



# **ROYAL SCHOOL DUNGANNON**

## **SCHOOL INFORMATION**

**2016 - 2017**

# THE ROYAL SCHOOL

## DUNGANNON

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**Type of School** Co-Educational Voluntary Grammar School  
(Day & Boarding)

**Headmaster:** Dr D A Burnett, BA, PhD, NPQH

**Chairman of the Board of Governors:** Ven. A.J. Forster, B.A., B.Th.

## **ETHOS OF THE SCHOOL**

The Royal School Dungannon is a co-educational Voluntary Grammar School and Boarding School established by Royal Charter in 1608. The aim of the School is to provide pupils with an opportunity to study a broad curriculum and to develop a life-long love of learning; and to foster an environment within which pupils may seek and fulfil their personal development. There is an expectation that every pupil will always give of his or her best and seek excellence. There is an equal expectation that in seeking excellence each pupil will do so with integrity. The School has a broad Christian ethos and this provides a moral compass for our work but no denomination is favoured and all pupils, from whatever background, are warmly welcomed.

The School's motto is '*Perseverando*' which might best be thought of as 'achieving excellence through perseverance'. More broadly the School is committed to the following Aims.

## **STATEMENT OF AIMS**

- To strive for excellence in all that we do.
- To provide a secure, stimulating and happy environment where life-long learning and academic rigour flourish.
- To foster intellectual curiosity, a spirit of enquiry and a belief in the value of learning as an on-going process.
- To develop well balanced individuals with the intellectual courage to question and to reflect upon life and their learning.
- To nurture each pupil in our care so that he or she feels valued and able to develop into a confident, caring and socially responsible individual.
- To make pupils aware of social and moral problems and of the cultural and spiritual aspects of life.
- To develop a mutually supportive community in which respect, integrity and tolerance inform our thinking and actions.
- To provide opportunities for pupils to acquire skills and interests that will enable them to use their leisure time purposefully, in the present and long-term.
- To ensure that each pupil is known and valued as a person in his or her own right but conscious of their place in a corporate body, where teamwork and competition can thrive together.
- To encourage pupils to embrace opportunities, challenges and change.
- To foster a sense of public service so that the School contributes fully to its broader community.

## **RECENT CAPITAL DEVELOPMENT**

The School completed a huge £8m building programme in 2003. The first phase, handed-over in March 2002, saw the provision of 28 new specialist classrooms in Science, Technology, Art, Food Technology and Information Technology as well as Modern Languages and Mathematics, all en-suite rooms. The second and third phase included the complete refurbishment and renovation of the remaining Upper Campus buildings as well as the creation of a Sixth Form Centre, new Reception Office and Major Entrance, a Music Technology-Recording extension and a Music and Drama Rehearsal Centre.

This led immediately into the final phase which involved the demolition of most of the Lower Campus Buildings, leaving the Gym there as a Centre for Sports. The Lower Campus site now contains one Astro turf pitch, one all-weather hockey pitch and four tennis courts. During summer of 2013 the changing rooms and toilet facilities in the Lower campus building were re-furbished to a high standard, providing improved facilities for the pupils, Dungannon Ladies Hockey Club.

During 2006 major refurbishment work was carried out on the school kitchens and in 2007 the Old Grey Mother building was extensively refurbished including new boiler plant, replacement windows, refurbishment of toilets and changing room facilities and general redecoration throughout. Facilities for disabled access have been improved and major drainage work has been carried out on the Memorial Field. In 2009 a new floor was laid in the Sports Hall and the annexe was converted into a fully equipped Multi Gym area.

There has been a continuous programme of refurbishment, modernisation and upgrades to Boarding facilities each year with a major refurbishment programme undertaken in the summer of 2011 and 2012, to expand the number of beds available in Boarding. Careers facilities have also been upgraded together with an extension to study areas within the Sixth Form Centre. Significant sections of the roof over the Old Grey Mother building were refurbished or replaced in 2012 with solar panels installed during 2013, and most recently pupil and staff toilet blocks were upgraded in the Ranfurly building.

During summer 2016 the boiler plant and associated pipework that provides heat and hot water to the Old Grey Mother building and Kitchen was completely overhauled. Two rugby changing rooms were upgraded to modernise facilities and in addition 40 classrooms and offices were re-painted to maintain the building for the benefit of pupils, staff and visitors alike.

## Curriculum Statement 2016/17

The school week is divided into 50 periods, each 30 or 35 minutes long. The general curriculum structure for Years 8 to 10 is set out below. The Cross-Curricular Skills and Thinking Skills & Personal Capabilities are infused throughout the subjects.

### Key Stage 3 Curriculum

<u>Area of Study</u>	<u>Subjects</u>	<u>Year 8</u> Periods	<u>Year 9</u> Periods	<u>Year 10</u> Periods	<u>Total</u> Periods
<b>Language &amp; Literacy (12%)</b>	<b>English</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Mathematics and Numeracy (12%)</b>	<b>Mathematics</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Modern Languages (9.33%)</b>	<b>French</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>11</b>
	<b>Spanish</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>The Arts (10.66%)</b>	<b>Art &amp; Design</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>8</b>
	<b>Music</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>8</b>
<b>Environment and Society (13.33%)</b>	<b>Geography</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>10</b>
	<b>History</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>10</b>
<b>Science and Technology (17.33%)</b>	<b>Science</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
	<b>Technology &amp; Design</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>8</b>
<b>Learning for Life and Work (9.33%)</b>	<b>Food Technology</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>8</b>
	<b>LLW</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>Physical Education (8%)</b>	<b>PE &amp; Games</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>12</b>
<b>Religious Education (5.33%)</b>	<b>Religious Education</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>8</b>
<b>Other (2.66%)</b>	<b>Information Technology</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>
	<b>Form Period</b>	<b>1</b>			<b>1</b>
<b><u>Totals (100%)</u></b>		<b>50</b>	<b>50</b>	<b>50</b>	<b>150</b>

Pupils entering the School in Year 8 are placed in one of four mixed ability classes. The subjects studied at Key Stage 3 include: English, Mathematics, Science, History, Geography, French, Art & Design, Music, Design & Technology, Food Technology, Information & Communication Technology (ICT), Religious Education, Spanish, Physical Education and Learning for Life and Work (LLW). In Years 9 and 10 pupils remain in their original classes for most of their lessons but are occasionally placed in different teaching sets for some classes to allow for work at an accelerated pace and to provide opportunities in practical subjects. In Years 8, 9 and 10 Learning for Life & Work (LLW) will be delivered in a carousel covering Citizenship, Employability and Personal Development, along with a Drama module.

## Key Stage 4 Curriculum

All pupils in Years 11 and 12 study English (7 periods) and Mathematics (7 periods) for examination at GCSE level. These subjects are taught in 4 streamed classes. Pupils also study at least one Modern Foreign Language for examination at GCSE level and this is selected through the option system. In addition pupils in the top two English Classes (approximately 55% of the year group) study English Literature (1 extra period), and those in the top two Mathematics classes (approximately 55% of the year group) study Additional Mathematics (1 extra period). Pupils in the 4<sup>th</sup> Mathematics class (which is normally smaller than the others) will study a reduced amount of the Higher Tier material and will be able to achieve grades in the range A – D. It is generally the case that the level of Mathematics reached by pupils in the 4<sup>th</sup> set would not be considered suitable for progressing to A Level Mathematics.

Pupils elect to study either Double Award Science (10 periods in Year 11 and 9 periods in Year 12) or each of Physics, Chemistry and Biology (4/5 periods each alternating between Years 11 & 12).

Depending on their Science choice, pupils select either three or four optional subjects (5 periods) including a modern language from the following list:

Art & Design	Food Technology	History	Physical Education
Business Studies	French	ICT	Religious Studies
Computing	Geography	Music	Spanish
Design & Technology			

Pupils who do not study English Literature study a Short Course ( $\frac{1}{2}$  a GCSE) in Religious Studies (2 periods).

Non-examination subjects taken by all pupils include: Religious Education (1 period); Careers Education (1 period in Year 12 only); Learning for Life and Work (1 period); and Physical Education & Games (2 to 4 periods depending on subject choices).

## Sixth Form (Key Stage 5) Curriculum

Year 13 pupils have the choice of studying either three or four subjects at AS Level. In Year 14 pupils have the option of either continuing with all four subjects at A2 Level or dropping down to three subjects. In exceptional cases it may be possible to arrange for a pupil to take two A Levels and one or more AS Levels in Year 14. The subjects offered at Advanced Level are:

Art & Design	English Literature	ICT	Physics
Biology	Food Technology	Mathematics	Politics <sup>#</sup>
Business Studies <sup>#</sup>	French	Media Studies <sup>#</sup>	Psychology <sup>#</sup>
Chemistry	Further Mathematics*	Music	Religious Studies
Design & Technology	Geography	Physical Education	Spanish
Economics	History		

\* Depending on interest and teaching resources and only available as an AS in Year 14.

