



ROYAL SCHOOL DUNGANNON

SCHOOL INFORMATION

2022 - 2023

THE ROYAL SCHOOL

DUNGANNON

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

Headmaster: Dr DA Burnett, BA, PhD, NPQH

Chairman of the Board of Governors: Dr G Walsh, BEd, PhD., ALCH, FHEA

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 Astroturf pitch, one all-weather hockey pitch and four tennis courts (which were re-surfaced in summer 2016). 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 and 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. In Summer 2017 the Boys' and Girls' Kitchens in the Boarding department were completely refurbished to a high standard to continue the programme of modernisation and improvements for the boarding pupils. In summer 2019 additional showers were constructed in the Girls' Dorms and every pupil dorm was repainted throughout.

While the major £8 million refurbishment/extension programme was completed in 2003, the school has not rested on its laurels and has continued a programme of continuous improvements in the classroom areas.

- Careers facilities have 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
- 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
- In addition 40 classrooms and offices were re-painted in 2016 to maintain the building for the benefit of pupils, staff and visitors alike.
- In summer 2017 modifications were carried out to classroom areas, together with investment in additional equipment in the practical subject areas of Design Technology, Food Technology and Music which has increased the operational capacity of these subjects in terms of their maximum class sizes.
- In summer 2018 each classroom received a new whiteboard to ensure that facilities are maintained to a high standard throughout.
- In summer 2019 the Robinson Wing of the Old Grey Mother building was refurbished throughout, the Multigym was relocated to the Lower Campus with an extended range of new equipment, two

chimney stacks were replaced to upgrade the heating system and several health and safety improvement projects were undertaken. In addition, a new classroom was created adjacent to the Sports Hall to accommodate PE Studies and other new curriculum subjects.

- Steps were taken during the summer 2020 period to reorganise classroom, catering and hygiene facilities to allow the school to re-open in August 2020 post Covid-19 with full adherence to social distancing, PPE requirements, hand sanitisers, signage and other Covid-19 mitigation measures. In addition, measures were taken to reduce touchpoints at revaluators and at kitchen tills by introducing online banking facilities for parents and swipe cards for pupils.
- In summer 2021 all external doors, entrance gates, railings and the walkway were repainted throughout. In addition, 675 LED lighting panels were provided within the Ranfurly Building in classrooms, corridors and other areas. This should save up to 20% energy consumption throughout the school in a full year.
- Summer 2022 was the most intensive year of refurbishment projects in recent years. Classroom R4 was converted to expand Girls' Boarding facilities to include the provision of 2 new dorms plus additional shower accommodation. The showers in the Boy's Dorms were also refurbished. The two boilers that provide heat and hot water to all classrooms and facilities in the Ranfurly Wing were replaced. The external windows throughout the Old Grey Mother building were re-painted as part of an ongoing programme of essential maintenance. Finally, the Board of Governors has agreed to fund the refurbishment and upgrade of carpet and lighting at the Astroturf Pitch with the project planned for completion in the Autumn Term.

Curriculum Statement 2022/23

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
Language & Literacy (12%)	English	6	6	6	18
Mathematics and Numeracy (12%)	Mathematics	6	6	6	18
Modern Languages (9.33%)	French	4	2	3	9
	Spanish	0	2	3	5
The Arts (10.66%)	Art & Design	3	3	2	8
	Music	3	3	2	8
Environment and Society (13.33%)	Geography	3	3	4	10
	History	3	3	4	10
Science and Technology (17.33%)	Science	6	6	6	18
	Technology & Design	2	3	3	8
Learning for Life and Work (9.33%)	Food Technology	3	3	2	8
	LLW	2	2	2	6
Physical Education (8%)	PE & Games	4	4	4	12
Religious Education (5.33%)	Religious Education	3	3	2	8
Other (2.66%)	Information Technology	1	1	1	4
	Form Period	1			
<u>Totals (100%)</u>		50	50	50	150

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. 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 4th 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 4th set would not be considered suitable for progressing to A Level Mathematics.

