

Abbey Christian Brothers' Grammar School



Parents' Handbook

PREFACE

Welcome to the Abbey Parent Handbook.

The policies and procedures included give an important structure and framework within which we work, support each other and provide a positive teaching and learning environment for the students.

As a Christian Brothers' school we are guided and inspired by Blessed Edmund Rice. This is reflected in the Edmund Rice prayer:

O God, we thank you for the life of Edmund Rice.

He opened his heart to Christ present in those oppressed by poverty and injustice.

May we follow his example of faith and generosity.

Grant us the courage and compassion of Edmund as we seek to live lives of love and service.

We ask this through Christ our Lord. Amen.

STAFF LIST 2016-2017

	NAME	Code	RESPONSIBILITY
001	McGovern, Mr Dermot	DMG	Headmaster
002	O'Shea, Mr Paul	POS	V.P. Psychology/ Senior School/DT Child Protection/HODs/Timetable
003	Ruddy, Mr Ronan	RR	V.P./Spanish/Pastoral Team/Junior School/ Open Day/Transfer
004	Rath, Mr John	JR	S. Teacher/Technology/ SENCO/BTec Quality Nominee/Extra Curricular
005	McCavitt, Dr John	JCT	S. Teacher/History/Rota/New Staff/ E Safety/Chaplaincy
006	Wadsworth, Mr Dominic	DW	S. Teacher/Music/ P.R. Overview/UCAS/APTA/Community Links
007	McGrath, Mrs Catriona	CMG	S. Teacher/Careers/Middle School/Curriculum Options/Timetable(Shared)/EF/ALC
008	McCartan, Mr Jim	JMC	P.E./Junior Gaelic Football
009	Patterson, Mr Gervase	GP	Management Team/Head of Physics
010	McKeever, Mr Padraig	PMK	Head of Spanish/Year Tutor
011	McCann, Mr Dwyer	DMC	Head of Computing/I.T. Coordinator
012	McMahon, Mr Mel	MMM	Head of English
013	Burns, Mrs Sinead	SB	Head of Mathematics
014	Guiney Ms Laura (McAreevey, Mrs Fiona)	LG	Art
015	Lane, Mrs Margaret	ML	Head of Biology
016	Mooney, Mr Tony	TM	Management Team/Head of Technology & Design
017	Simpson, Mrs Denise	DS	Head of Geography
018	Tohill, Mrs Bernarde	BTO	Maths/Year Tutor/Numeracy/Using Number
019	Hamill, Mr Brian	BH	Physics
020	McKeever, Mrs Lisa	LMK	Head of RE
021	Elmore, Mrs Annette	AE	Geography/Year Tutor
022	Grogan, Mr Mark	MG	Computers/Web-site, E-Communications/Year Tutor
023	McGinley , Mrs Orla	OMG	Biology
024	Smyth, Mr Joseph	JS	Head of Drama
025	Morgan, Mr Gerald	GMO	English/Head of LLW
026	Quinn, Miss Mairead	MQ	Head of French
027	Savage, Mr Gerard	GS	Head of Construction/Buses
028	Malone, Mr Stephen(Tennyson, Mr	SJM	Irish
029	Gamble, Mr Colin	CGA	Head of Chemistry/Quizzes
030	Rodgers, Mr Mark	MRO	Technology & Design/Year Tutor/Literacy & Communication Coordinator
031	McCorry, Mrs Deirdre	DC	KS3 Science Coordinator/Biology
032	McGivern, Mrs Joan	JM	Spanish
033	Gallagher, Mr Sean	SGA	Irish/History/Year Tutor/School Newsletter
034	Boyd, Mrs Gail	GB	Mathematics
035	Reynolds, Ms Annelise	ARE	Careers/English/Head of Careers/Debates
036	McMahon, Mr Rory	RMM	Geography
037	Cullen, Claire Ms, (McClellan, Mrs Pauline)	CC (PMC)	Irish
038	Gormley, Mr Jody	JG	Head of PE
039	Evans, Mr David	DE	Head of History
040	McParland, Mr Paul	PMP	Drama/Religion/Year Tutor
041	Fearon, Mrs Theresa	TF	Head of Accounts/Business Studies
042	Hughes, Ms Orla	OH	Head of Art
043	Doherty, Mrs Karen	KD	Maths
044	McGivern, Mr Eddie	EM	Religion/Psychology
045	Murphy, Mrs Mary	MM	Maths
046	Gordon, Mr Dan	DG	PE
047	Cranston, Mrs Kim	KC	Technology/Construction/LLW
048	McGinley, Mrs Seaneen	SD	English
049	Downing, Mr James	JD2	ICT/Study Skills
050	Carey, Mrs Maeve	MC2	Chemistry
051	Gilloway, Miss Karen	KG	English
052	O'Donovan, Mrs Martina	MO	Home Economics
053	Keenan, Mrs Caroline	CK	Head of Music
054	Rooney, Mr Connor	CR	History
055	Cosgrove, Mr John	JC	Music (Part time)
056	Kelly, Ms Roisin	RK	English/French
057	Harvey, Mr John	JH	Religion
058	McQuillan, Ms Phyllis	PMQ	Business Studies/Mathematics
059	Patton, Mr David	DP	Physics/Science