<sup>#</sup> These subject are taught in St Patrick's Academy through our partnership with them.

Non-examination subjects taken by pupils include: Religious Education, Careers Education, Physical Education and Games.

At Key Stages 4 & 5, it may be possible to arrange other educational pathways to meet the specific needs of a small number of individual pupils through collaboration with other local education establishments.

## SCHOOL HOURS AND HOLIDAYS

The school hours are as follows:

Monday to Friday 8.45 a.m. to 3.35 p.m. The school will be open to receive pupils from 8.15 a.m. All pupils not involved in extra-curricular activity should leave the premises without delay, at 3.35 p.m.

### DAILY TIME-TABLE

7.20	BOARDERS RISE	<i>(SAT: 8.00; SUN: 9.00)</i>
7.50	BOARDERS BREAKFAST	<i>(SAT: 8.30; SUN: 9.30)</i>
8.30	STAFF AND DAY PUPILS ARRIVE	
8.45/8.50	REGISTRATION	
8.55	ASSEMBLY*	
9.10	PERIOD 1	
9.40	PERIOD 2	
10.10	PERIOD 3	
10.40	PERIOD 4	
11.10	BREAK	
11.25	PERIOD 5	
11.55	PERIOD 6	
12.25	PERIOD 7	
1.00	LUNCH	- <i>(Saturday and Sunday 1.00 p.m.)</i> <i>(All pupils dining at home return by 1.45 p.m.)</i>
1.55	PERIOD 8	<i>(Attendance to be recorded on computer.)</i>
2.30	PERIOD 9	
3.00	PERIOD 10	
3.35	School ends.	

\* Each morning pupils attend Main Assembly, Year Assembly, Form Tutor Assembly or House Assembly.

## SCHOOL HOLIDAYS

The dates of school holidays are published annually. Parents are encouraged to keep holidays within these periods when at all possible.

In 2016-2017 the school terms are:-

**CHRISTMAS TERM:** Thursday 25<sup>th</sup> August – Tuesday 30<sup>th</sup> August – Staff Days  
Wednesday 31<sup>st</sup> August – Induction Yr 8, Yr 11 & Yr 13  
School Commences  
**Thursday 1<sup>st</sup> September<sup>st</sup> - Tuesday 20<sup>th</sup> December - All Years**  
Monday 31<sup>st</sup> October –Tuesday 1<sup>st</sup> November – Half Term  
Wednesday 2 November – Staff Day (No School)  
Tuesday 20<sup>th</sup> December – Term ends

**EASTER TERM:** **Wednesday 4<sup>th</sup> January – Friday 7<sup>th</sup> April**  
Thursday 16<sup>th</sup> February- Friday 17<sup>th</sup> February – Half Term  
Monday 20<sup>th</sup> February – Staff Day – No School  
Friday 17<sup>th</sup> March  
Friday 7<sup>th</sup> April– Term Ends

**SUMMER TERM:** **Monday 24<sup>th</sup> April - Friday 30<sup>th</sup> June**  
Monday 29<sup>th</sup> May – Staff training (No School)

The school will open in August when examination results are issued and for advice on higher education.

## ADMISSIONS

Arrangements for parents to obtain copies of the information which the SELB publishes about admissions to all schools in the area may be obtained via Primary School Principals.

Open morning visits for **P7** parents and pupils will be held during the week of 25-27 January 2017.  
An open evening for **P6** parents and pupils will be held on Wednesday 15<sup>th</sup> February 2017 at 7.15pm.

### Numbers of applications and admissions to the school 2014/2015, 2015/2016, 2016/2017

<b>APPLICATIONS AND ADMISSIONS TO YEAR 8</b>			
<b>Year</b>	<b>Admissions No</b>	<b>Total Applications All Preferences</b>	<b>Total Admissions</b>
<b>2014/2015</b>	93	95	88
<b>2015/2016</b>	93	137	94*
<b>2016/2017</b>	93	121	94*

\*Includes supernumerary pupils

### Admission at other than Year 8 entry

#### Criteria for entry to Years 9-12

A pupil will be considered for admission by the School's Admissions Committee to Years 9-12 when:

1. The School's enrolment number has not been reached.
  2. The admission number for the Year Group to which the applicant is seeking entry, based on the admissions number for Year 8, has not been reached. The current admissions number for Year 8 is 93.
  3. If undersubscribed, as set out in and 1 and 2 above, then a pupil will be admitted unless the admission of a pupil would prejudice the efficient use of resources in the School.
1. If more applicants apply for admission to a Year Group in the School than the places available then the Admissions Committee will apply the Additional Considerations set out below.

The Additional Considerations will be applied in the order stated below.

(i) Pupils who have a child of the family, at the time of application, currently attending or who previously attended the school (details to be supplied); or pupils who are the eldest child in the family

(ii) Pupils who are entitled to Free School Meals

(iii) Pupils with a parent or guardian who is a former pupil of the Royal School Dungannon or the former Dungannon High School for Girls (name and date of attendance to be supplied)

(iv) Pupils ranked by the initial letter of surname (and if necessary, subsequent letters), as entered on the birth certificate, in the order set out below:

## H X R G A Z N I E M C J U B D P S K V L O W Q F T Y

- Children will be selected for admission on the basis of the initial letter of the surname as it appears on the birth certificate.
- Where surnames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission.
- Where children have the same surname, the initial letter of the first forename as it appears on the birth certificate will be used for admission.
- Where the first forenames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission.
- Where no priority can be established by means of this comparison the child with the shorter first forename will be prioritised for admission.
- In the event that two or more children have identical surnames and forenames then the oldest pupil shall be admitted first (established by date of birth as entered on the birth certificate).

(v) The School wishes to continue its tradition of accepting children from a wide catchment area, irrespective of the proximity of their homes from the School. If however, after criteria 4(i) to 4(iv) have been exhausted it becomes necessary to make a final selection, priority will be given to the child whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the child's home to the front entrance of the School's main administrative building. The child's home address will be verified by the school.

The School places a strong emphasis on a pupil's willingness to participate in the broader life of the School, such as sports (including Saturday games), music, drama and a large number of clubs and societies and all those applying for admission should be willing to support the School's ethos of active involvement in the life of the School.

### **Criteria for admission to the Sixth Form (Year 13) by pupils from another school when places are available**

After the completion of the admissions process to the Sixth Form (Year 13) for pupils currently attending the Royal School Dungannon and undertaking GCSE studies in Year 12, the School will consider applications from pupils in other schools.

A pupil from another school will be considered for admission to Year 13 by the School's Admissions Committee on the basis of:

1. The School's enrolment number has not been reached.
2. Availability of places in AS subjects selected for study.
3. At least six GCSE passes (or equivalent qualification) at grade C or better, including;
  - a. A minimum of 16 points at GCSE (where A\* = 4; A = 3; B = 2; C = 1 points)
  - b. Grade B or better in subjects selected for study at AS Level
  - c. If AS subjects selected have not been studied at GCSE level then a grade B or better in a related subject
  - d. If wishing to study Mathematics or Physics at AS Level then a grade B or better in GCSE Further Mathematics
4. If undersubscribed, as set out in and 1 and 2 above, then a pupil meeting the criteria set out in 3 above will be admitted unless the admission of a pupil would prejudice the efficient use of resources in the School.

2. If the School's enrolment number has not been reached and more pupils apply for places than there are places available then the Admissions Committee will admit pupils on the basis of the rank order of their respective total points score at GCSE, with those achieving higher scores being allocated places before those with lower scores.

3. If more than one pupil is eligible for the last remaining place(s) because they have equal GCSE points scores, then the final place(s) will be allocated using the Additional Considerations as set out below and in the order stated.

7. The Additional Considerations will be applied in the order stated below.

(i) Pupils who have a child of the family, at the time of application, currently attending or who previously attended the school (details to be supplied); or pupils who are the eldest child in the family

(ii) Pupils who are entitled to Free School Meals

(iii) Pupils with a parent or guardian who is a former pupil of the Royal School Dungannon or the former Dungannon High School for Girls (name and date of attendance to be supplied)

(iv) Pupils ranked by the initial letter of surname (and if necessary, subsequent letters), as entered on the birth certificate, in the order set out below:

**H X R G A Z N I E M C J U B D P S K V L O W Q F T Y**

- Children will be selected for admission on the basis of the initial letter of the surname as it appears on the birth certificate.
- Where surnames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission.
- Where children have the same surname, the initial letter of the first forename as it appears on the birth certificate will be used for admission.
- Where the first forenames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission.
- Where no priority can be established by means of this comparison the child with the shorter first forename will be prioritised for admission.
- In the event that two or more children have identical surnames and forenames then the oldest pupil shall be admitted first (established by date of birth as entered on the birth certificate).

