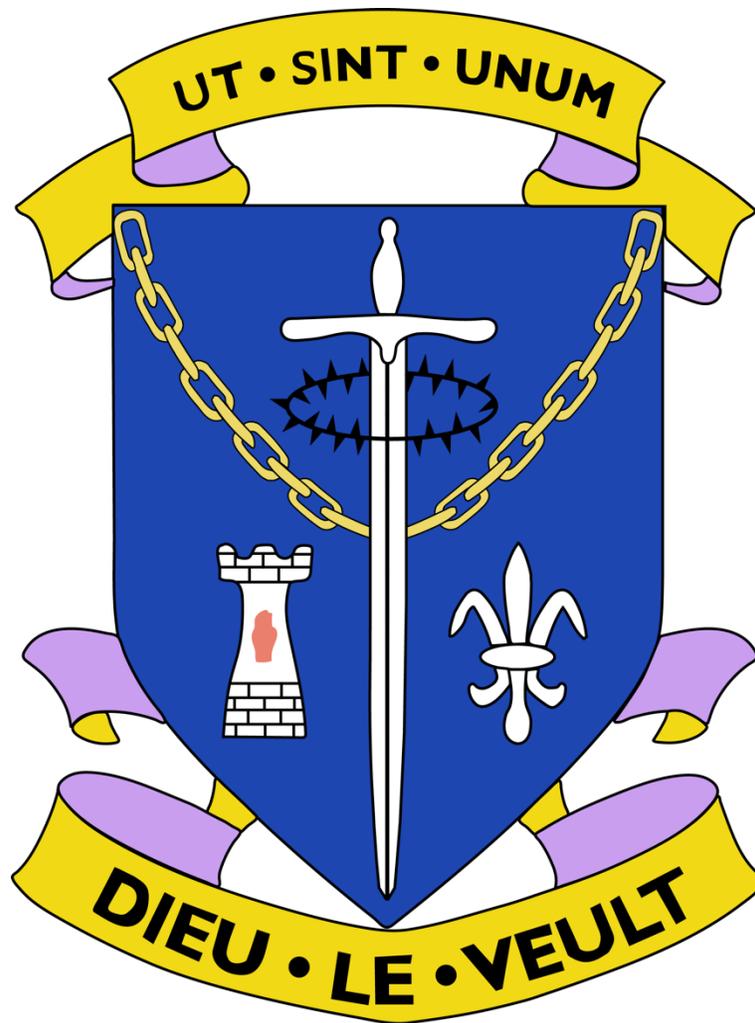


# St Louis Grammar School Kilkeel



## Parent Handbook

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### **Aims of St Louis**

St Louis Grammar School is a Catholic community within which both staff and students work in the pursuit of all aspects of spiritual, educational and personal excellence.

To achieve this we have the following aims:

- To help pupils grow in the Catholic faith and foster moral values and attitudes thereby helping them to become mature, tolerant and committed Christians.
- To provide a happy, caring and stimulating learning environment where pupils are helped to:
  - develop self-awareness, confidence, self-esteem and discipline;
  - address difficult issues openly and honestly;
  - develop a sense of personal and social responsibility.
- To provide a broad, balanced, coherent and relevant curriculum, to enable pupils to acquire a wide range of abilities and interests, knowledge, skills and attitudes.
- To establish and develop:
  - a creative partnership between pupils, parents and teachers;
  - links with primary schools, other schools, external agencies, past pupils and the wider community.
- To help pupils understand the world they live in, to make informed decisions about their lives and to prepare them for future responsibilities as contributing members of the community, workers and parents.

### **Student Records**

To help us to support your child, it is important that our records are kept up-to-date. Essential information includes names, addresses, emergency telephone numbers, medical details and email addresses. This information is essential should there ever be an emergency. It is particularly important for us to have a number on which we can contact you during the school day. The school uses Group call. This is a first day absence system where a text will be sent to inform you that your child is absent from school.

## **Organisation and Management**

**The Senior Leadership Team** of the school meets regularly to evaluate current practice, establish priorities, set goals and plan future action on the full range of school development issues.

**Heads of School** are responsible for overseeing all matters relating to the students in a Key Stage, including academic progress and pastoral issues.

**Heads of Year** work alongside the Head of Pastoral Care and the Heads of School in the Pastoral Team. They liaise closely with Form Teachers and Class Teachers regarding the general welfare of pupils and their academic progress and are responsible for keeping parents/carers informed about matters relating to their sons/ daughters.

Parents/Carers wishing to discuss an issue relating to a student's progress, behaviour or general welfare should, in the first instance, make contact with their Head of Year or, if desired, with the Head of School or Head of Pastoral Care.

**Heads of Departments** are responsible for the learning and teaching which takes place in their Departments and for all of the related management and administrative issues.

**Form Teachers** have special responsibility for the pastoral welfare and academic progress of a class group.

**School Counsellors** are professional counsellors who work with students facing particular challenges. In St Louis we have a counsellor who comes into school one day per week school for three hours per week. This year we have Miss Aine McDonnell as counsellor.

## PASTORAL TEAMS 2016-2017

### Year 8

**Year Head** Mr Monaghan

#### **Tutors**

Mr Moan 8A  
Miss Rodgers 8B  
Mr Quigg 8C  
Mrs T Cunningham 8D

### Year 9

**Year Head** Mr Morgan

#### **Tutors**

Mrs Black 9A  
Mrs Speers 9B  
Mrs Annett 9C  
Mr McGonnell 9D

### Year 10

**Year Head** Miss Clarke

#### **Tutors**

Mr Rice 10A  
Mrs C Lynch 10B  
Mr McAleenan 10C  
Miss Seed 10D

### Year 11

**Year Head** Mr Donnelly

#### **Tutors**

Mrs McMullan 11A  
Mrs Owens 11B  
Ms King 11C  
Miss Koquert 11D

### Year 12

**Year Head** Miss McGivern

#### **Tutors**

Mr McVeigh 12A  
Mrs Downey 12B  
Mrs Colgan 12C  
Mrs R Lynch 12D

### Year 13

**Year Head** Mrs B Cunningham

#### **Tutors**

Mrs McAteer 13A  
Mr Jordan Rafferty 13B  
Mrs Grant 13C  
Mrs McDonagh 13D

### Year 14

**Year Head** Mr Sloan

#### **Tutors**

Mr Monaghan 14A  
Mrs Calderwood 14B  
Miss McCullagh 14C  
Mrs Sloan 14D

### **Confidential information**

If there is any confidential information that you feel we should know in order to support your child, please write a letter to his/her Form Tutor or Head of Year. We will endeavour to contact you as soon as is practically possible.

