

Grosvenor Grammar School

Information for
Parents and Pupils

September 2023



Relationships • Respect • Responsibility

Table of Contents



Our Mission and Aims	2
Contacting the School	3
The School Year 2023/24	4
Main School Events 2023/24	5
Parent Consultations 2023/24	5
Formal Assessment and Reporting 2023/24	6
School Routines	7
School Policies and Procedures	11
1 Pastoral Care Policy	11
2 Anti-Bullying Policy	21
3 Supporting Pupils with Medical Needs Policy	24
4 Safeguarding and Child Protection Policy	31
5 E-Safety, ICT Acceptable Use and Digital Media Policy	37
6 Policy Statement on Protective Wear in Contact Sports	49
7 Drugs and Substance Abuse Policy	49
8 Complaints Procedures	54
9 School Counselling Service	55
10 Parental Visits to School	56
11 Privacy Notice	56
12 External Examinations	62
13 Positive Behaviour Policy	63
14 School Rules	69
15 Recognition and Reward Structure	72
16 Code of Conduct on Educational Trips	73
17 Charges and Remission Policy	74
Uniform Regulations	78
The Friends of Grosvenor Association	81
How to get to Grosvenor – Bus Routes	82
The Grosvenor Behaviour Charter	86
The Grosvenor Eco Code	87
Appendix One – Free School Meals & Uniform Grants – Parent Checklist for Online Applications	88

Our Mission and Aims



RELATIONSHIPS	RESPECT	RESPONSIBILITY
<i>Working Together</i>	<i>Fostering mutual understanding</i>	<i>Developing self and others</i>

MISSION STATEMENT:

To inspire our pupils within a supportive, caring environment to be lifelong learners, enabling all pupils to realise their full potential and become tolerant and confident adults.

Within our School, we aim:

- to ensure that every individual is valued within an inclusive learning environment;
- to enable pupils to achieve high levels of success in all of their activities and prepare them for adult and working life;
- to provide a broad, balanced curriculum and extensive extra-curricular programme;
- to encourage the personal, moral and spiritual growth of our pupils and to encourage a sense of pride in being a member of the Grosvenor community; and
- to build upon the partnerships between pupils, staff, parents, local and international communities, so that everyone enjoys and benefits from their experience of Grosvenor.

We welcome the support of parents/guardians, as well as other interested members of the community, and invite them to contribute to the life of Grosvenor Grammar School.

Contacting the School

Telephone: 028 9070 2777
Email: info@grosvenor.belfast.ni.sch.uk
Absence E-mail: absence@grosvenor.belfast.ni.sch.uk
Twitter: @GrosvenorGS / @GGSsport
Facebook: Grosvenor Grammar School (Official)
Instagram: @Grosvenor_GS
Website: www.grosvenorgrammarschool.org.uk



Whom to contact in Grosvenor:

School Office	<ul style="list-style-type: none"> • General enquiries • To report absences • School buses
Mr P Brunt	<ul style="list-style-type: none"> • Insurance enquiries
Mr M Magill	<ul style="list-style-type: none"> • Lost property
Mrs C Sullivan	<ul style="list-style-type: none"> • Examinations
Head of Year	<ul style="list-style-type: none"> • Pastoral / General study-related matters
Head of Department	<ul style="list-style-type: none"> • Academic / Subject-related matters
Senior Leaders Vice Principals Principal	<ul style="list-style-type: none"> • Concerns other than the above

Important Notes

- All School Policies are available, during office hours, from the School Office
- Grosvenor Grammar School is a nut-free, kiwi-free and avocado-free zone.
- The safety and welfare of visitors are important to us.
- All visitors have a legal responsibility for their own and others' safety and welfare and all incidents and accidents must be reported immediately to Reception.
- The **FIRE ALARM** is a high-pitched siren. If this should sound, all persons must leave the building by the nearest exit and proceed to the nearest assembly point (playground or roadway within the main car park)

Security

- The School operates a visitor pass system for all visitors during office hours. All visitors, including spectators at sports fixtures must, therefore, report to reception on arrival.
- CCTV is operational throughout the school premises and grounds.

Access

- Access throughout the School for those with disabilities is assisted by a number of lifts and is DDA compliant.

The School Year 2023-24

<i>Staff Training</i>	<i>Tuesday 22 August – Thursday 24 August 2023</i>
First Term	Friday 25 August 2023 (Year 8 only)
August Bank Holiday	Monday 28 August 2023 Tuesday 29 August 2023 (Years 8, 9, 10 & 11 only) Wednesday 30 August 2023 (Years 8, 12, 13 & 14 only) Thursday 31 August 2023 (All pupils)
<i>Staff Training</i>	<i>Friday 27 October 2023 (No pupils to attend)</i>
Half-Term Holiday	Monday 30 October – Friday 3 November 2023 (inclusive)
<i>Staff Training</i>	<i>Monday 6 November 2023 (No pupils to attend)</i> School reopens on Tuesday 7 November 2023
<i>Staff Training</i>	<i>Wednesday 20 December 2023 (No pupils to attend)</i>
Christmas Holidays	Thursday 21 December 2023 – Wednesday 3 January 2024 (inclusive) School reopens on Thursday 4 January 2024
<i>Staff Training</i>	<i>Thursday 11 January 2024 (No pupils to attend)</i>
<i>Staff Training</i>	<i>Monday 12 February 2024 (No pupils to attend)</i>
<i>Staff Training</i>	<i>Tuesday 13 February 2024 (No pupils to attend)</i>
Half-Term Holiday	Wednesday 14 February – Friday 16 February 2024 (Inclusive) School reopens on Monday 19 February 2024
<i>Staff Training</i>	<i>Monday 25 March 2024 (No pupils to attend)</i>
Easter Holidays	Tuesday 26 March – Friday 5 April 2024 (Inclusive) School reopens on Monday 8 April 2024
May Day Holiday	Monday 6 May 2024 School reopens on Tuesday 7 May 2024
	Monday 3 June 2024 (Return of Year 13 pupils)
End of Year	Last day Friday 28 June 2024

N.B.

These dates are provisional and may be subject to alteration

Additional Staff Training Days may be notified

There will be no school buses (and bus passes will not be valid) on 25, 29, 30 and 31 August 2023

Main School Events 2023/24

(Provisional Dates)

SEPTEMBER	Wed 20	Senior Prize Distribution	1.30pm
OCTOBER	Thurs 5	Junior Prize Distribution	1.30pm
	Tue 17 & Wed 18	Year 14 Mock Interviews	6.00pm – 9.00pm
NOVEMBER	Mon 13	Friends of Grosvenor AGM	7.00pm
DECEMBER	Tue 12	Carol Service, St Anne's Cathedral	7.30pm
JANUARY	Wed 10 & Thur 11	Open Nights	6.30pm – 9.00pm
	Wed 24 & Thur 25	School Drama Production	7.00pm
MARCH	Wed 20	Spring Concert	7.00pm
JUNE	Fri 21	FoG Sponsored Walk	9.00am – 1.00pm
	Tue 25	Class of 2024 Tea Party	4.00pm

Your support would also be greatly welcomed each Saturday at our many sports fixtures.

Parent Consultations, Information Evenings and General Meetings 2023/24

(Provisional Dates. Please note that, in particular, the dates for the Parent Consultations are subject to change. If necessary, the School will email parents with new arrangements.)

SEPTEMBER	Mon 3	Release of Year 14 UCAS and Finance Talk	5.00pm
	Mon 11	Release of Year 13 A Level Parent Information Talk	5.00pm
	Fri 22	Release of Year 9 Parent Information Talk	5.00pm
	Tue 26	Release of Year 11 Parent Information Evening Talk	5.00pm
OCTOBER	Mon 2	Year 8 Parent/Form Tutor Interview begin <i>(scheduled over two weeks)</i>	Various
	Thurs 12	Year 12 Parent Consultation	4.00pm – 6.00pm
	Tue 24	Year 14 Parent Consultation	4.00pm – 6.00pm
NOVEMBER	Thurs 9	Year 13 Parent Consultation	4.00pm – 6.00pm
FEBRUARY	Tue 6	Release of A-Level Options Talk (Year 12)	5.00pm
	Wed 7	Year 10 Parent Consultation	4.00pm and 6.00pm
	Thurs 8	Release of GCSE Options Talk (Year 10)	6.00pm
	Wed 28	Year 9 Parent Consultation	4.00pm – 6.00pm
MARCH	Tue 21	Year 8 Parent Consultation	4.00pm – 6.00pm
APRIL	Tue 9	Year 11 Parent Consultation	4.00pm – 6.00pm
	Thurs 18	P6 Parent Information Evening	5.00pm
JUNE	Tue 11	New Year 8 Intake Meeting	4.30pm

Formal Assessment and Reporting 2023/24

(Provisional Dates. Any changes will be communicated in a timely fashion.)

SEPTEMBER	Start of Year	Overview to the pupils in each Key Stage of the target setting, study skills and independent learning programmes.
OCTOBER	Fri 20	Years 13 and 14 Report Cards ¹ Distributed
	Thurs 26	Years 8 – 12 Report Cards ¹ Distributed
NOVEMBER	Tue 7	Years 8 – 14 Target Setting for Winter Examinations during Registration (for 3 weeks)
	Mon 27	Year 12 Mock Examinations begin (2 weeks)
	Mon 27	Year 13 – 14 Mock Examinations begin (1 week) Years 8 – 11 Winter Examinations begin (1 week)
JANUARY	Tue 9	Years 8 – 11 Report Cards Distributed
	Fri 12	Years 13-14 Mock Reports Posted
	Mon 22	Year 12 Mock Reports Posted
FEBRUARY	Mon 19	Years 8 – 14 Reflection on outcomes in the Winter Examinations during Registration (3 weeks)
	Mon 26	Year 11 Mock Examinations begin (1 week)
MARCH	Thurs 21	Years 8 – 10 Report Cards Distributed
APRIL	Mon 8	Year 11 Mock Reports Posted
	Mon 15	Years 8 – 14 Target Setting for Summer Examinations during Registration (3 weeks)
MAY	Thurs 9 – Fri 17	Year 11 Summer Examinations
	Mon 13 – Fri 17	Years 8 – 10 Summer Examinations
	Mon 27	Years 8 – 11 Reflection on outcomes in the Summer Examinations during Registration (3 weeks)
JUNE	Mon 3	Return of Year 13 Pupils
	Fri 21	Departure of Year 13 Pupils
	Thurs 27	Years 8 – 11 Written Reports Posted
AUGUST	Tbc	Publication of AS & A2 Results ²
	Tbc	Publication of GCSE Results ²

Please note that your child will also participate in ongoing assessment and target setting during class-time and we would encourage you to engage actively with your child in helping to review these targets which are recorded in the Student Planner.

¹The Report Card grades and effort marks for November and March reflect the work of the entire period (i.e. half term or full term) and will be based on Common Assessment Tasks e.g. common homework, controlled assessments, class tests.

²Certificates for External Examinations are usually available from mid-September. All certificates not claimed by pupils are returned to the relevant Examination Body after two years.

School Routines

1. DAILY TIMETABLE

- Pupils may gain access to the school building from 8.00am via the B Block entrance.
- Senior pupils who wish to bring a car to school must complete a Car Parking Form found in the Common Room and give this to the Head of Senior School. They are then allowed to park in the designated area of the secure car park and can use the access door to the Senior School Common Room.
- Pupils should proceed to their designated area (depending on current guidance) or outside;

08:45		09:10	First bell: Pupils make their way to their Form Room
08:45	-	09:10	REGISTRATION & Form Time (at 08:50 School/Year Assembly if possible)
09:10	-	09:45	Period 1
09:45	-	10:20	Period 2
10:20	-	10:40	Senior Break: Years 11 - 14
10:40	-	11:15	Senior Period 3
10:20	-	10:55	Junior Period 3
10:55	-	11:15	Junior Break: Years 8 - 10
11:15	-	11:50	Period 4
11:50	-	12:25	Period 5
12:25	-	13:00	Period 6 - Lunch: Years 11 - 14
13:00	-	13:35	Period 7 - Lunch: Years 8 - 10
13:35	-	14:10	Period 8
14:10	-	14:45	Period 9
14:45	-	15:20	Period 10

2. LUNCH TIME

- Lunch may be eaten in the Dining Area, WMH (junior school, packed lunches) or at home.
- The EA School Meals Department operates a fully-functioning kitchen and all meals are now cooked on site with a range of 'grab-and-go' items also being provided. A cashless payment mechanism has been installed. This biometric system uses an image of your child's fingerprint, which is not stored. Your child will be able to 'top up' his/her account via 'Top-Up Vending Machines' located in the School.
- Pupils wishing to go home for lunch must bring written permission from the parents/guardians giving assurance that an adult will be present. This should be given to the Head of Year. It will not normally be permitted for friends to accompany each other to a home.
- Other than this, pupils must not leave the School grounds at break or lunch time, or at any other time, without permission.

3. LOCKERS

Lockers are available for pupils. Requests should be made through Mr Magill. A £5 deposit is required.

4. MOBILE PHONES

Parents and pupils are reminded of the School's policy on mobile phones. We recommend that pupils do not bring mobiles to school, but if they do, the phone must be switched off (i.e. completely, not just on silent) as per the policy. If the phone sounds at any time, or a teacher discovers it to be switched on (without proper authorisation), it is the teacher's duty to confiscate it and give it to a Vice Principal or Senior Leader who will set an essay. On the first such occasion, the phone may be reclaimed by the pupil at 3.20pm; on subsequent occasions it may be returned directly to the parent/guardian.

5. HOMEWORK POLICY & GUIDELINES ON STUDY

AIMS

- Homework supports the work of the classroom by enhancing pupils' abilities to work independently, by consolidating learning; and by preparing pupils for examination success.
- Homework will be used to:
 - contribute to quality learning and teaching;
 - offer feedback to teachers and pupils about achievement;
 - form part of the assessment process; and
 - contribute to the coursework components of some external examinations.

Recommended hours of homework per week:

Year 8: 5.0 hours

Year 9: 5.7 hours

Year 10: 6.0 hours

Year 11: 9.5 hours

Year 12: 11.1 hours

Year 13: 12 hours (+ independent study in school)

Year 14: 15 hours (+ independent study in school).

STUDY HABITS & REVISION SKILLS

It is never too early to develop good study habits and revision skills; doing so in junior school will undoubtedly bear fruit as pupils approach public examinations in middle and senior school. Parents play an important role in helping their sons and daughters by creating conditions at home which are conducive to study and revision. Here are some useful tips:

- Strike an appropriate balance between work, rest and play;
- Plan work: identify priorities and draw up a timetable;
- Study/revise in a quiet room with adequate ventilation and no distractions (including no background music);
- Turn off mobile phone;
- Take regular short breaks (at least every 40 mins);
- Eat properly, drink lots of water and get enough sleep;
- Everyone is different - devise revision tactics which work best for the individual. Teachers will help by suggesting a variety of techniques; and
- Do not bottle up frustration and/or problems. Always talk to someone: family, friends, and teachers. Any changes in behaviour should be noted.

SENIOR SCHOOL STUDY

Senior School offers a very challenging but enjoyable 2 years. AS/A levels are a competition and require constant dedication, self-discipline, well-developed study skills, a high level of independent study and deeper thinking/reasoning skills. In addition to the general tips above, the following points should be heeded:

- 15 hours per week of independent study is the minimum recommended for success;
- The balancing act between studies, extra-curricular and outside activities/commitments becomes even more acute with the 'intrusion' of part-time jobs. Part time jobs are strongly discouraged, particularly around examination time, and pupils (and their parents) should consider the long-term benefits of short-term sacrifices now; remember – the Educational Maintenance Allowance (EMA) is intended to replace the job, not supplement it;
- There is a strong link between success and good attendance. Absenteeism should never be condoned by parents; and
- As a result of changes in legislation (relating to the consumption of alcohol, Child Protection and teachers' responsibilities) parents should note that, regrettably, this School does not run any 'formal dance' (inc. pre- and post-formal events) for any Year Group. Teachers are instructed not to participate in any unofficial arrangements made by pupils or their parents.

6. WHAT TO DO IF YOUR CHILD IS ABSENT FROM SCHOOL

The School has a legal obligation to monitor attendance and to inform the Educational Welfare Officer of any repeated or protracted absences.

- (i) Parents/Guardians are requested to telephone the School Office, preferably on the first day of absence giving the name, Form (or Tutor Group) of their child with the reason and expected length of any absence.
- (ii) Upon return to school an email should be sent to ggsabsence217@c2kni.net on the day of return, from Parent(s)/ Guardian(s), stating the reason. Senior School pupils in receipt of an Education Maintenance Allowance should give an absence note directly to the Head of Senior School.
- (iii) Parent(s)/Guardian(s) are asked to keep requests for absence down to a minimum, making dental appointments etc. in the holiday periods or after school hours. If this is not feasible, as much notice as possible should be given (in writing to the Head of Year), so that a refusal does not create excessive disappointment or difficulty.
- (iv) The School does not approve of family holidays during term time.
- (v) If a pupil is leaving school during normal hours, for any reason, he/she must sign out at the School Office after having first obtained written permission from their Head of Year OR School Nurse OR Head of School OR one of the Vice Principals OR the Principal.

7. WHAT TO DO IF YOUR CHILD IS LATE

Pupils arriving after 8.45am must ensure that: EITHER

- (i) they are marked late in the Register by the Form Tutor; OR

- (ii) they report to Reception to explain their late arrival and obtain a late-slip. This slip must be presented to and signed by their first subject teacher and returned to Reception by 3.20pm on the day in question.

8. GAMES AND PHYSICAL EDUCATION

- (i) Games are an integral and compulsory part of the school curriculum. A proper medical certificate must be obtained if a pupil is unable to participate on a continuous basis because of a medical or physical condition.
- (ii) For temporary withdrawal from Games or PE, a note from Parent(s)/Guardian(s) must be brought, on each occasion, to the Head of Year (in the case of Games) or PE teacher.
- (iii) Many pupils are chosen to represent the School in team games, and selection is an honour, and must be treated as such. The School regards inter-school fixtures as important and believes that they should be given precedence over other interests and commitments. These games may take place on Saturday mornings.
- (iv) Clothing – see Uniform Regulations (page 78) and Policy Statement on Protective Wear in Contact Sports (page 49).

9. PUPIL TRANSPORT

- (i) Those pupils cycling to school must leave their bicycle, locked, in the appropriate place and have a note of its frame number. The School cannot accept responsibility for its safety.
- (ii) Those wishing to drive a car or bring a moped or motor-cycle to school must bring written parental permission to the Head of Senior School (forms can be found in the Senior School Common Room). They must park legally on the school grounds and the vehicle must not be used at any time during the normal school day, without specific permission from an authorised member of staff.
- (iii) It is School policy, in co-operation with Translink, either to remove the bus passes of pupils who seriously misbehave while travelling to or from School or, where available, to provide a pass for an alternative route. Such individuals will also bear the costs of cleaning or replacing any damaged property. We wish to protect the safety of our pupils while travelling, and reserve the right to add other sanctions for such offences.

School Policies/Procedures

Please note that the policies included in this booklet are correct at the time of publication. Policies are updated on an on-going basis and updated versions of policies are available on request from the School Office.

1. PASTORAL CARE POLICY

1. WHAT IS PASTORAL CARE?

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the pastoral care arrangements and provision, a school demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and fully participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

2. THE IMPORTANCE OF PASTORAL CARE IN GROSVENOR:

The importance placed on the pastoral care of our pupils is reflected by and embedded within the Grosvenor Ethos:

RELATIONSHIPS	RESPECT	RESPONSIBILITY
<i>Working Together</i>	<i>Fostering mutual understanding</i>	<i>Developing self and others</i>

Mission Statement

To inspire our pupils within a supportive caring environment to be lifelong learners, enabling all pupils to realise their full potential and become tolerant and confident adults.

Aims:

- to ensure that every individual is valued within an inclusive learning environment;
- to enable pupils to achieve high levels of success in all of their activities and prepare them for adult and working life;
- to provide a broad, balanced curriculum and extensive extra-curricular programme;
- to encourage the personal, moral and spiritual growth of our pupils and to encourage a sense of pride in being a member of the Grosvenor community; and
- to build upon the partnerships between pupils, staff, parents, local and international communities, so that everyone enjoys and benefits from their experience of Grosvenor.

Pastoral care is an integral part of the whole educational experience offered to our pupils and is not a distinct entity. It underpins every aspect of the pupils' experience in school, and exists, not for its own sake, but to enable pupils to achieve their potential.

Our Pastoral Care aim is:

TO OFFER THE BEST POSSIBLE PASTORAL CARE BY PROVIDING SUPPORT AND GUIDANCE FOR PUPILS IN A CLIMATE WHICH IS CHARACTERISED BY GOOD RELATIONSHIPS AND MUTUAL RESPECT.

We strive to continue to create an atmosphere in Grosvenor where our young people:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;
- are encouraged in their learning and develop a positive approach to study;
- can grow in their self-esteem, confidence and independent thinking;
- develop self discipline and a sense of responsibility;
- have the ability and knowledge to make informed career decisions;
- develop a positive approach to leisure activities and healthy living;

and where parents:

- are well informed;
- are reassured that their children are being educated in a safe and caring environment; and
- have opportunities to act in partnership with the School.