Support Staff

Colleen McAvoy	Bursar, Support Staff Manager, Building, Health and Safety Officer.
Mary Rafferty	Headmaster's Secretary, Assistant Bursar, Accounts, Intake Admin
Tess McKernan	Administration, MIS Support, Exam Entries
Patricia McKinley	General Office
Fiona Flynn	General Office
Catherine Brownlee	Science Technician
Carmel Hetherington	Reprographics
Pat McGovern	Librarian
Gary Treanor	Music/Art Technician
Gerard Begley	Art Technician
Robbie Hannon	PE Technician
Sean Higgins	Technology Technician, Electrical Maintenance
Neil Clarke	Information Technology Technician
Willie McCullough	Caretaker, Minibuses, Cleaning Staff Supervisor
Malachy Small	Caretaker, Minibuses, Cleaning Staff Supervisor
Annette Breen-Mallon	Classroom Assistant
Joan Jackson	Classroom Assistant
Anne Collins	Classroom Assistant
John Manley	Canteen Supervisor
Claire McGahan	Assistant Cook
Sheila Goodwill	Assistant Cook
John Sinton	Assistant Cook
Celine Gonzalez	Assistant Cook
Bernie Mallon	Canteen Staff/Cleaning Staff
Margarita McGivern	Canteen Staff
Aislin Callaghan	Canteen Staff
Agata Lewczuk	Cleaning Staff
Mary McKeivitt	Cleaning Staff
Rosin McDonald	Cleaning Staff
Wioletta Sienkiewics	Cleaning Staff
Maureen McKeivitt	Cleaning Staff/Canteen Staff
Marzana Miller	Cleaning Staff/Canteen Staff
Kasia Chudoba	Cleaning Staff/Canteen Staff
Malgorzata Pszczolkowska	Cleaning Staff
Magdalena Oprzedek	Cleaning Staff
Anna Jaskulska	Cleaning Staff
Bernard Magee	Cleaning Staff

Nurse/Counsellor

Mrs Jane McGinn (Mrs Geraldine Gallagher/Mrs Mina Hanratty)

Counsellor

Ms Fiona Hughes (9.00 – 1.00 daily)

SMT Responsibilities

Mr D McGovern

- Full/Total responsibility for the Abbey Christian Brothers' Grammar School
- Care of SMT
- Contact with all outside agencies (SELB, DENI etc.)
- Transfer procedure
- Retention/Consolidation of Christian Brothers' /Edmund Rice links and ethos
- School Fundraising
- School Development Plan
- PRSD
- PTMs
- SDP – Gathering/Monitoring Information
- School Trips Information
- Mentor: Junior Science, Physics, Chemistry, Biology, DAS, Psychology

Mr P O'Shea

- Senior School
- Child Protection
- Leaving Ceremony
- EMA
- Student Council
- HODs Teaching and Learning
- Timetable
- DENI Return
- Prize Giving (shared)
- Mentor: Religious Studies, English, History

Mr R Ruddy

- Junior School
- Pastoral Overview (Medical/Counselling)
- Anti-Bullying
- Open Day/Transfer
- Statistics
- E-learning
- BOG Report
- Prize Giving (shared)
- Mentor: French, Irish, Spanish

Mr J Rath

- SENCO
- Quality Nominee for B'Tec
- Extra Curricular
- Mentor: ICT, Construction, Drama

Dr J McCavitt

- Rota
- Staff in Service
- New Staff/Student Teachers
- E-Safety

- Chaplaincy
- Mentor: Geography, Business Studies, Technology, Maths

Mr D Wadsworth

- PR overview (social media/website)
- UCAS
- APTA
- Community Links
- Mentor: Careers, Music, Home Economics

Mrs C McGrath

- Middle School
- Options
- Timetable (shared)
- EF Audit/Leavers Return
- Curriculum
- SHS/ALC Link
- Prize Giving (shared)
- Mentor: Physical Education, LLW, Art

Upper Middle Management Responsibilities

Mr T Mooney

- Staff Handbook, Parents Handbook, School Calendar
- Internal Examinations
- P.S. Visit