(v) The School wishes to continue its tradition of accepting children from a wide catchment area, irrespective of the proximity of their homes from the School. If however, after criteria 7(i) to 7(iv) have been exhausted it becomes necessary to make a final selection, priority will be given to the child whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the child's home to the front entrance of the School's main administrative building. The applicant's home address will be verified by the school.

**Criteria for requesting any extra places made available by the Department of Education for admission into Year 13 (Sixth Form)**

The Department of Education may, on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for Sixth Form study and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in the Royal School Dungannon.
2. Pupils from other schools where admission to an extra place at the Royal School Dungannon has been agreed by the Department of Education.\*

\*Parents should note how the Department of Education will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will first check whether there is another school or schools of a type suitable for that pupil within an hour's journey of where the pupil lives. If there is, DE will then check whether this other school or schools may provide all of the post-16 courses that the pupil wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue then DE will agree a school's request for an extra place.

**What is a school of a type that is suitable for a pupil?** To determine this, DE first considers all schools to be one of 4 types: (1) denominational (2) non-denominational (3) Integrated and (4) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any other school or school from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in Year 12.

The School places a strong emphasis on a pupil's willingness to participate in the broader life of the School, such as sports (including Saturday games), music, drama and a large number of clubs and societies and all those applying for admission should be willing to support the School's ethos of active involvement in the life of the School.

### RELIGIOUS EDUCATION

1. All pupils are expected to follow the time-tabled course for Religious Education throughout the School.
2. This will normally be three Periods in Years 8 and 9, two periods year 10 and one period in Years 11 to 14.
3. Parents have the right to withdraw their children on grounds of conscientious objection by informing the Headmaster in writing on the first day, or earlier, of each School year in which the child continues in the School.
4. Children of all faiths and none traditionally have studied Religious Education in the School. There is no attempt to proselytise through the RE programme but rather to inform and educate, it has very often been thought to be of advantage to children coming from different cultural or religious backgrounds to understand the predominant culture of the country in which their child is being educated. Those teaching RE are advised to be sensitive to any differences in background and that any embarrassment would be carefully avoided for all such children.
5. The Key Stage 3 RE curriculum has been agreed by all of the main churches (Protestant and Roman Catholic) and is delivered in every school throughout Northern Ireland. At examination Key Stage 4 and Key Stage 5 there is also a common curriculum.
6. RE can be chosen as an examination subject and studied at GCSE level (either as a full or short course) and at AS and A2 level, and it continues to be a popular choice.
7. In addition Year 11-14 non-examination RE classes address various moral issues of topical and career importance with spiritual or religious connotations such as gambling, sexuality, abortion,

marriage, drugs, alcohol, euthanasia, the death penalty, etc. Pupils are encouraged to become autonomous thinkers and to respect the views of others.

### **SPECIAL EDUCATIONAL NEEDS**

In those cases where additional education provision is necessary, provision will initially be made in-school. Where specialist advice and assistance is necessary, support will be sought from the appropriate team in the SELB. The school's Special Educational Needs Co-ordinator provides Individual Education Plans and with the team of domestic/classroom assistants helps pupils who have a disability or specific learning need.

### **HOMEWORK**

The school places a strong emphasis on the importance of homework. In September a homework timetable is issued to every pupil in Years 8 - 12. In Years 8 – 10 an average of four home-works in different subjects are given for each day which increases to 4 or 5 per day for Years 11 & 12. Each home-work should last about 20-25 minutes in Junior Years and 30 minutes in Years 11 and 12. English essays may take about an hour. GCSE requires the completion of coursework or controlled assessment in many subjects and much of this work will be completed out of class. It is important that pupils produce the work on the dates set by the subject teachers.

In the Sixth Form an average of four to five home-works, each an hour long, may be given per week in each subject, but this can vary according to the nature of the subject and the specific task.

If home-works are finished before the time suggested, pupils should always revise, prepare for the next day or do some related work. If too little or too much time is being taken on home-works in the Junior School, parents should contact the Form Tutor.

### **ANNUAL ATTENDANCE RATE**

The annual attendance rate in the 20015/2016 year was 95.6%.

### **PASTORAL CARE**

The school seeks to provide a safe and caring environment where pupils have the opportunity to develop their self-confidence and reach their academic potential in an atmosphere of mutual respect.

The pastoral structure is led by the Senior Teacher (Pastoral) supported by seven Heads of Year. Each Head of Year leads a team of four Form Tutors (including the Head of Year). As far as is possible within the staffing of the school the four Form Tutors and particularly the Head of Year will remain with the group throughout their school career. The responsibility for the personal, social and academic development of the pupils in each year group rests with the Head of Year and Form Tutors. The Heads of Year focus on the pastoral needs of pupils, including issues of behaviour, discipline, attendance, punctuality, welfare and rewards. The Form Tutor is focused upon day to day pastoral matters with his or her pupils, including registering the pupils each morning.

There are also three Heads of Key Stage who monitor pupils' academic progress. Although the Heads of Key Stage are not directly involved in day-to-day pastoral work, they provide on-going information regarding pupils' academic progress which is useful for the pastoral team when considering the needs of pupils. The interaction of the Heads of Key Stage and the Heads of Year is an important aspect of the pastoral and curriculum system.

Form Tutor groups meet each morning for registration, with Form Tutor and Year assemblies taking place weekly and fortnightly respectively plus Key Stage assemblies on 3-4 occasions each term. It is the role of the Head of Year and Form Tutors to raise awareness of the ethos of the school and its rules and to encourage participation in extra-curricular activities.

In the event of individual pastoral issues parents initially contact the Form Tutor who will involve the Head of Year or Senior Teacher (Pastoral) where necessary. Close contact between parents and the School is welcomed.

The school also offers a specialist counselling service provided by the Department of Education Independent Counselling Service for Schools. This is an excellent additional service which supplements the pastoral system and supports pupils who are facing a significant difficulty in or out of school.

## **THE HOUSE SYSTEM**

The **House System** complements the pastoral work of the Heads of Year and Form Tutors and contributes to the pupils' sense of belonging to the school community. There are four school Houses led by House Teachers and pupil officials drawn from the VI Form. The aims of the House system are:

- to increase the sense of identity and belonging in what is for virtually all pupils a much larger school than their Primary schools. (Each Year 8 pupil has a Year 14 "buddy" to help in the transition and during the first year)
- to provide a vertical age-grouping smaller than the whole school, where pupils in Years 8-14 can mix and where older pupils lead activities and act as role models for the younger pupils.
- to promote pupil participation in inter-House competitions and a healthy, friendly rivalry when competing for the various House trophies.
- to encourage high standards of work, play and behaviour

## **DISCIPLINE - GENERAL POLICY**

The school provides a safe and caring environment where pupils have the opportunity to develop their self-confidence and reach their academic potential in an atmosphere of mutual respect.

Staff/pupils relationships are excellent and all teachers provide guidance and encourage high standards of behaviour. A positive behaviour policy is promoted with the aim of encouraging pupils' self-discipline. Pupils are expected to take ownership and responsibility for their behaviour so that trust and respect may develop between all members of the school community.

The School has traditionally believed that the best discipline is that which comes from within the individual. Many of its activities and practices are designed to underline and inculcate this belief. When pupils do find themselves involved in an incident they will be asked for their views and these will always be taken into account. The School's anti-bullying policy places an emphasis on creating an ethos where pupils support each other and do not stand by when others are being bullied but report the matter to a teacher. The school rules (No. 5, 6 and 7) show the importance placed on protecting pupils from cyber bullying.

***The School Rules*** are contained in the pupils' School Diary. It is part of the Admissions Agreement which each parent/guardian signs in enrolling a pupil at the School, that they will do all within their power to ensure the full co-operation of their children with all the Rules and to support reasonable sanctions which may have to be imposed. Parents have a right to be consulted and informed about sanctions which the School feels obliged to impose and to make representations about disciplinary matters or sanctions as they apply to their children. Parents and the School have the responsibility to consider not only the impact of discipline upon children but also the impact of indiscipline on other pupils in the classroom and around the grounds and premises, on transport to and from school and in any areas where they wear school uniform outside school. The school reserves the right to exercise its discipline on all school occasions, activities, trips and outings, including pupils' behaviour going to and from school or whilst out of school in school uniform.

Very little use has to be made of the range of available sanctions which range from a Friday afternoon detention for minor infringements and Saturday morning Detention for serious ones, to suspension for such offences as bullying, vandalism, repeated serious infringements, fighting, stealing, smoking etc. On rare occasions serious offences may lead directly to suspension or expulsion without necessarily having had prior detentions. The use of or passing on of drugs will result in immediate suspension, and possibly expulsion, for which there is a separate policy. Pupils who are involved in behaviour or activities which are the subject of police investigation or who are found guilty of civil or criminal offences in a court of law are liable to be suspended and/or expelled or to have other suitable sanctions imposed by the Headmaster.