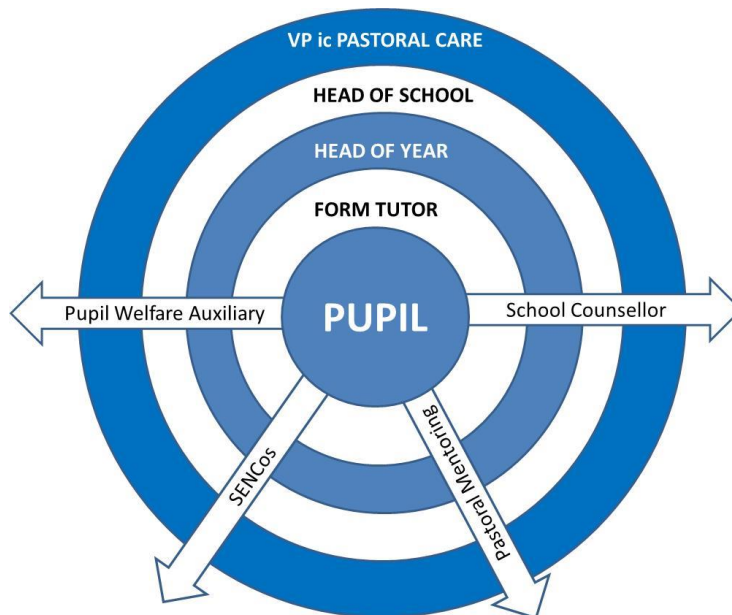
3. SYSTEMS AND STRUCTURES TO ACHIEVE THESE AIMS

Pastoral care is all-pervasive and fully integrated into the school curriculum and daily routines. All staff (teaching and non-teaching) have an on-going responsibility to care for our pupils and to contribute to the caring ethos of our school. In addition:

1. a pastoral care structure is in place which identifies staff with particular specialised roles and responsibilities;
2. a taught programme of study – Personal Development / Learning for Life & Work - has been developed for all pupils;
3. a Form Period is in place for all Year 8, 9 and 10 pupils.
4. a well-developed and comprehensive programme of Careers Education, Information Advice & Guidance (CEIAG) is offered;
5. a wide variety of extra-curricular activities is available; and
6. provision is made for enrichment opportunities in the wider community.

4. PASTORAL CARE STRUCTURE AND PERSONNEL

As illustrated below, Grosvenor has developed a formal Pastoral Care system where each pupil belongs to a Form Class / Tutor Group under the direct care of a Form Tutor, co-ordinated by a Head of Year, supported by a Head of School, with the Vice Principal i/c of Pastoral Care having overall responsibility. A school counsellor, a Learning Support Co-ordinator (LSCo), Assistant LSCo and a Pupil Welfare Auxiliary (school nurse) also play vital roles in providing pastoral care to our pupils.



4.1 Form Tutor

In Grosvenor, the Form Tutor provides the first and most immediate level of support and help for pupils, with 25 minutes set aside at the beginning of each day to develop relationships in Form Time.

“The Form Tutor is a key figure in the Pastoral System and should have a detailed knowledge of the needs, emotional development, progress and academic attainment of each pupil in his/her class” (Common Curriculum Guidance on the Pastoral System - DENI).

Depending on the age/educational stage, pupils have different needs. In order to provide the most appropriate care, the pastoral structure and provision differ slightly between the year groups:

Year 8:

The school recognizes this is an important year where some pupils can be daunted by the move to grammar school. The pupils are the youngest and smallest; they have to move around much more; they have to get to know more teachers and make new friends. The Form Tutor and Head of Year are carefully selected and specifically trained to work with the Year 8 pupils and a full Induction Programme is in place, beginning with a Year 8 Induction Evening in June before the pupils start at Grosvenor.

Each parent/guardian is invited to an interview with the Form Tutor early in the first term and to a Parent Consultation afternoon with subject teachers later in the year. To help pupils to settle in, develop friendships and relationships with each other (as well as with their Tutor and Form Prefects), a residential experience is currently offered to each class.

Year 8 pupils will have a timetabled Form Period (35 minutes per week). This time has been provided to allow the pupils to build relationships with the other pupils in their Form Class and their Form Tutor and also to support the taught Pastoral programme.

Years 9 – 12:

Parents/Guardians have an opportunity to meet subject teachers in all year groups and are invited to attend a careers/subject choice information evening for pupils in Year 10 and Year 12, as well as being given the opportunity to attend their child's personal Careers interview. Parent Information Evenings are also provided for the parents of pupils in Years 9 and 11.

Year 9 and 10 pupils will also have a timetabled Form Period (35 minutes per week). This time has been provided to allow the pupils to build relationships with the other pupils in their Form Class and their Form Tutor and also to support the taught Pastoral programme.

Any pupils who join the School in Years 9-12 benefit from an Induction Programme established by their Head of Year and includes a 'buddy system' to ensure that they integrate fully into school life as easily as possible.

Years 13 & 14:

In Senior School, pupils are re-grouped to encourage greater mixing and to help new pupils integrate more easily. At the beginning of Year 13, an Induction Programme is in place to help students make the transition to life in Senior School. Senior School pupils have their own accommodation where they study independently (under supervision) during non-timetabled subject classes, and join together in the Common Room for break and lunch.

Parents/Guardians have an opportunity to meet subject teachers in both year groups, and are also invited to attend a Higher Education information evening for students in Year 14. A Parent Information Evening is provided for the parents of pupils in Year 13.

Duties of a Form Tutor

Specific Duties of all Form Tutors include:

- promotion of the ethos of the school;
- delivering the pastoral scheme of work;
- registration and attendance monitoring;
- overseeing of the conduct and appearance of each individual in the class;
- monitoring of the progress and wellbeing of each individual;

- facilitating individual pupil target-setting exercises;
- liaising with the Head of Year, subject teachers and parents regarding progress, behaviour of each pupil;
- guidance with self-organisation e.g. Student Planners;
- induction arrangements for new pupils joining the class;
- accompanying class to relevant assemblies and conducting class assemblies;
- responsibility for report completion; and
- dealing with a variety of administrative matters relating to the Tutor Group.

4.2 Head of Year

The Head of Year has a key role in the School's pastoral structure and provides a constant channel of information, support and encouragement for each pupil, working closely with all involved in pastoral provision. Each Head of Year leads and manages his/her team of Form Tutors and co-ordinates and oversees their work. As well as dealing with individuals, the Head of Year establishes a relationship with each Form Class and promotes a sense of year-group identity, partly through Year Assemblies and year-group activities. Heads of Year work in partnership with parents, liaising closely with them.

4.3 Heads of School

There are 3 Heads of School: Head of Junior School, Head of Middle School and Head of Senior School. Each Head of School is also a member of the Senior Leadership Team.

4.4 The School Counsellor

The School Counsellor provides pupils with an opportunity to discuss and try to resolve their concerns or problems in a confidential manner. Pupils refer themselves to the counsellor by making personal contact (details publicised in Form Rooms and throughout the School); additionally, members of SLT and/or the Principal may refer a pupil to the appropriate counselling support. Counselling rooms provide a private and informal setting. Our school Counsellor seeks advice from and refers young people to external Counselling agencies where necessary.

The school also avails of the external counselling service appointed by the Department of Education. Our designated external Counsellor works one day in school and can be contacted by pupils in person, or via the internal School Counsellor or the appropriate Head of School. Appendix One provides more details of the Counselling Service.

4.5 Learning Support Co-ordinator (LSCo) and Assistant LSCo

Pupils with identified special educational needs (for example, specific learning difficulty; emotional and behavioural difficulties; physical disabilities; sensory impairments; speech and language difficulties; medical conditions) receive additional support and attention, as their specific need

dictates. The co-ordinators work closely with Heads of Year and other senior staff to ensure that appropriate measures are taken to meet the needs of these young people. They also liaise with parents and external agencies such as Educational Psychologists and Educational Welfare Officers. Grosvenor's facilities are fully DDA compliant in order to provide full access for people with physical disabilities. Classroom / General Assistants are provided where necessary, to give maximum support to individual pupils with particular needs.

4.6 Safeguarding and Child Protection (See Safeguarding and Child Protection Policy)

Grosvenor Grammar School provides a safe and caring environment for pupils and staff, and the safety and wellbeing of pupils have absolute priority. The pastoral care system is in place for the benefit of all pupils and staff and to support the Safeguarding and Child Protection Policy and E-safety, ICT Acceptable Use and Digital Media Policy. A member of the Senior Leadership Team is the Designated Teacher for Safeguarding and Child Protection and there are currently two Deputy Designated Teachers. Policy and procedures follow Department of Education guidance from DE Circular 2017/04.

4.7 Academic Tutoring & Pastoral Mentoring

In order to help pupils who are experiencing difficulties, either in a specific subject or across the curriculum, academic tutoring and pastoral mentoring are offered. The schemes are co-ordinated by specially selected staff who are assisted by senior pupils.

4.8 Pupil Welfare Auxiliary (PWA)

The PWA is available throughout the school day (in the Medical Room) to provide support for pupils who have medical needs, as a result of an accident or sickness. Pupils in need of the PWA's attention (except in an emergency) should report to her after gaining permission from the subject teacher / teacher on duty, in the company of another pupil if necessary. After examination, the PWA will decide on treatment and make contact with a parent/guardian where appropriate.

4.9 Prefects

All Prefects make an active contribution to school life, acting as a role model and promoting a sense of responsibility and commitment to the school.

Form Prefects attend registration with a Year 8, Year 9 or Year 10 Form Class. They have a special role in terms of their responsibilities and relationships with the pupils in their Form Class. While part of their role is to assist the Form Tutor with a variety of duties, such as assisting in the planning and presentation of class assemblies, and helping the Form Tutor to keep a regular check on Student Planners, their key role is to establish a relationship with the pupils and to act as a positive role model to the younger pupils.

4.10 Student Councils

Grosvenor is committed to facilitating an active pupil voice. To provide an opportunity for pupils to have an input into school policy, Student Councils meet at least once during each term:

School Council (Junior):	Years 8 – 10
School Council (Middle):	Years 11 & 12
School Council (Senior):	Years 13 & 14.

Pupil representatives meet with staff to discuss issues, propose changes and listen to others' viewpoints. Proposals are taken to the Senior Leadership Team who respond accordingly.

5. PERSONAL DEVELOPMENT AND LEARNING FOR LIFE & WORK (LLW)

These are taught programmes of study to cover discrete topics relating to the personal and social development of pupils. Topics include: developing inter-personal skills; healthy living; sex education; study skills; self-discipline; citizenship and employability.

In Senior School, the Heads of Year invite speakers into School on a weekly basis in order to stimulate discussion and to deal with topical issues (for example, local politicians, volunteers from Alcoholics Anonymous, representatives from the PSNI Drugs Squad). These talks are linked to the pastoral scheme of work and are followed up by Form Tutors during Tutor Group time.

6. CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG)

Careers education holds an important place in the learning experiences of all pupils in the School. A comprehensive programme of development is delivered as a cross-curricular theme, and through timetabled Careers classes. Towards the end of Key Stage 3 (Year 10), Key Stage 4 (Year 12) and in the Senior School, the school has developed a focus on Careers Education, Information, Advice & Guidance since there are crucial and difficult decisions to be made at these key stages in a pupil's education.

The Head of Careers leads a team of specialist Careers teachers who support and guide the pupils through the taught programme and personal interviews and by offering numerous opportunities to expand their knowledge and experience of the world of work. All pupils in Years 10, 12 & 14 have a personal interview with a member of the Careers staff (at which parents are welcome to attend if they request). Parents of pupils in each of these year groups are invited to attend a Careers evening in the school so that they are fully informed and are able to participate in their child's decision-making process.

7. EXTRA-CURRICULAR ACTIVITIES

The wide-ranging extra-curricular programme encourages pupils to develop and pursue their interests with opportunities for personal and social development, enjoyment, challenge and co-

operation. The programme includes sport, music and many other clubs and societies. These voluntary activities occur before school, at lunch-time, after school or at weekends.

All pupils are advised to participate and to use their energies, skills and enthusiasm constructively, as university admission tutors and employers have all indicated the value of such participation. Furthermore, participation in such activities will broaden their educational experience and also provides pupils with a sense of belonging and loyalty to the School.

Teachers who give time to organise, support and encourage these activities do so, on a voluntary basis, so it is important that pupils display commitment to the clubs that they join.

The teachers involved, along with details of the days, times and venues of the above activities are published annually to each Form Class / Tutor Group and are displayed on the Form Room notice board. Pupils interested in any activity should speak with the teacher in charge.

Any teacher who wishes to offer a new activity, or take part in any of those currently available, should consult with the member of the Senior Leadership Team with responsibility for overseeing the extra-curricular programme.

8. EQUALITY, INCLUSION AND DIVERSITY

(see the Equality, Inclusion and Diversity Policy and the International Policy)

Pupils come to Grosvenor from a variety of geographical areas and social backgrounds and the School seeks to establish positive and constructive relationships with the local community, with feeder primary schools, with the wider community and, beyond that, to an international community. Grosvenor has a strong tradition of links with people of all creeds, cultures and nationalities. The School is proud of its involvement in various local, national and international schemes and projects which promote the international dimension and which enable pupils to develop personally, as world citizens and in an increasingly competitive international workplace. The Board of Governors strongly supports the efforts of staff and pupils in these areas of the curriculum.

9. REWARDS AND SANCTIONS (see the Positive Behaviour Policy)

“It is the policy of this School that pupils should be encouraged to behave in ways that show self-respect and respect for others and which maintain a safe, orderly and enjoyable learning environment.

The procedures and documents produced and the approaches adopted by staff, in and out of the classroom, emphasise the School's ethos by focusing on positive behaviour strategies.”

These key statements from the School's Positive Behaviour Policy reflect the underlying principle to promote positive behaviour and self-discipline in our pupils. It is recognised that while rules and

procedures protect rights and define, rewards and sanctions are used to encourage and maintain high standards of behaviour and positive attitudes in class and throughout the school.

Details of the Recognition and Reward Structure can be found in Appendix 1 of the Positive Behaviour Policy.

In keeping with the ethos of the School, there is a desire to recognise the good behaviour and attendance of our pupils. This positive reinforcement of acceptable behaviour is designed to minimise the need for the use of the Sanctions as outlined in Appendix 2 of the Positive Behaviour Policy.

APPENDIX 1 – COUNSELLING SERVICE

1. Introduction

Grosvenor provides a caring and supportive learning environment for all. This includes a counselling service for pupils who feel that they would benefit from a discussion with a suitably qualified Counsellor. To this end, a School Counsellor is appointed by the Board of Governors. In providing an adult with time available during the school week, the intention is to give pupils an opportunity to come to terms with their situations and to formulate strategies to cope.

2. Guidance on Practice

- 2.1 This is a non-compulsory service. Attendance at any counselling interview is entirely voluntary and pupils may withdraw at any time.
- 2.2 It is important that this service is viewed as a non-directive, consultative service. The focus is on empowering pupils to formulate their own ways of dealing with the circumstances in which they find themselves.
- 2.3 Any information passed to a Counsellor will remain confidential unless it relates to a Safeguarding and Child Protection issue (see Safeguarding & Child Protection Policy). This includes:
 - emotional, physical or sexual abuse;
 - neglect;
 - criminal activity (including the supply or consumption of prescribed drugs);
 - disclosures of self-injurious behaviour (explicit or implicit); and
 - exploitation.In all such cases, the Counsellor will forward the information to the Designated (or Deputy Designated Teachers) for Safeguarding and Child Protection who will then take appropriate action, as required by the law and the wellbeing of the pupil.

At or near the start of an interview, the Counsellor will remind pupils that whilst s/he will respect the confidentiality of the discussion, there are some matters which s/he is duty bound to pass on to the proper authority, should they be disclosed in the course of the interview.
- 2.4 The Counsellor will make professional judgements on how best to proceed. The strategies will be discussed with the individual pupil and will not be initiated without her or his consent. For example,
 - referral to agencies such as GP, Educational Psychology Service, EWO
 - referral to other counselling services such as the Independent Counselling Service for Schools (Family Works), Relate etc.
- 2.5 Confidentiality excludes relaying information to Parents/Guardians, with whom contact will not ordinarily be made by the Counsellor. Where it is believed to be desirable, this will be undertaken by the Designated Teacher.
- 2.6 In some cases individuals have asked a Counsellor to make contact with their homes. In such circumstances, the Counsellor may only do so through the Principal or SLT.
- 2.7 The Counsellor will keep only such brief confidential records as are necessary to ensure the continuity over time.
- 2.8 These guidelines, which have been drawn up in the light of advice from the Department of Education (DE), Education Authority (EA) and other statutory agencies, will be reviewed regularly and amended as necessary.

2. ANTI-BULLYING POLICY

1. DEFINITION OF BULLYING

Bullying, whether it is intentional or not, is repeated behaviour which makes other people feel uncomfortable or threatened. While repetition gives bullying its oppressive and frightening quality, individual incidents of bullying are also significant, and will be recognized and dealt with as such.

In this Policy, “bullying” includes (but is not limited to) the repeated use of

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

1.1 There are different forms of bullying; the four main types include:

Physical: hitting, kicking, throwing things or using implements to cause deliberate injury to another pupil; spitting, deliberately damaging, destroying, taking or hiding another pupil’s belongings (including money).

Verbal: name calling, teasing, insulting, taunting or disparaging a pupil.

Emotional: being unfriendly, excluding, tormenting, spreading rumours, giving looks, sending unpleasant notes, and

Cyber: making nasty or threatening phone calls, or sending nasty or threatening text messages or emails. Posting humiliating, abusive or threatening comments, images, or videos on, for example, chat rooms, instant messenger or social networking sites.

People react differently and it may not always be possible to tell if someone is hurt or upset.

2. AIMS

Grosvenor Grammar School is a closely knit community in which all its members are entitled to equal rights, opportunity, respect and worth.

The aim of our Anti-Bullying Policy is to clarify for students, staff and parents that bullying is totally unacceptable. In Grosvenor, we wish to encourage an environment where independence is celebrated and individuals can flourish without fear. We believe that every student has the right to be safe and happy in school and to be protected from bullying. In order to fulfil these objectives, this school adopts a strong and active anti-bullying stance and this policy will ensure that the School complies fully with guidance issued by the Department of Education (NI) and legislation from the Northern Ireland Assembly or other legislative bodies.

3. PROCEDURE

- 3.1 In Grosvenor, we aim to create an atmosphere where students who are being bullied, or others who know about it, feel that they will be listened to and that action taken will be swift but sensitive to their concerns. It is, therefore, essential that the School is made aware of any bullying incidents as soon as they arise.
- 3.2 Bullying is considered to be, and is treated as, a serious offence. The bully must be made aware that this behaviour is unacceptable and has caused distress. The victim must realise that retaliation is inappropriate. Every effort will be made to resolve the problem by arranging pastoral support for the target pupil, and for the bully (if they so wish), and if appropriate, sanctions will be applied. In serious cases, counselling will be offered to both parties.
- 3.3 Parents of those involved will normally be informed of what has happened and how it has been dealt with.
- 3.4 If the bullying behaviour continues then further sanctions will follow. These sanctions will be decided by the Head of Year and / or Head of School in consultation with the Vice Principal in charge of Pastoral Care; by taking into account the nature of the incident. Those who persist in bullying after having been warned to stop will be dealt with in accordance with appropriate sanctions outlined in the School's Behaviour Policy. It is important, however, that counselling is facilitated for both parties even when sanctions have been applied.
- 3.5 The School may request the involvement of outside agencies.

4. PEOPLE

- 4.1 **To Students**
If you are being bullied or you know that someone else is, please inform a teacher immediately so that it can be addressed. Not telling means that the victim will continue to suffer and the bully will carry on. Everyone has a responsibility to make sure that bullying is not allowed to continue in Grosvenor.
- 4.2 **To Parents**
If you think that your child may be being bullied or he/she tells you that they are, please inform your child's Form Tutor / Head of Year and / or Head of School straight away. Reassure your child that it will be dealt with sensitively, but firmly. Where it is discovered that your child is being bullied or is directly involved in bullying, you will be contacted so the School can discuss with you how the situation can be improved and any necessary action taken.
- 4.3 **To Staff**
If you think that bullying is happening, talk to the pupil or pupils concerned and enquire what has been happening. Ask the pupil(s) to write it down and make a record yourself so that this can then be passed onto the appropriate Form Tutor / Head of Year and / or Head

of School. It is the School's view that the most effective way of dealing with bullying is through the persistent and determined action of all members of staff. All incidents of bullying must be recorded and dealt with appropriately, according to the Anti-Bullying Policy and the School's Behaviour Policy. Each incident must be recorded in SIMs under Behaviour management and recorded on the Bullying Register. The Head of Year should collate all incidents of reported bullying on a monthly basis (to include steps taken and outcome) and report to the relevant Head of School. The Head of School and Head of Pastoral Care will then, in conjunction with the Pastoral Team, decide upon and implement any further strategies necessary to address the number and nature of incidents occurring. Members of staff need to be particularly vigilant at break and lunch times; around the circulation spaces between lessons and in the areas of the playground and the toilets. These are times and places where victims are more vulnerable and bullying is not easily detected. Staff should also be aware of inappropriate language or actions by pupils in the classroom and try to prevent such behaviour.

4.4 To Governors

Following guidance from Addressing Bullying in School Act (NI) 2016, Governors will maintain a record of all incidents of bullying or alleged bullying involving registered pupils at the School.

5. **THE SCHOOL WILL SUPPORT THIS ANTI-BULLYING POLICY BY:**

- 5.1 Using teaching methods which encourage cooperative work and a variety of groupings so that students extend their relationships beyond a small group of friends.
- 5.2 Dealing with the topic of bullying, in a way which explores why it happens and gives alternative ways of behaving and dealing with difficulties. This will be covered in assemblies and in each of the year groups as follows:

Year 8: As part of their Personal Development programme and during Form Time.
Year 9: As part of their Personal Development programme and during Form Time.
Year 10: As part of their Personal Development programme and during Form Time.
Year 11: As part of their Personal Development programme and during Form Time.
Year 12: During Form Time.
Year 13: In Tutor Group time.
Year 14: In Tutor Group time.