### **In the event of illness or accidents**

If it is felt that your child is not well enough to remain in school, then our school nurse will ring you to arrange for your child to be collected. Having up-to-date records is absolutely essential for this purpose. In the event of an emergency requiring hospital treatment, our first step will be to call an ambulance while seeking contact with a parent. It is only the school nurse who can send a child home. Your son/daughter should not be making direct contact with home during the normal school day.

### **Child Protection**

St. Louis Grammar School's ethos is based on the philosophy of St. Louis which seeks to establish a friendly, supportive and caring environment for all. Each pupil is valued and respected as a unique human being. St. Louis Grammar school is committed to the protection of all its pupils. The child protection teacher is Mrs Lynch in her absence Miss Carr or Mr Loye, the Deputy Child Protection officers can be contacted. For full Policy please see page 23.

### **Protection from Bullying**

We define bullying behaviour as that which causes hurt or harm to another whether this be physical or emotional. Our prime concern is for the safety of each individual. Our anti-bullying measures are placed into three groups:

- those aimed at preventing bullying,
- those aimed at reporting and investigating alleged bullying
- and those aimed at stopping it.

At the heart of our Anti-bullying Policy is the constant message that this conduct is wholly unacceptable. Effective and immediate communication allows swift intervention. Students are able to express concerns anonymously if they feel that they are being bullied in any way. We expect all students to be vigilant, reporting instances of bullying to members of the teaching staff and support staff. We actively encourage any student who feels that he/she is being bullied to report it straight away.

It is the school's priority to ensure the bullying is stopped permanently and for the victim to feel safe and secure and without fear of reprisal. After this it may be necessary to impose sanctions on the perpetrator. We may use the services of the Behaviour Support Team (BST) who may provide advice and guidance to the perpetrator. For the Anti-bullying Policy please see page 21

## **ASPECTS OF OUR SCHOOL ROUTINES**

## The Timing of our School Day

<b>Monday - Thursday</b>	
<b>9.00 a.m. - 9.10 a.m.</b>	<b>Registration</b>
<b>9.10 a.m. - 9.45 a.m.</b>	<b>Period 1</b>
<b>9.45 a.m. - 10.15 a.m.</b>	<b>Period 2</b>
<b>10.15 a.m. - 10.45 a.m.</b>	<b>Period 3</b>
<b>10.45 a.m. - 11.10 a.m.</b>	<b>Break</b>
<b>11.10 a.m. - 11.45 a.m.</b>	<b>Period 4</b>
<b>11.45 a.m. - 12.15 p.m.</b>	<b>Period 5</b>
<b>12.15 p.m. - 12.45 p.m.</b>	<b>Period 6</b>
<b>12.45 p.m. - 1.20 p.m.</b>	<b>Period 7/Junior Lunch</b>
<b>1.20 p.m. - 1.55 p.m.</b>	<b>Period 8/Senior Lunch</b>
<b>1.55 p.m. - 2.25 p.m.</b>	<b>Period 9</b>
<b>2.25 p.m. - 3.00 p.m.</b>	<b>Period 10</b>
<b>3.00 p.m. - 3.30 p.m.</b>	<b>Period 11</b>
<b>Friday</b>	
<b>9.00 a.m. - 9.30 a.m.</b>	<b>PSE/PD</b>
<b>9.30 a.m. - 10.00 a.m.</b>	<b>Period 1</b>
<b>10.00 a.m. - 10.30 a.m.</b>	<b>Period 2</b>
<b>10.30 a.m. - 11.00 a.m.</b>	<b>Period 3</b>
<b>11.00 a.m. - 11.20 a.m.</b>	<b>Break</b>
<b>11.20 a.m. - 11.50 a.m.</b>	<b>Period 4</b>
<b>11.50 a.m. - 12.20 p.m.</b>	<b>Period 5</b>
<b>12.20 p.m. - 12.50 p.m.</b>	<b>Period 6</b>
<b>12.50 p.m. - 1.25 p.m.</b>	<b>Period 7/Junior Lunch</b>
<b>1.25 p.m. - 2.00 p.m.</b>	<b>Period 8/Senior Lunch</b>
<b>2.00 p.m. - 2.30 p.m.</b>	<b>Period 9</b>
<b>2.30 p.m. - 3.00 p.m.</b>	<b>Period 10</b>
<b>3.00 p.m. - 3.30 p.m.</b>	<b>Period 11</b>

Pupils should be in school by 8.55 a.m. each day and they must go to the appropriate teacher for registration at 9.00 a.m. daily. If a pupil arrives after 9.10 a.m. Monday to Thursday or after 9.30 a.m. on Friday, he/she must report to his / her Tutor to be registered electronically.

## **LUNCH TIME ARRANGEMENTS**

School meals and snacks are available in the school canteen from 8.30am until 8.50am, at lunch and break time.

Free school meals are provided for pupils entitled to receive them as determined by the appropriate Education Authority. Pupils who take packed lunches must eat their lunch in designated areas. Students must not eat on the corridors or outside.

Pupils who live close to the school and wish to go home for lunch must seek permission from the Year Head at the beginning of the year. Permission to go home at lunchtime will be granted on receipt of a letter from parents/guardian indicating their approval of such an arrangement. Please note that we encourage healthy eating and information is provided for parents on the school website. The school is also a 'nut free' zone.