## School Uniform Regulations (May 2016)

### Boys' Uniform (May 2016)

1. A single-breasted regulation RSD **blazer** (to be worn throughout the year).
2. An RSD tie. Only Junior School ties are available in the shops. The Senior School tie is available from the Bursar's office.
3. A white shirt, buttoning at the neck.
4. Mid-grey worsted regulation trousers. (Light grey, charcoal or black are **not** acceptable). Exaggerated styles are not permitted. No turn-ups or pleats. Belts (if worn) should be plain black or dark brown with plain buckles.
5. Plain black shoes. Shoes with very heavy soles or high heels and other exaggerated styles are not permitted, as are parti-coloured footwear and laces. **Boots are not acceptable i.e. anything above ankle height.**
6. Socks should be plain and dark in colour (grey, black, navy).
7. If pullovers are worn, they should be of the RSD regulation type in plain mid-grey, finely-knit with a v-neck. The V neck ribbing is not broader than 1 cm. (approx.). Currently "BALMORAL" is the only acceptable make.
8. Navy blue, brown, black or grey coats and any other approved outer wear are acceptable. The wearing of hoodies either under or over a blazer is not acceptable.
9. Outdoor uniform may include an RSD scarf (or a Senior School college-type scarf, available only from school). Baseball caps and 'beanies' are not permitted.
10. Boys are not permitted to wear jewellery with school uniform. This includes studs or sleepers in pierced ears and wristbands. Jewellery worn in school may be confiscated. In the Sixth Form a single ring on each hand may be worn provided it is not considered to be potentially dangerous to the wearer or others. Tattoos are not permitted to be visible at any time.
11. Hair should be worn in a reasonable manner. Excessive hairstyles (e.g. unnatural colours, tightly shaven sides, mohican) are not permitted. Hair gel should not be used for "spiking" styles. Hair dye or tints, if used, must not alter the normal appearance excessively and colouring should only be single, natural and neutral tones. Boys' hair which covers the collar, or which falls over their eyes or face is regarded as being too long for school. Boys are also required to be cleanly shaven.
12. Books should be carried in a schoolbag which gives good protection against wear and tear; shopping bags and baskets are not considered suitable.

The regulations about uniform will be enforced and pupils who infringe them may be sent home.

Those who are in any doubt about the interpretation of the regulations should consult their Form Tutor **before** buying new clothes or footwear for school. Parents are advised to contact the school if they have any further queries.

Boys seeking temporary permission to wear to school some article of clothing that does not conform with the regulations should bring a note from home to their Form Tutor.

Pupils representing the school in sports fixtures may wear a full RSD tracksuit as directed by the teacher/coach in charge.

## Uniform and Equipment for Boys' PE and Games (May 2016)

### Compulsory Items for PE classes (and athletics in the summer term):

- A regulation school t-shirt (preferred)\*
- A pair of regulation school rugby shorts
- A pair white ankle socks
- A pair of sports trainers with non-marking soles
- A pair of swimming trunks

### Compulsory Items for Games classes (rugby in winter and spring terms):

- A regulation school rugby shirt
- A pair of regulation school rugby shorts
- A pair of regulation school rugby socks
- A pair of rugby boots
- A mouthguard
- A sports bag

### Optional Items:

- A regulation school waterproof smock jacket
- A pair of regulation tracksuit bottoms (preferred) +
- A House rugby shirt. This is an acceptable alternative for wearing at rugby practice (but not for matches and may assist with laundry turnaround as boys will be involved in rugby practices up to three times per week.

\* Boys may wear a plain white t-shirt (ie manufacturer's small logos only) instead of the regulation badged t-shirt and a pair of white ankle socks instead of a pair of regulation rugby socks for PE.

+ Non regulation tracksuits must be navy in colour, with manufacturers' small logos only.

For after school and Saturday morning rugby practices boys may wear replica rugby shirts and socks associated with club, provincial and international teams. Black training shorts are also acceptable.

Should a pupil have a legitimate medical reason for not being able to wear a mouthguard, this should be communicated and supported by a submission in writing and confirmed by a recognised medical practitioner/dentist to the school. The teachers and coaches will educate and remind pupils of the importance of wearing a mouthguard, and will regularly check pupils have their mouthguards at the start of a match or at training. If a pupil decides to not wear a mouthguard, or removes the mouthguard during play, then this will be done at the pupil's own risk.

Pupils selected for the school cricket teams will need a plain white T-shirt, predominantly white trainers and navy tracksuit bottoms or cricket "whites". Cricket "whites" and collared shirts will be worn by the senior teams i.e. U15s and 1<sup>st</sup> XI.

**All items of clothing and games equipment should be clearly marked with the owner's name.**

**Only the Authorised Stockists and the School can be relied on to give correct advice on the details of the School Uniform:-**

G. Cuddy Drapery, 10 Market Square, Dungannon Tel: 028 87 722325

H.L. McMullan Drapery, Scotch Street, Dungannon Tel: 028 87 722833

Pauls Drapery, 5 The Linen Green, Moygashel, Dungannon Tel: 028 87 724875

## Girls' Uniform (May 2016)

1. A single-breasted regulation RSD blazer (to be worn throughout the year).
  2. An RSD tie. Only Junior School ties are available in the shops. The Senior School tie is available from the Bursar's office.
  3. A long-sleeved white shirt, buttoning to the neck. (Short sleeved may be worn in the summer term.)
    - 4.(a) **Years 8, 9 and 10**
      - (i) A RSD regulation kilted skirt (mid knee length).
    - (ii) If pullovers are worn, they should be of the RSD regulation type in plain mid-grey, finely-knit with a v-neck. The V neck ribbing is not broader than 1 cm (approx.). Currently "BALMORAL" is the only acceptable make.
    - (iii) White knee socks or mid-grey thick plain school tights may be worn. Up to the October half term break and in the Summer Term, white ankle socks may be worn. For illustration purposes only, the following are examples of suitable tights:  
<http://www.marksandspencer.com/3-pairs-of-school-tights/p/p22158261>  
<http://www.clothingattesco.com/socks+underwear/f+f-3-pack-of-super-strength-tights/invt/ab539116>
  - 4.(b) **Years 11 - 14**
    - (i) A RSD regulation mid-grey skirt (pencil with two short pleats at the front and back). The only suitable make is sold under the trade name KK Model. **Skirts must be mid knee length (or longer). Parents should ensure that this rule is observed as it will be enforced strictly at school. When skirts are bought they should be long enough to allow for growth during the year.**
    - (ii) If pullovers are worn, they should be of the RSD regulation type in plain mid-grey, finely-knit with a v-neck. The V neck ribbing is not broader than 1cm (approx.) Currently "BALMORAL" is the only acceptable make.
    - (iii) Mid-brown nylon tights or mid grey thick plain school tights or mid grey 60 denier (or more) tights may be worn. For illustration purposes only, the following are examples of suitable tights:  
<http://www.marksandspencer.com/3-pairs-of-school-tights/p/p22158261>  
<http://www.clothingattesco.com/socks+underwear/f+f-3-pack-of-super-strength-tights/invt/ab539116>  
<http://www.marksandspencer.com/2-pairs-of-60-denier-opaque-tights/p/p22120041>
5. Plain, flat broad heeled sturdy shoes in black. No other colours are permitted. Low-cut, pointed, light-weight shoes are not considered acceptable. Heels must not be higher than 3cm for safety reasons. No narrow or stiletto heels allowed. Boots may be worn in severe weather, but they should be changed to shoes on arrival at school.
6. A navy blue, brown, black or grey school overcoat (to cover blazer), straight or belted, with or without hood. The wearing of hoodies either under or over a blazer is not acceptable.
7. Outdoor uniform may include an RSD scarf (or Senior School college-type scarf - available only from school).
8. Girls in Years 8-12 are not permitted to wear jewellery with school uniform; this includes studs or sleepers in pierced ears and wristbands. Jewellery worn in school may be confiscated. Only in the Sixth Form a single ring on each hand may be worn provided it is not considered to be potentially dangerous to the wearer or others. Girls in Years 13 and 14 only are allowed to wear a single stud earring in each ear, in silver or gold, on the lower lobe. No other style of earring is permitted, nor is the wearing of multiple earrings or earrings higher on the ear. Girls choosing to wear earrings will not be permitted to wear these during PE or Games and the earrings must be removed and stored safely in accordance with PE department instructions. Tattoos are not permitted to be visible at any time.
9. Girls are required to keep their hair tidy. Hair should be worn in a reasonable manner. Excessive hairstyles (eg unnatural colours, tightly shaven sides, mohican) are not permitted. Hair gel should not be used for "spiking" styles. Hair dye or tints, if used, must not alter the normal appearance excessively and colouring should only be single, natural and neutral tones.
10. Nail varnish may not be worn in school. Girls are permitted to wear light foundation makeup to cover skin blemishes and it must be natural in appearance. Girls may also wear **light, natural** eye make and a **natural** coloured lip gloss if desired.
11. Books should be carried in a schoolbag which gives good protection against wear and tear; shopping bags and baskets are not considered suitable.