- 6. Grosvenor Grammar School recognises the serious impact that bullying may have on individual lives, and will do everything possible to eradicate this.

7. **REVIEW & EVALUATION**

This Policy will be reviewed and evaluated annually by the Safeguarding and Child Protection Team in consultation with the Head of Pastoral Care and the School's Pastoral Team.

3. SUPPORTING PUPILS WITH MEDICAL NEEDS

1. RATIONALE

- 1.1 The School will make every reasonable effort to ensure that pupils with medication needs receive appropriate care and support at school.
- 1.2 The School believes that the administration of medicines is always best undertaken by the parent / guardian of the pupil.
- 1.3 Whilst the School recognizes that this is not always possible, it is also aware that there is no legal or contractual requirement for teachers, or other employees, to administer medication or undertake medical practices with pupils in their charge, other than that required *in loco parentis*.
- 1.4 The School anticipates that the vast majority of our pupils will be able to manage their own medication with little or no assistance from staff. However, there may be occasions when, following a parental request or in an emergency situation, that staff will need to assist pupil(s) with the administration of medicines during the school day.

2. AIMS

This policy incorporates guidance from the Department of Education, viz. *Supporting Pupils with Medication Needs* (2007 & 2008) and *Guidance for the Use of Emergency Salbutamol Inhalers in Schools* (June 2015), and the Department of Health, Social Services & Public Safety. It aims to:

- 2.1 ensure that no pupil is at risk due to lack of suitable medical support;
- 2.2 ensure that no member of staff is at risk of inappropriate behaviour or failure to give support to a child in need;
- 2.3 provide advice and training to staff; and to
- 2.4 ensure that everyone concerned is aware of their responsibilities and of the protocols to be followed when dealing with pupil medication.

3. ROLES AND RESPONSIBILITIES

3.1 Parents / Carers

- 3.1.1 **Pupil(s) should be kept at home if acutely unwell or infectious.**
- 3.1.2 Parents must make sure that the School is made aware, in writing using the '**Pupil Information Form**', of any medical conditions affecting their child(ren) and of the medication being taken. This information will initially be provided at the time of enrolment but may need to be updated in subsequent years. **All parents must provide current emergency contact numbers.**
- 3.1.3 Parents should be aware that medical information about their child(ren) will be made available to the relevant teaching staff and to the appropriate support staff who may have to deal with the child(ren).

- 3.1.4 If a parent requests that the school stores / administers medicine, then the '**Parental Medical Request Form**' (see Appendix 1) must also be completed and returned to the Pupil Welfare Auxiliary (PWA).
- 3.1.5 The School will only accept prescription medication that is in a secure and labelled container as originally dispensed.
- 3.1.6 Each item of medication must be delivered to the PWA (or member of the Senior Leadership Team), in normal circumstances by the parent/guardian. Each item of medication must be clearly labelled with the following information:
- pupil's name;
 - name of medication;
 - dosage;
 - frequency of administration;
 - date of dispensing;
 - storage requirements (if important); and
 - expiry date.
- 3.1.7 **The School will not accept items of medication in unlabelled containers.**
- 3.1.8 Only reasonable quantities of medication should be supplied to the school (for example, a maximum of four weeks' supply at any one time).
- 3.1.9 Where the pupil travels on school transport with an escort, parents should ensure that the escort has written instructions relating to any medication sent with the pupil, including medication for administration during respite care.
- 3.1.10 It is the responsibility of parents to ensure that all medications stored in the school are up-to-date. The School will not take responsibility for ensuring that medications are up-to-date or for the use of out-of-date medications by pupils.
- 3.1.11 It is the responsibility of parents to notify the school in writing if the pupil's need for medication has ceased.
- 3.1.12 It is the parents' responsibility to renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date.
- ## 3.2 Pupils
- 3.2.1 The School requires that all medicines are stored in the Medical Room (A 1 15) with the PWA. Pupils are encouraged to administer their own medicine in the presence of the PWA.
- 3.2.2 Parental approval is needed for self-administration; parents must complete the '**Request for Pupil to carry his / her own Medication Form**' (see Appendix 2).
- 3.2.3 Where a pupil feels unwell whilst in School, they should report to the Teacher in Charge who will direct the pupil to the PWA (or Main Office Staff if the PWA is unavailable).
- 3.2.4 Any pupil who visits the PWA must obtain a '**Medical Visit Statement Form**' (see Appendix 3) and present it to their teacher on return to class.
- ## 3.3 Staff
- 3.3.1 All staff, as appropriate, should be aware of pupils in the school who have a medical condition (and of the medication which has been prescribed for them). This information is supplied in confidence and must not be disclosed without permission.
- 3.3.2 All staff involved in the administration of medicines should be provided with appropriate training and should maintain a record of their use by completing the '**Pupil Consultation with PWA Form**' (see Appendix 5) for the relevant pupil.

- 3.3.3 All medicines will be administered by the school PWA.
- 3.3.4 When the PWA is absent, or not on duty, the Office Staff / Heads of Year / member of the Senior Leadership Team will look after the pupils who are ill. However, only those staff who have volunteered, who have been trained and who have been authorized by the Principal to do so, will be able to administer or oversee medical treatment.
- 3.3.5 If a staff member administers medication to a pupil, or undertakes a medical procedure to support a pupil and, as a result, expenses, liability, loss, claim or proceedings apply, the Education Authority (EA) will indemnify the member of staff provided all of the following conditions apply:
- the member of staff is a direct employee;
 - the medication / procedure is administered by the member of staff in the course of, or ancillary to, their employment;
 - the member of staff follows the guidance as published by DENI: *Supporting Pupils with Medication Needs*, the School's policy and the procedures outlined in the individual pupil's Medication Plan (or written permission from parents and guardians received through training in the appropriate procedures); and
 - the expenses, liability, loss, claim or proceedings are not directly or indirectly caused by or do not arise from fraud, dishonesty or a criminal offence committed by the member of staff. **(It should be noted that this point does not apply in the case of a criminal offence under Health & Safety legislation).**
- 3.3.6 The PWA may only administer medications listed on the **'Parental Medical Request Form'** (see Appendix 1), if it has been duly signed and returned. Exceptions to this may be permitted when pupils are on school trips, but only where a person with parental responsibility has given written permission for an accompanying staff member and/or trip leader to do so.
- 3.3.7 The PWA will assess the situation and, should they feel further medical treatment is required, contact a person with parental responsibility for the patient, in order that they may collect them from the School and get appropriate medical treatment. Where it is not possible to contact a person with parental responsibility, the PWA may send the pupil to hospital.
- 3.3.8 If the PWA decides that a pupil is fit to return to class, then the pupil must be given a **'Medical Visit Statement Form'** (see Appendix 3), indicating that they had attended the PWA, and which is to be presented to their teacher on return to class.
- 3.3.9 The details of every treatment given by the PWA will be recorded on the **'Pupil Consultation with PWA Form'** (see Appendix 5) – indicating the nature of the problem, the amount of any medication given, the type of treatment undertaken and the date/time of treatment. A record will also be kept of the person with parental responsibility who was contacted by the PWA, together with the time, date and method of contact, and the final destination of the patient.
- 3.3.10 If a pupil refuses to take medicines, staff will not force them to do so, and will inform the parents of the refusal, as a matter of urgency, on the same day. If a refusal to take medicines results in an emergency, the School's emergency procedures will be followed.
- 3.3.11 Disposal of used medical material (excluding sharp objects such as needles, Epipens, etc.) should be placed in the special (yellow coloured) medical waste disposal bag in the Medical

Room. In the case of sharp objects, these should be disposed of separately in the special “sharps box” provided in the Medical Room.

- 3.3.12 School staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Date expired medicines or those no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.
- 3.3.13 The School will make every effort to continue the administration of medication to a pupil whilst on trips away from the school premises, even if additional arrangements might be required. However, there may be occasions when it may not be possible to include a pupil on a school trip if appropriate supervision cannot be guaranteed (see the Educational Trips Policy).
- 3.3.14 All staff will be made aware of the procedures to be followed in the event of an emergency as outlined in the guidance contained within the *Health & Safety Policy*.
- 3.3.15 All medications will be stored in a locked cupboard in the Medical Room and administration of medicines will normally take place in the Medical Room. **Keys of the medical cabinet must be stored in the Main Office at the end of each day.**
- 3.3.16 The PWA will maintain full and thorough records relating to all aspects of supporting pupils with medical needs.
- 3.3.17 Where the PWA has concerns about the frequency of a pupil’s visits, the PWA will notify the appropriate Head of Year using the ‘**Frequent Visit to PWA Form**’ (see Appendix 4).
- 3.3.18 During extra-curricular activities, the teacher in charge will be responsible for summoning medical assistance in the event of illness or injury.

3.4 The School

- 3.4.1 The School will maintain a special medical room (A 1 15) for those pupils and employees who are suffering from a medical condition. This room is located in the Administration Block opposite the Reception.
- 3.4.2 The School will employ a Pupil Welfare Auxiliary (PWA) to administer emergency medical treatment and to oversee regular treatment of those with special medical needs.
- 3.4.3 The School will provide appropriate training, support and guidance for staff who support pupils with medication needs.
- 3.4.4 The Governors will regularly review the Supporting Pupils with Medication Needs Policy.

Please note in the absence of the PWA, a member of the Senior Leadership Team will fulfil the roles outlined above.

4. PUPILS AND EMPLOYEES WITH SPECIAL MEDICAL NEEDS

- 4.1 On arrival in the School, each individual case will be assessed by the PWA in conjunction with a member of the Senior Leadership Team or the school LSCo and the person(s) with parental responsibility. The parents will provide a written statement indicating clear identification of the onset of the condition that requires medication or other medical attention. An agreed method of treatment will be formulated in writing and signed by a person with parental responsibility.

- 4.2 Children with long-term or complicated medical conditions will require a detailed written agreement to be drawn up between the School, parents and the medical specialists; this should indicate the support available and the staff trained to undertake administration. These agreements must be reviewed annually by the PWA.

5. RECORDS AND OTHER RELEVANT SCHOOL POLICIES

- 5.1 The PWA will maintain full and thorough records relating to all aspects of health support offered to parents and pupils by the School.
- 5.2 Record forms kept will include:
- Pupil Information Form
 - Parental Medical Request Form (Appendix 1)
 - Use of Emergency Salbutamol Inhaler Consent Form (Appendix 1a)
 - Request for Pupil to carry his / her own Medication Form (Appendix 2)
 - Medical Visit Statement Form (Appendix 3)
 - Frequent visit to PWA Form (Appendix 4)
 - Pupil Consultation with PWA Form (Appendix 5)
 - Incident Report Form (EA)
- 5.3 Other relevant policies include:
- *Critical Incident Policy*
 - *Drug & Substance Abuse Policy*
 - *Educational Visits Policy*
 - *Health & Safety Policy*
 - *Special Educational Needs Policy*

6. REPORTING ACCIDENTS/INCIDENTS

All accidents and incidents should be reported as outlined in the Schools' Health and Safety Policy.

7. FIRST AID CABINETS

- 7.1 First Aid boxes / cabinets are located in the Main Office, all Resource rooms / stores and in laboratories / practical classrooms.
- 7.2 AmeyLG staff will check on a monthly basis the contents of all the First Aid boxes / cabinets and ensure that their contents are complete and that they are not past their "sell by date". AmeyLG will order fresh stock as required and will initial and date each First Aid box / cabinet following inspection.
- 7.3 Employees MUST report to the VP i/c H&S any use of materials from a First Aid box / cabinet immediately following the use. The VP i/c H&S will inform AmeyLG staff who will then restock the depleted cabinet immediately.
- 7.4 Portable First Aid kits are held in the Medical room (A 1 15) to be used for educational visits. The Group Leader in charge of the educational visit should notify the PWA if they plan to use

one of the portable First Aid kits. Upon their return, the Group Leader should notify the PWA if any items were used. The PWA will then restock the depleted cabinet immediately.

7.5 It is recommended that polythene gloves be worn if there will be contact with body fluids.

8. COMMON CONDITIONS

8.1 *Anaphylaxis*

8.1.1 Each pupil's GP/Medical Consultant will have prescribed Epipens / Anapens at their own particular strength to each pupil identified as in danger of Anaphylaxis.

8.1.2 Each pupil will carry their own Epipen / Anapen.

8.1.3 A spare Epipen / Anapen will be held for each pupil in the Medical Room. The PWA is to review the provision termly.

8.1.4 Administration of Epipens / Anapens:

- place child/young person in recovery position;
- remove grey safety cap;
- hold Epipen with black top at right angle to outer thigh;
- press firmly until the mechanism functions;
- hold in place for 10 seconds;
- remove Epipen and massage area;
- note time of administration;
- check pulse in neck – if absent commence CPR; and
- a second Epipen may be administered 5 – 10 minutes after the first dose if symptoms do not improve

NB. An Epipen / Anapen can only be administered to a pupil whose parent has already given written permission.

You must only use the pupil's own Epipen / Anapen; you must not use another pupil's Epipen / Anapen.

8.1.5 Following the administration of an Epipen / Anapen, an ambulance should be called immediately.

8.2 *Diabetes*

8.2.1 Pupils with diabetes should report to the PWA for administration of insulin at a pre-agreed time.

8.2.2 Staff in charge of physical education or other physical activity sessions should be aware of the need for children with diabetes to have glucose tablets or a sugary drink to hand.

8.2.3 Staff should be aware that the following symptoms, either individually or combined, may be indicators of low blood sugar known as a hypoglycaemic reaction (hypo) in a child with diabetes:

- hunger, sweating, drowsiness, pallor;
- glazed eyes, shaking or trembling, loss of concentration;
- headache;
- irritability; and/or
- mood changes, especially angry or aggressive behaviour.

If a child has a hypoglycaemic reaction, it is very important that the child is not left alone and that a fast acting sugar, such as glucose tablets, a glucose rich gel, or a sugary drink is brought to the child and given immediately. Slower acting starchy food, such as a sandwich or two biscuits and a glass of milk, should be given once the child has recovered, some 10 – 15 minutes later.

8.3 Asthma

8.3.1 Pupils with asthma are required to have their inhalers on their person at all times.

8.3.2 Pupils with asthma are required to leave spare inhalers in the school at all times. These spare inhalers should be stored in the Medical Room.

8.3.3 **It is essential that all pupils and children have immediate access to their reliever inhalers when they need them.** Relievers should always be available during physical education, sports activities and educational visits.

8.3.4 Pupils with asthma are not permitted to use another pupils' inhaler.

8.3.5 The PWA will maintain an asthma register.

8.3.6 As per the Guidance for the Use of Emergency Salbutamol Inhalers in Schools (2015), the School will stock a small supply of inhalers for emergency use. The emergency salbutamol inhaler should only be used by pupils:

- who have been diagnosed with asthma and prescribed a reliever inhaler; or
- who have been prescribed a reliever inhaler; and
- for whom written parental consent (see Appendix 1a) for the use of the emergency inhaler has been obtained.

The PWA will inform the parent(s) that their child has used the emergency inhaler. To avoid the possible risk of cross-infection, the inhaler should NOT be reused.

8.3.7 **Common signs of an asthma attack include:**

- coughing;
- shortness of breath;
- wheezing;
- tightness in the chest;
- being unusually quiet;
- difficulty speaking in full sentences; and
- tummy ache (sometimes in younger children).

8.3.8 **What to do in an asthma attack:**

- keep calm;
- encourage the child or young person to sit up and slightly forward. Do not hug or lie them down;
- make sure the pupil takes two puffs of reliever (blue) inhaler immediately (preferably through a spacer);
- loosen tight clothing; and
- reassure the child.

If there is no immediate improvement, continue to make sure the pupil takes one puff of reliever inhaler every minute for five minutes or until their symptoms improve.

4. SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION

Grosvenor Grammar School provides a safe and caring environment for pupils and staff, and the safety and wellbeing of pupils have absolute priority.

2. POLICY AIMS

This policy is to be reviewed annually and should be read in conjunction with other relevant policies and school publications. This policy has been reviewed in accordance with the 2017 DE document *Safeguarding and Child Protection: A Guide for Schools*. The aims of the policy are to:

- **maintain a safe and caring learning environment for all pupils;**
- **enable prompt identification and reporting of abuse, self-injurious behaviour and criminal activity;**
- **protect staff from erroneous or malicious allegations; and to**
- **meet legal obligations in relation to Safeguarding and Child Protection.**

3. KEY POINTS

3.1 The Board of Governors oversees all issues relating to Safeguarding and Child Protection and, in keeping with Department of Education directives, has implemented policies and procedures for Safeguarding and Child Protection.

3.2 The School seeks to prevent abuse and to bring any abuse, or well-founded suspicions of abuse, to the attention of the properly constituted authorities. In discharging that duty, the School provides this policy, a Professional Code of Practice [Appendix 1], other documentation and training to ensure that employees are clear about their obligations in relation to Safeguarding and Child Protection.

3.3 Child abuse is defined as “the actions of another person or persons that result in the pupil being neglected, harmed or not provided with proper care.” There are different types of abuse and a pupil may suffer more than one of them; these include physical, sexual, emotional abuse, neglect and exploitation.

3.4 The key principles of safeguarding and child protection that underpin all policies, procedures, practices and services relating to safeguarding and child protection are: the welfare of the pupil is paramount; the pupil should be heard; parents will be supported; the School will work in partnership with all agencies to support the pupil; timely support measures will prevent further harm; responses will be proportionate to the circumstances; pupils will be protected; decisions and actions will be informed by evidence and pupils’ needs.

3.5 The Designated Team comprises:

Designated Teacher: Mr Brunt [Vice Principal] A 1 23 Ext 2123

Deputy Designated Teacher: Mr Young [Vice Principal] A 1 21 Ext 2121

Deputy Designated Teacher: Mr Cowan [Senior Leader] A 2 02 Ext 2169

Deputy Designated Teacher: Mr Smith [Senior Leader] A 2 02 Ext 2179

Deputy Designated Teacher: Mr Thompson [Senior Leader] A2 02 Ext 2159

In these capacities they work in liaison with the Chairperson of the Board of Governors Miss S R Rainey (or, in her absence, the Vice Chair).

The School's Safeguarding Team (comprising the Designated and Deputy Designated Governors, the Principal, the Designated and Deputy Designated Teachers) will meet termly to discuss all matters relating to Safeguarding and Child Protection.

3.6 All allegations of abuse against staff will be reported to the Principal directly and / or to the Chairperson of the Board of Governors and recorded confidentially.

3.7 The School operates a system of authorised controlled access, including the use of CCTV & visitor passes.

4. SAFETY AND PREVENTING ABUSE, SELF-INJURIOUS BEHAVIOUR AND CRIMINAL ACTIVITY.

4.1 Access to premises is restricted, as agreed by the Board of Governors; all visitors report to Reception where they are issued with a pass.

4.2 All employees, volunteers and members of the Board of Governors are subject to a criminal record check and do not commence service until cleared.

4.3 Personal safety is included in the Pupils' *Code of Conduct* – issued annually. Learning about personal safety is part of the school's Learning for Life & Work programme.

4.4 Pupils will have access to a preventative curriculum through Learning for Life and Work lessons and Pastoral Time. The preventative curriculum will focus on building confidence, self-esteem and developing good mental health and emotional resilience. Pupils will learn about healthy relationships and should develop knowledge to enable them to identify abuse and to make informed choices and exercise prevention skills to enable them to protect themselves.

4.5 All school employees / volunteers receive training in Safeguarding & Child Protection. This training will ensure that staff /volunteers possess an awareness of domestic violence and its impact on children.

4.6 Information regarding "Child Exploitation and On-line Protection (CEOP)" is delivered to both staff (and is included within the teacher Induction Programme) and to pupils on an annual basis.

5. REPORTING ABUSE, SELF-INJURIOUS BEHAVIOUR OR CRIMINAL ACTIVITY

5.1 This policy asserts the wellbeing of pupils as its first priority. Actual abuse must be reported without delay, but unfounded allegations should not be allowed to have a destructive effect on those against whom they are made. NB. School procedures are further detailed in the Professional Code of Practice (see Appendix 1).

- 5.2 The School has a well-established and highly effective Pastoral Care system and it is envisaged that this will shape how the School continues to protect pupils and report abuse.
- 5.3 If an explicit allegation of abuse is made at any time, from any source, or if there is a strong suspicion that abuse has occurred, it is the legal responsibility of all employees to report the matter immediately to the Designated Teacher (or Deputy).
- 5.4 Any member of staff (teaching & non-teaching) concerned about a pupil should indicate their views, without undue delay, to the Designated Teacher (or Deputy). 'Concern' includes noticing apparent signs of abuse; becoming aware of a confession or allegation of abuse; or suspecting abuse; noticing apparent signs of self-injurious behaviour; becoming aware of a confession or allegation of self-injurious behaviour or criminal activity; or suspecting criminal activity including child exploitation.
- 5.5 A pupil can contact any member of staff (teaching or non-teaching) directly in order to report a child protection concern or make a disclosure.
- 5.6 A parent can contact any member of staff (teaching or non-teaching) directly in order to report a child protection concern or to make a disclosure. If the parent remains concerned he / she can speak to the Designated or Deputy Designated Teacher.
- 5.6 If a pupil or a parent reports a concern or makes a disclosure to a member of staff (teaching or non-teaching), the member of staff must report this immediately to the Designated Teacher (or Deputy).
- 5.7 There may not be abuse in such cases. Categories and signs of abuse are:

Physical abuse – deliberately physically hurting a child, including hitting, biting, pinching, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

Signs of physical abuse include bruises, lacerations, bite marks and burns.

