard to pastoral care, behaviour management and the academic, social and personal development of the students

The Heads of Key Stages are:

Head of Year 8 (Induction)	Mrs Sally Rees
Head of Key Stage 3	Mr Raymond Clarke
Head of Key Stage 4	Mr Stephen Gaston
Head of Key Stage 5	Mrs Ruth Maxwell

Heads of these Key Stages will attend meetings of the Pastoral Committee chaired by the Senior Teacher, Student Support and will in turn convene and chair meetings of the tutors within their Key Stage groupings. They have responsibilities for ensuring best practice within the pastoral system as determined by the Board of Governors and the Senior Leadership Team and will have strategic roles within the school development planning process.

All teachers are expected to have high levels of pastoral awareness. For example, the subject teacher needs to be an expert not only in delivering the content of a particular curriculum, but also in adapting teaching methodologies to the specific individuals in his or her care. Good teachers want to know how the individual student best learns, and refine their approaches in the light of this. Equally, good teachers form positive attitudes to learning in their students, and are successful in motivating individual students to want to learn. We believe that pastoral awareness is a key aspect of successful teaching. Teachers in Portora recognize that changing family circumstances, personal relationships or the process of growing up may preoccupy students and affect their ability to learn. Again, behavioural difficulties in the classroom may have their origin not simply in negative attitudes to learning but also in personal problems related to home or family. Good teachers are aware of their students as whole people, and this is a key to helping them learn effectively.

Overlaying the Tutor system is a House system. Each pupil belongs to one of four Houses: Connacht, Leinster, Munster and Ulster.

WHAT ABOUT CHILD PROTECTION ISSUES?

Portora Royal School fully recognizes its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting students who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

We recognize that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSE (Life & Work) curriculum for children to develop the skills they need to recognize and stay safe from abuse.

We follow the procedures set out by the Western Education and Library Board and take account of guidance issued by the Department of Education by

- Ensuring we have a designated senior person for child protection who has received appropriate training and support for this role and who will have an assistant.
- Ensuring we have a nominated governor responsible for child protection
- Ensuring every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- Ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection

- Ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notifying social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- Developing effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately
- Ensuring all records are kept securely, separate from the main pupil file, and in locked locations
- Developing and then following procedures where an allegation is made against a member of staff or volunteer
- Ensuring safe recruitment practices are always followed

The school's Designated Teacher for Child Protection is Mr Glenn McNeill. The Assistant Designated Teacher is Mrs Ruth Maxwell. Mrs Barbara Johnston is the Governor for Child Protection.

WHAT IS THE SCHOOL'S POLICY ON BULLYING?

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself. It can happen in any situation and can take many forms.

The three main forms are physical (eg hitting, kicking, spitting, theft or damage to belongings) verbal (eg threats or name-calling, including sectarian, homophobic, or racist name-calling) or indirect (spreading rumours, or excluding someone from social groups). All staff are vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to investigate the actions of the bully and to apply the discipline code.

Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified. Where it has been brought to the school's attention that a student has been the subject of cyber-bullying, the school will direct the issue to the PSNI as a possible incident of criminal activity, or Hate Crime.

HOW DO YOU MANAGE STUDENTS' BEHAVIOUR? WHAT SANCTIONS DO YOU USE? UNDER WHAT CIRCUMSTANCES CAN A STUDENT BE SUSPENDED OR EXCLUDED?

A school is a complex organisation that exists to educate young people at the most vulnerable times of their lives. Portora Royal School sets out to create a supportive, friendly and hard-working atmosphere, where all members of the school community are valued equally and encouraged to develop their talents in an environment of mutual respect and support. The school's behaviour strategy is based on the following aims

- To develop the inherent potential of each individual student and to promote high standards

of behaviour by helping and supporting students across the curriculum, by increasing motivation to learn and by adopting a whole school approach to behaviour management

- To minimize the extent to which the adverse factors impact on the student by providing support for students experiencing family disharmony, bereavement and by adopting a whole school approach to bullying.
- To prepare students for the demands, opportunities, and responsibilities and experience of adult life and their future careers by developing social skills, enhancing self-esteem and increase student involvement in decision-making.

What we aim at is the creation and maintenance of a friendly and caring community in which individuals take responsibility for their own actions. Our rules and regulations are designed to ensure a high standard of behaviour in the community, both in school and outside, and to encourage courtesy and consideration in the conduct of all its members.