The regulations about uniform will be enforced and pupils who infringe them may be sent home.

Those who are in any doubt about the interpretation of the regulations should consult their Form Tutor **before** buying new clothes or footwear for school. Parents are advised to contact the school if they have any further queries.

Girls seeking temporary permission to wear to school some article of clothing that does not conform with the regulations should bring a note from home to their Form Tutor.

Pupils representing the school in sports fixtures may wear a full RSD tracksuit as directed by the teacher/coach in charge.

## **Uniform and Equipment for Girls' PE and Games** (May 2016)

### **Compulsory Items for PE classes (and athletics in the summer term):**

- A regulation polo shirt (preferred)\*
- A regulation maroon skort
- A pair of regulation hockey socks\*
- A pair of sports trainers with non-marking soles
- A one-piece swimming costume

### **Compulsory Items for Games classes (hockey in the winter and spring terms):**

- A pair of regulation hockey socks
- A mouthguard
- A hockey stick#
- A sports bag or hockey bag

### **Optional Items:**

- A regulation waterproof smock jacket
- A pair of regulation tracksuit bottoms (preferred)+
- A regulation hoodie

\* Girls may wear a plain white polo shirt (ie manufacturer's small logos only) instead of the regulation school badged polo shirt and a pair of white ankle socks instead of a pair of regulation hockey socks for PE.

# Girls who do not already have a hockey stick, will be given advice regarding purchase by the PE Staff at the start of the year.

+ Non regulation tracksuit bottoms must be navy in colour, with manufacturers' small logos only.

Leggings are NOT to be worn during normal indoor PE classes when full RSD regulation PE kit should be worn. Girls are permitted to wear regulation tracksuits or plain black or navy sports (i.e. not fashion) leggings during games, outdoor PE classes and after school practices as an alternative to the normal skort. If in doubt, girls should come prepared for both indoor and outdoor activities. In addition, girls may also wish to wear the waterproof smock jacket or hoodie for outdoor activities.

Should a pupil have a legitimate medical reason for not being able to wear a mouthguard, this should be communicated and supported by a submission in writing and confirmed by a recognised medical practitioner/dentist to the school. Our teachers and coaches will educate and remind pupils of the importance of wearing a mouthguard, and will regularly check pupils have their mouthguards at the start of a match or at training. If a pupil decides to not wear a mouthguard, or removes the mouthguard during play, then this will be done at the pupil's own risk.

It is also recommended that pupils who are selected for hockey teams wear astro turf trainers.

**All items of clothing and games equipment should be clearly marked with the owner's name.**

**Only the Authorised Stockists and the School can be relied on to give correct advice on the details the School Uniform:-**

G. Cuddy Drapery, 10 Market Square, Dungannon    Tel: 028 87 722325  
H.L. McMullan Drapery, Scotch Street, Dungannon    Tel: 028 87 722833  
Pauls Drapery, 5 The Linen Green, Moygashel, Dungannon    Tel: 028 87 724875

## **SPORTS POLICY**

1. **GENERAL** The School will provide as wide a range of sports as is reasonably possible for the minimum number of pupils possible in each sport.
2. **OPPORTUNITY** The School will provide a high level of opportunity for as many pupils as possible to participate in competitive sports, team sports and individual recreational activities.
3. **PURPOSE** The purpose of sport is both to provide healthy activities for the benefit of body, mind and soul and to provide opportunities for social intercourse, the exercise of leadership skills, the acquisition of team skills and patterns of living which will endure for a life time.
4. **SCOPE** The School will seek to have the widest possible links throughout the Province, Ireland, the United Kingdom and further afield in sporting pursuits. There is a particular emphasis on links with schools which come from a different political and religious tradition and with schools in Chile, Australia, New Zealand, Zimbabwe and South Africa. To this end the school will do all in its power to assist financially and physically the undertaking of tours throughout the United Kingdom and further afield, on a regular basis.
5. **CURRICULUM** PE is compulsory for all pupils throughout the School except on the production of medical exemption certificates.
6. **EXTRA CURRICULAR SPORT** is compulsory in Years 8 - 12 except on the grounds identified in Paragraph 5 (above). In Years 13 and 14 extra-curricular sport is encouraged strongly.
7. **ETHOS**
  - (i) **Money:** The school believes that the highest ideals of sport are achieved through the amateur pursuit of sport and games but that where there are strong links with the professional game the dangers inherent in that approach will be made apparent to the pupils.
  - (ii) **Drugs and Alcohol:** The school embraces an anti-drugs policy in all areas of life: this is particularly important in the sporting arena. Consequently there will be strong educational guidance given as to the dangers and demerits of the use of drugs in sport. The approach to alcohol, given its greater presence in society, will be at least as emphatic and will be positively forbidden in connection with any sporting activities, tours, sportsmanship etc.
  - (iii) **Appearance and Image:** The school sees its inter-schools sporting involvement as an opportunity to represent the traditions and ethos of The Royal School which have been built up over centuries. To this end the teams will be taught to take a pride in their appearance on and off the sports field, to show generosity in defeat and graciousness in victory.
  - (iv) **Role:** It will discourage the cult of the personality and the 'Prima Donna', and foster the strongest possible element of the individual being subordinate to the whole team, yet playing a vital part of that team.
  - (v) **Philosophy:** It will be a strong pillar of the school's philosophy that whilst all pupils will strive to reach their maximum potential in sport, one individual will be valued as highly as the next regardless of his or her ability.
  - (vi) **Participation:** Participation, therefore, is everything and success, both personal and team, is important but secondary.
  - (vii) **Respect:** Respect for one's opponent and acceptance of the Referee's/Umpire's word as final are considered to be paramount as is respect for the rules and laws of the games themselves.

8. **STAFF DEVELOPMENT** All members of Staff who participate in coaching teams will be given every opportunity to improve and practice their coaching skills by participating in courses deemed to be relevant and useful, provided by the governing bodies of major games. Where possible they will be assisted to pursue their own sport if at a high level of performance.
9. **GROUNDS** The School plans to provide equal facilities for boys and girls of a high quality, adequate to the needs of the teams it turns out on a regular basis, well maintained attractively presented so that a sense of pride is achieved in the whole impact of RSD sport upon those who come to take part in sport in the school grounds.

In Years 8 - 10 pupils normally have 4 periods of PE and Games; in Year 11 and 12 they have 2 to 4 periods depending on subject choices and in Sixth Form they have 2 periods of Games.

A wide range of sports is available to pupils and the School has a long and proud tradition of sporting prowess particularly in Rugby, Hockey, Cricket, Athletics and Shooting. A wide variety of other team and individual sports is available including basketball, tennis, badminton, weights, cross-country, swimming, volleyball, netball, indoor soccer and table tennis.

Set in grounds comprising nearly 50 acres of beautiful playing fields, woods and buildings the sporting facilities are excellent. They include 4 rugby pitches, 1 all-weather hockey pitch and 1 Astroturf pitch, 200m athletic track and 1 jumping pit, 4 tennis courts, 3 outdoor cricket nets, a cricket square and a handball alley. Cross country running facilities exist within the school campus and it is also suitable for orienteering. Indoor facilities include a Sports Hall (with 3 badminton courts and a training area), a fully equipped fitness suite which includes cardio-vascular machines and resistance stations, a gymnasium (fully equipped with wall-bars and beams), an indoor cricket net and a shooting range. The School also has the use of another cricket square and the Council-owned Leisure Centre and Swimming Pool, which are a within five minute walk of the School.

## **EXTRA-CURRICULAR ACTIVITIES**

A wide range of extra-curricular activities is provided by the Staff on a voluntary basis. The School has a strong emphasis on sport, particularly rugby and hockey and the games provided are listed in the previous section. There are numerous clubs and societies which operate mainly at lunchtime and after school. These include: Dramatic Society, Concert Band, Brass Ensemble, Choirs (Chamber, Senior and Junior), The Royal Strings, Public Speaking & Debating Society, Charities Committee, News/Magazine committee, Website Team, Computer Game Design Club, Quiz teams, Scripture Union (Senior & Junior), Riding Club, Duke of Edinburgh Award Scheme, Book Club, Science Club Young Enterprise Company & Chess Club.

The Dramatic Society gives a public performance each year, a School Magazine is produced annually and the Music department provides concerts each year.

Educational visits in Ireland, the United Kingdom and abroad are an important part of extra-curricular activities and are offered by a number of subject Departments.