Sexual abuse – when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve penetrative or non-penetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in a sexually inappropriate way or grooming a child in preparation for abuse (including via e-technology).

Signs of sexual abuse may include: physical signs or behaviour including precocity, withdrawal, inappropriate sexual behaviour.

Emotional abuse – persistent maltreatment of a child. It may also be called psychological abuse and can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve telling a child that they are worthless or unloved or inadequate. It may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Signs of emotional abuse may include: excessive dependence or attention-seeking

Neglect – failure to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child’s health or development. Children who are neglected often suffer from other types of abuse.

Signs of neglect may include: inadequate clothing, poor growth, hunger or apparent deficient nutrition

Exploitation – intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

5.8 Specific types of abuse include:

Grooming – grooming involves perpetrator(s) gaining the trust of a child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins.

Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Domestic and Sexual Violence and Abuse – domestic abuse is where threatening, controlling, coercive behaviour, violence or abuse inflicted on anyone by a current or former intimate partner or family member. Sexual abuse is any behaviour perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone.

Female Genital Mutilation – FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

Forced Marriage – a forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence and anyone with knowledge of a forced marriage must report it to the PSNI immediately.

Children who Display Harmful Sexualised Behaviour – it is important to distinguish between different sexual behaviours; these can be defined as ‘healthy’, ‘problematic’ or ‘sexually harmful’. When supporting pupils who display harmful sexualised behaviour, the Designated Teacher and Deputy Designated Teachers, will follow DE Circular 2022/02, based on the 2021 AIM Project Education Guidance Understanding and Managing Sexual Behaviours in Education Settings.

E-Safety/Internet Abuse and Sexting – online safety means acting and staying safe when using digital technologies. It includes internet technology, text messages, social environments and apps, and using games consoles through any digital device. Risks include content, contact, conduct and commercial risks. Pupils need to become ‘Internet Wise’ in order to protect them from the dangers the internet can pose. They should also be made aware that it is illegal under the Sexual Offences (NI) Order 2008, to take, possess or share ‘indecent images’ of anyone under 18.

6. DESIGNATED TEACHER / DEPUTY DESIGNATED TEACHER DUTIES

- 6.1 The Designated Teacher [in all cases, please understand “or, in his / her absence, a Deputy Designated Teacher”] has an ongoing responsibility to ensure that the Safeguarding and Child Protection Policy and Professional Code of Practice are implemented.
- 6.2 If the Designated Teacher is acquainted with any direct allegation or confession of abuse, self-injurious behaviour or criminal activity, or apparent signs of abuse on a pupil, or of a member of staff’s suspicion that abuse, self-injurious behaviour or criminal activity may have taken place, the Designated Teacher will conduct such preliminary clarifications as are felt merited.
- 6.3 The Designated Teacher will seek advice from one of the EA Designated Officers and / or the Child Protection Support Service (CPSS). If the Designated Teacher then forms the considered opinion that, on the balance of probability, abuse or criminal activity may be indicated, he / she is legally obliged to inform Social Services, the Chairman of the Board of Governors and the Designated Officer in the Education Authority. The Designated Teacher will complete an Understanding the Needs of Children in Northern Ireland (UNOCINI) form. Thereafter, the procedure will be directed by these agencies; for example, Social Services will inform the PSNI and there may be Police involvement at an early stage as part of a Joint Protocol procedure. The Principal will also be informed.
- 6.4 If the Designated Teacher forms the opinion that, on the balance of probability, abuse is not indicated, he / she will, after consultation with appropriate members of the School’s Pastoral Care Team, determine what further action (e.g. support), if any, should be taken. The matter will still be reported to the Principal, recorded confidentially and guidance from EA Designated Officers and / or CPSS sought.
- 6.5 Where the abuse (as opposed to bullying) is peer abuse, i.e. by another pupil, both the victim and the alleged abuser must be reported.
- 6.6 In all cases in which abuse is suspected, a written record of all details must be kept, and filed in a suitable location, appropriate to the confidential and sensitive nature of the material. All records will be stored in accordance with DE Circular 2016/20 - Child Protection: Record Keeping in Schools. The School will co-operate fully with all investigations or processes as required by the properly constituted authorities and will try to accommodate parental/guardians’ requests for information/interviews.
- 6.7 The names of all pupils who have been abused will be entered on the Child Protection Register.

- 6.8 If the Designated Teacher forms the considered opinion that, on the balance of probability, self-injurious behaviour may be indicated, he / she is legally obliged to inform Social Services, the Chairman of the Board of Governors and the Designated Officer for Child Protection in the Education Authority. Thereafter, the procedure will be directed by these agencies (for example, Social Services). The Principal will also be informed. The school will facilitate support measures (where appropriate) for the pupil concerned; for example, counselling from either the School Counsellors and/or the Independent Counselling Service for Schools.
- 6.9 Where child protection procedures have been implemented, the school will facilitate support measures (where appropriate) for the pupil concerned; for example, counselling from either the School Counsellor and/or the Independent Counselling Service for Schools and / or support from external agencies.
- 6.10 A confidential list of pupils who are on the Child Protection Register will be kept.
- 6.11 The Designated Teacher will make an annual formal report to the Board of Governors.
- 6.12 If the allegation or suspicion of abuse is against a member of staff, the allegation should be reported to the Designated Teacher, who will report it to the Principal who will then follow the procedures outlined in DE Circular 2015/13 Dealing with Allegations of Abuse Against a Member of Staff. If the allegation or suspicion of abuse is against the Designated Teacher, the initial report should be made to the Principal, who will then follow the above procedures.
- 6.13 The School is part of Operation Encompass and will work with the Police Service of Northern Ireland in receiving, managing and responding to confidential information about pupil cases of potential and / or actual abuse.

7. ASSOCIATED POLICIES AND SCHOOL PUBLICATIONS

- *Professional Code of Practice (see Appendix 1)*
- *Attendance Policy*
- *Anti-bullying Policy*
- *Positive Behaviour Policy (including the Pupil Code of Conduct)*
- *Educational Visits Policy*
- *Health and Safety Policy - Safe Handling; Safe Environment*
- *Special Educational Needs and Disability Policy – including Intimate Care*
- *Drugs and Substance Abuse Policy*
- *Relationships and Sexuality Education Policy*
- *E-Safety, ICT Acceptable Use and Digital Media Policy*
- *Supporting Pupils with Medical Needs Policy*
- *Whistleblowing Policy*
- *Using Adults Other Than Teachers (see Appendix 2)*
- *Information Booklet for Pupils and Parents*
- *Prospectus and Annual Report*

5. E-SAFETY, ICT ACCEPTABLE USE AND DIGITAL MEDIA POLICY

1. INTRODUCTION

1.1 This policy acknowledges and complies with DENI circulars 1999/25, 2007/01, 2011/22 and 2013/25.

1.2 What is the Internet, Cloud and Digital Media?

Internet – The Internet is an electronic information highway connecting many millions of computers and individual subscribers all over the world. As this global network is not governed by an international body, there are obviously dangers concerning the kind of information that is accessible to its users. However, the educational value of appropriate use of information and resources located on the internet is substantial.

Cloud – Cloud based learning and teaching encompasses a broad range of educational resources available in an online environment. This includes My School, Fronter, Equella and other online resources.

Digital Media – This covers all hardware, software, portable and non-portable devices used for educational purposes inside and outside of school.

1.3 Rationale for pupil use of the Internet, Cloud and Digital Media

The school encourages pupils to use the rich educational information sources available on the internet and cloud, together with the development of appropriate skills using digital media to fully utilise such resources. On-line resources offer pupils a broad range of up-to-date information; provide independent research facilities; facilitate a variety of learning styles; and encourage pupils to take responsibility for their own learning. E-literacy is a fundamental requirement for all pupils in order to prepare for the continually developing technological age that we live in.

1.4 Networked Access to Internet, Cloud and Digital Media

The school provides filtered internet access to pupils and staff on both the C2k and the school's non-C2K networks. **Only filtered internet connections provided by, or on behalf of, the school may be used to access on-line material at school.** Parents, pupils and staff are reminded that all mobile electronic devices must also be used in accordance with the mobile phone policy.

1.5 How will pupils gain access to the Internet, Cloud and Digital Media at School?

- During ICT lessons
- Through subject use across the curriculum
- During extra-curricular activities
- In the study areas, during normal school hours and occasionally at other times
- Through C2k Wireless provision (filtered).

1.6 **Are there any dangers associated with using the Internet, Cloud and Digital Media?**

Since the internet and cloud is composed of information from a vast array of sources world-wide, it includes some material that is not of any educational value in the context of the school. This material may include information that is inaccurate, abusive, profane, sexually oriented, racist or illegal.

In order to guard young people from any inherent dangers, it is the joint responsibility of the school and parents/guardians to educate pupils about their responsibility when using the internet and cloud.

1.7 **Promoting Safe Working Practices**

The school is determined to continue to provide high quality training for staff and pupils to make best use of its ICT facilities. Pupils will be provided with appropriate training and guidance on how to safely use the internet, cloud and digital media during KS3 ICT classes. Staff will continue to receive appropriate training in the safe use of the internet, cloud and digital media.

Pupils and staff will also be advised of the Health & Safety issues surrounding the use of digital media technology.

1.8 **Promoting Awareness with Parents, Governors and Community**

The school is committed to ensuring all stakeholders are made aware of this policy. The policy will be disseminated to parents, governors and staff. It will also be available on the school web-site so that other interested stakeholders can have full access. In addition, regular references will be made to the policy in communications with all stakeholders.

2. **RESPONSIBILITIES OF STAFF AND PUPILS**

2.1 Pupils are responsible for good behaviour when using the internet, cloud and digital media just as they are in the classroom or elsewhere in the school. General school rules apply.

2.2 The school has a filtered internet, cloud and e-mail service. **Pupils and staff will be made aware that internet, cloud and e-mail services are monitored and are not therefore private; internet, cloud activity and e-mail messages can be viewed by the Principal at any time.** While normal privacy is respected and protected by password controls **users must not expect internet and cloud activity, e-mail or files to be absolutely private.**

Whilst access to the internet on the C2k and non-C2K systems is heavily filtered to protect the interests of staff and pupils, in certain circumstances access may be granted to staff to sites which would normally be restricted. Requests for access to blocked sites should be made using the '**Request for Access to and Risk Assessment of Blocked Media or Emerging Technology**' pro-forma contained in Appendix 3. In accessing these sites, staff should exercise caution. These sites may contain inappropriate or questionable

information including user generated content. It is the responsibility of staff who wish to use these restricted sites to suitably vet the links they plan to use.

Some sites, notably YouTube, may also have an impact on the school's internet bandwidth if used excessively, reducing the bandwidth available for other purposes. Therefore, consideration for other users should be exercised when accessing these sites.

- 2.3 Particular care should also be taken while projecting information from a digital media device onto a whiteboard or other form of facility, as inappropriate material may be displayed.
- 2.4 **Access to the internet, cloud and digital media requires parental permission and a signed declaration by pupils agreeing to the school rules for use of the internet, cloud and digital media (Appendix 2).**
- 2.5 The school will ensure that all pupils understand how they are to use the internet, cloud and digital media appropriately and why the rules exist.
- 2.6 The internet, cloud and digital media is provided for pupils to conduct research, communicate with others and fulfil their curricular requirements. While the use of information and communication technologies is a required aspect of the statutory Northern Ireland Curriculum, access to the internet, cloud, digital media and C2k NI services remains **a privilege and not a right**. Access is granted to pupils who act in a considerate and responsible manner, and will be withdrawn if they fail to maintain acceptable standards of use.
- 2.7 During school hours, teachers will guide pupils towards appropriate materials. Outside school hours, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Please note that any filtering available at home may not be subject to the same stringent requirements as we have in place to protect users at school.

- 2.8 When using the internet, cloud and digital media at school, all users must comply with all copyright, libel, fraud, discrimination and obscenity laws.
- 2.9 If at any time pupils find themselves able to access, from within the school, internet sites which they think should be blocked, they should advise their teacher immediately. Likewise, staff should immediately advise the member of the Senior Leadership Team in charge of ICT Strategy (or, in his/her absence, another member of the Senior Leadership Team).
- 2.10 Any resources or materials downloaded by teachers, pupils or parents for use within school, must abide by the requirements of this policy and be suitable for use in the classroom. If an individual is unsure regarding the appropriateness of content, they should seek advice from the member of the Senior Leadership Team in charge of ICT

Strategy before accessing the material within school (or, in his/her absence, another member of the Senior Leadership Team).

- 2.11 All school resources (including computers, laptops, tablets and other digital devices) and their associated accessories are provided for educational use; they must not be used for any other purposes. Only portable resources may be removed from school, to facilitate preparation for teaching and learning, in accordance with the details set out in Appendix 5; however, the resources may not be passed on to any third party.

3 EXAMPLES OF ACCEPTABLE AND UNACCEPTABLE USE OF THE INTERNET, CLOUD AND DIGITAL MEDIA

3.1 Activities which are encouraged include, for example:

- the use of digital media for appropriate educational purposes only to communicate between colleagues, between pupil(s) and teacher(s), between pupil(s) and pupil(s), between schools and industry;
- use of the internet, cloud and digital media to research and develop topics related to social, personal, academic and professional development;
- use of the internet, cloud and digital media to investigate careers, continuing professional development and Further/ Higher Education; and
- the continuing development of pupils' and staffs' ICT competence skills.

3.2 Activities which are not permitted include, for example:

- retrieve, store, send, copy or display offensive information;
- use obscene, racist or offensive language;
- harass, insult, bully (cyber bullying) or cyber attack others;
- share or use another user's password;
- leave a computer unattended when it is logged on;
- trespass in another user's folders, work or files;
- intentionally waste resources (such as on-line time and consumables);
- use the network for unapproved commercial purposes;
- share information with others relating to another without their prior consent;
- share intimate information or images about themselves or others;
- use ICT resources in any way that contravenes Health & Safety guidelines;
- search, download, view and/or retrieve materials that are not related to the aims of the curriculum or future careers;
- damage any school device, computer system or computer network. This includes hardware, software, files or information stored/displayed on any school device;
- load / connect any unauthorised outside software or hardware onto the school system;
- spread computer viruses (all downloaded files and external storage devices must be checked for viruses before being used on the school system);
- violate copyright laws – copy, save and/or redistribute copyright protected material;

- attempt to access the internet independent of the school's filtered C2K and non-C2K system. No other wireless or wired internet connected is permitted (including mobile internet);
- subscribe to any services or order any goods or services, unless specifically approved by the school;
- play computer games or use interactive social media 'chat' sites, unless specifically assigned by the teacher;
- use the network in such a way that use of the network by other users is disrupted (for example, downloading large files during peak usage times; sending mass email messages);
- publish, share or distribute any personal data/information about a user (such as home address, email address, phone number etc.);
- any activity that violates a school rule;
- use any equipment to photograph, record or video any school activity for which explicit permission has not been given;
- **use or distribute, including on social networking sites, any material relating to school activities, pupils or staff for which explicit permission has not been given. This includes the posting of material, images or video footage relating to school staff, pupils, the school environment or school name without prior written consent from the Principal or an appointed deputy. This applies to curricular and extra-curricular aspects of school life as well as to all school trips;** and
- engage in any activity that is harmful or hurtful to others.

4 SANCTIONS

- 4.1 Violation of the above rules will result in a temporary or permanent ban on internet, cloud and digital media use. Additional disciplinary action may be added in line with existing school discipline policy rules on inappropriate behaviour. Where applicable, the PSNI or local authorities may be involved.

5 LOCATION AND PUPIL SUPERVISION

- 5.1 There is broad access to the internet, cloud and digital media covering most areas of the school including filtered wifi.
- 5.2 In order to reinforce good practice, it is important that pupils should frequently be reminded of their responsibility to use the internet, cloud and digital media in line with the school policy on acceptable use.
- 5.3 While using the internet, cloud and digital media at school, pupils **should, where possible**, be supervised directly by a member of staff.

6 STAFF USE OF INTERNET, CLOUD AND DIGITAL MEDIA

- 6.1 Teacher use of the C2k NI service, non-C2K networks and digital media devices must be in support of the aims and objectives of the school curriculum and School Development Plan. C2k NI in particular supports the implementation and sharing of effective practices

and collaborative networking across the province, as well as nationally and internationally.

- 6.2 The internet, cloud and digital media training of staff will also focus on the use C2k NI resources, amongst others, in their teaching and learning activities, to support the school's pastoral life and streamline administration procedures. Furthermore, staff will be given the opportunity to request additional training at any time.
- 6.3 **All school staff (both teachers and non teaching staff) are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the school.**
- 6.4 **Staff must not communicate with pupils, either personally or professionally, using social networking sites, email or other technologies which are not managed or approved by the school or C2k providers.**

Staff are advised that it is neither acceptable practice, nor school policy, to befriend or browse the profiles of pupils or parents using social networking sites e.g. Facebook. Similarly, it is not considered appropriate or acceptable for pupils or parents to request "friend" status with staff. Furthermore, for both professional and personal security, staff are strongly encouraged to regularly review their own personal security settings on social media sites in line with similar advice and guidance provided for pupils annually.

All school representatives should bear in mind that information they share through social networking applications, even if they are on private spaces, is still subject to copyright, data protection and Freedom of Information legislation. It is never considered acceptable behaviour for staff to reference school business, policy, practice or pupils via any social media unless through an officially created and maintained account.

- 6.5 It is the responsibility of the school network manager to ensure that, in the absence of available technical support, the integrity of the network is preserved to a level which safeguards both data and child protection procedures.

7 ACCEPTABLE USE OF DIGITAL MOVING/STILL IMAGES OF PUPILS

- 7.1 All staff should follow the guidance below when dealing with taking, display, storage and use of moving/still images of pupils.

7.2 Taking of Photographs/Video of Pupils

Parents will be asked to give their consent in writing to a range of such activities. A central database will be maintained of those pupils for whom parental permission has and has not been received. Staff will be required to consult this database prior to taking any images of pupils.

7.3 Display/use of Photographs/Video of Pupils

Staff are permitted to capture and/or use moving/still images of pupils, for whom parental permission has been appropriately received, for display purposes and publicity in and outside school, in school publications, on the school digital signage and website. Where staff require additional guidance on the display/use of moving/still images of pupils, the Principal should be consulted. The Principal must grant permission for images of pupils to be distributed to any external media provider.

7.4 Capture & Storage of Photographs/Video of Pupils

Staff are encouraged to call upon the school marketing / publicity manager to assist with the taking of photographs/video for school business. It is recognised, however, that in many circumstances (for example, field trips, sporting events or incidental activities within departments) this is not always possible or appropriate. In these circumstances, staff are encouraged to capture moving/still images of pupils using hardware which has been procured by the school.

It is **not** considered acceptable to use personal mobile phones to capture any such images.

Furthermore, it should **not** be normal practice to store images of pupils (however obtained) on school / personal digital media devices, in a printed format or on any external memory device as a matter of course for **prolonged** periods of time.

As a result staff should ensure that:

1. Any images of pupils stored digitally should be stored on C2k staff folders. Technical support will be available from the ICT support staff to assist in the transfer of existing/new images.
2. Staff must transfer digital media from capture devices to C2k staff folders at the earliest possible opportunity. In order to maximise the efficient use of school resources, staff should do this by ensuring that:
 - a. ONLY files which are most suitable for school business are selected
 - b. selected files are copied to a shared C2K staff folder
 - c. remaining images from the initial capture device are deleted
 - d. images are located in an appropriately named folder. (Consider *Activity – Year Group – Date* to be appropriate, e.g. “Residential Y8 20.5.14”)
3. Staff are discouraged from storing images of pupils on school provided portable devices; however, it is recognised that, to facilitate editing or selection this may be essential. In these circumstances, personal portable devices should not be used. It is expected that, after initial use by staff, digital images of pupils should be **deleted from portable devices as soon as possible**.
4. Staff should not pass images of pupils to third parties without consulting the Principal. Please consult the Principal if you require further advice.

Some subjects, for example drama, media studies and physical education, have specialist course requirements which necessitate the use of digital moving/still images of pupils to

address course criteria. In some circumstances, technical limitations of the C2k system prevent files from being usefully stored within the staff resources area. In subjects where these circumstances have been identified, the storage of digital images is permissible on external storage devices providing:

1. The storage device is owned by the school.
2. The storage device is normally retained within the school building.
3. All departmental staff members are fully aware of the purpose of the specific storage device and its normal secure location within the school building.

There may be a need, at certain times throughout the year, to facilitate formative and summative feedback or assessment. In these circumstances, the storage device may be taken home by the staff member concerned providing:

1. All reasonable precautions are taken to ensure the security of the storage device.
2. The storage device is returned to school at the earliest opportunity.
3. The storage device is strictly used for purposes approved by the school only.

8 INFORMATION AND DATA MANAGEMENT

- 8.1 The school values the importance of appropriate data management procedures and practices and requires all staff to be prudent regarding sensitive personal materials, whether paper based or electronic.

Staff are encouraged to use SIMS.net to access the personal information of pupils. This is provided within school and is always password protected.

Staff must **not** store electronic copies of sensitive personal information on the following:

- Any personally owned portable or non-portable device.
- Portable storage devices eg. portable hard-drive or memory stick. (Neither School procured nor personally owned portable devices are considered acceptable for sensitive data).

Staff may store basic pupil information electronically, for example, name, form class and performance statistics, for the purposes of recording pupil achievement throughout the year. This information may be removed from the school building to facilitate assessment activities.

Staff must ensure that they hold the minimum amount of personal data necessary to enable them to perform their duties. The data must not be held any longer than necessary for the purposes it was collected for. Every effort must be made to ensure that data is accurate, up to date and that inaccuracies are corrected without any unnecessary delay. Staff are advised to be prudent about the sensitivity of this data and are required to maintain its confidentiality.