Mr G Patterson

- Public Examinations
- Rota back up
- P.S. Visit

Form Teachers and Year Tutors 2016-2017

Year	Form Teacher	Year Tutor
BR 1	Mr R McMahan	Mrs A Elmore
DO 1	Mrs M Murphy	
IV 1	Mr D Patton	
OR 1	Dr M Carey	
SL 1	Mrs K Doherty	
BR 2	Mrs C Keenan	Mr M Rodgers
DO 2	Ms R Kelly	
IV 2	Mrs P McQuillan	
OR 2	Mrs K Cranston	
SL 2	Mrs L McKeever	
BR 3	Mrs M Lane	Mr P McParland
DO 3	Miss L Guiney	
IV 3	Mrs S McGinley	
OR 3	Mr D Evans	
SL 3	Mr C Rooney	
11DG	Mr D Gordon	Mr S Gallagher
11JMC	Mr J McCartan	
11OMG	Mrs O McGinley	
11MMM	Mr M McMahan	
11DMC	Mrs D McCorry	
12 KG	Miss K Gilloway	Mr M Grogan
12 MOD	Mrs M O'Donovan	
12 EM	Mr E McGivern	
12 GB	Mrs G Boyd	
12 JH	Mr J Harvey	
13 MQ	Miss M Quinn	Mrs B Tohill
13 GS	Mr G Savage	
13 DS	Mrs D Simpson	
13 JM	Mrs J McGivern	
13 SB	Mrs S Burns	
14 OH	Ms O Hughes	Mr P McKeever
14 DMC	Mr D McCann	
14 GMO	Mr G Morgan	
14 BH	Mr B Hamill	
14 JG	Mr J Gormley	

The School Day

Time	Activity
8:15 – 9:00	Canteen open
8:30 – 9:00	Computer access LG15/Science ICT Cluster
9:00 – 9:15	Registration / Assembly
9:15 – 9:50	Period 1
9:50 – 10:25	Period 2
10:25 – 10:40	Break
10:40 – 11:15	Period 3
11:15 – 11:50	Period 4
11:50 – 12:25	Period 5
12:25 – 1:00	Period 6 (Junior Lunch)
1:00 – 1:35	Period 7 (Senior Lunch)
1:35 – 2:10	Period 8
2:10 – 2:45	Period 9
2:45 – 3:20	Period 10
3:20 – 3:30	Buses depart
3:20 – 4:40	After school study/detention/extra curricular activities
4:40	Link bus to Bus depot departs

THE PRAYER LIFE OF THE SCHOOL

We live in a world where the one constant is change. Life is lived at an increasingly hectic pace and despite all our sophisticated gadgets and modern conveniences, our time has become more pressurised than ever. Yet as the philosopher, Socrates, said so long ago, 'the unreflected life is not worth living.'

Here in this school of excellence, we realise how precious time is and how it needs to be managed to effectively harness and develop the gifts and talents of the whole school community. Time for study, for work, for recreation and for reflection are critical for both the well being of the individual and the community. Life needs to be balanced and prayer is the fulcrum which protects the quality of our life. Time apart to focus on our spiritual needs is an absolute must if we are to become fully functioning and fully active. As St. Irenaeus said, 'The glory of God is man fully alive.'

To be fully alive we are called by our very nature to recognise the divine in our world, in ourselves and in one another. Prayer enables this sensitivity to grow. Prayer is to the soul what air is to the body. Without oxygen we can't function; we die. Without prayer we can't function spiritually, we are on a starvation diet; we can't embrace the fullness of life that Christ came to offer.

'I came that you would have life and have it to the full,' is how Christ explains his mission and this is the *raison d'etre* of any Catholic community, to help the members own this eternal truth.

As a Catholic community we will endeavour to foster a climate where prayer is an integral part of the school day, both collectively and individually. We recognise that there are a host of ways to pray, myriads of beautiful spiritualities which lead the pilgrim closer to God. Our hope is that the young people under our care will have an opportunity to experience a range of these and hence find one with which they feel at home and wherein they can express the beauty and the variety of the Catholic heritage. In particular, we will promote the rich legacy of Blessed Edmund Ignatius Rice and the spirituality of the Christian Brothers.

All of us have been prayed to this point in our lives. We are heirs of a praying community and the prayer life of the school is all our responsibilities, staff, students, chaplain, clergy and parents. We become a vibrant faith community by sharing our mutual faith, by recognising that at times we are on different stages of the journey, at times on different routes, and by respecting the rights of individuals to choose the pace at which they begin or continue the journey. Ultimately all of us have the same destination and all of us are equal on the pilgrimage. Each of us has a telling contribution to make, our own giftedness to share. Prayer enables us to welcome, to affirm and to call forth the beauty and the talents of one another as we seek to follow Christ.