The annual Dilworth Scholarships enable four pupils each year to spend a year in New Zealand. Pupils are also encouraged to enter for awards and bursaries, e.g. the Spirit of Enniskillen Bursary.

## **CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE**

The importance of effective careers education within schools has never been greater. The increased choice of education and training pathways available to young people, the modularisation of the curriculum and the need to develop key employability skills, place careers education at the heart of the curriculum. This centrality is recognised in RSD.

The aim of our Careers Education programme is to enable young people to acquire the skills, attitudes and abilities they will need to chart their path through life with confidence. It is hoped that our pupils will develop self-awareness, an awareness of the range of opportunities available and the decision making skills to prepare and keep under review their personal career plan.

The school provides a well-equipped and modern Careers Library where pupils have access to a wide range of reference material. In Years 8, 9 and 10 all pupils have Learning for Life and Work each week. Time is spent covering Employability, which introduces pupils to Careers. In the Senior School pupils in Year 11 have one period of Learning for Life and Work each week and part of the year is spent on Employability. All pupils in Years 12-14 have one period of Careers Education each week. Pupils spend time on their personal career plans and study topics such as CVs, application forms, interviews and student finance. In addition pupils in Sixth Form can spend individual research time in the Careers Library. We run an "Interview Skills Day" for Year 14 pupils each November, culminating with each pupil having a mock interview. Although initially daunting, pupils have really enjoyed and benefited from this experience.

Sixth Form pupils have the opportunity to attend the UCAS Higher Education Convention at which they can meet representatives of most of the UK's universities and colleges. Staff from the local universities and colleges also visit the school and deliver talks to Year 13 pupils whilst Year 14 pupils have the chance to attend university open days. Sixth Formers have the opportunity to participate in work shadowing and to attend open days in a number of professions, hosted by hospitals and clinics.

Pupils use a range of up to date I.T. Careers resources. At Key Stage 3 classes are introduced to "J.E.D." the Job Explorer Database on which they can complete a Personal Interest and Subject search. The Careers Department is involved in helping pupils with their GCSE and A level subject choices. Senior pupils make use of a wide range of websites and I.T. resources such as "Career Ideas", an online career guidance program. The school has close links with the Careers Service N.I. and all Year 12 pupils have an individual interview with the Careers Adviser.

## **STEPS TAKEN TO DEVELOP LINKS WITH THE COMMUNITY**

Cross community work borne out of Education for Mutual Understanding (EMU) continues to be at the heart of RSD and is provided through a wide range of stimulating curricular and extra-curricular activities.

In RSD, EMU emphasised the need for self-respect and respect for others. Much of this takes place in the classroom, but the practical outworking and application of what goes on within the curriculum is expressed to a large extent in the wide-ranging curricular and extra-curricular activities which cement relationships within the school and within the community. As individuals and as groups they gain much in terms of integrity, respect, co-operation, and teamwork.

RSD's commitment to EMU has been best demonstrated in the partnership with St. Patrick's Academy and St. Patrick's College under the auspices of the Sharing Education Programme (SEP). As part of the SEP pupils from both schools undertake lessons together in some subjects and participate in broader enrichment opportunities. These have included joint Irish History Conferences, joint Duke of Edinburgh Award expeditions, joint Art exhibitions and a variety of careers and university events. There was a commitment to sustaining such activity in the period after the formal conclusion of SEP in 2013 and the two schools are now involved in a new Shared Education programme for 2015-19.

RSD pupils at different levels throughout the school year engage in a variety of activities at inter-school, cross-community, national and international level. Examples are found in Public Speaking and Debating, rugby and hockey, musical competitions and drama, community service (including working in a local special school) and visiting the elderly and infirm.

## **DRUGS AND SUBSTANCE ABUSE POLICY**

### **1. GENERAL STATEMENT**

- 1.1 RSD condones neither the misuse of drugs or alcohol by members of the School nor the illegal supply of these substances.
- 1.2 RSD is committed to the health and safety of its members and will take action to safeguard its members.
- 1.3 RSD acknowledges the importance of its pastoral role in the welfare of young people through the general ethos of the School and will seek to encourage pupils in need of support to come forward.

### **2. POLICY AIMS**

- 2.1 RSD believes in and supports the following educational aims in respect of substance use and misuse:
  - 2.2 To provide accurate information about substance.
  - 2.3 To increase understanding about the implications and possible consequences of use, abuse and misuse.
  - 2.4 To widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and Aids.
  - 2.5 To seek to minimise the risks that users and potential users face.
  - 2.6 to enable young people to identify sources of appropriate personal support.

### **3. HOW THESE AIMS WILL BE FULFILLED**

Through aspects of the pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. We deliver this in the taught curriculum mainly through Guidance, Science, RE and English areas. However, opportunities to reinforce learning will occur in other parts of the teaching programme. In particular the School's attitude to and general standards in these matters will be transmitted by the Heads of Year and Form Tutors in their regular meetings with all pupils in their charge.

### **4. THE ROLE OF OUTSIDE AGENCIES**

The School actively co-operates with other agencies such as the Police, Social Services and Health and Drug Agencies to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse.

## 5. **HOW PARENTS AND GOVERNORS ARE INVOLVED**

- 5.1 The Headmaster takes overall responsibility for the policy and its implementation, for liaison with the Board of Governors, parents and appropriate outside agencies.
- 5.2 The School encourages parental involvement and this opportunity is provided by newsletters and evenings where the School shares with parents the philosophy and aims of many of its policies, including drugs and other substance abuse.

## 6. **REVIEW AND EVALUATION**

- 6.1 This policy will be reviewed and evaluated at appropriate intervals to identify whether or not the aims are being met.
- 6.2 Action to be taken should instances involve substance misuse or supply on the premises are explained in Appendix A. Guidance for staff is explained in Appendix B.

### **APPENDIX A**

In instances involving substance use or supply on the premises and following discussion between Staff Members who know the pupil well:

- (i) Parents will be informed at the earliest opportunity by the Headmaster. The School and parents can then work together to support the young person involved.
- (ii) If the pupil admits to using or supplying substances on or off the premises. Teachers will inform a Deputy Head. The Deputy Head should then inform the Headmaster, who will inform the parents.
- (iii) There is no legal obligation to inform the Police, though they may be able to give relevant support and advice. However a School cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking of opium or cannabis. Where it is suspected that dangerous substances are being sold on the premises, details regarding those involved, as well as, as much information as possible, will be passed to the Police.
- (iv) The School will consider each substance incident individually and recognises that variety of responses will be necessary to deal with incidents. The School will consider very carefully the implications of any action it may take and seek to balance the interests of the pupils involved and other school members and the local community. Permanent exclusion is seen as the normal punishment for the introduction or conveyancing or sale of drugs or other prohibitive substances. In certain cases the Headmaster reserves the right to commute this punishment to a significant suspension. In this eventuality there will, on no account, be given a further chance should there be another similar incident.
- (v) The Headmaster, or in his absence one of the Deputy Heads, will take responsibility for liaison with the media. The Chairman of the Board will be kept informed of the situation.
- (vi) As the issue of substance misuse is an emotive one and is likely to generate interest from the local and national media, the School will take advice and guidance from various sources, legal and otherwise, to ensure that any reporting of incidents remains in the best interests of the young people, their families and the School.

## APPENDIX B

### GUIDANCE FOR STAFF

- (i) Where a young person discloses substance misuse on the premises a member of Staff will automatically inform a Deputy Head or the Headmaster.
- (ii) Where Staff discover substances which are expected to be harmful, illegal or deserving investigation they should note two circumstances in which substances may be removed from *a place or a person*.
  - (a) *A Place*  
Remove the substance from where it was discovered, if possible, in the presence of a witness. If this is not possible do not leave the substance there while you enlist the support of a colleague or pupil as a witness. Continue with the procedure below.
  - (b) *A Person*  
When receiving or retrieving a substance from a pupil, do so, if possible, in the presence of a witness. In the absence of a witness do not put off receiving substances or, within bounds of your professional discretion, removing suspicious substances from a pupil's possession.
- (iii) The following guide-lines should be observed at all times.
  - (i) Remove the substance and record the time, place and circumstances when the substance came into your possession.
  - (ii) Do not investigate the nature of the substance but do record its approximate size and appearance.
  - (iii) When possible have the recordings countersigned by a witness.
  - (iv) Take the substance immediately to a Deputy Head, who will take it to the Headmaster, or place it in a locked Staff area.
  - (v) Do not keep the substance on your person or in a personal place of safe keeping either in School or out of School, to do so may place you at risk. In the presence of a Deputy Head or Headmaster place the substance in a suitable sealed container. The Deputy Head, Headmaster, yourself, and when possible the witness, should sign and date the package. An official report should be completed, recording the time, date and circumstances of the findings.
  - (vi) The Headmaster can choose to arrange for the Police to remove the substance from the premises or may choose to dispose of it in the appropriate way. In the event of the discovery of any equipment associated with substance use, especially needles and syringes, pupils should not be allowed to handle such items. All equipment found must be handled by adults with utmost care. The Headmaster will ensure that the materials are placed in a secure and rigid container to await collection by the appropriate service.