9 PERMISSION FROM PARENTS AND GUARDIANS

9.1 Parents/guardians will be provided with the e-Safety, ICT Acceptable Use and Digital Media Policy and permission will be sought for their child/ren to use the internet, cloud and digital media. Pupils are also required to sign an undertaking agreeing to their proper use of the internet, cloud and digital media. Details of the letter sent to parents and additional guidance information is included in the appendices to this policy.

10 WEBSITE & DIGITAL SIGNAGE

10.1 The school website and digital signage will be supported by the ICT Coordinator (Strategy & Communications), and updated and monitored by a range of staff members in accordance with the guidelines set out in Appendix 4.

11 USE OF SOCIAL MEDIA SITES FOR EDUCATIONAL PURPOSES

11.1 Subject to the approval of the Principal, staff may use social media sites for educational purposes only.

Staff requesting the use of such sites for educational purposes must:

- Specify the proposed site;
- Specify who would be involved;
- Conduct a risk assessment;
- Provide a clear rationale stating the benefits of the proposed activity; and
- State how long the site will be operational.

Only **one** member of staff should be responsible for the operation of the site. Their login and password details must not be shared.

Another nominated member of staff should be responsible for the frequent moderation of the site. This will normally be the relevant Head of Department.

The social media site must only be used for educational purposes strictly related to the topic(s) being covered.

Any breach of this or unacceptable behaviour may result in the user being denied any further access to the site. The user will be subject to any appropriate disciplinary procedures in line with the school's disciplinary policy and the e-Safety, ICT Acceptable Use and Digital Media Policy.

Approval must be sought from the parents/guardians of any pupils who may be using the site before access is granted.

12 BRING YOUR OWN DEVICE (BYOD)

12.1 The use in school of devices owned personally by staff and pupils is subject to the same regulations/rules as if they were provided by the school.

Please note: Some devices may not be suitable for use on the school network. The school can not guarantee connectivity or the quality of the wifi connection with personal devices.

The user/owner of a device being connected to the school network should adhere to the following conditions:

1. The device must be used in accordance with the e-Safety, ICT Acceptable Use and Digital Media Policy.
2. Any inappropriate content stored on the device in breach of the e-Safety, ICT Acceptable Use and Digital Media Policy must be removed before it is brought into the school premises.
3. An up-to-date anti-virus/internet security product must be installed on the portable device or external storage device.
4. As the school's insurance does not cover personal devices used in school, appropriate insurance measures should be in place to cover the device for this application.
5. As devices may have a tracking facility, it would be advisable to have it enabled when being used in school to assist in the relocation of the device if lost or stolen.
6. **The school accepts no responsibility for any privately owned devices brought into school. Pupils/staff are solely responsible for the safety (including content) of devices on their way to school, during school and on the return from school. It is the responsibility of pupils/staff to look after their own personal devices and therefore they should keep the devices with them at all times. The school is in no way responsible for personal devices that are broken, lost or stolen while at school or during school activities.**
7. Use of the internet, cloud and email is monitored and any use that is deemed to be inappropriate will be reported to the Principal. The Principal can request internet, cloud and email usage log for all users at anytime.
8. Devices may be checked at any time for inappropriate use.
9. If a student or member of staff finds inappropriate and/or illegal materials available on their device, the Principal should be informed immediately, giving details of their name, inappropriate material, time and date of incident.
10. There should be no use of camera facilities (if available on the device) to take images/ video of pupils or staff without permission.
11. **Users who wish to connect their personal equipment to the school wireless network should have no expectations of hardware or software support from the school**
12. Devices should be named ideally with a UV pen in accordance with advice from the police.

13. Pupils and staff will be responsible for the security and protection of their passwords and if a device is left unattended the user should have either logged off or locked the device to prevent anyone using it in their absence.
14. All use of the Internet is governed by a legal agreement with our Internet Service Provider (ISP).
15. If a user suspects that their device has been affected by a virus or other malware, it should be removed from the school network and fixed before using it on the school network again.
16. Personal devices should not be connected to the school's peripherals, eg. printers.
17. Devices must be in silent mode while in school, unless otherwise allowed by a teacher.
18. Printing from personal devices may not be possible (Pupils are not permitted to bring their own personal printing devices).
19. **Pupil owned personal devices should be charged before school and should run on battery power while at school (Devices are not permitted to be charged in school).**
20. Portable devices/electrical items owned by staff members or pupils are not to be brought into the school unless they have a current Test Certificate (i.e. within the last 12 months). In all instances, the school is to be made aware of the intention to use 'private' electrical equipment in the School.
21. The school is in no way responsible for the maintenance of any device (keeping it charged, installing updates or upgrades, fixing any software or hardware issues).
22. Filtering may not block all inappropriate content.
23. Internet access can be removed for individuals and appropriate sanctions applied.
24. Pupils and staff should be conscious of personal safety when carrying devices to/from and around school
25. Pupils and staff should be conscious of personal safety when communicating online, and therefore must not share unnecessary personal information about themselves or others.
26. The school reserves the right to withdraw permission, at any time, to allow any individual to use personal devices in school.

We hope that following these instructions will help to make the use of ICT a positive experience for both our pupils and staff.

REVIEW

This policy will be reviewed and updated as required.

APPENDIX 1: Additional Advice for Parents with Internet access at Home

1. The device with Internet access should be situated in a location where parents can monitor access to the Internet. Devices should be fitted with suitable anti-virus, anti-spyware and filtering software.
2. Parents should agree with their children suitable days/times/durations for accessing the internet.
3. Parents should discuss with their children the school rules for using the internet, cloud and digital media and implement these at home. Parents and children should decide together when, how long, and what comprises appropriate use.
4. Parents should get to know the sites their children visit, software/apps they use and talk to them about what they are learning.
5. Parents should consider using appropriate internet filtering software for blocking access to unsavoury materials. Further information is available below.
6. It is not recommended that any child under 16 should be given unmonitored access to social media or chat facilities.
7. Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the internet, such as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details. In this way they can protect their children (and themselves) from unwanted or unacceptable overtures from strangers, from unplanned expenditure and from fraud.
8. Parents should encourage their children not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images. If the message comes from an internet service connection provided by the school or by C2k, they should immediately inform the school.
9. Please note for your own information that many social networking sites have a minimum age restriction. In the case of Facebook, for example, the recommended age for use of this site is 13 years of age.

Further free advice for parents is available from the following sources:

<http://www.thinkuknow.co.uk/> - a website designed to inform children of the potential hazards involved with online chatrooms.

<http://www.parentsonline.gov.uk/> - promotes home school links by helping parents understand the role of Information Communications Technology (ICT) in learning.

www.kidsmart.org.uk

<http://www.wiseuptothenet.co.uk/> - The Home Office guide to Internet safety with downloadable leaflets for parents

<http://www.getnetwise.org/> - information about filtering programs for home use

Protecting Your Home Computer

To protect your home computer, parents are advised to ensure the following items of software are installed on their home computers:

- Anti-Virus / Internet Security, Filtering and Anti-Spyware Software.

6. POLICY STATEMENT ON PROTECTIVE WEAR IN CONTACT SPORTS

In the interests of Health & Safety, the wearing of appropriate protective items for sports is mandatory for all Grosvenor Grammar School pupils, as follows:

Sport	Mandatory Protective Item(s) Provided by Pupil	Mandatory Protective Item(s) Provided by School
Cricket		Pads, Gloves, Helmet and Abdominal protector (Batsman / Wicket Keeper)
Hockey (boys and girls)	Mouthguard, Shinguards	Goal Keeping Equipment, face-masks (short corners)
Horse Riding	Hard Hat	
Rounders, Softball, Baseball		Catching mitts
Rugby	Mouthguard	
Soccer	Shinguards	
Squash	Eye-shields	

Notes:

1. In the case of mouthguards, it is recommended that they are made from a dental impression of the teeth.
2. Teachers, referees and coaches are not qualified to make a judgement on the quality of mandatory protective items; this remains the responsibility of the parent / guardian.
3. In hockey (the boys and girls 1st XI only), the wearing of defence masks will be mandatory for goal post defenders at short corners.
4. Teachers will inform and remind pupils they need to wear these protective items. Teachers cannot be held responsible for the removal of protective wear by pupils.

7. DRUGS AND SUBSTANCE ABUSE POLICY

1. RATIONALE FOR GROSVENOR GRAMMAR SCHOOL POLICY

- 1.1 Grosvenor Grammar School is committed to the Health and Safety of both its staff and pupils and will take action to safeguard their wellbeing.
- 1.2 The School acknowledges the statutory requirement to have a Drugs Policy and to provide drugs education as part of the curricular provision. This policy has been drawn up in the

light of advice from the Department of Education for Northern Ireland (DENI), the Education Authority (EA) and other statutory agencies.

- 1.3 Grosvenor Grammar School acknowledges the importance of its pastoral role in the welfare of young people, and through the School's Pastoral System and a drugs education programme, will seek to promote the development of:
- skills to enable pupils to cope with adolescent concerns and make informed and responsible choices;
 - pupil autonomy through the encouragement of self-discipline, self-awareness and the acquisition of appropriate personal and social skills; and of
 - a school ethos that inspires confidence in the quality of teacher/pupil relationships and which values the full range of guidance and pastoral care provision relevant to pupil needs.
- 1.4 The School encourages parental involvement and seeks to educate parents of the School's policy with regard to drugs and substance abuse.
- 1.5 The Board of Governors supports a policy that forbids all pupils (no matter what the legal position states) from smoking, vaping, drinking alcohol or partaking of drugs within the school premises, whilst travelling to or from school, whilst in school uniform, whilst taking part in any school organised activity or travelling to or from such school activity, or participating on educational trips (as defined in the school's *Educational Visits Policy*). Possession of cigarettes, electronic cigarettes, alcohol or drugs will be taken as an indication of a breach of these rules.
- 1.6 In any case of suspected drug misuse among pupils, the Chair of the Board of Governors and PSNI must be informed. Furthermore, the incident must be reported to the Designated Officer/Deputy Designated Officer for Child Protection within the EA.

2. DRUGS – A DEFINITION

As stated in the CCEA guidance, “**a drug is any substance which, when taken, has the effect of altering the way the body works or the way the person behaves, feels, sees or thinks**”. Within this policy the terms ‘use’, ‘misuse’ and ‘abuse’ refer to the use of a drug for purposes for which it was not intended, or using a drug in excessive quantities.

As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco;
- over-the-counter medicines such as paracetamol, aspirin;
- prescribed drugs, such as antibiotics, inhalers, Ritalin;
- volatile substances, such as aerosols, correcting fluids, gas lighter fuel, glues and petrol;
- **controlled drugs**, such as cannabis, LSD, ecstasy, amphetamine sulphate, magic mushrooms (processed), heroin, cocaine;
- psychoactive substances; and
- other substances, such as amyl/butyl nitrites.

3. POLICY AIMS

The *Drug and Substance Abuse Policy* aims to:

- define the roles, responsibilities and legal duties of the Governors, the Principal, the Designated Teacher for Drugs, staff and pupils;
- promote a Drugs Education Programme within the curriculum;
- develop procedures for dealing with drug-related issues;
- establish procedures for managing specific incidents of suspected drug misuse; and to
- establish guidelines for the administration of prescribed medication.

4. ROLES, RESPONSIBILITIES AND LEGAL DUTIES

- 4.1 The Board of Governors has overall responsibility for the policy and its implementation, but delegates the responsibility for the daily operation of it to the Principal and the Senior Leadership Team. Furthermore, the Board of Governors will ensure that a statement of the School's policy on Drugs and Substance Abuse is published in the school prospectus and that the policy is reviewed at regular intervals. The Designated Governor for Child Protection is also the Designated Governor for Drugs.
- 4.2 The Principal has the responsibility to determine the circumstance of any drugs-related incident and should make every effort to contact the parents/guardians of those pupils involved. The Principal should ensure that in any incident involving a controlled drug or psychoactive substance, there is close liaison with the PSNI. After informing the PSNI, the Principal should only be concerned with the welfare of the pupil(s) involved in the incident, the other pupils in the school and the safe handling, storage and disposal of any drugs / drugs-related paraphernalia. The Principal and the Chair of the Board of Governors will agree the pastoral / disciplinary response and report the incident to the Designated Teacher/Deputy Designated Teacher within the EA. All governors will be made aware of suspected drugs-related incidents and the corresponding disciplinary response.
- 4.3 The Head of Pastoral Care in consultation with the Designated Teacher for Drugs (Designated Teacher/Deputy Designated Teacher for Child Protection) is responsible for ensuring that the curricular provision is in compliance with the statutory requirements. The Designated Teacher will act as the contact person for external agencies that may have to work with the school or with pupil(s) concerned. It is the responsibility of the Designated Teacher to take possession of any substance(s) and associated paraphernalia found in the event of a suspected incident and to complete / forward a factual report to the Principal.
- 4.4 It is not **the responsibility of individual staff members to determine the circumstances** surrounding a suspected drugs-related incident; however, they should deal with any emergency procedures if necessary. Any information, substance or paraphernalia received should be forwarded to the Designated Teacher immediately. A brief factual report of the suspected incident should be completed and forwarded to the Designated Teacher. Where a

pupil discloses to a member of staff that they are taking drugs, the staff member should make it clear to the pupil that they can offer no guarantee of confidentiality.

- 4.5 The School will inform parents / carers of school procedures in the event of suspected drug-related incidents.

5. PROVISION OF A DRUGS EDUCATION PROGRAMME

- 5.1 The School believes in and supports the following educational aims of the Drugs Education Programme:

- to promote the concept of preventative health education as part of a whole-school process which provides for the wellbeing of all our pupils;
- to provide accurate information about substances;
- to increase understanding about the implications and possible consequences of use and misuse;
- to widen understanding about related health and social issues, e.g. alcoholism, crime, long-term illness, sex and sexuality, HIV and AIDS;
- to enable young people to identify sources of appropriate personal support; and
- to safeguard all our pupils from those wishing to involve them in drugs and substance abuse.

- 5.2 The Head of Learning for Life and Work, in consultation with the Head of Pastoral Care and the Designated Teacher, will ensure that a co-ordinated programme for all Key Stages is implemented, regularly reviewed and updated. This will include:

- the curricular provision at Key Stage 3 & 4;
- the use of pastoral time (informal curriculum) across all year groups; and
- the use of external agencies as appropriate.

- 5.3 Extra-curricular activities will provide many opportunities for staff to reinforce the learning of the more formal curriculum.

6. PROCEDURES FOR HANDLING SUSPECTED INCIDENTS OF DRUG MISUSE

- 6.1 It will depend on the nature of the incident and the type of substance(s) involved; for example,

cigarettes, electronic cigarettes, alcohol, solvents, controlled drugs and psychoactive substances may each require a different kind of response. Detailed guidance for dealing with drug and substance misuse are outlined in DENI Circular 2015/23 *Drugs Guidance* and the CCEA guidance *Guidance on Managing Suspected Drugs-related Incidents* (see Appendix 4).

- 6.2 In general, the following sequence will be followed by the staff involved:

6.2.1 Disclosures of drugs and substance abuse must be reported immediately to the Designated Teacher.

6.2.2 Individual members of staff who suspect a drugs-related incident must ensure the safety for all pupils and other members of staff affected and provide the immediate necessary medical care that is most appropriate.

- 6.2.3 The staff member should identify, remove and secure any drugs / substance and/or associated paraphernalia / evidence, and pass all information / evidence to the Designated Teacher. Additionally, the staff member must write a brief factual report of the incident and forward it to the Designated Teacher.
- 6.2.4 The Designated Teacher for Drugs should respond to the member of staff / First Aider; in the event of an emergency, the parents/guardians of the pupil(s) concerned should be informed immediately.
- 6.2.5 The Designated Teacher will take possession of any substance(s) and associated paraphernalia found and will inform the Principal. The Designated Teacher will take initial responsibility for the pupils(s) involved in the suspected incident and will complete / forward a factual report to the Principal.
- 6.2.6 The Principal will determine the circumstances surrounding the incident.
- 6.2.7 The Principal will inform the parents/guardians, Chair of the Board of Governors and the following external agencies as appropriate, viz. PSNI, Designated Officer with the EA.
- 6.2.8 The Principal, in consultation with the Chair of the Board of Governors, will determine the appropriate safeguarding / disciplinary responses including counselling services and support.
- 6.2.9 A copy of the incident report (see Appendix 5) will be forwarded by the Principal to the chairperson of the Board of Governors and the Designated Officer with the EA (if appropriate).
- 6.2.10 The School will ensure that appropriate pastoral support will be provided for both the pupil(s) involved with the suspected drugs-related incident and those pupils affected by the incident through, for example, the school Counselling Service, Heads of School, Heads of Year or other trained staff.
- 6.3 If the school receives an enquiry from the media, the caller should be referred only to the Principal (or a designated nominee).

7. SANCTIONS

With respect to the drugs-related incidents as outlined in Section 1.5 of this policy, the following sanctions will be applied to offenders.

- 7.1 In the case of the person bringing ('dealing' or 'supplying') a "controlled drug" or psychoactive substance to any of the situations, the Board of Governors will initiate expulsion procedures.
- 7.2 Any person possessing or using a "controlled drug" or psychoactive substance will be suspended pending investigations which may lead to expulsion.
- 7.3 Any person possessing or using a "non-controlled drug" or substance will be placed in a Friday Detention for a number of weeks (or a Saturday detention) dependent on previous record.

- 7.4 Repeated incidents of those detailed in Points 7.2 or 7.3 will lead to suspension and may ultimately result in expulsion.
- 7.5 On return to the school, all persons involved in drug or substance related abuse will be strongly encouraged to receive counselling through the schools independent counselling service or other external agencies such as DAISY (Drugs and Alcohol Intervention Service for Youth).

8. LINKS WITH OUTSIDE AGENCIES

- 8.1 The school actively co-operates with and utilizes the expertise of external agencies such as the EA, the Educational Welfare Department, Health & Social Services Department, the School's independent counselling service and the PSNI.
- 8.2 Use is also made of a number of voluntary organisations to deliver the School's educational programme, as well as to provide help to pupils and/or their parents should incidents of abuse be discovered (see Appendix 6).

9. ADMINISTRATION OF PRESCRIBED OR PROPRIETARY MEDICINES

- 9.1 The School will operate procedures in respect of pupils taking prescribed or proprietary medicines in school as described in the School's *Supporting Pupils with Medical Needs Policy*.
- 9.2 Any pupil found in possession of, or taking drugs or medicines, outside the terms of the arrangements as described in the *Supporting Pupils with Medical Needs Policy*, will be subject to the sanctions detailed in Section 7.
- 9.3 School staff will be made aware of first aid procedures in the event of a medical emergency. These procedures are outlined in Appendix 3.

10. REVIEW AND EVALUATION

This policy will be reviewed and evaluated annually by the Board of Governors in consultation with the Head of Pastoral Care, the Designated Teacher/Deputy Designated Teacher for Drugs and the Senior Leadership Team.

8. COMPLAINTS PROCEDURE

The section below outlines the Complaints Procedures for the School. A copy of the full *Complaints Procedures* document is available from the School Office, or from the School website.

1. For most matters the Form Tutor or the Subject Teacher is usually the first point of contact.
2. Depending on the nature of the matter, you may, however, wish to contact the **Head of Year** or the **Head of Department**.
3. Depending on the nature of the matter, you may, however, wish to contact a **Senior Teacher (Head of Junior, Middle or Senior School), Vice Principal** or the **Principal directly**. You may also do so at any stage if you believe the matter

is serious enough to merit the involvement of Senior Leadership, or if you are dissatisfied with the service provided.

4. If you are dissatisfied with the manner in which the school has dealt with you and/or your complaint, you should contact the **Chairman of the Board of Governors**, using the school address. The Chairman will refer the complaint on to the Main Board where applicable.
5. The Education Authority has no responsibility for, and cannot deal with, complaints (except for those referred to in Section 4 of the full *Complaints Procedures* document.)
6. **Having exhausted the internal complaints procedure**, parents of pupils may refer their complaint to the Northern Ireland Public Services Ombudsman (NIPSO), if they remain dissatisfied. Upon receiving notification by the School that the full internal complaints procedure has been completed, parents who remain dissatisfied are required to make any complaint to the Ombudsman within 6 months of the date of receiving written notification. The NIPSO contact details are provided in Appendix 1 of the full *Complaints Procedures* document.

9. THE SCHOOL COUNSELLING SERVICE

In view of the School's commitment to the well-being and pastoral care of pupils, we provide a dedicated Counselling Service. The School Counsellor (Mrs Caulfield) has received extensive training in counselling and has been allocated time during the week to devote to individual pupils who are experiencing problems, require advice or wish to discuss a personal matter. In order to make use of the service, pupils should contact Mrs Caulfield [HE Dept, room D115] at a convenient time or, if they prefer, ask their Form Tutor, Head of Year or a member of the Senior Leadership Team to refer them. Additionally, parents/guardians can telephone the Counsellor at school. Pupils are encouraged to make use of this service. It is our experience that talking about a problem, or even getting something off your chest, can be of great benefit in both the short and long term. In all cases, matters will be handled with sensitivity and treated in confidence (except where (i) in the Counsellor's judgement, it is in the pupil's best interests to advise the Principal; (ii) there is a legal obligation on the School to pass on information to the PSNI and/or Social Services).

The School also avails of the external counselling service provided by Familyworks (appointed by DE). Our designated Counsellor works one day in school and can be contacted by pupils in person or by pupils/parents through the school office or via Mrs Caulfield or the appropriate Head of School.

Pupils (and/or parents) may prefer to make direct contact with an appropriate agency or helpline.