Development of Spirituality within the School

The following Actions will be undertaken during the Year

- Create a Chaplaincy Group (SMT, R.E., others)
- Class Masses for Year 8 - 12 instead of a Year Group
- SMT link with R.E. Department for preparation of these Masses
- Year 8, 11 and 13 Retreats to continue with the involvement of staff
- Provide information/help regarding John Paul II Awards
- Trial further classes in R.E. on Centering prayer
- Ensure focus on care of students who are experiencing difficult situations at Friday Pastoral Care meeting
- Ensure focus on care of staff who are experiencing difficult situations at SMT meetings where appropriate

PASTORAL CARE

Pastoral Care is that dimension of the school which seeks to provide for the pupils a supporting and caring atmosphere in which they can set and realise personal, social, academic and spiritual goals. Each teacher, and in particular each student's Form Teacher, has a responsibility to seek to achieve this aim by appropriate classroom practice in addition to a general concern, sensitive to the needs of the individual pupil. A more focused approach is taken through counselling, through the Learning for Life and Work Programme (LLW) and by regular communication between all those responsible for a particular pupil's education and welfare

The Form Teacher and Pastoral Care

The needs of individual students are served by appointing to each class a Form Teacher whose job it is to get to know each class member and his background. Although all teachers will be caring towards their students, the Form Teacher endeavours to develop a deeper caring relationship by which each student's particular educational needs are identified and met. The Form Teacher's role, in all aspects, is therefore a vitally important one. In the Abbey we believe that the role is best carried out from a Pastoral base which will positively influence our students' personal and social development, academic achievement and self discipline.

Child Protection

Mr O'Shea is the Designated Teacher, Mrs McGrath and Mr Ruddy are Deputy Designated Teachers for Child Protection on SMT. Each Year Tutor is also trained as a Deputy Designated Teacher. Where any member of staff has concerns about the care, safety or welfare of any pupil, he/she must discuss the matter with Mr O'Shea, or in his absence any Deputy Designated Teacher or with the Headmaster. See the Child Protection Policy available in RM Staff on the C2K System, folder 'Pastoral Care Policy Documents' for further details.

Abbey Christian Brothers' Grammar School.
POLICY ON THE USE OF SURVEILLANCE CCTV.

The Abbey has not been able to avoid the need to use Closed Circuit TV to ensure safety and security. When CCTV is used it is important that it is done with due regard to the rights and sensitivities of all who legitimately and appropriately use the school premises. This policy seeks to provide guidance in this regard.

Permanent CCTV Installation.

On the new Castleowen site there are cctv cameras installed inside the school buildings and also external to the buildings.

The camera system was installed after consultation involving DENI, PSNI and the school.

Recordings are held for a 30 day period, these recordings are securely stored on a hard disk system.

Covert Surveillance by CCTV.

Covert surveillance will only be considered if:

- There are exceptional circumstances
- All other possible means to resolve the problem have been exhausted.

Extensions to the System or Changes in its Use.

If it is considered necessary to extend the system or vary the manner in which it is used the following procedure will be followed:

- I. CCTV will **not** be installed in sensitive areas such as toilets or changing rooms.
- II. The Headmaster's decision whether or not to install further cameras or to use the present system in a different way will be informed by prior discussion at an SMT meeting.
- III. Where the Headmaster decides to pursue the change this will be brought to the attention of the Board of Governors at the next scheduled meeting, for their approval. In an emergency situation, an exceptional meeting of the Board of Governors will be called, or approval will be sought from the Chairperson of the Board.
- IV. Installation of covert surveillance CCTV will follow consultation with and advice from the PSNI and will remain in place for the minimum time necessary. Installation will be carried out by a professional security company.
- V. The locations of permanent cameras, will be clearly signed and brought to the attention of staff and pupils.
- VI. Parents will be informed of the installation and the reasons for it.

Abbey Christian Brothers' Grammar School

Complaints Procedure

The Abbey Christian Brothers' Grammar School is committed to listening to the views of parents both positive and negative about the education that we provide. Through this policy, we aim to provide an efficient and thorough system in which complaints can be dealt with in a speedy, courteous and honest manner

These procedures do not replace or supplement other established appeal mechanisms such as Child Protection, Special Education Needs, Admissions or Suspensions and Expulsions

Anyone making a complaint has the right to fair treatment, courtesy, a timely response, and an explanation for decisions. Anyone making a complaint has the responsibility to treat those they are dealing with in a respectful, non-threatening manner, to provide accurate information and to use the procedures as outlined.

Our starting point is to outline the difference between a concern and a complaint:

A complaint can only be made when a concern has not been satisfactorily dealt with by the member of staff involved

Stage 1

The parents make contact with the member of staff with whom they have a concern. This will be through already established channels i.e. a phone call, a letter or a meeting. In many cases a clarification or an explanation may resolve the issue. Teachers should keep a record about how the issue was resolved. If they feel that the matter has not been drawn to a satisfactory close they must inform a member of SMT. They may wish to inform a member of SMT even if the matter has been satisfactorily resolved in case the issue were to re-occur.

Stage 2

If the complaint is not resolved, the parents can contact the Headmaster and the issue will be dealt with. This will involve an investigation of the complaint (for which the Headmaster may use the mentor for the department of which the teacher is a member) and a response to parents (either written or through a meeting) will be provided within 3 working days.