All pupils will study one of the following Science options:

- Three sciences (pupils study Biology, Chemistry and Physics as separate sciences, also known as Triple Award Science),
- Two sciences (pupils study two of Biology, Chemistry and Physics as separate sciences),
- Double Award science (pupils study reduced content in Biology, Chemistry and Physics with the examinations resulting in two GCSEs graded as A*A*, A*A, AA, AB, BB, etc.)

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

Art & Design	Digital Technology	Health & Social Care	Physical Education
Business Studies	Food Technology	History	Religious Studies
Computer Science	French	Music	Spanish
Design & Technology	Geography		

Pupils who do not study English Literature study a Short Course (½ 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	Drama & Theatre	Govt & Politics*	Performing Arts#
Biology	Studies* (A Level)	Health & Social Care	(BTEC)
Business Studies	Economics	History	Physical Education
Chemistry	Economics	Life & Health Science	Physics
Computer Science (Linear)	Engineering^	Mathematics	Psychology (Linear)*
Construction (BTEC) ^	English Literature	Media Studies*	Religious Studies
Digital Technology	French	Music	Spanish
	Geography	Nutrition & Food Sci	Technology & Design

** Available at St Patrick's Academy, # Available at Integrated College, ^ Available at South West College*

An AS in Further Mathematics may be available to interested pupils in Year 14.

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.) (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 2022-23 the school terms are: -

CHRISTMAS TERM

23-26	August	Staff Day (No School)	
Monday	29	August	Bank Holiday
Tuesday	30	August	Induction for Year 13
Wednesday	31	August	Induction for Year 8 & Year 11
Thursday	1	September	School Starts for ALL pupils
Tuesday	11	October	Staff Day (No School)
Wednesday	26	October	Staff Day (No School)
Thursday	27	October	Half-Term Holiday
Friday	28	October	Half-Term Holiday
Monday	31	October	Half-Term Holiday
Tuesday	20	December	Christmas Term ends

EASTER TERM

Wednesday	4	January	Easter Term Starts
Thursday	16	February	Staff Day (No School)
Friday	17	February	Half-term Holiday
Monday	20	February	Half-term Holiday
Tuesday	21	February	Half-term Holiday
Friday	17	March	Bank Holiday
Friday	31	March	Easter Term Ends

SUMMER TERM

Monday	17	April	Summer Term Starts
Monday	1	May	Bank Holiday
Monday	29	May	Bank Holiday/Staff Day (No School)
Friday	30	June	Summer Term ends

ADMISSIONS

Arrangements for parents to obtain copies of the information which the EA 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 24-26 January 2023.
An open evening for **P6** parents and pupils will be held on 15 February 2023 at 7.00 pm.

Numbers of applications and admissions to the school 2019/2020, 2020/2021, 2021/2022

APPLICATIONS AND ADMISSIONS TO YEAR 8			
Year	Admissions No	Total Applications All Preferences	Total Admissions
2019/20	93	111	95*
2020/21	100	135	102*
2021/22	100	101	96*

*Includes supernumerary pupils

Admission at other than Year 8 entry

Criteria for entry to Years 9-11

A pupil will be considered for admission by the School's Admissions Committee to Years 9-11 when:

1. The School's enrolment number has not been reached.
 2. The admissions 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 100.
 3. If undersubscribed, as set out in 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 than the places available in that Year Group, then the Admissions Committee will give preference to pupils on the basis of academic ability, considered only on the basis of academic evidence provided with the application form.
- It should be noted by parents that the Year 9-11 admissions process involves an exercise in judgement by the Admissions Committee and not a precise calculation.
 - The school reserves the right to set standardised tests in English and mathematics for any applicant.

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 20 points at GCSE (where A* = 5; A = 4; B = 3; C* = 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.
 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 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).