### **School Council**

The Student Council is composed of representatives from each year group, the members of the council being elected by their class colleagues. The aim of the council is to provide the pupils with a forum in which their views can be expressed and acted upon in order to improve the school. Members have been involved in a variety of activities working in partnership with the Senior Leadership and Management Team and outside agencies. Members of the council, through consultation with pupils and other interested parties have an opportunity to suggest improvements for the school and give feedback on school Policy and initiatives.

**Expectations**

We have very high expectations of our pupils. The maintenance of an orderly learning environment is an essential feature of school life. Each student has seven precious years in which to optimise his/her potential, consequently, poor behaviour is not tolerated and firm but fair sanctions are applied. Pupils are expected to keep to a simple Code of Conduct. This can be found in the appendices.

**Student Planners**

All students are issued with a Planner that contains information about their daily timetable and reminders about key aspects of school rules. Students are expected to enter homework set in their dairy and this is checked, monitored and signed in school. We ask that parents also check and monitor homework and sign planner to show that this has been done. The diary can also be used as a method of communicating brief messages between school and home.

## SCHOOL UNIFORM

### Girls

Skirt	Juniors: Green school <u>knee length</u> skirt with inverted pleat Seniors: Green school <u>knee length</u> skirt with no pleat
Jumper	Bottle green V-neck with mauve lines
Blouse	Mauve open neck blouse
Socks	Bottle green socks or bottle green tights. Tights must be worn from November to the end of March
Blazer	Juniors: Mauve with school crest Seniors: Bottle green with school crest
Scarf	Green school scarf with school crest Hair bands should be black, purple or green

### Boys

Trousers	Black. All belts must be plain black.
Jumper	Bottle green V-neck with mauve lines
Shirt	Juniors: Grey Seniors: White
Tie	School tie
Socks	Grey or black
Blazer	Juniors: Grey with school crest Seniors: Black with school crest
Scarf	Black school scarf with school crest

### All

Coat	Navy raincoat with school crest No other coat or jacket to be worn with the uniform at any time.
Shoes	Plain black sturdy shoes with no designs or logos. Heels may not be more than 3cm high <u>No runners of any description.</u>
PE	School football jersey and school shorts or skorts (Skorts are needed for school teams), School tracksuit

Uniform available from Murphy's, Kilkeel, Holmes', Kilkeel and Bingham Menswear, Newcastle.

Overcoat and PE gear available from O'Neill's Sports, Newry

Pupils are expected to be neat and tidy in their dress so that proper standards of personal appearance are maintained. Prescribed school uniform must be worn at school, on the journey to and from school and while representing the school on public occasions. Additional non-uniform clothing is **not** acceptable in school. A school scarf may only be worn in winter.

**All articles of clothing must be marked with the pupil's name. The school will not be responsible for lost items.**

Pupils should be well groomed and hair should be kept neat and tidy. Make-up or jewellery must not be worn at school (with the exception of one pair of stud earrings).

### **Homework**

The school has recently reviewed its homework Policy. Regular homework is a valuable aspect of the learning process. It reinforces and extends classroom learning encouraging pupils to think, work and learn independently. Homework should be purposeful, planned and relevant. It should be discussed as part of the Learning Intentions and Success Criteria. Teachers should convey and set realistically high expectations for homework or home learning which challenge and inspire the pupils. Each department has a homework Policy that fits into the overall Policy of the school.

### **Aims of homework**

- To develop to the full the students' potential and to encourage them to aim for the highest possible standards of academic achievement
- To encourage good management of work and time
- To develop the pupils' independence, creativity and ability to manage risks in their learning.
- To promote the interests of parents in their children's work and provide parents with the opportunity to access their child's progress.
- To enable the teacher to evaluate the effectiveness of classroom practice

### **Types of Homework**

Homework may take different forms such as creative writing, illustration, calculation, experimentation or practice of skills introduced in classwork. Homework is intended to provide pupils with the experience of working by themselves to consolidate or to extend work covered in class. Subject departments vary the type of homework set and use tasks appropriate for assessment purposes.

### **Time Allocation**

The duration and frequency of the homework set will vary according to the year group and frequency of class. The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning.

As a guideline pupils should spend the following time on their homework every night

Year 8: 1 hr and 30 mins

Year 9 & 10: 2 hrs

Year 11 to 14: 3 hrs

## **ABSENCES**

Each morning we alert by text parents/guardian of pupils who are absent and you are requested to reply to these texts. If a parent does not reply to texts the pupil must bring a note of explanation from parents/guardian and give it to the Tutor, on returning to school. Periodic checks on absences are carried out by the Year Head who may contact the home on the day of the absence or as soon as possible thereafter. If attendance falls below 85% the Educational Welfare Officer automatically becomes involved as per the school's Attendance Policy.

Permission to leave school during the school day will only be given when a note of explanation is presented to the Year Head before 9.10am on the day of requested absence. Appointments with dentists etc. should be made for times outside school hours.

## **Holidays**

Parents must avoid booking family holidays during term-time. If this is absolutely unavoidable they should arrange to meet with the Principal at least three weeks in advance of the period for which leave is to be requested. (Leave will only be granted in exceptional circumstances.)

## **PROPERTY**

Pupils should take pride in their school and its beautiful surroundings. They are required to use the building, furniture, fittings and equipment with care. Pupils are requested to place litter in the bins provided, inside and outside of school. Mobile phones must not be used in school. Phones and other devices must always be switched off (**not on silent mode**) between 9 a.m. and 3.30 p.m. and they must be kept out of view. Pupils should not bring personal stereos or MP3 players etc. into the school (**the school is not responsible if a pupil's property is stolen**). Each pupil must ensure that all valuables are left at home or kept in a safe place. MP3 players must not be used as data storage devices.

Each pupil is issued with text-books and a student planner. Text books are on loan and must be returned to the school in almost as good condition as they were received. Books should be protected by fixing a paper cover and identified by writing the name of the book on the cover and the name of the owner on the cover and inside on the first page. Students must follow the Book Return Policy.