Stage 3

If the parents are still unhappy, they can formally write to the Headmaster outlining their concerns. The Headmaster will reply within 5 working days (to allow for an investigation) and provide a response to the issues either in written format or through a meeting

Stage 4

If the parents are not satisfied, they can write to the Board of Governors outlining their complaint. The Board of Governors should meet and respond to the issue.

NOTE

If they so desire, parents can contact the Headmaster directly on any issue which is a major concern for them.

If the complaint made is about the Headmaster, then stage 2 becomes the first stage and if required, the process runs for three stages and not four.

PUPIL BEHAVIOUR

In the Abbey, we place great emphasis on good pupil behaviour. We have discipline policies and structures in place that are continually reviewed and modified when necessary. In this section we are attempting to give an outline as to how we deal with misbehaviour.

Our discipline policies have three simple aims with which your son will be familiar:

Have respect for people and property
A safe orderly learning environment
Have pride in yourself and your school

This is the basis of what we try to teach our students, encouraging them to maintain these aims and responding when they are threatened. In this way we hope that our policies contribute to our overall aims of educating the whole individual. The school code of behaviour has seven sections that are explained inside your son's homework diary. In turn, each section has explanations of regulations that Form Teachers have explained in great detail at the start of the year. This year, Form Teachers have tried to give a reason of each regulation so that the code does not stand in isolation. If students are in doubt about a regulation or are unsure as to the need for the existence of a rule then they are encouraged to ask their Form Teacher.

The staff of the Abbey recognise that the behaviour of the majority of students is excellent and that only rarely do they have to deal with serious disciplinary matters. This high level of compliance is an integral part of the success of our school. There is a high level of self-discipline among our students that shows a maturity that has come from home and which will stand them in good stead in their future. With this in mind, we are continually trying to increase positive recognition of and rewards for good behaviour

The structure in place for dealing with indiscipline is as follows:

Classroom teacher, Form Teacher, Year Tutor, Mr. Ruddy (Junior School) Mrs C Mc Grath (Middle School), Mr. O'Shea (Senior School), Mr. Ruddy (Overall responsibility), Headmaster.

At each stage, the teacher is encouraged to deal with all indiscipline and should only refer to the next stage when the action has been unsuccessful, or the indiscipline has been of such a serious nature that it needs to be dealt with at the next level. At all stages, teachers are encouraged to make contact with parents by phone or by letter to keep them informed of all decisions.

There are sanctions available at each level in the disciplinary chain and include among others:

Extra work, an apology, detention, Friday detention, exclusion, suspension, expulsion.

When dealing with indiscipline at all levels the school has formulated a listen, respond and educate approach. Listening is essential because it ensures that all the information about an incident has been gathered and pupils are given the chance to put forward their point of view. The response to breaking the school code, or failing to be respectful may include a sanction but if the teacher investigating any incident believes that a sanction is inappropriate then they are not tied to a particular response. Educating the student not to re offend is a central aspect of dealing with indiscipline since a sanction alone is not a sufficient response.

When dealing with student indiscipline, teachers are encouraged to treat every student with respect, and punish the action not the student. This separating the student from the action is essential in maintaining good teacher pupil relations while at the same time maintaining levels of behaviour.

Attendance

Attendance is an area of school life which is giving cause for concern as each year progresses. In the Abbey, we are very clear that poor attendance profile has a direct negative influence on academic performance. With this in mind, we stress to parents the need to keep all holidays outside of term time and to keep appointments after school. We are particularly keen that parents of senior students do not sanction time off school for their sons so that they can study at home.

In the Abbey we do the following:

1. Attendance records kept for every class 4th -7th year and all non-attendance checked against the daily register.
2. An absence slip for leaving school during the day which the student must carry with them when out of school during the day
3. Parents of all students are asked to provide a written note to the Form Teacher to explain every absence.