(iv) 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(iii) 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, in response to a request from a school, 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 (as set out below) 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 has been agreed and additional places granted by the Department of Education.*

*Parents should note how the Department of Education (DE) will, in response to a school's request, temporarily increase a school's enrolment number in order to allow extra post -16 pupils to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course-choices at another suitable school without undertaking an unreasonable journey (i.e. a journey, that by public transport, would be over an hour from where the young person lives or is further than 15 miles distance). If DE finds 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?

The criteria addendum states that the Department will consider what suitable alternatives are available to a pupil for whom an additional place is sought. To determine suitability, the Department first considers all schools to be one of 4 types: (i) denominational (ii) non-denominational (iii) Integrated; and (iv) Irish- medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and the Department will consider any other school from this same type as suitable for the pupil. The Department will also consider as suitable for the pupil any school of the same type as that attended by the child 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 2021-2022 year was 92.67%

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.

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.

RSD School Uniform Regulations (May 2022)

Boys' Uniform (May 2022)

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) and cover the ankle completely. (i.e. trainer/liner socks are not permitted).
7. If jumpers 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 "TRUTEX" 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 2022)

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 (this item would be more useful than the hoodie when training in inclement weather)
- A pair of regulation tracksuit bottoms (preferred) +
- A regulation hoodie

* 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. As an alternative to the regulation tracksuit, boys may wear plain navy tapered tracksuit bottoms.

All School rules apply whether in or out of school, whether in or out of school uniform, when travelling to and from school, representing the School or involved in school trips or activities. When leaving school, pupils must be (a) in full school uniform or (b) in full RSD track suit.

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 1st 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:-

Horace McMullan, 21 Scotch Street, Dungannon Tel: 028 8772 2833

George Cuddy, 11 Market Square, Dungannon Tel: 028 8772 2325 NB: Shop closing down in June

Daisy Lane Boutique, 124 Moore Street, Aughnacloy Tel: 028 8555 7598

Girls' Uniform (May 2022)

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 jumpers 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 "TRUTEX" 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. Advice is available from the authorised stockists.
- (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 "TRUTEX" 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. Advice is available from the authorised stockists.
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.

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 2022)

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
- A pair of RSD **plain dark** sports leggings may be worn as explained below.

* 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. As an alternative to the regulation tracksuit, girls may wear plain navy sports leggings (i.e. not fashion leggings)

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 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.

All School rules apply whether in or out of school, whether in or out of school uniform, when travelling to and from school, representing the School or involved in school trips or activities. When leaving school, pupils must be (a) in full school uniform or (b) in full RSD track suit.

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 of the School Uniform:-

Horace McMullan, 21 Scotch Street, Dungannon Tel: 028 87 722833

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

Daisy Lane Boutique, 124 Moore Street, Aughnacloy Tel: 028 8555 7598

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, the Duke of Edinburgh's Award Scheme, Book Club, Science Club, Young Enterprise Company and 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 McCann Reach Bursary for Years 13/14.

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 were then involved in a new Shared Education programme for 2015-19. The Shared Education model is now embedded in the two schools' culture, curriculum offer and programme of activities.

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 mis-use.
- 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 the Deputy Head, 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 the 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 the 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
ROYAL SCHOOL DUNGANNON

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 of £75 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.

ANNUAL FEES 2022/23

With effect from 1st September 2022 and until further notice, the following fees will be applicable:

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.)

2. FREE SCHOOL MEALS BURSARY

The Board of Governors would wish to enable all pupils who have gained entry at Year 8 through the Common Entrance Assessment the opportunity to avail of a grammar school education at RSD, regardless of the fees that may be levied to each pupil. A Bursary will be available to all pupils who are eligible for Free School Meals as notified to the school by the Education Authority. This Bursary will cover 100% of the Capital Fees (i.e £70 as listed above) and pupils registered for Free School Meals at the start of the academic year are further exempt from the School Fund charge. This Bursary is available each and every year of the pupil's tuition at RSD, subject to continued qualification for Free School Meals entitlement as notified by the Education Authority.