## **Internet Use Policy**

This document is available separately from school and parents are required to agree to it. We take the view that ICT has the potential to enrich pupils' learning in new and exciting ways. However, with the provision and use of ICT go responsibilities for ensuring that use is appropriate and user confidentiality is maintained. Abuse of our ICT infrastructure will incur a serious reprimand.

## **Religious Education**

In keeping with the spirit of St. Louis the ethos of our school is aligned with that of the founding congregation, which through time has brought its own charism that has helped to create the educational philosophy that informs the running of the school.

As a Catholic Grammar school we, as leaders, teachers, parents and pupils, are asked to reflect on how we live out the St. Louis ethos which was Abbé Bautain's vision. Part of our spiritual growth is to reflect on what our roles and responsibilities may mean in living out the gospel message.

We understand that parental preference for St Louis Grammar School affirms a commitment to the school's Christian ethos and to the Religious Education programme provided here. However, the school welcomes pupils from other traditions. Grounded in the St Louis tradition of education, we see religious faith and practice as an integral part of the whole school experience. All pupils study Religious Education throughout their time in St Louis.

The main aim of the programme could not be achieved without considerable emphasis on the religious practice during the school year. The Holy Eucharist is central to our faith. At the beginning of the first term the entire school community gathers for Mass in St Colman's Church, Massforth, to give thanks and ask for God's blessing on the year ahead. Mass is celebrated on many occasions and we have a Welcome Ceremony for year 8 pupils and their parents in October to celebrate their 'new beginning'. Year group assemblies, a Lenten Penitential service, special liturgical services at Christmas and Easter and retreats, play an important part in faith development. At the end of sixth form a Mass is celebrated for Year 14 students and parents.

## **Reporting on Progress**

The school operates a programme of continuous assessment. Student assessments will take place in each subject in October, December, March and a formal exam in June. Pupils' progress is tracked throughout the year. Reports are issued at Christmas and the end of June.

## **Extra-Curricular Activities**

We offer a wide range of extra-curricular activities that contribute to a creative and dynamic educational process. Students are encouraged to participate in these activities which complement the statutory curriculum, so that they can broaden their learning experiences and grow and develop into responsible and effective citizens of the 21<sup>st</sup> century.

- Junior Book Club
- Junior & Senior Choirs
- History Club
- John Paul Award
- School Drama festival
- Annual Concert
- Mini Enterprise
- Orchestra
- Debating & Public Speaking
- Various Ensembles
- Student Council
- Traditional Music Group
- Technology Club
- Drama
- Film Club
- Golf
- Gaelic Football
- Camogie
- ICT
- Quiz Team
- Fund raising
- SENTINUS Engineering scheme
- Netball
- Cross Country
- Eco Schools

School Trips are an important part of the educational experience. Educational and exchange visits are arranged to places in Ireland, England and throughout Europe. There is an annual soccer trip and ski trip every two years. Day trips are arranged regularly to complement the learning which takes place in the classroom.

### **Use of the Library**

Our library is an important resource for all students and it is stocked to meet specific needs. These include subject specific resources for Key Stage 3 pupils plus a wide range of fiction and non-fiction books. The library is open to all students before school and during break and lunch times.

### **Classroom Expectations**

Classrooms including labs, ICT rooms, design rooms and gyms are our places of work. All students are expected to respect our learning areas and take responsibility for their appearance and tidiness. At the start of lesson students are expected to enter the room in an orderly manner on the instruction of the teacher. Equipment should be taken out of students' bags ready for the start of the lesson. During lessons, the standard rules of courtesy, concentration and commitment apply. Students may have water to drink during lesson whenever the teacher feels that this is practical. Drinks other than water are not permitted in lesson. "Sports Cap" bottles are ideal for this purpose. Water bottles can only be filled at break and lunchtime.

### **School Calendar**

At the start of each year parents are provided with a copy of our school calendar. This provides details of key events including: Parents' Evenings, visits, important activities and sports fixture arrangements. Additional calendars containing examination dates are issued to students taking external exams.

### **Partnerships with Parents**

At St. Louis Grammar School we believe that education of our students is a partnership between teachers, parents and the pupils. We appreciate that parents expect, not only to be fully informed about the progress their child is making at school, but also to be involved in their education. Parents of students at St Louis Grammar School are very supportive and there is a genuine sense of collective responsibility in securing the highest of expectations for our pupils.

### **Home: A Place to Study**

Having a space whether it be the bedroom or part of another room in the home in which your child can work is important. Effective, independent learning habits contribute to success. Establishing a routine for study that fits in with home life is also important and this is especially the case when it comes to coursework preparation and exam revision.

### **Study Leave for External Examinations**

Prior to the start of summer external examinations in Year 12, 13 and 14 at the discretion of the school and with the agreement and support of parents, students are allowed time at home to study. Study leave is not an automatic entitlement. For some students independent study is something that they can responsibly engage with; for others, continued school-based support is needed. In considering eligibility for study leave each student's track record for effort and coursework completion is taken into account.

### **Parents' Evenings**

Attendance at parents' evenings is always very high and we strive for 100% attendance. There is a Parents' Evening for each year group. Where a parent has a concern about their child's progress, they should contact their child's Head of Year.

### **ICT at Home**

ICT provides exciting learning opportunities and we are currently making huge investments in our ICT infrastructure at school. The pace of technological change is tremendous and increasingly students are making use of ICT equipment at home to support them with their studies.

### **School Website**

We see this as a valuable means of communication for parents and our website will contain all details of school publications, events etc. The school is continually developing the "Virtual Learning Environment" through which students can access school-created learning. On our website you will find copies of important documents and news of activities and developments. Our website address is: [www.stlouis.org.uk](http://www.stlouis.org.uk). Parents should note that most of the school correspondence will be sent home via email. On occasions a group call will also alert parents to important information sent by e-mail. Please ensure your email address is up to date.

## **Code of Conduct for Pupils**

The Code of Conduct is designed to promote good behaviour and self-discipline.