## STATEMENT ON CHARGING POLICY

In conformity with the requirements of the Education Reform Order (N.I.) 1989, it is the policy of the Royal School Dungannon:-

1. To levy, except where pupils are entitled to statutory remission, a charge for all board and lodging costs on residential visits;
2. To levy a charge for activities wholly or mainly outside school hours which are not part of the Common Curriculum, statutory religious education or in preparation for a prescribed public examination;
3. To levy no charge for examination entries, except where:
  - a) The School has not prepared pupils for the examination in the year for which the entry is made, or
  - b) A pupil has failed, for no good reason, to complete the requirements of the examination or to attend for it, or
  - c) A pupil is repeating an A level modular examination, or
  - d) A pupil is repeating an examination for the second time, or
  - e) Unqualified (i.e. fee-paying) pupils are concerned;
4. To levy no charge in respect of books, materials equipment, instruments or incidental transport provided in connection with the Common Curriculum, statutory religious education or in preparation for prescribed public examinations or courses taught at the school, except where parents have indicated in advance their wish to purchase the product; (in the case of books, however, a refundable deposit will be requested and may be reclaimed upon return of all such books in a good condition). This sum only covers a small fraction of all the books' value. The full replacement value may be required as a fine if the deposit is not made; (see note 6)
5. To request non-mandatory contributions from parents for school activities in or out of school time for which compulsory charges cannot be levied but which can only be provided if there is sufficient voluntary funding, whilst ensuring that no pupil is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution;
6. To seek payment from parents for damage to or loss of school property, including books, caused wilfully or negligently by their children;
7. To leave to the Headmaster's decision, the proportion of costs of an activity which should be charged to parents or the school funds;
8. To delegate to the Chairman and the Headmaster the determination of any individual case arising from the implementation of this policy.

# **ROYAL SCHOOL DUNGANNON**

## **ANNUAL FEES 2016/17**

With effect from 1st September 2016 and until further notice, the following fees will be applicable:

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1. **GRAMMAR SCHOOL**

(A)	Capital Fee	£70
(B)	School Fund	£80

(The School Fund is levied for travel subvention of minibus and coaches to sporting, cultural, internal and educational activities for all pupils. It also covers the charge for receipt of the annual School Magazine. There is a sibling discount rate of £40 for the second child in the family and no School Fund is charged for a third or subsequent child. Pupils registered for Free School Meals at the start of the academic year are exempt from the School Fund charge.)

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2. **BOARDING DEPARTMENT**

	Registration Fee -	£ 750 (Note 1)
(A)	Tuition Fee (Non E.C. Passport Holders only)	£7,200 (Note 2)
(B)	Boarding Fee – 7 day a week boarder	£9,600 (Notes 3 & 4)
	- 5 day a week boarder	£7,800 (Notes 3 & 4)

Note 1: The Registration Fee is payable to secure a place in the Boarding Department for new Boarders and will be offset against the first term's Boarding Fee on arrival. Should any Boarder fail to take their reserved place, the Registration Fee will be non-refundable.

Note 2: B.N.O. (British National Overseas) Passports do NOT qualify for exemption from Tuition Fees.

Note 3: A Sibling Discount of 5% on the Boarding Fee can apply to a second or subsequent child where brothers and/or sisters both reside in the Boarding Department. The eldest child would pay a full Boarding Fee.

Note 4: A weekly Boarder who is resident from Sunday 6pm to Friday 4pm will be levied a Boarding Fee of £7,800 per annum. The Sibling discount may also apply to this charge.

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3. **TOTALS: SUMMARY**

(i)	Grammar School Boarder – 7 days a week	£16,950 per annum
(ii)	Grammar School Boarder – 5 days a week	£15,150 per annum
(iii)	Qualified Grammar School Day Pupil	£ 150 per annum

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N.B. Fees which are unpaid by the end of the term in which they are due may lead to the pupil's place being withdrawn.

### **NOTES**

1. **TUITION**

- (i) The Tuition Fee in the Grammar School is granted by Local Education Authorities or Education & Library Boards for pupils who are recognised by them as non-fee payers.
- (ii) Non-fee paying pupils are charged a Text Book Deposit of £75 which is refunded at the end of Year 12, providing that all books are returned in good condition. A separate charge of £75 is levied to cover Sixth Form studies which will be refunded at the end of Upper Sixth, again providing that all books are returned in good condition.
- (iii) Fee-paying pupils are charged for text books bought.
- (iv) Additional music tuition may be given by arrangement.

2. **BOARDING**      The Boarding Fee covers the following costs:

- Membership to all school Clubs and Societies
- Television entertainment, use of Wifi and Skype facilities
- Laundry charges
- Repairs to clothing
- Use of all School facilities (computers, table-tennis, Sports Hall etc.)

3. **REDUCTIONS**      (Boarding Department)

These are available upon application for children of:-

- (a) Clergymen, missionaries or of recognised overseas Christian workers
- (b) U.K. Servicemen or U.K. Security Forces or U.K. Prison Officers

4. **FINANCIAL PLANNING**

Methods of payment offsetting or spreading costs over the academic year are available upon request.

5. **BOARDING FEES ARE PAYABLE ONE FULL TERM IN ADVANCE IN THE FIRST WEEK OF EACH TERM. Fifty percent of the Christmas Term's fees is required by the end of the previous summer term. In the absence of this or if other fees remain outstanding without prior agreement of the Board of Governors, the Boarder's place may be forfeited and further notice in writing may not be given by the School.**

6. **ANY PUPIL WHO IS WITHDRAWN FROM THE SCHOOL AT LESS THAN ONE FULL TERM'S NOTICE IN WRITING WILL BE LIABLE TO PAYMENT OF THE FULL FEES FOR THE FOLLOWING TERM, AS WELL AS FOR THE CURRENT TERM IN WHICH THEY ARE WITHDRAWN. THIS APPLIES BETWEEN SCHOOL YEARS AS WELL AS WITHIN ONE SCHOOL YEAR.** The contractual understanding forms part of the written agreement between both parents and the School which was signed prior to admission.

7.

<p><b>Correspondence and payment of fees should be addressed to:</b></p> <p>The Bursar (Fees Account), Royal School Dungannon, 2 Ranfurly Road, DUNGANNON, N. Ireland. BT71 6EG</p>	<p>FEES CAN BE PAID BY CASH OR CHEQUE AT THE BURSAR'S OFFICE.</p> <p>A DIRECT DEBIT ARRANGEMENT CAN BE MADE TO SETTLE FEES ON REQUEST. CREDIT OR DEBIT CARD TRANSACTIONS CANNOT BE ACCEPTED.</p>
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# ROYAL SCHOOL DUNGANNON

## LUNCH ARRANGEMENTS

The provision of school meals at The Royal School is by way of a cafeteria system which offers pupils a wide selection of individually priced items as well as a main meal for £2.20.

The Royal School Dungannon has a biometric (or “finger print”) system of payment. There are currently a significant number of schools in Northern Ireland using the system since its introduction in 2007. There are many benefits, including: reduced queuing times; the elimination of cost to parents/pupils replacing lost or damaged cards; unlike cards, the pupil cannot forget or mislay his or her finger; and there is no opportunity for a pupil to use another pupil’s card.

Although a reading of a finger print is required to gain access to each pupil’s account, an actual finger print image is not held on file. Instead, at initial registration the pupil’s fingerprint reading is converted using an algorithm and stored as a mathematical file which the system can recognise. This converted data cannot be reconstituted into a recognisable fingerprint image and there are no issues of conflict with the Data Protection Act. All information held on the system is deleted when a pupil leaves the school. For Dining Hall purposes the pupil’s account is accredited at a special machine. Whenever he or she wishes, the pupil inserts coins and/or £5, £10 or £20 notes in the accreditation machine, which credits this sum to the pupil’s account. Pupils may thus eat and pay for as much or as little as they wish.

Those pupils who prefer to bring their own lunch to School may also eat their meal in the dining hall with the other pupils from their year.

Anyone living locally i.e. within walking distance and who wishes to go home for lunch, must provide a note from their parents requesting permission for their child to go home and ensure they return to school before 1.45 pm.