3. BOARDING DEPARTMENT

Registration Fee -	£ 750 (Note 1)
(A) Tuition Fee (EU Passport holders)	£ 5,400 (Note 2)
Tuition Fee (Rest of the World)	£ 9,900 (Note 2)
(B) Boarding Fee – 7 day a week boarder	£12,300
- 5 day a week boarder	£ 8,250

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.

4. TOTAL ANNUAL BOARDING FEES: SUMMARY

(i) Boarding Fee including tuition – 7 days a week (EU passport holder)	£ 17,850 per annum
(ii) Boarding Fee including tuition – 7 days a week (Rest of the World)	£ 22,350 per annum
(iii) Boarding Fee – 7 days per week (UK passport holder)	£ 12,450 per annum
(iv) Boarding Fee – 5 days a week (UK passport holder)	£ 8,400 per annum
(v) Qualified Grammar School Day Pupil	£ 150 per annum

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 Education Authority for pupils who are recognised by them as non-fee payers.
- (ii) Non-fee paying pupils are charged a Resources Deposit of £75 which is refunded at the end of Year 12, providing that all books and other school materials are returned in good condition and there are no outstanding costs for accidental damage. 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 and other school materials are returned in good condition and there are no outstanding costs for accidental damage.
- (iii) Fee-paying pupils are charged for text books bought.
- (iv) Additional Music Tuition may be provided on request during the school timetable, subject to payment of fees raised by the school on behalf of the Education Authority.

2. **BOARDING**

(a) **The Boarding Fee covers the following costs:**

- Membership to all school Clubs, Societies and Sixth Form Centre (where applicable)
- Television entertainment, use of Wifi facilities
- Laundry charges
- Use of all School facilities (computers, Sports Hall etc.)

(b) **Timing of Boarding Fees Invoices:** Boarding and Tuition Fees are routinely issued equally over three terms of Autumn, Spring and Summer each academic year and invoices will be issued at the end of the preceding term for settlement in full prior to the commencement of the new term. The fees are levied equally over the three terms to assist parents to spread the cost of payments over the academic year. Parents have the opportunity to avail of a 2% discount on the annual fees, should they choose to settle the fees in full by the end of June, in advance of the new academic year starting in September. Should any pupil undertaking GCSE, AS or A Level studies leave school by agreement with the Headmaster prior to the last week of Summer Term, no discount on Boarding or Tuition Fees will be applicable as the annual fee will apply in full.

(c) **Boarder's Sundries:-** These are charges for sundry items which are billed in arrears at the end of each term. They apply mainly to pupils enrolled as boarders and cover items such as examination entry fees, taxi charges, accommodation charges during half term breaks, additional music tuition, school trips, pocket money etc

(d) **Settlement of Fees:** BOARDING FEES ARE PAYABLE ONE FULL TERM IN ADVANCE IN THE FIRST WEEK OF EACH TERM. For those boarding pupils joining RSD at the start of the Autumn term in September 2022, fifty percent of the fees are payable by the end of June 2022, with the balance payable prior to arrival in the first week of 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.

(e) **Reductions in Boarding Fees**

- A 10% discount is available upon application for children of Clergymen, Missionaries, recognised overseas Christian workers, U.K. Servicemen, U.K. Security Forces or U.K. Prison Officers.
- A 2% discount is offered on the full academic year 2022/23 Boarding and Tuition Fees should parents/guardians pay in full by the end of June 2022, in advance of the new academic year starting in September 2022.
- A Sibling Discount of 10% on the Boarding Fee can apply to a second or subsequent child where brothers and/or sisters both reside in the Boarding Department, providing the fees are paid in full by the required date. The eldest child would pay a full Boarding Fee.

3. **FINANCIAL PLANNING**

Parents are asked for payment in full of fees within 30 days of receipt of the invoice. Standing Orders can be arranged by agreement to spread the annual cost between September and June. Credit card payments cannot be accepted. A receipt will be issued for all payments of fees by cash.