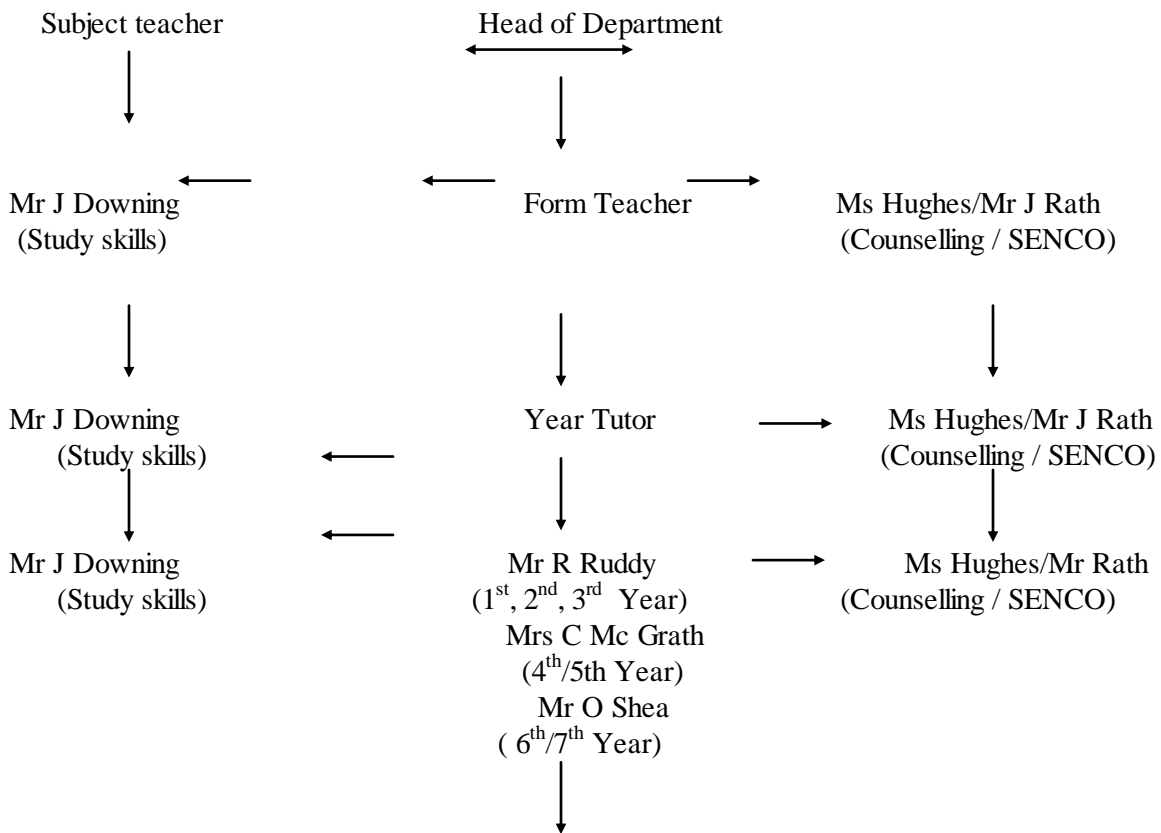
At all times, parents will be informed of problems with any of the above.

Academic Indiscipline

Academic indiscipline is a term that has been heard frequently in school and has been a source of concern for teachers in recent years. It has been defined as: **the failure on the part of a student to satisfactorily complete work, give enough time to the quality of their work, not meet deadlines and ultimately leave their potential unfulfilled. In more concrete terms it is the failure to complete homework, submit coursework and be present for and successful in class assessments.**

Mr Ruddy is responsible for Junior School, Mrs Mc Grath Middle School and Mr O'Shea is responsible for Senior School. Our rationale is to support students who are having difficulties by offering assistance in terms of the subject, study skills and also counselling where required. We will also not shirk from our responsibility to be honest with students whose lack of effort is the reason for their lack of progress and ultimately highlight where wrong decisions have been made with regard to placement in the Abbey.

Structure



Headmaster

NB. Study Skills, Counselling and SENCO support will continue at all levels where appropriate

At each of the levels, the best interests of the student will drive the process and parents will be contacted regularly where there are problems. As well as the obvious support for the student, if the approach is not taken seriously then sanctions will also be used.

Report Card

The Pupil Progress system which has operated in school for a number of years has been changed to a report card system which is outlined below.

1. Stage 1 - FT / Phone home - White card
2. Stage 2 - YT / Meet Parents - Yellow card
3. Stage 3 - SMT / Meet Parents - Red card (Counsellor)
4. Stage 4 - Headmaster

The aim of the card system is to increase the focus on students who are trying to solve academic difficulties. It aims to do this by monitoring the progress of students over a ten day period with daily communication to parents. Students also agree their own targets for the period with the member of staff who puts them on the card.

Report Card:

- White FT / Yellow YT / Red – RR/CMcG
- A student is on a card for a 10 day period
- Each class teacher gives a score of 0 / 1 / 2 / 3 / 4
- 0 – very poor / 1 - unsatisfactory / 2 – satisfactory / 3 – good / 4 – excellent
- At the end of the ten day period a decision is taken to either repeat the card or move up or down a level
- Loss of card - automatically move to the next level
- Each level should involve compulsory after school study. White – 2 days / Yellow – 3 days / Red 5 days
- Parental contact is made by the FT / YT / RR/CMcG before a card is issued to explain the process
- Parents sign the card every night
- Unsatisfactory red card considered for suspension
- Students cannot jump up or down the system unless they go through the 10 day card period
- 270 – 360 points – move down a stage
- 180 – 269 points – repeat the stage
- 0 – 179 points – move up a stage

Discipline and Pastoral Care in the Senior School (this policy is in addition to the other policies that are in place in the school)

Structure of Pastoral Care and Discipline in the Senior School

- Class Teacher
- Form Teacher
- Year Tutor
- Vice Principal
- Headmaster

Context and Purpose of Pastoral Care and Discipline in 6th and 7th Year

Pupils returning to the Abbey to complete A levels are making a decision to do so. They are also making individual decisions regarding the particular subjects. They have moved into non compulsory education and our dealings with them at all levels must reflect this new stage of their educational careers. There will always be a tension between the responsibility of the school and the responsibility of the student. In the end the ability of the school and parents to 'change' the behaviour of senior student is limited and the ultimate responsibility and power to change lie with the student.