In order to facilitate this, a list of contact information is provided below:

- | | |
|------------------------------------------------------------------|---------------|
| • Teen Relate (for families going through separation or divorce) | 028 9032 3454 |
| • Familyworks | 028 9182 1721 |
| | 028 9039 1630 |
| • Contact Youth (General counselling) | 028 9045 7848 |
| (freephone helpline) | 0808 8088000 |
| • Parents Advice Centre | 028 9023 8800 |

- CRUSE (Bereavement counselling) 028 9079 2419
- Beat Bullying www.beatbullying.org
- Child Exploitation and Online Protection Centre www.thinkuknow.co.uk
- Eating Disorders Association NI 028 9023 5959
- NICAS (NI Comm. Addiction Service) (Drug/Alcohol addiction counselling) 028 9073 1602
- NEXUS (helping people survive sexual abuse) 028 9032 6803
- Childline www.childline.org.uk 0800 1111
- Samaritans (jo@samaritans.org) 0845 7909090

10. PARENTAL VISITS TO SCHOOL

The partnership between home and school is of vital importance in ensuring the best possible education for all our pupils. Grosvenor prides itself on having developed good communications with home and we provide a range of opportunities for parents and guardians to consult with the School on any matter regarding the education or well-being of their son or daughter. These opportunities include:

1. formal parent consultations;
2. informal contact by means of phone calls or notes;
3. meetings arranged by appointment; and/or
4. observing the extra and co-curricular activities.

The School is happy to provide this range of opportunities to talk to parents and guardians and indeed would welcome any suggestions as to how such contact and communication could be further developed. In order to ensure that all parental contact operates in the best interest of each pupil we ask that you:

- do not otherwise visit the School without appointment;
- do not go directly to classrooms nor talk to any teacher or pupil without prior approval;
- report to Reception on arrival in school; and
- agree in advance if you wish anyone other than a parent/guardian to participate in discussion.

All discussions should be carried out in an atmosphere of mutual respect. The Board of Governors reserves the right to withdraw a parent/guardian's licence to enter the school premises.

11. PRIVACY NOTICE

For Pupils & Parents/Families/Carers/Legal Guardians

ABOUT US

Grosvenor Grammar School is the data controller of the personal information we hold about our pupils and their parents/families/carers/legal guardians. This means that we are responsible for deciding how we hold and use the personal information which we collect.

We are required under the General Data Protection Regulation (GDPR) to notify you of the information contained in this privacy notice.

We collect and use pupil information under the Education Act (Northern Ireland) 2014 and other legislation. You may find the specific legislation at <https://www.education-ni.gov.uk/department-education-legislation>.

The majority of pupil information you provide to us is information which you are legally obliged to provide but some pupil information is provided to us on a voluntary basis. When collecting information from you we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

This notice applies to prospective, current and former pupils and their families/carers/legal guardians and those applying for a place at the school and their families/carers/legal guardians. We may update this notice at any time but if we do so, we will inform you as soon as reasonably practicable. It is important that you read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information and what your rights are under the GDPR.

If you have any questions about this privacy notice or how we handle personal information, please contact the Principal who will deal with your query. The Principal can be contacted at Grosvenor Grammar School, Marina Park, Belfast, BT5 6BA, telephone 028 9070 2777, email info@grosvenor.belfast.ni.sch.uk.

Our Data Protection Officer is the Education Authority and it monitors the school's data protection procedures to ensure they meet the standards and requirements of the GDPR. Please contact the Data Protection Officer at Education Authority, telephone 028 9056 4000. You have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues. The ICO's details are as follows:

The Information Commissioner's Office – Northern Ireland
3rd Floor
14 Cromac Place,
Belfast
BT7 2JB

Telephone: 028 9027 8757 / 0303 123 1114
Email: ni@ico.org.uk

HOW DO WE COLLECT AND HOLD PERSONAL INFORMATION?

We collect some personal information about our pupils and their families/carers/legal guardians during a pupil's application process to the school. We will sometimes collect additional information from third parties such as the Education Authority, Department of Education, examination board or previous school attended by a pupil. We mainly collect personal information about our pupils and their families/carers/legal guardians throughout the course of the pupil's time at the school, for instance when completing educational visit consent forms, from statutory curriculum assessments and throughout our relationship with a pupil when we are exercising our legal obligations as a public educational body and during our pastoral care.

WHAT PERSONAL INFORMATION DO WE COLLECT, STORE AND USE ABOUT OUR PUPILS?

Personal information is information that identifies you and relates to you. We will collect, store and use the following categories of personal information about our pupils:

- Personal information (such as name, age, date of birth, photographs and unique pupil number).
- Contact information (such as address, email address, emergency contact information and telephone number).
- Attendance information (such as sessions attended, number of absences and absence reasons).
- Assessment information (such as statutory assessment process, GCSE and post-16 qualifications and standardised tests provided by commercial companies).
- Exclusion and behavioural information.
- CCTV footage captured in school and other information obtained through electronic means.
- Non-sensitive characteristic data (such as free school meal eligibility).
- Special categories of data (such as ethnicity, language, country of birth, nationality, information regarding health, special educational needs, allergies and disability)
- Biometric information in order to access the cashless system used in the Dining Centre.

WHAT PERSONAL INFORMATION DO WE COLLECT, STORE AND USE ABOUT OUR PUPILS' / PARENTS/FAMILIES/CARERS/LEGAL GUARDIANS?

We will collect, store and use the following categories of personal information about our pupils'/parents/families/carers/legal guardians:

- Personal information (such as name, age, date of birth and photographs)
- Contact information (such as address, email address and telephone number)
- CCTV footage captured in school and other information obtained through electronic means

WHY DO WE COLLECT, STORE AND USE THIS INFORMATION?

We will only use personal information when the law allows us to. Most commonly, we will use personal information relating to our pupils and their parents/families/carers/legal guardians where we need to comply with our legal obligations and where it is needed in the public interest for us to exercise our authority as a public educational body.

In some cases we may use personal information where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests. For example, the school has a legitimate interest in providing pupils with an education, safeguarding and promoting pupil welfare, facilitating the efficient operation of the school.

We may also use your personal information, less frequently to protect a pupil's or their family's interests (or someone else's interests). For example, when investigating a complaint made by another pupil.

We keep personal information electronically on the School's information management systems, the School's IT network, or manually in indexed filing systems. Situations in which we will use personal data, including special category data, include:

Teaching & Learning

For example:

- To monitor and report on pupil progress
- To provide appropriate pastoral care

Safeguarding & Child Protection

For example:

- To safeguard pupils
- To manage a pupil's absence

Business Continuity

For example:

- To assess the quality of our services

Communications

For example:

- To foster links between the School and the local community, including fundraising events

Statutory Returns

For example:

- To monitor equal opportunities

Security

For example:

- To comply with health and safety obligations
- To comply with the law regarding data sharing

Access to Systems

For example:

- To support pupil learning

Sound Financial Management

For example:

- To provide more efficient means of payment for school facilities such as catering services

CONSENT

Whilst the majority of the personal data provided to the school is required for us to comply with our legal obligations, some of that information is provided on a voluntary basis through parental consent (namely, a parent's/carer's/legal guardian's express agreement). A pupil aged 13 or over is considered capable of giving consent themselves and will not require express agreement from a parent/carer/legal guardian. However, if a child is not considered capable of giving consent themselves for example, due to an identified special educational need, an adult with parental responsibility may exercise the child's data protection rights on their behalf.

Where we need consent, for example collecting biometric information to access the dining centre, the school will provide the person with parental responsibility for a pupil or, if aged 13 or over, the pupil themselves, with a specific and clear notice which explains the reasons why the data is being collected and how the data will be used. You should be aware if you do not consent to our collection of this type of data, this will not affect the standard of education we deliver to the pupil. If we ask for your consent to use personal information, you can take back this consent at any time. Please contact the school if you would like to withdraw any consent you have given. You may write to the Principal at Grosvenor Grammar School, Marina Park, Belfast. BT5 6BA or email info@grosvenor.belfast.ni.sch.uk

Please be aware that we do not need to obtain parental consent if personal data is to be processed for the purposes of obtaining counselling services for the child.

HOW LONG IS DATA STORED FOR?

We will only keep personal information for as long as necessary to fulfil the purposes we collected it (for example, to educate and look after pupils) and including for the purposes of satisfying any

legal, accounting, or reporting requirements. We do not store personal data forever; we only hold pupil and family data for as long as we are legally able to do so. However, sometimes we will keep personal information for historical reasons (e.g. year group or sports team photographs) but you will always have a right to ask for it to be destroyed.

This is a link to the Department of Education Document Retention and Disposal Policy which can be found at <https://www.education-ni.gov.uk/publications/disposal-records-schedule>. This will give you more information about how long we keep personal information. In determining the appropriate retention period for personal information, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise your personal information so that it can no longer be associated with you, in which case we may use such information without further notice to you.

DATA SECURITY

We have put in place appropriate security measures to prevent personal information from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a need to know. They will only process personal information on our instructions and they are subject to a duty of confidentiality.

We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator (currently the Information Commissioner's Office) of a suspected breach where we are legally required to do so.

WHO WE SHARE PUPIL INFORMATION WITH?

We may have to share pupil and their family's data with third parties, including third-party service providers and other bodies such as:

- the new school/s that the pupil attends after leaving us
- the Department of Education
- the Education Authority for Northern Ireland
- Northern Ireland Council for Curriculum Examinations and Assessments
- The Board of Governors
- General Teaching Council for Northern Ireland
- Youth Council for Northern Ireland
- Exceptional Circumstances Body
- Department of Health and Health & Social Care Trusts
- PSNI
- C2K School Management Information System
- Examination Boards such as CCEA, AQA, CCEA and Excel
- Commercial standardised test providers
- Familyworks Counselling service
- Electoral Office
- Extra-curricular organisations eg Army Cadets, Duke of Edinburgh's Award Scheme
- Tour organisers and other agencies involved in the organisation of educational visits
- Local and national media

- Building Maintenance AmeyFM
- Parent email provider Schoolcomms
- NI Careers Service

Why do we share pupil information?

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We only permit access to personal data for specified purpose and in accordance with our instructions.

We are required to share pupils' data with the Department of Education and/or the Education Authority on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. We also share information with the NHS or a pupil's destination upon leaving school.

Schools Census

The Department of Education has a legal right to ask for particular information under the Education and Libraries (NI) Order 2003 and is referred to as the "School Census". This information includes information on pupil characteristics such as date of birth, gender, ethnicity, religion, free school meal entitlement and special educational needs status. A number of statistical releases are made available through the Department of Education website covering data on enrolments, participation rates, pupil teacher ratios, school leavers, attendance and school performance.

TRANSFERRING DATA OUTSIDE THE EU

We will not transfer the personal information we collect about you to any country outside the EU without telling you in advance that we intend to do so and what steps we have taken to ensure adequate protection for your personal information in those circumstances.

YOUR RIGHTS OF ACCESS, CORRECTION, ERASURE AND RESTRICTION

Under GDPR, pupils/parents/families and carers have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Principal, Grosvenor Grammar School, Marina Park, Belfast, BT5 6BA, telephone 028 9070 2777 or by email at info@grosvenor.belfast.ni.sch.uk

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

Under certain circumstances, by law a parent/carer/legal guardian or a child over the age of 13 has the right to:

- Request access to personal information (commonly known as a "data subject access request"). This enables you to receive a copy of the personal information we hold about you and your child and to check that we are lawfully processing it. You will not have to pay a fee to access your personal information (or to exercise any of the other rights). However, we may charge a

reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

- Request correction of the personal information that we hold about you and your child. This enables you to have any incomplete or inaccurate information we hold corrected.
- Request erasure of personal information. This enables you to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below).
- Object to processing of personal information where we are relying on a legitimate interest (or that of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing you and your child's personal information for direct marketing purposes.
- Request the transfer of your personal information to another party, for instance a new school.

12. EXTERNAL EXAMINATIONS

1. SPECIAL CONSIDERATION FOR EXAMINATIONS

WHAT IS SPECIAL CONSIDERATION?

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.

2. APPEALS AGAINST ASSESSMENT OF WORK FOR EXTERNAL QUALIFICATIONS

Grosvenor Grammar School is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Students' work should be produced and authenticated according to the requirements of the examinations board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

This procedure is available from the general office and is posted on the Principal's Noticeboard.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the submission of marks to the awarding body (examination board). This date changes every year, but can be confirmed by the Examinations Officer.

2. Appeals should be made in writing to the Vice Principal with responsibility for examinations, who will investigate the appeal. If the Vice Principal with responsibility for examinations was directly involved in the assessment in question, the Principal will appoint another member of staff of similar or greater seniority to conduct the investigation. (Likewise if the Vice-Principal with responsibility for examinations is not able to conduct the investigation for some other reason).
3. The Vice-Principal with responsibility for examinations or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the submission of marks to the awarding body.
4. Pupils will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of their work, and any changes made to improve matters in future.
5. The outcome of the appeal will be made known to the Principal and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of Grosvenor Grammar School and is not covered by this procedure. If you have concerns about it, please ask the Vice-Principal/Senior Leader with responsibility for examinations for a copy of the appeals procedure of the relevant examinations board.

13. POSITIVE BEHAVIOUR POLICY

1. INTRODUCTION

This policy has been written following consultation with staff, pupils, parents and governors of the School.

- 1.1 It is the policy of this School that pupils should be encouraged to behave in ways that show self respect and respect for others and which maintain a safe, orderly and enjoyable learning environment.
- 1.2 The procedures and documents produced and the approaches adopted by staff, in and out of the classroom, emphasise the School's ethos by focusing on positive behaviour strategies.
- 1.3 This policy recognises the positive impact that good, orderly behaviour has on learning and teaching.
- 1.4 At the heart of positive behaviour lies a good relationship between pupils and staff. The aim of the School is to foster such relationships based on mutual respect.
- 1.5 Whilst seeking to ensure a consistent approach to behaviour management, there is an equal recognition of the need to treat each pupil as an individual, taking account of mitigating circumstances as and when appropriate.

- 1.6 The contents of the policy apply to pupils whether in school, travelling to and from school, on school trips or representing the school off-site (see *Educational Visits Policy* for the Code of Conduct relating specifically to school trips).
- 1.7 The contents of the policy and the contents of the *E Safety, ICT Acceptable Use and Digital Media Policy* apply to pupils at all times.
- 1.8 The Governors are committed to a process of consultation and will review the *Positive Behaviour Policy* regularly to ensure that the aims of the Policy are being met.

THE CODE OF CONDUCT

The *Code of Conduct* sets out the School's expectations of all of its pupils. Grosvenor is proud of its traditions and of the good relationships existing between pupils, teachers, parents and the wider community, which are such an important part of this School. The *Code of Conduct* can be summarised as follows.

- Respect yourself. Display the highest standards of conduct at all times.
- Treat all members of the school community with respect.
- Attend school whenever possible.
- Arrive punctually to school and to the start of each lesson.
- Take responsibility for your own belongings and respect property belonging to the school and to others.
- Behave in a safety-conscious manner at all times.
- During lessons, act in a manner that will maximise the learning opportunities for yourself and others.
- Complete all homework to the best of your ability and meet all homework and coursework deadlines.
- Wear your uniform with pride. It identifies you as a member of the School community.

The *Code of Conduct* is based on the 3 essential components of our School ethos: relationships, respect and responsibility.

The School respects you and it expects you to respect yourself and others. If you participate fully in the life of the School and do your best, in and out of the classroom, you will be a credit to yourself, to your family and to Grosvenor.

The staff in this school are here to look after you. They will treat you with respect and they will work to help you.

This means:

- there is no excuse for rudeness, disrespect or insolence towards any member of staff;
- any reasonable request from a staff member should be carried out at once and without argument; and
- breaking these basic rules will be treated as a serious matter.

The health, safety and wellbeing of every member of this School community - staff and pupils - is an important concern. **You must be where you are supposed to be and never leave School premises without permission.** In the event of a fire or other emergency, if you cannot be located

it must be assumed that you are still in the building and others - particularly members of the emergency services - may put their lives at risk trying to find you.

ANY LARGE ORGANISATION REQUIRES A ROUTINE THAT EVERYONE MUST FOLLOW.

a. ATTENDANCE

Arrive on time.

Absence: On the morning of return after any absence you must bring a written explanation from your parents/guardians to your Form Tutor. You must follow your timetable and remain on the premises until the end of the session, unless you are given an alternative instruction by a member of staff.

Appointments (dentists, doctors, etc.) should be after school; if this is not possible you must bring a note from your parents/guardians to your Head of Year, preferably on the previous day. You will be given a signing-out slip which you must take to the office when you are leaving School. If you return before the end of School you must sign in again.

You must never leave the School premises without the permission of one of the following people: the Pupil Welfare Auxiliary (PWA), your Head of Year (HoY), your Head of School (HoS), a Vice Principal (VP) or the Principal. Apart from sickness, you will not be allowed to leave School if written permission has not been provided.

Leave of absence for very special occasions must be sought by your parent or guardian in advance and in writing from the Principal. The School cannot approve absence for holidays during term time.

The School monitors punctuality and attendance. It is vital you are in class, and School references give information on attendance and punctuality. Pupils consistently late to class are failing to respect themselves or others and can expect a sanction to be applied. Pupils recorded as late for School on three occasions in any academic year will be given a warning (issued by letter to parents/guardians); after three subsequent late arrivals, the HoYs will implement the sanctions as outlined in Appendix 3. If you miss three consecutive School days, or if you miss more than three days in a four-week period, the School will contact your home.

b. ARRIVING & LEAVING

On your way to and from School, you should always be well behaved: leave room for others to use the footpaths; observe road safety rules; use controlled street crossings, where they are available. If you travel by bus remember that mistreating property may mean withdrawal of your bus pass. Those found to have committed such an offence will meet cleaning or replacement costs and a further sanction may be imposed by the School.

c. ILLNESS IN SCHOOL

Tell your teacher if you are unwell during class and request permission to go to the Pupil Welfare Auxiliary.

d. SELF RESPECT

If you do not respect yourself, you cannot expect others to respect you. Set yourself high personal and academic standards and be careful of your personal appearance and conduct. Let your manners, speech, behaviour and uniform do you credit.

e. RESPECT FOR OTHERS

Show tolerance, compassion and courtesy to others.

Treat School visitors with the utmost respect.

Bullying, rudeness and dishonesty are disrespectful and spoil relationships.

Speak quietly and politely to everyone.

f. PROPERTY

Always respect the property of others and do not interfere with anything belonging to the School or to any other person. School property is there for the good of all; treat it carefully, making sure it is not damaged by your actions. (In the event of an accident, report immediately to the office or to an appropriate member of staff. Pupils are responsible for cleaning any mess that they make).

To prevent damage, chewing gum, indelible permanent markers and correction Fluid (e.g. Tippex) are forbidden.

Avoid bringing large amounts of money or valuables to school.

The Principal and Vice Principals are empowered to impose a fine to cover repair or replacement costs for damage to, or theft of, property, as outlined in the Charges and Remissions Policy. Limited cover is provided from the School Fund for loss / damage to personal belongings which are legitimately in school. In the event of a claim, you must have; looked after your property, securely labelled it, have proof of purchase and have a / some witness(es) who can support your claim. All claims must be made in writing to the Principal.

g. MOVEMENT

There are large numbers of people in school. In the corridors, on the stairways, in playgrounds and in classrooms, show consideration for others. Walk on the left-hand side of the corridor. Do not enter areas reserved for staff. Avoid running, jostling or pushing inside the building. Recognise the dangers of unruly or inconsiderate behaviour, especially for younger or smaller pupils.

h. LITTER

We can all play a part in improving our environment. Litter is unsightly, but it is also a pollutant. Never drop litter yourself, remind others that they should not do so, and clear up any litter that you see around School.

i. MEALS

You must not leave School premises without permission. You may go home for lunch only if you bring a written request from your parents/guardians verifying that an adult will be present in the home. In School, you may eat lunch outside or in the School Dining Area or Multi-purpose Hall (for

pupils taking packed lunches), remembering always to display good manners and to maintain tidiness.

Senior School pupils are permitted to leave the school grounds during lunchtime, provided they have brought in written permission from their parents / guardians at the beginning of the school year.

j. SAFETY

It is vital that you observe all safety precautions set by the School. In all lessons, listen carefully to the teachers and obey their instructions. In the event of fire or other emergency, move quickly and quietly out of School by the recommended route and take your place in the class group as you are directed at the muster stations.

k. PLAYGROUNDS

You may play only with tennis balls in the playgrounds (no racquet sports). Take care of trees, plants and seating areas.

l. LESSONS

Most activity of the School occurs within the classroom. As a result, pupils need to behave in appropriate ways.

START OF LESSONS

The lesson begins the moment you enter the room. Enter rooms in an orderly fashion once instructed to do so by a member of staff; go straight to your workplace. Take out books, pens, rulers, etc. Place bags safely below the desk or where assigned by the teacher.

DURING LESSONS

When your teacher talks, remain silent and concentrate. If the class is asked questions, put up your hand to answer, do not call out (unless asked for quick ideas). During group work or practical sessions, work with your classmates. Ensure that your behaviour does not interfere with or interrupt the learning of others.

Eating and chewing gum are not permitted during class. Pupils are permitted to drink water.

END OF LESSONS

The bells are not signals for you - they are information for your teacher. Do not begin to pack away until told to do so. Then, stand and push in your chairs; any litter should be picked up. Only when the teacher says so may you leave the room.

m. HOMEWORK

Enter all homework neatly in your student planner. You should do all work thoroughly, to the best of your ability.