The following are the sort of behaviours which are considered to be desirable at all times and which characterize an ordered and well managed school:

- Taking pride in appearance and in the environment
- Offering help and direction to visitors
- Opening doors and making way for others
- Behaving courteously to all members of the school community
- Taking responsibility for the environment to the extent of accepting the need to tidy up after other people and to encourage all others to behave the same way
- Magnanimous behaviour in games
- Respect for property

The school's Behaviour Management Plan includes:

- The code of conduct that is formulated in partnership with the School Council, known as The Student Charter and which sets out the rights and responsibilities of all students
- The roles and responsibilities of teachers with respect to behaviour management
- Mechanisms for achieving a supportive culture and positive learning environment;
- A description of the school's approach to positive behaviour management
- Strategies to respond to diversity and difference in the school community
- Strategies for the prevention of violence, harassment and bullying
- Processes for resolving conflict when problems or issues arise
- Description of the consequences and sanctions that can apply when student behaviour is disruptive and procedures for implementation
- Descriptions of breaches and serious breaches of discipline that have been determined in collaboration with the School Council
- Procedures for informing and involving parents in individualised behaviour management strategies
- Details of assistance available to staff, students and parents and
- Mechanisms for monitoring and reviewing the school's behaviour management plan.

Teaching staff record student behaviour in three main ways:

1. In online behaviour management files that indicate the description of the behaviour and give details of the use of management strategies, including sanctions;
2. In the student's planner by making referrals which can be read by parents and tutors
3. In an online file available to tutors and other teachers as a spreadsheet

Teachers ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:

- The consultation process with parents;
- Referral to student support services within the school or county;
- Referral to outside agencies; and
- A recommendation for suspension or exclusion orders from school.

It is the policy of the school to contact a student's parents and to engage in a consultation process when behaviour management issues are encountered. Parents are informed and engaged in the process for planning individual behaviour management. We encourage parent participation by genuinely seeking information and assistance in the responses to student behaviour.

WHAT SANCTIONS DO YOU USE IF STUDENTS BREAK THE RULES OF THE SCHOOL?

As you might expect, the school has a hierarchy of sanctions it can apply, from small punitive tasks set by a subject teacher to permanent exclusion from the school by the Board of Governors. The range is:

1. Behaviour Referrals

A student who behaves in a manner contrary to the principles below will first be issued with a warning and then, if the offence is repeated, be given a referral

- Behaviour should never hinder or disrupt the education of others.
- All classes should be attended punctually and a student should never leave a class without the permission of the teacher
- All reasonable instructions from any adults working in the school should be followed
- Students at all times should be considerate and polite.
- The school's environment and other people's property must be respected
- The school uniform must be worn appropriately and with pride

Referrals will form the basis of discussion between the pupil and his tutor, or Key Stage Head or Vice Principal or the Headmaster. The more frequent the referrals, the greater the likelihood of other disciplinary measures being invoked.

2. Break time detention

This is a short detention during morning break for minor infractions of rules. Students are denied free time and must report to a designated teacher in a classroom for extra work.

3. Detaining Students After School

A student can be detained after school. This it is not the same as staff taking time at the end of the day to complete work with their class. Regardless of the duration of the detention, it can only take place when the school has written to parents and/or guardians to inform them of the reasons for, and the duration of, the detention.

In certain cases, students can be detained for a period of time on a Saturday morning at the direction of the Vice Principal and/or the Headmaster. The Vice Headmaster keeps records of the use of detention.

Students who fail to meet homework or coursework deadlines are given support in Homework Support, a period of supervised study time held after school on three consecutive days.

4. Withdrawal of Students from School Activities

The withdrawal of students from school activities can be an extremely effective behaviour management practice. It serves to:

- Provide students exhibiting disruptive behaviour with the opportunity to cool down, and reflect on their own behaviour
- Ensure duty of care provisions for other students and staff
- Allow the teacher and the other students the opportunity to teach and learn without disruption.

Students can be withdrawn from:

- One or more specified subjects, up to and including all classes
- Morning and lunch breaks, however, alternative breaks must be provided and students must be supervised and
- Identified school activities or games

A student withdrawn from classes is provided with opportunities to complete assignments or assessments to fulfil course requirements. Students are supervised, with safety and security requirements being met at all times. Records regarding the withdrawal from school activities are kept and parents are informed. Students whose work is unsatisfactory or who have failed to meet deadlines are unlikely to be permitted to represent the school in a sporting activity or any other project.

5. Suspension of a Student from School

Suspension has proven to be an effective behaviour management strategy when it is reserved for serious or persistent breaches of the school's code of conduct. It removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and a resolution process. The processes for imposing suspension are the same for all students. Suspension provides an opportunity for the student, parents, and school staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan.