We should accept a variety of teaching and supervising styles in senior school rather than looking for a one size fits all as A level teaching is not the same as GCSE.

The School will inform parents of any issue it thinks appropriate, i.e., discipline or pastoral, irrespective of the age of the pupil.

Overall the Pastoral Care and Discipline structures need to support the emphasis on independent learning and personal responsibility. With this in mind the main purpose of each level of the structure is to provide a supportive and challenging presence to the student (student is a better term than pupil to designate someone doing A levels). We acknowledge the fact that our interventions to academic indiscipline may not always be effective but they represent our best response. Therefore we should continue to respond to academic indiscipline as outlined in the pastoral care policy but also emphasise to students and parents that the ultimate responsibility lies with the student

Each level of the structure needs to provide the student with the following:

- Objective feedback on their academic performance and the likely outcome in terms of progressing to 7th year or their final A level results
- Clear challenge regarding behaviour that is unacceptable, e.g., poor attendance, not wearing uniform, leaving school without permission
- Support in terms of academic or personal difficulties
- Clear communication with parents regarding the pupils academic and non academic performance

Particular Issues

Subject Choices

If a teacher and HOD have serious concerns about a student doing a subject at A level this will be communicated to the person responsible for subject choices (Mrs. McGrath). These concerns will be discussed with student and parents and if they still wish to continue with the subject choice despite the advice been given a meeting will be arranged with the Headmaster who will make final decision with them regarding the subject choice.

Facial Hair

Students should arrive to school clean shaven. If a student arrives to school unshaven he should be given 24 hours to correct this by form teacher. If there is a pattern of non compliance the student should be referred to the Year Tutor.

Reduction from Four to Three A levels

The current practice is to facilitate a request by parents for a drop from four to three subjects.

Academic Indiscipline

This is the main issue that occurs in Senior School and the one that has the most negative impact on student performance and staff/student relationships. This issue is not clearly related to ability as it affects students from the least able to the most able in any particular year group. Academic indiscipline can be broken down into the following elements:

- Homework
- Coursework/Controlled Assessment
- Class Tests/Exams
- Module Results
- Attendance
- Misbehaviour in Study Hall or Study Hall overflow classes

Issue	Problem	Procedure
Homework	If there is an issue with students failing to complete homework set by a class or the standard of the work is unsatisfactory	<ul style="list-style-type: none"> • Initial contact with Parents by class teacher (informs Form teacher prior to contact to check for any relevant information) – can use detention • If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem • If the issue continues class teacher informs form teacher who then passes on information to Year Tutor with recommendation for detention • Year Tutor contacts parents regarding detention and feedbacks to class teacher/form teacher any relevant information from conversation with parents • If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Vice Principal arrange contact with parents. At this point there will be the possibility of the student being mentored/monitored by a member of SMT. Feedback given to class teacher/form teacher • If all above fail to resolve issue then suspension will be used
Class Tests/Exams	Students failing tests/exams Students making no effort to do test	<ul style="list-style-type: none"> • Initial contact with Parents by class teacher (informs Form teacher prior to contact to check for any relevant information). Detention can be used • If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem. • If the issue continues class teacher informs form teacher who then passes on information to Year Tutor with recommendation for detention • Year Tutor contacts parents regarding detention – feedback given to class teacher/form teacher • If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Vice Principal arrange contact with parents. At this point there will be the possibility of the student being mentored by a member of SMT – feedback given to class teacher • If all above fail to resolve issue then suspension will be used
Academic reviews in October, Christmas and March And Module results in Summer	Failing to achieve a least a grade C or significantly below target grade	<ul style="list-style-type: none"> • Information is gathered in Review • If there is minor concern in only one subject the matter will normally be dealt with by the form teacher • If there are minor concerns in two subjects, the year tutor will deal with issue and contact parents –feedback to class teachers/form teacher • If performance is poor in three or more subjects the Vice Principal will meet with parents and students to discuss the issue and to indicate the possibility that the student may not