4. **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 (TUITION AND BOARDING) 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.

5. **ADDRESS FOR PAYMENT:** Correspondence regarding queries or payment of fees should be addressed to **The Bursar (Fees Account), Royal School Dungannon, 2 Ranfurly Road, Dungannon, Co Tyrone, BT71 6EG**

6. **ONLINE PAYMENT OF DAY PUPIL FEES:** The school will issue fees invoices at the start of the new academic year in September for

- Capital Fee £70 per pupil
- School Fund £80 per pupil (discounted amount for siblings)
- Resources Deposit £75 per pupil (if a new pupil or joining Sixth Form)
- Music Tuition Fees for external tuition where tuition is requested by parents for pupils from Education Authority tutors.

Capital and School Fund fees are subject to a bursary to waive these fees, should pupils be eligible to receive Free School Meals at the time of issuing the invoices.

Fees are payable within 30 days of being issued and can be paid preferably online to reduce handling of cash. Cheques or cash will still be accepted.

Fees can be paid online through the www.ipayimpact.co.uk website which the school operates for payment of School Fees, School Meals and School Trips. Parents will be invited to register for membership of this system when a pupil first joins the school.

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 £2.40.

Each pupil is issued with their own individual Meals Card which is recognised by the till when purchasing a meal.

The Royal School encourages parent to use an Online e-payments system which allows them to lodge money directly on to their child's account using internet banking. There are also special machines (revaluators) which recognise the pupil's meal card and allow them to insert coins and/or £5, £10 or £20 notes which credits the sum to the pupil's account for those families who do not wish to use internet banking. The vast majority of parents welcome the flexibility of the online banking facility and register for this system. This reduces the handling of cash for parents, children and the school and is encouraged at this particular time.

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.

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 2022

No data was submitted to DENI due to the Covid-19 pandemic

		W*	Level							N**	Exempt	Absent
			1	2	3	4	5	6	7			
Using Mathematics	% Pupils achieving this level											
Communication	% Pupils achieving this level											
Using ICT	% Pupils achieving this level											

*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.

Communication (English)

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

Using ICT

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

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

GCSE Statistics 2022 Year 12

GCSE Statistics 2022

Subject	TOTAL	A*	A	B	C*	C	D	E	F	G	U	% A - C
Art & Design	11	1	6	3	1	0	0	0	0	0	0	100.0
Biology	60	19	21	18	2	0	0	0	0	0	0	100.0
Business Studies	39	6	8	15	7	1	1	1	0	0	0	94.9
Chemistry	57	17	15	10	10	5	0	0	0	0	0	100.0
Computing (Equiv)	17	2	7	3	2	3	0	0	0	0	0	100.0
Design & Technology	36	8	14	9	3	2	0	0	0	0	0	100.0
English Language	100	4	34	34	25	2	1	0	0	0	0	99.0
English Literature	53	7	26	19	1	0	0	0	0	0	0	100.0
French	13	2	4	4	3	0	0	0	0	0	0	100.0
Geography	53	9	23	18	3	0	0	0	0	0	0	100.0
Health & Social Care	24	1	8	10	4	1	0	0	0	0	0	100.0
History	34	10	12	8	3	1	0	0	0	0	0	100.0
Home Economics	44	8	14	8	6	7	1	0	0	0	0	97.7
ICT	16	2	2	5	5	2	0	0	0	0	0	100.0
Mathematics	100	21	39	33	6	1	0	0	0	0	0	100.0
Mathematics Further	56	22	17	12	4	1	0	0	0	0	0	100.0
Music	8	3	4	1	0	0	0	0	0	0	0	100.0
Physical Education	32	6	5	14	5	1	1	0	0	0	0	96.9
Physics	61	19	21	15	6	0	0	0	0	0	0	100.0
Religious Education	11	0	5	4	1	1	0	0	0	0	0	100.0
Science (Double Awd)	72	3	16	22	26	5	0	0	0	0	0	100.0
Spanish	11	3	4	2	2	0	0	0	0	0	0	100.0
Chinese (SC)	0											
Religious Education (SC)	35	5	6	8	8	1	3	4	0	0	0	80.0
2020 Totals*	908.0	174	304	267	125	33	4	1	0	0	0	
%		19.2	33.5	29.4	13.8	3.6	0.4	0.1	0.0	0.0	0.0	
cum%		19.2	52.6	82.0	95.8	99.4	99.9	100	100	100	100	