However, the vast majority of our students are well-behaved and hard-working young people who have made a decision to be part of the Portora community and who are rarely sanctioned. A Discipline Code, like strategies developed for managing behaviour, must encompass all possible infractions, unlikely or not. The fact that the school has a policy on excluding students permanently does not mean it seeks to do so or has cause to do so.

HIERARCHY OF SANCTIONS

This is a diagrammatic representation of discipline procedures that should be read along with our Behaviour Management Policies statements.

Learning support card may be appropriate

1. Teacher Sanctions (See suggestions in Classroom Climate)

2. Offence recorded in Planner (Tutor will see this)

3. 4 mentions in Planner = Break Detention

Consultations between Tutor and others will determine when these stages are appropriate

4. After School Detention (Parents will be notified by Admin)

5. Parents spoken to by telephone

6. Parents invited to meet with Tutor and/or Head of Key Stage

7. Parents invited to meet with Headmaster (possible suspension)

- Serious offences may involve skipping stages
- Saturday morning detentions will be an option
- Stages 3-7 will be recorded on SIMS

WHAT SORT OF BEHAVIOUR COULD RESULT IN A STUDENT BEING SUSPENDED?

A student can be suspended for serious single breaches of school discipline or a series of less serious breaches by which the student will have proven to be unamenable to school discipline. If a student is suspended from school a letter is provided to parents by post. The letter confirming suspension includes

- the reason for the suspension from school
- the duration of the suspension and date that the student may return to school
- information regarding any particular conditions attached to the suspension

A student can be given permission to be on school property for specific activities or programs during a period of suspension. A student entering school property without specific permission will be in breach of suspension conditions. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed.

Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion. When a student has been suspended from school, a consultation meeting may be held with the student and parents so that an individual behaviour management plan for the student can be established if necessary. Information regarding the suspension is to be entered into the school's management information system.

On occasions where suspension of the student is being considered by the Headmaster for a breach of school discipline, the Headmaster may decide to invite the students' parents/carers along with the student to a meeting to discuss the allegations and afford the student an opportunity to offer mitigating circumstances.

If, after considering all of the relevant evidence, including – where requested - explanations from the student and his parent or a person responsible for the student, the Headmaster decides that there are sufficient grounds for the student to be suspended, the student and his/her parent or a person responsible for the student will be notified of the suspension. A student who is suspended remains subject to the school's code of conduct during the period of suspension.

The Headmaster may suspend a student immediately on a precautionary suspension. This will be the case where there is a likelihood that the student's continuing presence in the school will prejudice any investigation or put any students or teachers at risk or prove otherwise disruptive to good order in the school. However, as soon as practicable after the suspension takes effect, the student must be afforded procedural fairness (natural justice). This means that the Headmaster will inform the student and his or her parent/carer of the allegations made against the student (i.e. the reasons for the proposed suspension)

A student who is suspended prior to the end of the school day will not be permitted to leave the school grounds until an arrangement to get the student home before the end of the school day is agreed to by the Headmaster and the student's parent or person responsible for the student. A student who is suspended remains subject to the school's code of conduct during the period of suspension.

Any student who is suspended from school for five or more consecutive school days will be provided with study material during the period of suspension. The student will be expected to submit this work for assessment during and at the end of his period of suspension.

Parents will be informed of the study material made available. A student suspended from school will be given every opportunity to continue with their education program and fulfil course requirements.

UNDER WHAT CONDITIONS MIGHT A STUDENT BE PERMANENTLY EXCLUDED?

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite school intervention.

While the power to suspend a student is delegated to the Headmaster, only the Governing Body can expel him. The Headmaster can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:

- Has threatened the safety of any person on the school premises or participating in an educational program of the school or
- Is likely to cause or result in damage to school or personal property or
- Has significantly disrupted the education instruction of other students

The Board of Governors will also consider excluding

- Any student who over a number of terms has failed to engage with the curriculum or aspects of it despite resources being dedicated to supporting him
- Any student who in other ways has undermined the authority of the school and damaged its standing in the community

When considering a recommendation for an exclusion order the Headmaster will take into account:

- The outcomes of the investigation

- The impact of the offending behaviour on other students and staff
- The student's responsiveness to previous behaviour management plans and strategies
- The ongoing ability of school staff to manage the student's behaviour and education program and
- Any information provided by the student and parents

The Headmaster is responsible for ensuring that the following information will be available to the Governors:

- A clear description of the event(s) leading to the recommendation for an exclusion
- A report of the school investigation as described above
- A record of the student's behaviour, attendance and academic performance
- An overview of earlier attempts to modify the student's behaviour and the effectiveness of these strategies
- A comprehensive list of contacts with the student and parents by subject teachers, Tutor, Head of Key Stage, Housemaster, Vice Principal and Headmaster where appropriate
- Comments and reports, both positive and negative, from school based personnel
- Information about contact with, or intervention from, external agencies where appropriate
- A synopsis of the reasons for making the decision to recommend exclusion

Recommendations for exclusion will only be made after careful consideration of objective evidence. The student and parents will be notified of precisely why a recommendation for exclusion is being considered and be given an opportunity to show why the recommendation should not proceed. The parents and the student will be encouraged to provide information that they consider relevant to the situation.