Make sure written work is neat, in the correct book and ready to hand in on the day stated. If possible, get an adult to read over your work and ask them to check it with you. Your parent/guardian should sign your student planner on a weekly basis.

n. UNIFORM

The School uniform shows all pupils are valued equally. This is important to Grosvenor.

You must follow these regulations:

Wear your uniform at all times in school, to school, and to all official school functions.

The uniform identifies you as a pupil of this school. Display only the highest standards of behaviour at all times. Detailed uniform regulations are published elsewhere.

o. USE OF SANCTIONS

Whilst the School seeks to use praise and encouragement more often than sanctions, disciplinary measures are needed from time to time.

Class routine and discipline are the responsibility of the subject teachers and they will follow a system of:

- warning;
- additional work to be done at home;
- a teacher imposition, such as staying in class at lunch time or after School;
- reporting to a higher authority; and then
- Daily Report.

Inappropriate behaviour in class will be recorded by all subject teachers on Lesson Monitor. A referral system operates in School which means that if you fail to co-operate with members of staff, despite their best efforts, the matter will be passed on to the Head of Department (HoD) or Head of Year and appropriate sanctions will be applied. Out-of-class misbehaviour will be dealt with by the teacher on duty in the first instance who will then take appropriate action.

For serious or persistent misbehaviour Heads of Year or members of the Senior Leadership Team may place a pupil in the weekly School detention (Friday 3:30pm – 4:30pm). Parents/Guardians are notified by letter of the cause and are given 24 hours' notice.

In exceptional cases a pupil will be suspended and the Education Authority notified. Parents/Guardians of such pupils must attend an interview with the Principal before their child is accepted back to School. In a few isolated cases, parents may be asked to consider enrolling their child in another school because of the detrimental effect that a pupil's attitude or behaviour is having on the progress of others.

In all cases regarding questions about sanctions, or about any aspect of your school career, your parents/guardians are encouraged to arrange an appointment with the Head of Year.

Parents / Guardians and prospective pupils should note that acceptance of a place at Grosvenor Grammar School is taken to mean acceptance of the School's *Positive Behaviour Policy (including School Rules) and the Code of Conduct.*

14. SCHOOL RULES

While the School prefers the positive approach to discipline outlined in the Grosvenor Grammar School *Code of Conduct*, the Governors believe that rules are necessary for the smooth functioning of the school community. **These rules are based on the 3 essential components of our School ethos: relationships, respect and responsibility.** The School Rules help to describe what we accept as "positive behaviour" and emphasise the ethos of Grosvenor. In accepting a place in Grosvenor Grammar School, pupils and parents are indicating that they understand and subscribe to the School's *Positive Behaviour Policy*, including the School Rules.

The School Rules apply at all times whether pupils are on the School Campus or elsewhere, including travelling to and from school, so long as they are seen to be part of Grosvenor Grammar School.

1. Attendance and Punctuality

Pupils must:

- 1.1 be punctual and regular in attendance and in their arrival to all assemblies and classes;
- 1.2 not enter the School premises before 8.00 am each day, or remain after 4.50 pm, unless taking part in a school activity supervised by a member of staff;
- 1.3 wait outside the buildings before 8.00 am;
- 1.4 attend for the full School Day i.e. 8.45 am to 3.20 pm (except with explicit permission from the Pupil Welfare Auxiliary, their Head of Year, their Head of School, a Vice Principal or the Principal);
- 1.5 sign the appropriate form at the School Office if they arrive or leave during the School day;
- 1.6 remain on the premises throughout the School Day (except with the permission of the Pupil Welfare Auxiliary, their Head of Year, their Head of School, a Vice Principal or the Principal);
- 1.7 go home for lunch only if they have brought a written request from their parent/guardian verifying that an adult will be present in the home;
- 1.8 never leave a class or fail to attend it, without the permission of an authorised member of staff;
- 1.9 attend School detentions and teacher impositions on the dates and at the times stated; and
- 1.10 attend morning assembly unless they have been officially excused. The Principal will permit exemption only on grounds of conscience or religion. Parents / Guardians wishing to seek such an exemption for their child must make the request in writing to the Principal.

2. Movements within School and Grounds

Pupils must:

- 2.1 move around the School in an orderly way, keeping to the left in corridors and on stairs;
- 2.2 queue in single file, on the classroom side before entering a room;

- 2.3 allow other classes to leave before entering;
- 2.4 leave the doorway clear;
- 2.5 not enter a classroom, store or teaching space without the explicit permission of a member of staff;
- 2.6 not play or enter areas where flowers, shrubs or trees have been planted;
- 2.7 use only tennis balls for ball games in the playground. The only sports equipment permissible is a plastic cricket bat as supplied by the P.E. Department. The only exceptions to this rule are where it takes place as part of a supervised P.E. class. No ball games are permitted in the Science courtyard.
- 2.8 not bring cars or motorbikes/scooters into the School grounds except with the Principal's permission.
- 2.9 **Access**
Pupils must not enter the following areas which are out of bounds:
 - 2.9.1 The Main School Entrance, the Reception Area and the associated seating (except for special business in the School Office).
 - 2.9.2 School lifts (except with the permission of the Principal or a Vice Principal).
 - 2.9.3 The staff car parks except for Senior School to access their own car.
 - 2.9.4 The synthetic hockey pitches (unless accompanied by a teacher).
 - 2.9.5 Other areas of the School as deemed necessary to ensure pupil safety and positive behaviour.

3. **In the Classroom** - the key is to contribute to an orderly learning environment. Pupils must prepare for work immediately, behave appropriately, follow instructions and listen attentively.

Pupils must:

- 3.1 get out books quietly and prepare for work immediately;
- 3.2 remain silent and concentrate on their work when the teacher talks to the class;
- 3.3 put up their hand when they wish to answer a question and not call out;
- 3.4 not distract or annoy other pupils;
- 3.5 not leave their seat without the teacher's permission;
- 3.6 pack away at the end of a lesson only when the teacher tells you to do so; and
- 3.7 leave the room neat and tidy and exit in an orderly way.

4. **Behaviour**

Pupils must:

- 4.1 maintain a high standard of personal appearance and act at all times with courtesy and consideration;
- 4.2 refrain from abusive or violent behaviour, spitting and using foul or offensive language;
- 4.3 be aware that bullying of any nature e.g. verbal, mental or physical is totally prohibited. This includes inappropriate use of mobile digital devices and other ICT equipment;
- 4.4 respect all employees, parents, pupils and members of the general public at all times;
- 4.5 carry out reasonable instructions of staff.
- 4.6 complete homework on time, at home;
- 4.7 not consume food and drink during class or in corridors, the library, computer areas, offices, stores, toilet areas or Halls;

- 4.8 place litter in the bins provided or take it home for proper disposal;
- 4.9 refrain from smoking, vaping, drinking alcohol and taking non-prescribed drugs or bringing any such materials and substances into School or to School events; this policy applies to all pupils regardless of age, and to all School activities, and on all trips. The sanction used in such cases will include suspension and/or expulsion;
- 4.10 never bring the School into disrepute (whether in or out of uniform and whether in or out of school).

5. Uniform and Appearance

Pupils must:

- 5.1 wear full School uniform to and from School, at assembly, during the School day and at all times that they are seen by others as representing the School. Only the Principal or her appointed deputy may make exceptions to this rule. Details of the school uniform are published separately;
- 5.2 label all articles of uniform and other personal property brought to school with their name;
- 5.3 not wear any badges other than one non-political badge;
- 5.4 not wear jewellery with School uniform except for one plain ring and/or one non-political bracelet. Earrings are not permitted, but girls may have one plain gold or silver stud or sleeper in each earlobe;
- 5.5 not wear make-up in Junior School. Girls may wear unobtrusive make-up in Middle School and Senior School. Boys must keep facial hair close shaven;
- 5.6 ensure that hair style is natural looking, unobtrusive and acceptable to the Principal;
- 5.7 be made aware that body piercing (apart from that permitted under rule 5.4 above) is not acceptable;
- 5.8 ensure that they do not have tattoos which are visible when wearing school uniform;
- 5.9 not bring non-uniform items to school without permission from a staff member;
- 5.10 ensure that girls' summer blouses are only worn from Easter to Halloween.

The Principal may waive any of the above rules where they are in conflict with religious beliefs.

6. Property

Pupils must:

- 6.1 not bring any items, other than normal school books and stationery or games kit, to School which have not been specifically requested by a teacher;
- 6.2 only bring money for daily needs to school. Where it is essential that other money is brought, it should be looked after carefully and kept on their person. During P.E. or Games, money or valuables must be handed to a member of staff for safe-keeping;
- 6.3 treat School and personal property with respect. Any damage to property must be reported immediately to the School Office;
- 6.4 not bring chewing gum, correcting fluid (e.g. Tippex) or permanent markers to School at any time;
- 6.5 not bring any sharp or pointed instruments, knives, firearms (replica or otherwise), fireworks, lighters, matches, laser pens, any harmful or illegal substances, or any item which might cause damage to others onto the School campus at any time or to any

- school event e.g. School Trips. The range of sanctions used in such cases will include suspension and/or expulsion. With some of these items the PSNI must be informed;
- 6.6 never vandalise property with graffiti - e.g. on school books, school bags, personal clothing, furniture, fittings or fabric, walls, buildings, etc.;
 - 6.7 pass any article found that is not their property to a member of the Office staff;
 - 6.8 not bring offensive material of any sort into School;
 - 6.9 remember the School's policy on mobile phones and other electronic devices. In the exceptional circumstances when they are allowed, School accepts no responsibility whatsoever for loss or damage to any such device, howsoever caused, on or off the School premises. Mobile phones and any other communications or entertainment equipment must never be brought into an examination room or used in a classroom; **Mobile phones etc. must be switched off (i.e. completely, not just on silent) from 8:30am until 3:20pm. If the device sounds at any time, or a teacher discovers it to be switched on (without proper authorisation), it is the teacher's duty to confiscate it and give it to a member of SLT who will set an essay. On the first such occasion, the phone may be reclaimed by the pupil at 3:20pm. On subsequent occasions, the member of SLT may only return the phone directly to the parent/guardian;**
 - 6.10 not sell any articles whilst on school premises, on the way to or from school or on school activities, other than School-approved business.

7. Safety

Pupils must:

- 7.1 observe and obey safety instructions at all times;
- 7.2 never use subject specialist equipment or apparatus without the supervision of a member of staff;
- 7.3 obey emergency evacuation signs, signals and instructions and leave the buildings by the most direct route when the alarm is raised;
- 7.4 report to the designated muster station / assembly area in an emergency evacuation;
- 7.5 never climb a school fence, gate or wall and must not enter areas cordoned off by Amey FM staff / contractors;
- 7.6 place all medications (including headache tablets) brought to school, in the safe-keeping of the Pupil Welfare Auxiliary;
- 7.7 report any concerns regarding abuse (neglect, domestic violence, physical, sexual, emotional or exploitation) of themselves or others to any member of staff or the Designated Teacher. The Designated Teacher is Mr Brunt and the Deputy Designated Teachers are Mr Cowan, Mr Smith, Mr Thompson and Mr Young.

15. RECOGNITION AND REWARD STRUCTURE

In keeping with the ethos of the School, there is a desire to recognise the good behaviour, achievements and attendance of our pupils. This positive reinforcement of behaviour is designed to minimise the need for the use of the sanctions outlined in Appendix 2.

The following list is by no means exhaustive but identifies some of the strategies employed by staff in the school to recognise the work, behaviour, attendance and effort of pupils.

- Junior Certificate Presentation
- Prize Distribution
- School Honours
- Verbal and written class affirmations
- Recording of achievements on Lesson Monitor
- Attendance Stickers / Certificates
- Principal's noticeboard
- Personal letters of congratulations from the Principal and other staff
- Announcements in assemblies
- Announcements on School Website and Twitter feed
- Digital signage
- School pens & other stationery for Report Card Grade Achievement or Improvement
- Year Group Achievement Boards
- Educational trips
- Subject-specific celebrations e.g. Sporting Awards Dinner
- Stickers/stamps
- Postcards / certificates of attainment home to parents
- Thank you emails / cards e.g. Open Nights
- Certificates recognising improvements
- Shares / stars / points towards a goal e.g. free homework night
- End-of-year prizes e.g. books

16. CODE OF CONDUCT FOR PUPILS ON EDUCATIONAL TRIPS

1 RULES FOR PUPIL BEHAVIOUR

- 1.1 The Board of Governors wishes to make clear that on educational visits pupils are under the school's jurisdiction at all times.
- 1.2 Breaches of the Grosvenor School Discipline Policy, or this Code of Conduct, will not be tolerated; those who behave in unacceptable ways will be liable to disciplining as if they were on school premises.
- 1.3 The Code of Conduct as published annually to all pupils and parents applies whilst pupils are on Educational Visits. Additionally, the details outlined in this Appendix are also applicable.
- 1.4 The forms of discipline available are outlined in the School's Behaviour Policy but additionally include:
 - confinement to accommodation area
 - withdrawal from scheduled activities
 - restrictions on movement together with increased supervision levels.
 - being sent home prematurely at the parent's expense.
 - in extreme cases of misbehaviour, the sanctions of suspension or expulsion on the return to School may be applied.
- 1.5 In any case of illegal drug abuse among pupils, the Board of Governors and PSNI Drug Squad must be informed. A copy of any report made to the Board of Governors should also be forwarded to the BELB.

2 GENERAL

- 2.1 Always think about your own and others' safety.
- 2.2 If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher, course organiser or host parents – don't suffer in silence!
- 2.3 If you have particular health or dietary needs, tell the supervising adults and/or the host organisation.
- 2.4 Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- 2.5 If you do get lost or separated, follow the procedures agreed for such an occurrence. If totally disorientated and confused, go to a public place where you will be seen by lots of people and where you can ask for directions.
- 2.6 If approached by someone you don't know in a threatening or concerning manner, just walk away.
- 2.7 If travelling on a bus or train and someone makes you feel unsafe, move to a different seat, preferably closer to the driver or other passengers.
- 2.8 Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- 2.9 Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (e.g. leader) about your concern.
- 2.10 Dress and behave sensibly and responsibly.
- 2.11 Be sensitive to local codes and customs.
- 2.12 Think things through carefully before you act and do not take unnecessary risks.

3 WHEN PARTICIPATING IN VISITS ABROAD

- 3.1 Always pack your own suitcase and never carry items for anyone else.
- 3.2 Learn the telephone numbers of the emergency services in the country you are visiting before you leave and make sure that you keep them handy.
- 3.3 When out and about, always carry details of where you are staying e.g. address, telephone number and contact details.
- 3.4 Always keep enough money to make a telephone call.
- 3.5 If personally carrying essential documentation, money or valuables, keep them secure in either an inside pocket, bum-bag, money belt or something similar – choose whichever is comfortable for you.

4 OTHER

- 4.1 **Never**: Travel on a moped, motor scooter or motor bike during your visit.

17. CHARGES AND REMISSIONS POLICY

1. INTRODUCTION

- 1.1 The Governors of Grosvenor Grammar School are committed to ensuring that all pupils, regardless of socio-economic background, have equal access to the curriculum and to school facilities.

1.2 The school will follow articles 127 – 135 and 137 – 138 (relating to Charges in Grant-Aided Schools) of the Education Reform (NI) Order 1989, the Education & Libraries (NI) Order 2003, the Education (2006 Order) Order (NI) 2007 and the guidance provided by DENI Circulars 1990/34 and 2007/20.

2. SCHOOL FUND

2.1 Grosvenor believes in providing as many opportunities as possible for its pupils to develop both academically and as young citizens. The School is very grateful to parents for the contribution that they have made to the School to help it provide these opportunities.

2.2 The School Fund contribution is £110.00 for the first child and £55.00 for each additional child, currently enrolled from the same family, to a maximum of two additional children. This fund, for the good of the pupils, is administered by a committee comprised of the Principal, a Vice- Principal, the School Treasurer, the School Cashier, the Bursar and up to two members elected by the staff. The School Fund Committee is overseen by the Finance Sub-committee and ultimately the main Board of Governors. The accounts, which are subject to annual review by an independent examiner employed by the Board of Governors, are published to all parents in the Annual Report.

2.3 The School Fund is used to:

- provide transport, materials and other costs for most academic and extra-curricular activities;
- provide funding for post-16 facilities;
- provide funding for practice materials in practical subjects such as Art, Home Economics and Technology & Design;
- maintain the School's ethos;
- provide coaching for extra-curricular activities; and to
- provide limited cover for loss/damage to personal belonging which are legitimately in school.

2.4 The total sum owing may be paid either as a single payment on a date set by the School in October or in two instalments, one payment in October and the other in January.

3. MEALS

3.1 Application Forms for Free School Meals are available from the School Office. Alternatively, pupils can purchase meals or snacks from the Dining Centre.

4. CHARITY GIVING

4.1 The School believes that it is important to promote charitable giving as part of developing the pupil as a member of society. Every week pupils have an opportunity to make personal donations to the Charity Fund and a committee of pupils and teachers decide, throughout the year, on allocations to various charities. In addition, other opportunities will be provided throughout the year for pupils to contribute to, or raise money for, various charitable projects through involvement with, for example, Habitat for Humanity, Christian Aid and the Voluntary Service programme.

5. TUITION

5.1 All timetabled tuition is provided free of charge. (In addition, see Music below.)

6. TEXTBOOKS AND STATIONERY

- 6.1 All textbooks are provided free of charge, but a charge, equivalent to the cost of purchasing a new book, is made for replacing a lost or defaced textbook. All textbooks issued must be returned at the end of the course, otherwise the replacement cost will be charged.
- 6.2 A set of stationery will be provided free of charge at the beginning of each academic year to KS3 & KS4 pupils. Replacement exercise books, file paper, etc. will be a charge to the parent/guardian. The School Stationery Shop provides most basic items at lower than normal retail prices.

7. MUSIC

- 7.1 Musical instrumental tuition is provided by:
- Peripatetic teachers from the City of Belfast School of Music (CBSM). A charge will be made for the use of this service. The money is payable in three instalments (end of September, end of October and the end of February). Additionally, an annual fee to insure an instrument, will be charged by the CBSM.
 - Other instrumental tuition (including voice) is available from private tutors during school time (payable in 10 week instalments). The School can normally provide an instrument on loan with an additional annual insurance charge.
 - See Music Tuition Policy for details of current charges relating to music tuition and instrumental hire.

8. VISITS AND FIELD TRIPS

- 8.1 Where these are a necessary part of the required specification for examination; then, no charge will be made. Should an overnight stay be necessary, a charge will be made for board and lodging.
- 8.2 Other trips will be charged at cost. All payments must be made before travel and refunds for those failing to travel will not normally be possible.

9. PRACTICAL SUBJECTS

- 9.1 Some extra costs incurred in project or coursework are chargeable to the parents/guardians of the pupil. Pupils can retain the finished product in such instances – following the period the examination boards require the school to retain such work.
- 9.2 In the case of KS3 (Years 8-10) Art, Home Economics and Technology & Design, the School Fund voluntary contribution includes a sum to cover the cost of most practical materials.
- 9.3 For pupils in Years 11-14, most practical materials are provided from the LMS budget (for that department) or are paid for by the pupils. Appendix 1 provides details regarding the break-down of materials required for the study of AS/A2 Art & Design.

10. PUBLIC EXAMINATIONS

- 10.1 Entry fees are met by the School for the first sitting of approved GCSE / Level 2 qualifications and GCE / Level 3 qualifications for courses which it provides and for which parents/guardians have agreed the entry. If the pupil fails to meet requirements (e.g.

coursework/Controlled Assessment) or fails to turn up for an examination, any cost incurred by the School will be passed on to the parent/guardian.

- 10.2 Examination entries, for current pupils of the School, will be paid once only. The cost of any re-sit of an examination or module will be a charge to the parent/guardian and must be paid for in advance by the parent/guardian.
- 10.3 Any costs of re-marks must be paid for in advance by the parent/guardian. The cost of any remark which results in an improved mark will be reimbursed to the parent/guardian.

11. GAMES, CLUBS AND SOCIETIES

- 11.1 In general, the School will meet the transport costs for pupils of these activities (inside Northern Ireland). However, for events outside Northern Ireland (e.g. a team tour) a charge will be made.
- 11.2 Where pupils have permission from the Principal to enter competitions representing the School, the entry charges will be paid by the School.

12. PROPERTY DAMAGE AND FINES

- 12.1 The Principal and Vice-Principals are empowered to impose a fine to cover repair or replacement costs for damage to, or theft of, property.
- 12.2 The money collected in fines will be placed in the School Fund Account.

13. DEPOSITS FOR LOCKER KEYS

- 13.1 The School charges a deposit of £5 per key for locker keys. The deposit will be repaid on the safe return of the key. Lost locker keys will be replaced at a charge of £5 per key.

14. EXEMPTIONS

- 14.1 Grosvenor encourages pupils to play a full part in the life of the School, regardless of family circumstances. The Principal is always prepared to discuss privately and in confidence any financial issues that parents/guardians may raise.

Uniform Regulations

It is the policy of this school that:

1. all pupils wear the official school uniform as outlined in the uniform regulations published annually to parents; and
2. the Uniform Policy is reviewed annually.