St. Louis Grammar School provides an environment in which academic and personal progress is encouraged and rewarded. The school expects that all students are positive role models for others and show high standards of behaviour at all times in school, on the way to and from school and on all school visits/trips.

The school recognises four operating principles upon which the code is based.

1. It is expected that pupils act with courtesy, consideration and respect towards all members of the school community.

It follows that:-

- Any activity which could be described as bullying is unacceptable\*;
- All members of the school community should be addressed politely and listened to without interruption;
- Honesty, truthfulness, respect and co-operation should guide the day-to-day interactions in the school;
- Behaviour in school, while travelling to and from school, and on school outings should always be governed by courtesy, consideration and respect for others.

2. Pupils must co-operate fully to enable teaching and learning to take place.

It follows that:-

- Pupils must not distract others from learning;
- Pupils must avoid loud noise outside classrooms and the Study Room at lunchtime;
- Pupils must arrive punctually for registration and for each lesson, properly prepared;
- On arrival to class, pupils must wait in single file, enter the room and immediately get ready for work;
- Pupils are not permitted to eat or chew gum;
- Pupils must not sell goods of any description in school without authorisation from the Principal
- Pupils may drink water in class with permission of the teacher;
- Pupils must always work hard and complete homework to the best of their ability on time;
- Pupils must bring the Student Planner to each lesson;
- Pupils must not leave the room without the teacher's permission;
- At the end of class pupils must leave the classroom in an orderly manner;
- Phones and other digital or electronic storage devices must not be used for any purpose (e.g. phoning, texting, listening to or downloading music, surfing the internet, taking photos, taking videos, transferring images or data files etc.) between the hours of 9 am and 3.30 pm. As a privilege Yr 13 and 14 may listen to music in the Study Room only using ear phones; See ICT Policy for more details
- Phones and other devices must always be switched off (not on silent mode) and kept out of view;

- Pupils must not phone/ text home without permission. Only the nurse may phone home if a pupil is sick.

\*Bullying Policy

3. Pupils must behave in a manner so as to ensure the safety of people and property at school.

It follows that—

- Pupils must enter/exit the school grounds via the school avenues;
- Pupils must be mindful of vehicle traffic on the journey to and from school and in the school grounds during the day and particularly at bus time in the evening;
- Once pupils come on to the school grounds in the morning they must not leave the grounds without permission;
- Pupils are permitted to go home for lunch only on receipt of a letter from parent/guardian;
- Pupils who need to leave the school during the school day must bring a note from parent / guardian;
- Pupils must obey the speed limit on the school grounds;
- Pupils must stay within the designated areas during the school day;
- Pupils who wish to drive a car onto the school grounds must have obtained a car pass\* from the Head of School;
- Pupils arriving late (after registration) must go immediately to the Tutor’s room to sign in;
- Pupils should line up outside the classroom in an orderly manner;
- All movements inside school must be orderly. Pupils should walk on the left along the corridors and stairs;
- Pupils should move quickly from one class to the next;
- Pupils must not sit on the floor of corridors;
- Pupils are permitted around the front of the school only. The Fort, the Convent area and the back of the school are out of bounds;
- Pupils must use the bins around the school;
- Pupils must not misuse mobile phones;
- Ball games must not be played close to buildings or cars;
- Pupils should obey the one way system in Mount Carmel;
- Valuable items should not be brought to school. Large sums of money brought to school (e.g. for school trips, exam fees etc.) must be given to the person responsible immediately;
- In the event of a fire/fire drill, pupils must follow the evacuation procedure;
- Pupils must use school equipment as instructed by the teacher;
- Pupils must not leave schoolbags where they are likely to cause accidents;\*\*
- Pupils must line up at buses and wait until the bus comes to a halt.
- Bags should not be left in the front entrance hall or along the main corridors. Bag racks should be used.
- Articles which could be harmful or dangerous must not be brought to school;

- Smoking materials, drugs, alcohol and offensive literature are not allowed on the premises, on the journey to/ from school or on a school visit;
- The possession, use or supply of illegal drugs will lead to expulsion;\*\*\*
- Pupils must show respect for other people's property;
- Pupils must adhere to the School's e Safety and Acceptable use Policy.

\* Appendix 1

\*\*School Bag Policy

\*\*\*Suspension and Expulsion Policy and Drugs Policy

4. Pupils must be mindful of their image and appearance and that of the school and its environment.

It follows that:-

- Pupils must be neat and tidy at all times, shirts and blouses must be tucked in;
- Pupils must keep hair tied back and must not be of an unnatural colour;
- Hair bands must be plain in design and coloured black, dark green or purple.
- Boys must be clean-shaven and hair must not be shaved below a 2 cut;
- All pupils with hair below collar length should have it tied back at all times.
- Pupils should have no visible tattoos;
- Pupils must wear school uniform properly in school, and on journeys to and from school;
- Pupils should label all personal property and take responsibility for it;
- Pupils must put litter in the bins provided;
- Pupils must only eat lunch in the canteen, the school hall (or other designated area). Year 14 should eat in the Common Room, Year 13 should eat in the Study;
- Pupils must not bring chewing gum, large felt tip pens or tipp-ex to school;
- Facial jewellery (apart from one small pair of earrings - in ear lobe only) or visible body jewellery are not permitted;
- Pupils may wear one small necklace, one small bracelet and one small ring;
- Pupils must not wear makeup to school;
- The school skirt should be knee length.\*
- Pupils must show respect for school property.
- Pupils must report any accidental damage of school property to the Year Head/Head of School/Vice-Principal/Principal. Deliberate damage, vandalism or graffiti is unacceptable and pupils will be required to pay for repairs.