No. of pupils in Year 12 - 100

No. of these with a statement of special educational needs - 1

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	99.0	99.0	0

A Level Statistics 2022 Year 14

A Level Statistics 2022

Subject	Total	A*	A	B	C	D	E	U	% A* - C	% A* - E
Art & Design	4	3	1	0	0	0	0	0	100.0	100
Biology	30	2	9	8	6	5	0	0	83.3	100
Business Studies	11	2	4	4	0	1	0	0	90.9	100
Chemistry	23	5	3	3	6	4	2	0	73.9	100
Computing	4	1	0	2	1	0	0	0	100.0	100
Design & Technology	9	0	5	4	0	0	0	0	100.0	100
Digital Technology	0									
Economics	13	1	7	4	0	1	0	0	92.3	100
English Literature	4	1	2	1	0	0	0	0	100.0	100
Engineering	4	4	0	0	0	0	0	0	100.0	100
French	3	0	1	2	0	0	0	0	100.0	100
Geography	12	1	2	9	0	0	0	0	100.0	100
Health & Social Care	17	0	8	6	2	1	0	0	94.1	100
History	8	0	2	4	1	1	0	0	87.5	100
Home Economics	22	4	5	9	2	2	0	0	90.9	100
Life & Health Science	3	0	2	1	0	0	0	0	100.0	100
Mathematics	30	11	5	5	3	3	3	0	80.0	100
Further Mathematics	0									
Media Studies	0									
Music	2	0	1	0	1	0	0	0	100.0	100
Performing Arts	3	0	3	0	0	0	0	0	100.0	100
PE	9	3	4	1	1	0	0	0	100.0	100
Portugese	0									
Physics	23	2	9	1	7	2	1	1	82.6	95.7
Psychology	2	0	1	0	1	0	0	0	100.0	100
Religious Ed	8	1	5	0	1	1	0	0	87.5	100
Spanish	4	1	1	2	0	0	0	0	100.0	100
2022 Totals	248	42	80	66	32	21	6	1		
%		16.9	32.3	26.6	12.9	8.5	2.4	0.4		
cum%		16.9	49.2	75.8	88.7	97.2	99.6	100.0		

YEARS 13 & 14 PUPILS

No. of pupils in Years 13 & 14 - 161

No. of these with a statement of special educational needs - 1

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
80	100%

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
81	79	100%

Trend data for RSD pupil examination performance

Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
GCSE 7+ A* - C	91.2%	81.9%	88.5%	87.2%	93.6%	93.2%	99.0%
GCSE 5+ A* - C	97.1%	96.2%	95.2%	96.8%	96.4%	99.0%	99.0%
A Level 3+ A* - C	80%	75.3%	67.1%	64.1%	81.0%	93.0%	79.0%
A Level 2+ A* - E	100%	100%	98.6%	90.6%	100%	100%	100%

SCHOOL LEAVERS' DESTINATIONS 2021/2022

Year 14

Destination	%	%
Higher Education	79	85
Gap Year & Reapplying to HE	6	
Re-sitting and Re-applying to HE		
Apprenticeship	10	
Employment	4	
Other		

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

Years 12 - 14

Destination	%
Higher Education	65
FE College (new courses)	12
FE College (repeat courses)	
Transferring to another school	4
Apprenticeship	12
Employment	7
Other	

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