SUPPLIERS:	Gowdy's	121 Woodstock Road, Belfast (Boys and Girls)
	Little's	254 Woodstock Road, Belfast (Boys only)
	School Days	16 Holywood Road, Belfast (Boys and Girls)
	Warnock's	407 Lisburn Road, Belfast (Boys and Girls)

BOYS REGULATIONS

1. **Blazer** Black, wool, or man-made fibre, which is sold complete with School or Sixth Form badge and bought from the official suppliers.
2. **Trousers** Evvarest (extra weight) charcoal grey.
3. **Shirt** White plain.
4. **Pullover** **Mid-grey, V-necked**, plain or with Grosvenor neck band. Cardigans may not be worn.
5. **School Tie** The School tie is available from the suppliers; the Sixth Form tie is only available from the School.
6. **Socks** **Dark Grey or Black.**
7. **Shoes** Shoes **must be black leather and plain (not boots)** and, for safety reasons, with a heel no greater than 4cms, as illustrated below



8. **Outdoor Coat** **Single colour plain black, plain dark navy blue, plain bottle green or plain yellow raincoat or anorak** (Alternatively the official GGS Track Suit top may be worn as a coat).
NB Coats should be neither leather nor denim; no lettering; no motifs; no coloured panels other than plain safety reflectors are permitted, as are plain safety cycle reflector harnesses or safety armband reflectors.
9. **Scarf** Only a Grosvenor scarf may be worn. There are two types: a woven one, available from our suppliers; and a 'college' type which is only available from the School Shop.
10. **Hair Ties** Hair Ties can only be bottle green, navy or black in colour. Hair should be a natural looking colour.
11. **Hats** Woollen or fleece, plain navy or plain black. NB: Hats should not be worn inside school.
12. **Jewellery** No jewellery except **1 small plain signet ring and 1 non-political bracelet.** One lapel badge may be worn if not political.

GIRLS REGULATIONS

1. **Blazer** Black, wool, or man-made fibre, which is sold complete with School or Sixth Form badge and bought from the official suppliers.
2. **Blouse** Regulation white shirt blouse of correct size (short sleeved green/white striped blouse for summer wear. Girls' summer blouses may only be worn from Easter to Halloween.)
3. **Pullover** **Bottle Green** V-neck, fine plain knit of correct size. Cardigans may be worn in Sixth Form ONLY.
4. **Skirt** **Bottle Green**, box pleated **to the knee in length**.
5. **School Tie** The School tie is available from the suppliers; the Sixth Form tie is only available from the School.
6. **Outdoor Coat** **Single colour plain black, plain dark navy blue, plain bottle green or plain yellow** raincoat or anorak. (Alternatively the official GGS Track Suit top may be worn as a coat). NB Coats should be neither leather nor denim; no lettering; no motifs; no coloured panels other than plain safety reflectors are permitted, as are plain safety cycle reflector harnesses or safety armband reflectors.
7. **Knee Socks/Tights** Bottle Green
8. **Shoes** Shoes **must be black leather and plain (not boots)** and, for safety reasons, with a heel no greater than 4cms, as illustrated below:



9. **Scarf** Only a Grosvenor scarf may be worn. There are two types: a woven one, available from our suppliers; and a 'college' type which is only available from the School Shop.
10. **Hats** Woollen or fleece, plain navy or plain black. NB: Hats should not be worn inside school.
11. **Hair Bands/Ties** Hair Bands and Ties can only be bottle green, navy or black in colour. Hair bands must not be broader than 4cms. Hair should be a natural looking colour.
12. **Jewellery** No jewellery except **1 small plain signet ring, 1 non-political bracelet** and **one small plain gold or silver stud or sleeper** in each earlobe. One lapel badge may be worn if not political. Hair accessories should be small and unobtrusive.
13. **Make-up** No make-up in Years 8 - 10, unobtrusive make-up in Years 11 - 14. Coloured nail varnish is not permitted.

SPECIAL NOTES

- a. Pupils must wear their uniform, including blazers, **to and from SCHOOL and to ASSEMBLY**.
- b. Shirts/blouses must be worn tucked in and fully buttoned. Summer blouses must be tucked in if a jumper is also worn.
- c. Girls' skirts must comply with the required length for safety and modesty considerations. The suppliers assure us that the necessary lengths are stocked to allow all pupils to comply. The skirt must not be rolled up at the waist.

- d. All pupils must wear plain, completely black shoes without ornaments and with black shoelaces properly tied, if applicable. **NO TRAINERS**
- e. Pupils must not wear any non-uniform items to, from or within school.
- f. In addition to the outdoor coat pupils are permitted to wear the School Fleece or Official School tracksuit top (only available through school). No other type of fleece or tracksuit is permitted.
- g. Outdoor coats, fleeces, tracktops must not be worn within school.
- h. All articles of uniform and all other belongings brought to school must be clearly labelled with name and form.
- i. Expectations about personal appearance are covered in the School Rules (see section 5 - "Uniform and Appearance").

Parents' co-operation is requested in ensuring that the correct size of garment is worn and that attention is paid to general grooming and appearance. (If you have any queries on uniform please ring 028 90702777 and ask for any member of SLT).

<u>BOYS' PE & GAMES KIT</u>		<u>GIRLS' PE & GAMES KIT</u>	
PE	PE top PE shorts White socks Training shoes (non marking)	PE	PE/Games top PE/Games skort Games socks Training shoes (non marking)
Games	Rugby GGS rugby jersey Rugby shorts Rugby socks (Green, blue, white hoops) Boots (rugby or soccer) Hockey Same jersey, shorts and socks as above Training shoes/astro shoes Hockey Stick	Games	PE kit (as above) Training shoes (non marking) Hockey Stick
NB Each pupil requires a towel, mouth guard and shin guards for every lesson. PE and Games kit items are only available through the school.			

Pupils must wear full school uniform or a school tracksuit as they travel to and from Games and matches off-site.

Uniform Grants are available in certain circumstances; see page 88.

The Friends of Grosvenor Association



We are a group which consists of parents and teachers, who come together to organise and support events which provide a wide variety of experiences for all of the pupils who are part of the Grosvenor Community.

We usually meet on the second Monday of each month within the School's Careers Suite. We can provide the 'parent voice' to ideas that come from the School's Leadership Team and we fundraise to support the extra-curricular life of the School. More importantly, we also assist with many other projects in the Grosvenor Community by offering our time and energy where it's needed. There's also the important social aspect too – we get together socially twice a year, just to relax and get to know one another beyond the school gate. If you are interested in joining FoG then please fill in your details below. If you have a subject that you would like discussed at our meetings, or ideas for fundraising, please let us know by contacting us via one of the following options:

Email: friendsofgrosvenor@gmail.com

Twitter: @FriendsofGGS

Please note the FoG Key Dates for the Academic Year 2023/24:

SEPTEMBER	Mon 11	FoG Meeting	7.00pm
OCTOBER	Mon 9	FoG Meeting	7.00pm
NOVEMBER	Mon 13	Friends of Grosvenor AGM	7.00pm
JANUARY	Mon 15	FoG Meeting	7.00pm
FEBRUARY	Sat 3	FoG Recycle Uniform Sale	10.00am
	Mon 5	FoG Meeting	7.00pm
MARCH	Mon 11	FoG Meeting	7.00pm
MAY	Mon 13	FoG Meeting	7.00pm
JUNE	Sat 1	FoG Recycle Uniform Sale	10.00am
	Mon 3	FoG Meeting	7.00pm

If you would like to become a member of FoG, please complete the membership slip below and return it to the School Office.

-----Please detach-----

The Association of the Friends of Grosvenor

Membership Form

NAME: _____

ADDRESS: _____

POSTCODE: _____ TELEPHONE: _____

EMAIL: _____

I would prefer not to receive minutes (tick box if applicable)

Pupil(s) at Grosvenor: _____

Form Class: _____

How to get to Grosvenor: Bus Routes

Translink (Metro) provides a number of bus routes which connect to the School. *Whilst we have made every effort to provide accurate information, the bus times given are provisional and parents are urged to check with the relevant bus company before the start of the school year.*

BEHAVIOUR

We regularly receive compliments about the conduct of our pupils, but it only takes one misguided individual to damage the reputation of all. Pupils are reminded that School Rules apply when travelling to and from School, and of the consequences of failing to display the high standards of behaviour which we expect. Courtesy and respect for others remain important at all times.

A. East Belfast/Dundonald

1. BELMONT SERVICE: Metro 'School Special' 899

Dep: 7.45 from DUNDONALD TERMINUS

Route: Upper Newtownards Rd, Castle Hill Rd, Belmont Rd, Holywood Rd, Dundela Ave to North Rd, Grand Parade and Castlereagh Rd

Arr: Orby St (Orangefield Presbyterian Church) approximately 08.13

Return: 15.50 from Castlereagh Rd [route : Castlereagh Rd, Knock Rd, Sandown Rd, Ballyhackamore, turns right at North Rd., Dundela Ave, Belmont Rd, Massey Ave, Castlehill Rd, Upper N'ards Rd to Dundonald (Ulster Hospital)]

2. DUNDONALD/BALLYBEEN/Icebowl SERVICE: Metro 188

Dep: 07:05 from BALLYBEEN ENLER CENTRE 7:18, 07:28 & 7.40 from East Link Rd

Route: Rank Rd, Grahamsbridge Rd, East Link Rd , Dundonald Icebowl 07:18, 07:30 /7.42, Gilnahirk Rd at 07:25, 07:37 & 07:49, Braniel (Farmhurst Green) 07:28 , 07:37 & 07:52, Dual Carriageway, Castlereagh Rd.

Arr: Orby St (Orangefield Presbyterian Church)

Return: 15.45, 15.49, 15.59 from Castlereagh Rd (Ulsterbus Stop on Castlereagh Rd between Houston Dr and Orby St ONLY)

3. DUNDONALD SERVICE: Metro 4D

Dep: 07:03, 07:18, 07:41 & 07:54 from DUNDONALD TERMINUS (during School term)
(every 20 minutes)

Route: Icebowl, King's Rd, Upper Newtownards Rd, Ballyhackamore

Arr: Bloomfield roundabout. Pupils then walk via Grand Parade, Orangefield Lane (approximately 10 minute walk).

Return: 15:43, 16.04, 16.14 from Bloomfield roundabout (every 30 minutes)

4. BELFAST CITY CENTRE SERVICE: Metro 5A

Dep: 07.55 or 08.10 (every 15 minutes)

Route: Donegall Square West, Queen's Square, Mountpottinger Road, Castlereagh Road

Return: Departs Castlereagh Rd every 10 minutes.

5. BRANIEL SERVICE (Farmhurst Green) Metro 4E

Dep: 07:26, 07:46 & 08:05 (every 20 minutes)

Route: Kingsway Park (Gilnahirk Road), Barnett's Road, Knock Road, Clarawood Park, Clara Road, Ballyhackamore, Bloomfield Roundabout

Return: 15:43 & 16:14 from Bloomfield roundabout (every 20 minutes)

6. BRANIEL SERVICE Metro 5A

Dep: 07:36, 07:48, 08:00 & 08:10 from Braniel (Farmhurst Green)

Route: Whincroft Rd, Castlereagh Rd

Arr: 07:46, 08:00, 08:14 & 08:24

Return: 15:42, 15:59, 16:11, 16:23, 16:35, 16:47, 17:02

7. G1 GLIDER

Dep: 07:54, 07:57

Route: Dundonald Park and Ride (Dunlady Road), Ulster Hospital, Knock Road, Ballyhackamore

Arr: 08:09, 08:14 pupils walk along North Road, Orangefield Lane (20 minute walk)

Return: 15:44, 15:52, 15:59 (approximately every 8-10 minutes)

B. North Down

1. BALLYGOWAN SERVICE: ULSTERBUS No. 12 or 'School Special'

Dep: 07.40, 07.55 from BALLYGOWAN SQUARE

Route: Ballygowan Road

Arr: Castlereagh Road at 7.50, 8.15

Return: 15.50 or 16.20 from Castlereagh Road.

2. DERRYBOYE SERVICE: ULSTERBUS No. 12

Dep: 7.25 from Derryboye

Route: Raffrey, Carrickmannon to Ballygowan

Arr: Castlereagh Rd at 8.10

Return: 15.50, 16.20 from Castlereagh Road

3. COMBER SERVICE: ULSTERBUS 'School Special'

Dep: 7.43 from COMBER CEMETERY, 7.45 from Killinchy Street

Route: Andrew's Mill, Railway St, Belfast Rd, Dundonald, East Link Rd, Tullycarnet flats, Knock Rd, Dual Carriageway

Arr: Castlereagh Rd at approximately 08.15

Return: 15.45 from Castlereagh Rd. This Bus travels to Comber via Ballygowan. The first 'drop-off' point is near Clattering Ford on the main Ballygowan/Comber Road; the bus then travels along to Comber Depot. This Bus DOES NOT STOP to 'drop-off' pupils before Clattering Ford.

4. MONEYREA SERVICE: ULSTERBUS No. 12 (Ballygowan Bus)

Dep: 07:30 & 07:45 from MONEYREA VILLAGE

Route: Via Crossnacreevy
Arr: Castlereagh Rd at 07:45, 08:00
Return: 15.50, 16.20

C. South Belfast

1. BELVOIR SERVICE: Metro 975 (Rosetta service, no longer from Hydebank)

Special permission to arrive in School late is granted to pupils using this service .

Dep: 08:35 from Rosetta (Knockbreda Road)

Route: Knockbreda Rd, Mount Merrion Ave, Ladas Drive, Castlereagh Rd.

Arr: Castlereagh Rd at 8.49

Return: Metro 31 - 15.40 from Castlereagh Rd (every hour). Leave bus at Sainsbury's, Forestside (Upper Galwally) and transfer to Metro 77/78 (every 30 minutes).

2. FOUR WINDS SERVICE: Metro 31

Dep: 07:47 from FOUR WINDS TERMINUS

Route: Newton Pk, Saintfield Rd, Upper Knockbreda Rd, Dual Carriageway and Castlereagh Rd

Arr: Castlereagh Road at approx. 8.15

Return: Metro 31 - 15.39 from Castlereagh Rd (every hour). Leave bus at Sainsbury's, Forestside (Upper Galwally) and transfer to Metro 7A or 7B (every 10 minutes)

3. ROSETTA (Knockbreda Rd) SERVICE Metro 30

Dep: 08:10

Route: Mount Merrion, Rosetta Rd, Upper Knockbreda Rd,

Arr: Castlereagh Rd at 8.17

Return: 15:50 (Metro 30); or 16.50 (Metro 29) from Castlereagh Rd via Montgomery Road

D. Mid Down

1. SAINTFIELD AND CARRYDUFF

Special permission to arrive in School late is granted to pupils using Metro 188D service.

EITHER:

Route: ULSTERBUS to the Saintfield Road Bus Stop opposite Sainsbury's, Forestside; connect to Metro 188 (departs Saintfield Rd at 8.30).

Arr: Grosvenor Grammar School at 8.50.

OR:

Route: Ulsterbus to Forestside then Metro 31 from Four Winds - Bus Stop on Upper Knockbreda Rd (Marks & Spencer side). Pupils use the pedestrian crossing in order to cross the Saintfield/Ormeau Rd and then join the Metro 31 Service (departing approximately 7.55) to Castlereagh Road.

Arr: Castlereagh Road at 8.15

Return: 15.40 from Castlereagh Road Metro (No. 31) (every 60 minutes). Leave bus at Sainsbury's, Forestside (Upper Galwally) and transfer to ULSTERBUS on Ormeau/Saintfield Rd.

TRANSPORT

Many parents are concerned about the policy of the Department of Education of Northern Ireland (DENI) on transporting pupils to and from school. Our experience is that despite recent changes in the law there has been virtually no change in the transport arrangements for the vast majority of our potential pupils. Those living more than three miles away from their nearest suitable grammar school continue to receive free transport. Individual locations may vary; we are happy to discuss the matter with parents/guardians requiring more information.

Grosvenor Behaviour Charter

Pupils will:

- attend school;
- show respect for the views, feelings, thoughts and property of others;
- come to school and class on time and be suitably equipped for lessons;
- behave safely in and out of the classroom;
- follow the *School Code of Conduct*;
- always work to the best of their ability in class;
- seek help with work they don't understand;
- accept ownership of their behaviour and learning and develop the skill of working independently;
- meet deadlines for the submission of work and value all members of the school community.



Relationships
Working together

Respect
Fostering mutual understanding

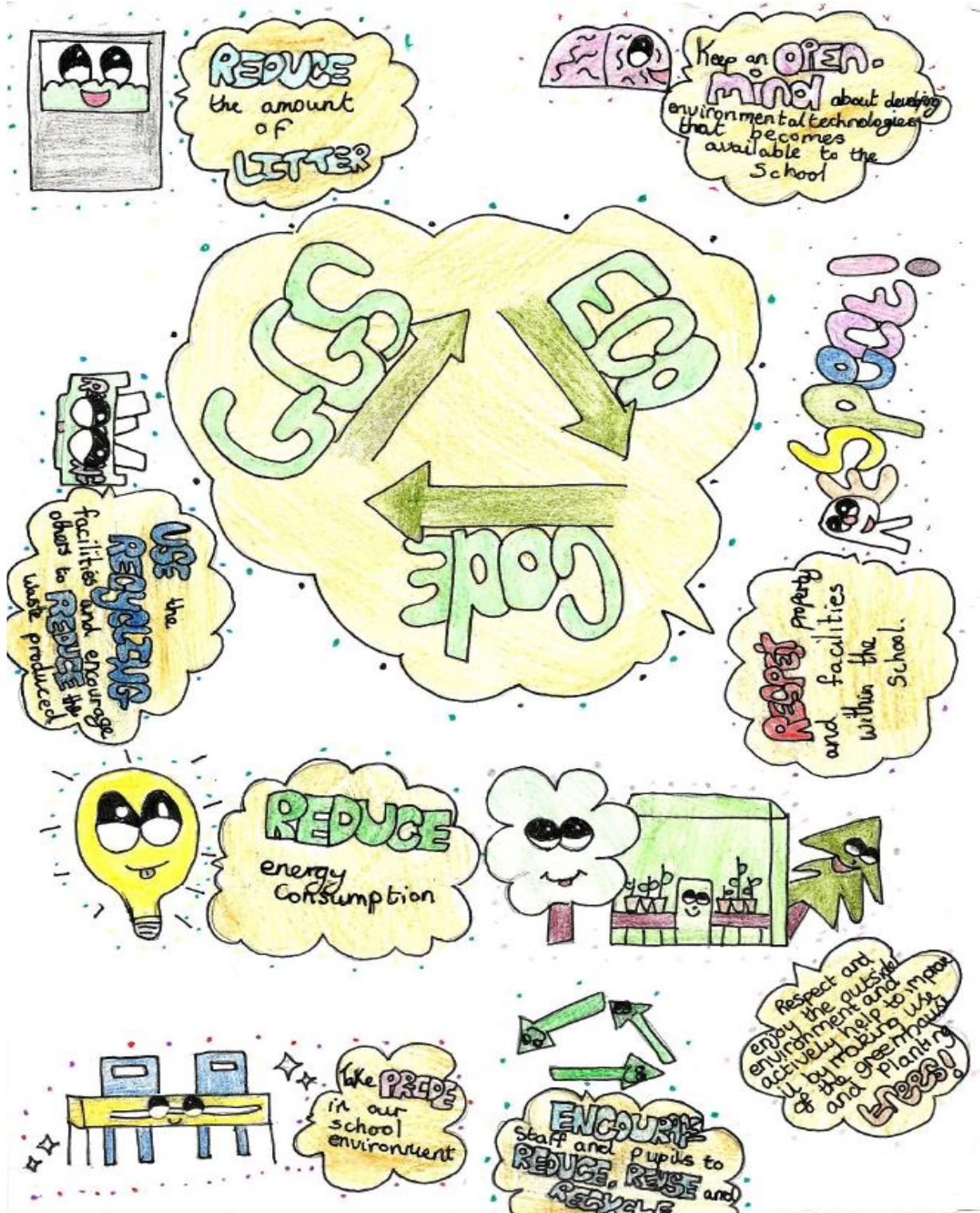
Responsibility
Developing self and others

Staff will:

- empathise with, respect and value all members of the school community;
- behave in a professional manner at all times;
- ensure that lessons are well prepared and challenging taking into account the ability and any special needs of the pupil;
- record, celebrate and reward pupil achievement;
- liaise with parents, sharing successes or concerns they may have about a pupil;
- be a positive role model;
- be fair with praise, rewards and sanctions and
- create an environment where pupils can learn.

Grosvenor Grammar School Eco-code

The whole school community continues to strive to improve its environmental performance by adopting the eco-code. The eco-code emphasises the community ethos within the school and promotes the school's caring attitude.



Free School Meals and Uniform Grants

Parent checklist for online applications



Am I eligible?

To be eligible you must be in receipt of one of the following:

- Income Support;
- Income Based Jobseeker's Allowance;
- Income Related Employment and Support Allowance;
- Guarantee Element of State Pension Credit
- Child Tax Credit or Working Tax Credit with an annual taxable household income of £16,190 or less;
- Universal Credit with net household earnings not exceeding £14,000 per year;

Or, you are an Asylum Seeker supported by the Home Office Asylum Support Assessment Team (ASAT).



What documentation do I need?

You only need to upload documentation if you are in receipt of Child Tax Credit, Working Tax Credit or Universal Credit. If you are in receipt of Income Support; Income Based Jobseeker's Allowance; Income Related Employment and Support Allowance or Guarantee Element of State Pension Credit you will not need to upload any documentation.



What else do I need?

You will need your National Insurance number; your childrens' names, dates of birth and schools they will be attending; your address, e-mail and telephone number; your bank or building society account and sort code details.



Where do I submit my application?

You can make your application online by visiting [our website here](https://www.eani.org.uk/financial-help/free-school-meals-uniform-grants) - after you submit your application it will take up to four weeks to process. You will be contacted if we need any further information.

If you are having any difficulties accessing the website or if you need any help and advice you can contact our dedicated helpdesk on (028) 90 418044 or email mealsanduniform@eani.org.uk

For help and advice, parents/ guardians can contact our dedicated helpdesk on (028) 90 418044 or email mealsanduniform@eani.org.uk

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