## **Regulations for Student Conduct on Buses**

1. Pupils must follow the instruction of teachers and bus monitors when boarding buses
2. Pupils must follow the instruction of the driver, be courteous to the driver, and to fellow pupils. The driver is in full charge of the bus and pupils, and has the authority of a classroom teacher.
3. Pupils must be on time; the bus has to run on schedule and cannot wait for those who are late.
4. Pupils should never stand or play on the road while waiting for the bus.
5. Before boarding the bus, pupils must keep a safe distance from it while it is in motion.
6. Pupils must line up without crowding or disturbing others and occupy their seats immediately.
7. Pupils must not try to get on or off the bus when it is in motion. When on the bus they must remain seated until the bus has come to a complete stop.
8. Pupils must wear seat belts provided.
9. Pupils must follow the instruction of bus monitors while on the bus.
10. Pupils must keep out of the driver's seat and remember that unnecessary conversation with the driver is prohibited while the bus is in motion.
11. Pupils should be sure that the road is clear of all traffic or that all traffic has stopped before crossing the road.
12. Pupils must not call out to passers-by. They should not open the bus windows without permission from the driver nor extend head or arms out of the windows.
13. Pupils should help to keep the bus clean. They must not damage the bus, bus stops or the bus station.
14. All school rules apply while pupils are being transported to and from school.
15. Pupils must not throw articles of any kind in, out, or around the bus.
16. Pupils on public transport must be courteous to other bus users.
17. Pupils must only travel on the bus to which they are assigned.

This list is not exhaustive as companies may have their own list of rules. Failure to comply with the above rules may result in the transport company refusing to carry a pupil and / or the pupil's transport being withdrawn. If this occurs parents will have to pay for their child's journey or make alternative arrangements. Students and parents should note that journeys are recorded on some buses and copies of video footage are on occasions sent to the school.

### **Contact Numbers**

Education Authority Southern Region, Transport Dept., 3 Charlemont Place, The Mall, Armagh, BT61 9AX 028 3751 2268

Rooney Transport 028 40638922

Matthews Transport 07713 257679

Ulsterbus Newcastle 028 4372229

McAnulty's Yellow Line 028 41752228

## Anti-Bullying Policy

Bullying will not be tolerated in St. Louis Grammar School; each student and member of staff should feel at ease and free safe and secure. Anyone who knows that bullying is happening is expected to inform the relevant staff member/s.

St. Louis Grammar School holds the following principles and values:

- students have the right to learn in a safe and supportive environment;
- students and staff have a right to express any concerns about bullying and feel confident that these will be dealt with;
- the welfare of students is paramount, and students' needs, whether a targeted student or a student displaying bullying behaviour, must be separated from their behaviour;
- should bullying concerns be identified, St. Louis Grammar School will work in a restorative and solution-focused manner to achieve the necessary change;
- students who are targeted will be listened to and supported;
- students who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour;
- staff will receive awareness-raising training regarding bullying prevention, including effective, appropriate strategies for intervention;
- where a concern arises, staff will receive ongoing support from the Senior Leadership Team, especially those with pastoral responsibility;
- where necessary, the active participation of parents in partnership with the school will be sought in order to resolve concerns involving their child; and
- parents/guardians will be consulted on changes to this Policy.

St Louis Grammar School draws a distinction between relationship difficulties and bullying behaviours. St Louis Grammar School accepts the following definition of bullying:

*"The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others."*

Northern Ireland Anti-Bullying Forum 2005

Thus, bullying behaviour usually displays the following features:

- it is repetitive and persistent;
- it is intentionally harmful;
- it involves an imbalance of power, leaving someone feeling helpless to prevent or stop it; and
- it causes distress.

The following are unacceptable behaviours **BUT** only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power imbalance between pupils is evident.

**Type of incident:**

1. **Physical bullying** (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)
2. **Verbal bullying** (includes name calling, insults, jokes, threats, spreading rumours)
3. **Indirect bullying** (includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property) and includes Cyber-bullying: misusing mobile phones and internet programmes to humiliate, threaten and isolate another.

Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation or gender identification.

**Cyberbullying**

Technology offers not only opportunities to extend relationships in a positive manner, but also for cyberbullying. Cyberbullying refers to any cyber-communication that is intended to frighten, upset, embarrass or harass another person. It is generally seen as cyberbullying if the action is repeated more than once. The most effective ways of dealing with such behaviours are:

- do not respond and do not interact;
- keep copies of all nasty emails or conversations;
- seek help and advice from the relevant source: parents; staff; appropriate websites; the PSNI.

St. Louis Grammar School will seek, where reasonable, to be responsive to instances adjudged to be cyberbullying. Action taken will be the subject of due consideration and may differ between situations. For example, should transcripts of inappropriate texts or online conversations be discovered, the parents/guardians of the student/s generating the material may be invited to a meeting with the child's Year Head or another member of senior staff at which copies of the offending material may be handed across and sanctions applied if relevant. Advice may be sought from the PSNI or other relevant outside agencies should the school feel appropriate.

**Recognising the Signs of Bullying**

Members of staff and parents/guardians should watch for signs of distress in students. Possible symptoms that a young person is experiencing bullying may include:

- a pattern of physical illness e.g. headaches, stomach aches;
- anxiety about travelling to and from school;
- reluctance to come to school;
- changes in temperament and/or behaviour e.g. a tendency to become more emotional, upset or angry than usual;
- signs of anxiety or distress e.g. sleep disturbance, not eating, weeping, stammering;
- unexplained damage to, or loss of, possessions and/or clothing;
- unexplained bruising or cuts;
- increased requests for and/or stealing money;

- decline in quality of school work for no obvious reason;
- the desire to remain with adults;
- fear of using the internet or mobile phone, nervous and jumpy when a cyber message is received.

Individually, such signs and symptoms do not necessarily mean that a student is being bullied. However, if there is a combination or repetitive occurrence of these, then further investigation is needed in order to determine what is affecting the student.

### **St Louis Grammar School Child Protection Summary Statement**

St. Louis Grammar School recognises its five main responsibilities in the areas of Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. Parents will be made aware of the school's responsibilities and procedures and we hope they will support us in our practice. A full copy of the Policy is available on request

St. Louis offers protection on two levels:

- Immediate protection - creating a listening environment that makes it easier for pupils to share their concerns.
- Long-term protection, enhancing self-esteem and encouraging social skills, breaking the cycle of abusive behaviour.