A meeting of a committee of the Board will meet with the Headmaster to hear his recommendations. The student and his parents will be invited to this meeting to make representation and the Education Welfare Officer of the WELB or its equivalent under ESA will be present to ensure that procedural fairness occurs.

If, having considered the evidence, the committee accepts the Headmaster's recommendation the student and his parents will be informed that the committee will refer the case to a meeting of the full Board of Governors. The student and parents will be invited to attend this meeting.

If the Board of Governors decides to permanently exclude the student, the student and his parents have a further right of appeal to an Appeals Tribunal.

CAN YOU GIVE US SOME EXAMPLES OF BEHAVIOURS THAT WILL LEAD TO SUSPENSION OR EXCLUSION?

- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff
- Physical assault or intimidation of students
- Verbal abuse or harassment of students
- Wilful offence against property
- Activity that offends The Student Charter, Behaviour Management Plan, Classroom or School Rules
- Substance misuse. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category
- Illegal substance offences

There are other serious incidents that are not encompassed by these eight categories which will also attract either suspension or exclusion.

TABLE OF SANCTIONS

This indicates a range of sanctions available to the school

Behaviour	Sanction or Consequence
Lateness to school	Two latenesses in one week will result in a Saturday morning detention Two Saturday morning detentions will be the maximum permitted. Thereafter suspension will be considered.
Lateness to class	Teacher's discretion according to class management policy
Repeated lateness to class	Detention in the first instance leading to Saturday morning detention
Failure to meet homework deadlines	Homework Support: the student will be required to attend Homework Support for three consecutive afternoons in any one week
Failure to meet coursework deadlines	Homework support and/or Saturday morning detention
Disruption in class	Teacher's discretion according to class management policy
Behaviour in class likely to lead to the disruption of the education of other students	Parents invited to interview with Headmaster which could lead to suspension
Failure to engage with the curriculum by repeated failure to complete work or cooperate with teacher in class despite early interventions.	Parents invited to interview with Headmaster which could lead to suspension
Failure to treat other students with respect	This will be dealt with under the school's policy on bullying and is likely to be viewed as an offence leading to suspension.
Failure to treat adults in the school with respect	Parents invited to interview with Headmaster which could lead to suspension. Immediate precautionary suspension will be considered.
Assault on another student	Suspension with exclusion as a possible consequence. PSNI will be informed.
Theft	Suspension with exclusion as a possible consequence. PSNI will be informed. Immediate precautionary suspension is likely.
Vandalism of school or student's property	Depending on the seriousness of the offence, the options in the discipline code will be applied. Suspension will be considered.
Sale or possession of fireworks in school	Parents invited to interview with Headmaster which could lead to suspension. PSNI informed
Sale of foodstuffs, confectionary or drinks to fellow students where the school is prohibited from supplying these	Parents invited to interview with Headmaster which could lead to suspension
Photographing or filming without permission in the school and/or using – or intending to use – the images without permission	Parents invited to interview with Headmaster which could lead to suspension

HOW CAN I MAKE A COMPLAINT ABOUT THE TREATMENT OF MY SON OR DAUGHTER?

The following schemae might help:

I have a concern about how my son or daughter is being treated



I can talk to his or her tutor



If I am still concerned, I can talk to the Head of Key Stage



If I am still concerned, I can talk to the Designated Teacher
(Senior Teacher, Student Support)



If I am still concerned, I can talk to the Headmaster



If I am still concerned, I can talk/write to the Chairman of the
Board of Governors

**At any time, I can talk to the Social Services or
the PSNI CARE Unit (028 66322823)**

HOW CAN I MAKE A COMPLAINT ABOUT THE TREATMENT OF MY SON OR DAUGHTER?

The following schemae might help:

I have a concern about how my son or daughter is being taught



I can talk to the Head of Subject



If I am still concerned, I can talk to the Head of Key Stage



If I am still concerned, I can talk to the Head of Learning Area



If I am still concerned, I can request a Complaint Pro Forma and submit it to the Vice Principal for consideration by the Headmaster and the Senior Leadership Team



If I am still concerned, I can talk/write to the Chairman of the Board of Governors

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