## CURRICULUM APPEALS

Parents who wish to bring a query or complaint regarding the curriculum provided for their child should address it, in the first place, to the Headmaster. If the problem cannot be answered satisfactorily they will have the right to forward any grievance to the Board of Governors, in writing. The matter will be considered by a sub-committee of the Board of Governors who will take evidence from the Headmaster and will give full consideration to the parents' complaint in relation to, and in the context of, existing statutory requirements. The Governors will undertake to bring a reply to parents so complaining, inside ten working days. A reply will be in writing containing the decision of the Governors. Parents may, if they wish, pursue an appeal to the relevant personnel of the Southern Education and Library Board at its headquarters in Armagh.

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School policies on *Anti-bullying* and *Child Protection* are available for inspection upon request from the Reception Office.

Parents who wish to raise concerns regarding their child’s safety are requested to make an appointment with the Headmaster or designated Child Protection Teacher.

Parents are welcome to discuss the educational progress of their child and may do so at any time by appointment. The School also organises a number of evenings at which parents with pupils in each year group may discuss the progress of their child with their individual subject teachers.

Any documentation which is designed for public inspection is available upon request from the Reception Office.

## PUBLIC EXAMINATIONS

### RSD Key Stage 3 ( Year 10) Levels of Progression Report 2016

		W*	Level							N**	Exempt	Absent
			1	2	3	4	5	6	7			
<b>Using Mathematics</b>	% Pupils achieving this level		0	0	0	7	23	33	37			
<b>Communication</b>	% Pupils achieving this level		0	0	0	6	30	51	13			

\*W indicates the percentage of pupils working towards Level 1.

Note - This report is based on CCEA figures which are rounded to the nearest decimal place and therefore may not add to give exactly 100.

#### **Using Mathematics**

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using Mathematics is Level 5.

In our school 93% of end of Key Stage 3 (Year 10) pupils\* have attained the expected level of 5 or above in Using Mathematics.

7% of end of Key Stage 3 (Year 10) pupils\* are working towards the expected level in Using Mathematics.

0% of end of Key Stage 3 (Year 10) pupils were exempt from assessment of Using Mathematics.

#### **Communication (English)**

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Communication is Level 5.

In our school 94% of end of Key Stage 3 (Year 10) pupils\* have attained the expected level of 5 or above in Communication.

6% of end of Key Stage 3 (Year 10) pupils\* are working towards the expected level in Communication.

0% of end of Key Stage 3 (Year 10) pupils were exempt from assessment of Communication.

*\*Calculations are based on numbers of pupils who were included in End of Key Stage assessments.*

## GCSE Statistics 2016 Year 12

Subject	TOTAL	A*	A	B	C	D	E	F	G	U	% A-C
Art & Design	17	5	9	2	1	0	0	0	0	0	100
Biology	54	22	21	9	2	0	0	0	0	0	100
Business Studies	24	3	5	9	5	2	0	0	0	0	92
Chemistry	54	12	20	18	3	1	0	0	0	0	98
Design & Technology	34	3	10	16	4	1	0	0	0	0	97
English Language	102	9	23	36	31	3	0	0	0	0	97
English Literature	57	17	16	19	5	0	0	0	0	0	100
French	81	5	6	12	33	23	2	0	0	0	69
Geography	53	13	13	15	11	1	0	0	0	0	98
History	21	4	9	4	4	0	0	0	0	0	100
Home Economics	38	3	12	18	4	1	0	0	0	0	97
ICT	26	2	8	7	5	3	0	1	0	0	85
Mathematics	102	38	30	15	17	1	1	0	0	0	98
Mathematics Further	58	22	19	10	7	0	0	0	0	0	100
Music	10	3	3	4	0	0	0	0	0	0	100
Physical Education	12	1	3	2	3	2	1	0	0	0	75
Physics	54	16	19	17	2	0	0	0	0	0	100
Science (Double Awd)	94	6	11	50	22	5	0	0	0	0	95
Spanish	22	4	6	6	5	1	0	0	0	0	95
Chinese (SC)	10	10	0	0	0	0	0	0	0	0	100
Religious Education (SC)	42	3	13	19	6	1	0	0	0	0	98
2016 Totals*	913.0	188.0	243.0	269.0	164.0	44.0	4.0	1.0	0.0	0.0	
%		20.6	26.6	29.5	18.0	4.8	0.4	0.1	0.0	0.0	
cum%		20.6	47.2	76.7	94.6	99.5	99.9	100.0	100.0	100.0	
MATHS (Y11)	59	24	22	8	5	0	0	0	0	0	100.00

No. of pupils in Year 12 - 102

No. of these with a statement of special educational needs - 0

### GCSE RESULTS OVERALL

% entered for 7 or more subjects.	% entered for 5 or more subjects	% achieving Grades A* - C in 7 or more GCSEs	% achieving Grades A* - C in 5 or more GCSEs	% achieving no GCSE qualifications
100	100	91.2	97.1	0

## A Level Statistics 2016 Year 14

Subject	Total	A*	A	B	C	D	E	N	% A* - C	% A* - E	%Fail
Art & Design	7	5	2	0	0	0	0	0	100.0	100.0	0.0
Biology	35	2	15	6	9	2	1	0	91.4	100.0	0.0
Chemistry	17	2	7	2	4	1	1	0	88.2	100.0	0.0
Chinese	6	0	4	0	2	0	0	0	100.0	100.0	0.0
Design & Technology	4	0	0	4	0	0	0	0	100.0	100.0	0.0
Economics	13	0	4	3	2	4	0	0	69.2	100.0	0.0
English Literature	10	0	5	4	1	0	0	0	100.0	100.0	0.0
French	2	0	0	1	1	0	0	0	100.0	100.0	0.0
Further Mathematics	1	1	0	0	0	0	0	0	100.0	100.0	0.0
Geography	11	1	5	3	2	0	0	0	100.0	100.0	0.0
History	15	0	2	7	5	1	0	0	93.3	100.0	0.0
Home Economics	18	1	8	8	1	0	0	0	100.0	100.0	0.0
ICT	10	0	3	2	1	3	0	1	60.0	90.0	10.0
Mathematics	21	1	8	5	3	1	3	0	81.0	100.0	0.0
Media Studies	1	0	0	1	0	0	0	0	100.0	100.0	0.0
Music	4	0	1	1	1	1	0	0	75.0	100.0	0.0
PE	8	1	1	3	1	0	2	0	75.0	100.0	0.0
Physics	14	1	4	2	4	2	1	0	78.6	100.0	0.0
Psychology	1	0	0	1	0	0	0	0	100.0	100.0	0.0
Religious Ed	5	0	0	4	1	0	0	0	100.0	100.0	0.0
Spanish	5	1	0	2	2	0	0	0	100.0	100.0	0.0
<b>2016 Totals</b>	<b>208</b>	<b>16</b>	<b>69</b>	<b>59</b>	<b>40</b>	<b>15</b>	<b>8</b>	<b>1</b>			
<b>%</b>		<b>7.7</b>	<b>33.2</b>	<b>28.4</b>	<b>19.2</b>	<b>7.2</b>	<b>3.8</b>	<b>0.5</b>			
<b>cum%</b>		<b>7.7</b>	<b>40.9</b>	<b>69.2</b>	<b>88.5</b>	<b>95.7</b>	<b>99.5</b>	<b>100</b>			

YEARS 13 & 14 PUPILS  
No. of pupils in Years 13 & 14 - 148

No. of these with a statement of  
special educational needs - 0

### OVERALL RESULTS

#### AS Levels

No. of pupils in Final Year of AS level Course	% of these pupils achieving 1 or more at Grades A- E
81	98.8

#### A Levels

No. of pupils in Final Year of A level course	% of these pupils achieving 3 or more passes at Grades A - C	% of these pupils achieving 2 or more passes at Grades A - E
65	80	100

## Trend data for RSD pupil examination performance

Indicator	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>GCSE</b> 7+ A* - C	93.1%	89.6%	86.3%	93.0%	91.7%	93.2%	91.2%
<b>GCSE</b> 5+ A* - C	97.0%	96.9%	94.7%	98.0%	95.9%	98.1%	97.1%
<b>A Level</b> 3+ A* - C	87.5%	76.8%	68.1%	64.0%	73.9%	74%	80%
<b>A Level</b> 2+ A* - E	100%	100%	98.9%	100%	100%	98.7%	100%

## SCHOOL LEAVERS' DESTINATIONS 2015/2016

### Year 14

Destination	%	%
Higher Education	78.0	93.2
Gap Year & Reapplying to HE	7.6	
Re-sitting and Re-applying to HE	7.6	
F E College (new course)	1.5	
Apprenticeship	1.5	
Employment	1.5	
Other	1.5	

(Note: Due to rounding % figures may not add to exactly 100%)

### Years 12 - 14

Destination	%
Higher Education	56.7 (93.2% of Year 14)
FE College (new courses)	26.9
FE College (repeat courses)	1.9
Transferring to another school	6.7
Apprenticeship	3.8
Employment	1.9
Other	1.9

(Note: Due to rounding % figures may not add to exactly 100%)