The Board of Governors ensures that St. Louis follows the Code of Practice for the conduct of all members of staff towards the pupils attending the school. The Code of Practice covers all activities organised in and by St. Louis whether on the school premises or elsewhere.

We ensure that persons beyond St. Louis who are invited to be involved as helpers/leaders on educational visits, residential visits, or other out of school educational activities are subject to vetting procedures in keeping with current arrangements for the care and protection of children and young people.

**Recognition** We recognise the following areas of possible Child Abuse:

#### **Neglect – Physical - Sexual -Emotional**

In the event of an allegation of child abuse the member of staff will:

- ◆ Listen to the pupil and accept what is said
- ◆ Record statements
- ◆ Explain what they have to do next and to whom they have to talk
- ◆ Reassure the pupil they have done the right thing to talk about it

- ◆ Refer information to the designated member of staff

**Parents with concerns should contact Designated Staff** -Mrs Lynch, Miss Carr, Mr Martin, Mr Loye. Parents with concerns can also contact social services directly.

If a pupil makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a pupil, **the member of staff must act promptly. He/she should not investigate** - but should report these concerns immediately to the designated member of staff, discuss the matter with him/her. The designated teacher will follow this up.

**If there are concerns that the pupil may be at risk, the school is obliged to make a referral to Social Services.** The school CP team will always seek advice from the Education Authority support team. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

#### **Allegations against a member of staff**

If a complaint about possible child abuse is made against a member of staff, the Principal or the designated member of staff must be informed immediately.

If a complaint is made against the Principal, the designated member of staff must be informed immediately. He/She will inform the Chair person of the Board of Governors.

#### **Monitoring and Evaluation**

St. Louis School will update the Child Protection Policy and Procedures in the light of any further guidance and legislation as necessary. Otherwise the Policy will be reviewed every three years.

A full copy of this Policy is available on request from the school.

## St Louis Examination Policy

### Exam Responsibilities

Candidates are responsible for:

- Confirmation and signing of entries.
- Payment responsibilities.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

### Qualifications

The qualifications offered are KEY STAGE3, GCSE, GCE, Applied GCE and BTEC

### Exam Seasons

Internal exams are scheduled in line with the schools Assessment Policy:

#### INTERNAL Dates:

December: **Y8 – Y14** Christmas Exams begin (one week) **Assessment 2**

June: **Y8 – Y11** Summer Tests during this time

**Assessment 4** completed **Y8 - 11** (formal examinations)

#### EXTERNAL Dates:

January: Range of modular **GCSE** subjects for CCEA

Results: March

May–June: Range of modular **GCSE** subjects for CCEA

Results: August

Five continuous assessments are completed throughout the year using Sims Tracking.

All Internal exams are held under external exam conditions.

The HoD or TIC makes all decisions on the exam series to be used.

#### Timetable

Once confirmed, the exams officer will circulate the exam timetable for Internal exams and External exams.

The school website has been developed to include an Examinations section to assist with exam details for parents/ guardians.

### Entries, Entry Details and Late Entries

Candidates are selected for their exam entries by their subject teachers and this process should involve consultation with the students.

Teachers will sign the agreed entry to confirm its details.

Late entries are authorised by The Examinations Officer/ Assistant Examinations Officer.

Retake decisions will be made in consultation with candidates and Heads of Department.

### **Exam Fees**

Payment of examination fees will be administered by the Bursar's office and checked by the Examinations Officer.

The centre will pay all normal fees on behalf of candidates.

Late entry or amendment fees are paid by students.

Re-sit fees are paid by students.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

### **Controlled Assessment Policy** **Outline for levels of control**

#### **Formal Supervision (High Level of Control)**

- With this level of control, candidates' work must be completed under direct supervision. This might be the candidates' teacher or another person nominated by the centre.
- For most specifications, candidates do not have to complete their work in one sitting, unlike an external examination.
- Formal supervision usually happens during the final stages of the work when candidates write up the results of preparatory work or research and present the outcome for assessment. When this takes place over a number of sessions, candidates' work should be collected, stored securely and redistributed as necessary.

#### **Informal Supervision (Medium Level of Control)**

- With this level of control, candidates can work on their own with some guidance by the teacher. In some subjects, for example **art and design**, and **music**, it may be necessary for candidates to complete part of the assessment outside the classroom.
- Whatever arrangements are made, the teacher or supervisor must be able to state that what each candidate has presented for assessment is the candidate's own work. This can be assured by close supervision of portfolio work which may have been:
  - started in class and completed in the candidate's own time, or
  - started outside the classroom and completed by the candidate in class.

In either case, the amount of work carried out during class time should be sufficient for the teacher or supervisor to determine each candidate's capability in relation to what is presented for assessment. An analytical discussion with the candidate about his/her work would be one method of ensuring authenticity.

### **Limited Supervision (Low Level of Control)**

- With this level of control, candidates undertake work without teacher supervision.
- Candidates may undertake research and preparatory work which will inform, but should not be included in, the final piece of work presented for assessment.

### **Other**

Students will be given three main statements during the course of any examination series:

- a) Statement of entry: which states the exams/modules the student is entered for.
- b) Examinations timetable which is a timetable of the student's exams based on the normal start and end time of the exams
- c) Individual candidate timetable which will be the last document the student will receive. It will reflect mainly the normal start/end time of the exams, but will also show any amendments that may have been arranged for the individual candidate due to clash exams (12a) or due to extra time (13c) being allowed.

### **Candidates**

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may only leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

### **Candidates Results**

Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses. Exam results are also available online with some exam boards.

### **Enquiries Against Results –EARS**

EARS may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested through St. Louis PRS Form.

If a candidate requests an EAR they will be charged the exam board fee.

#### **Outline Enquiries About Results has two main services**

##### **Service 1**

Clerical recheck of your marks

##### **Service 2**

A remark of a component (single paper) which includes a clerical recheck – a photocopy of the script can also be available on request for an additional fee

*There are three possible outcomes of Service 2:*

1. Your original mark is lowered, so your final grade may be lower than the original grade you received
2. Your original mark is confirmed as correct and there is no change to your grade
3. Your original mark is raised, so your final grade may be higher than the original grade you received

### **Access to Scripts - ATS**

After the release of results, candidates may ask the Examinations Officer to request the return of papers within ten days' scrutiny of the results.

#### **Outline for Access to scripts (original or photocopy)**

1. Photocopy of your original script with a mark scheme before getting a remark
2. Photocopy of the original script after a remark
3. The return of your original script (once this has been requested you cannot get a remark)

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, **the consent of candidates must be obtained.**

GCSE re-marks cannot be applied for once a script has been returned.

**Please see Mr McGlue/ Mr Donnelly if you have any concerns.**

A full copy of this Policy is available on request from the school.

### **St Louis E-Safety and ICT Acceptable Use Policy Summary**

1. The purpose of Internet use, and the use of IT equipment in school, is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the school's management information and business administration systems. There are many benefits to the use of such technologies including but not limited to access to learning wherever and whenever convenient
2. Pupils must be encouraged to act responsibly when using the Internet and to report any concerns they may have to a member of staff immediately.
3. The school will grant pupils and staff access to software, their user areas, the VLE and email from home using their own ENNI username and password. Pupils will be held responsible for the contents of their school documents including any materials that are uploaded from home.
4. The school will work with ENNI and DENI to ensure appropriate internet filtering is in place.
5. Pupils will be allowed to take part in discussion forums that are controlled by staff within and outside school using the schools VLE or school controlled social networking site Mahara.
6. Pupils in 6<sup>th</sup> form may access the schools Wi-Fi system only using approved devices and with parental and school permission.
7. Pupils will be given a printing allowance for the year that is adequate number of printing credits for the school year. Requests for additional printing credits will be consider and charged for.
8. The Policy on emerging technologies will be reviewed on an annual basis to take account of the risks associated with them. However, mobile phones will not be used by pupils without permission during the school day between the hours of 9am and 3:30pm. This includes the use of any mobile technology to access the Internet or World Wide Web through the schools network or the public telecommunications network.
9. Pupils must adhere to the rules in regards to e-safety. These will be posted in all IT rooms
10. Pupils may only use approved e-mail accounts on the school system and email must be used for educational purposes only.

11. Any attempts to access inappropriate or social networking sites by circumventing the schools filters, using mobile devices or mobile internet in school, or through the use of anonymous proxies, will be dealt with as “serious misconduct”. If the school feels that a pupil has brought its reputation into disrepute by publishing online unsuitable comments, images, videos or voice recordings about pupils or members of staff, or through publishing unsuitable materials that may appear to be linked to the school or identify the school in any unfavourable way, then these matters will be investigated and suitable sanctions imposed.
12. Pupils and staff who are subject to inflammatory or defamatory comments, or are subject to online bullying, will be encouraged to report such incidences to the school and where necessary to the police or social networking site in question.
13. Parents are encouraged to closely monitor the use of the Internet and social networking sites by their children on home PCs or mobile devices. Parents are encouraged to contact members of staff to report issues as highlighted in point 11 above.
14. Pupils must be aware that access to the schools’ IT facilities may be withdrawn at any time if used in an inappropriate manner. In such circumstances access will be reviewed before the pupil is allowed back into the system.

A full copy of this Policy is available on request from the school.

## **Complaints Procedure**

### **1.1 Scope of Complaints Procedure**

The purpose of the St. Louis Grammar School Complaints Procedure is to address concerns raised mainly by parents/guardians.

(i) The procedure covers all matters relating to the actions of staff and the application of St. Louis Grammar School procedures, where they affect individual pupils.

(ii) Where it becomes evident at an early stage that the nature of the complaint should be dealt with according to other established procedures or appeals mechanisms this complaints procedure would be set aside in favour of the alternative procedures

(iii) St. Louis Grammar School will not deal with anonymous complaints and therefore these procedures do not provide for a resolution of anonymous complaints except for the referral of child protection concerns within the scope of Procedures and Guidelines to the appropriate Child Protection Authority.

### **2.1 Aims**

Our Complaints Procedure aims to:

- encourage resolution of problems by informal means wherever possible;
- be easily accessible and publicised. Copies will be available on request
- be simple to understand and use;
- be impartial;
- be non-adversarial;
- allow swift handling with established time limits for action, keeping people informed of the progress;
- ensure a full and fair investigation;
- have due regard for the rights and responsibilities of all parties involved;
- respect people's desire for confidentiality;
- address all the points at issue and provide an effective response and appropriate redress, where necessary;
- provide information to the School's Senior Management Team and Board of Governors so that services can be improved.

### **3.1 What to expect under these Procedures**

**(i) Your rights as a person making a complaint**

In dealing with your complaint we will ensure that you receive:

- fair treatment;
- courtesy;
- a timely response;
- accurate advice;
- a co-ordinated response;
- respect for your privacy – concerns will be treated as confidentially as possible, allowing for the possibility that we may have to consult with other appropriate parties about your complaint;
- reasons for our decisions.

Where there are grounds to your complaint we will acknowledge this and address the issues you have raised. If after investigation it is judged there are no grounds for your complaint, you will be advised accordingly.

### **(ii) Your responsibilities as a person making a complaint**

In raising an issue we would expect that you:

- raise issues in a timely manner;
- treat our staff in a non-threatening manner and with respect and courtesy;
- provide accurate and concise information in relation to the issue you raise;
- use these procedures fully and engage in them at the appropriate levels.

### **(iii) Rights of staff involved**

The process is non-adversarial and does not provide a role for any other statutory or non-statutory body. However, it does not take away the right of staff to seek advice from their professional body or trade union. Neither does the procedure take away from the statutory rights in law of any of the participants.

## **4.1 Who will deal with your Complaint?**

At the informal stage your complaint will be dealt with by the class teacher, line manager or Principal. If you proceed to the formal part of the process a member of the School's Senior Management Team will assume responsibility for managing the process.

A full copy of this Policy and other policies are available on request from the school.