Issue	Problem	Procedure
		<p>be considered for A2 – feedback to class teachers and form teacher</p> <ul style="list-style-type: none"> At the beginning of 7th year the Vice Principal will meet students who have failed to achieve at least three Grade C in summer modules to discuss the relevant options such as discontinuing A levels, dropping subjects, repeating 6th year or moving on into 7th year with less than a C grade in one or more subjects.
Coursework	Failure to meet deadlines or submitting work of an unsatisfactory standard	<ul style="list-style-type: none"> Each Department has a policy for dealing with this issue When policy has been followed the matter should be passed on to Year Tutor if it has not been resolved, then to Vice Principal – feedback to relevant class teacher/form teacher
Attendance	<p>Failure to attend school</p> <p>Failure to attend taught class including career class while in school</p> <p>Failure to register with form teacher having arrived late to school</p> <p>Pattern of arriving to school late</p> <p>Failure to register for Study and PE periods</p>	<ul style="list-style-type: none"> Note provided by parents. If student returns without note he will be given a days grace to produce note. If note is not produced on the second day he will be referred to Year Tutor who can impose a Friday Detention. Year Tutor will change code when note is produced. This will result in Year Tutor Detention and contact made by Year Tutor to parents. If offence is repeated the student will receive detention and parents will meet with Vice Principal. If the issue occurs a third time, a suspension can be imposed. If a teacher uses Simms for registering classes the absence will be recorded as an N and should be followed up by form teacher, if teacher uses any other means of taking a register they need to inform form teacher of the pupil's absence If a pattern emerges the student will be put on detention by Year Tutor. If offence is repeated the student and parents will meet with Vice Principal. If the issue occurs a third time, a suspension can be imposed This will result in year tutor detention. If offence is repeated the student will receive detention and parents will meet with Vice Principal. If the issue occurs a third time, a suspension can be imposed All students must register (on SIMMS) with PE teacher (for recreational PE) and study supervisor even when they are going to use another facility. Supervisor will use Code A (Artistic Endeavour) if they are using ICT, Art, Construction etc and Code P (for use of PE facilities). The use of other facilities is based on the permission of the relevant HOD. Form teacher will monitor study registers each day on SIMMS and will respond to any student who has not signed into a study period or recreational PE Period, signing in for first period of a double will suffice for second period. (Year Tutor and Form Teacher team will ensure that there is a consistent approach to this issue). If student continues not to sign in the matter will be passed on to Year Tutor and a detention can be imposed. If the behaviour continues it will be passed on to Vice Principal and further sanctions such as

Issue	Problem	Procedure
		<p>meeting with parents and suspension can be imposed.</p> <ul style="list-style-type: none"> • If a HOD is unhappy with any student using their facility during a study period they should send them back to supervisor and contact supervisor that they are doing so • Year Tutor, SMT and Vice Principal will do systematic 'spot checks' to ensure that students are not abusing this process, e.g., leaving school or hanging about the school building or grounds when they have signed out to use another facility in the school
<p>Misbehaviour in Study Hall or Study Hall overflow classes</p>	<p>Main problem here is student not using time properly, disrupting others or failing to follow the instructions of the supervisor</p>	<ul style="list-style-type: none"> • Study Hall supervisor will initially deal with the issue • If issue persists the student will be referred to Form Teacher who will discuss the issue with the student and if appropriate refer the student to Year Tutor for detention • Further occurrence of the issue will result in year tutor contacting home and placing student on detention • Further occurrence will result in meeting with of student and parents with vice principle • If issue continues then the student could be suspended • Those responsible for study hall will be involved in drawing up a general set of principles for behaviour in the study hall. Those supervising students in their classroom will follow the normal procedures of their classroom

Role of the Vice Principal in Sixth and Seventh Year

- To clearly articulate to the staff and students that the student has ultimate responsibility for their own learning. This communication to parents and students will be done at an Information Day in August
- To ensure that all staff are familiar with the Pastoral Care policy for Senior School and to consult with staff on its implementation
- To support the work of the Year Tutors in particular by meeting with them on a regular basis after Friday Pastoral Team Meeting
- To meet with students and parents when the level of performance either in terms of behaviour or academic performance has reached a level where the students future in the school is under review or where failure in seventh year is a likely possibility
- Pupils who are at the Vice Principal level in sixth year will be informed very clearly that their behaviour is jeopardising their return to seventh year. If they continue the inappropriate behaviour the option of suspension will be examined.
- Pupils who are at the Vice Principal level in seventh year can be suspended if they fail to abide by the school rules with respect to absenteeism, punctuality and academic indiscipline.
- To monitor in consultation with the Head of Careers how many students attain their target grades
- Feedback to whole staff appropriate information regarding interventions re academic indiscipline
- Clearly communicate to a teacher when it is recognised that all that can be done for the student has been done

Role of Year Tutor

- Clearly articulate to students at assemblies the philosophy and implications of independent learning
- Accurate records regarding student performance.
- Communicate information to student and to parents and keep record of these communications.
- Clearly indicate to student the possible outcomes of his actions, e.g., failure to achieve an average of three grade C in AS means that the student cannot automatically progress into seventh year –

It should be stressed to all students in Lower sixth Year that their target grade's should be four **quality high grades**

- Ensure that there is a record of target grade for each pupil in seventh year for each subject. This will be used when doing academic reviews in 7th year in particular
- Meet with the Vice Principal on a monthly basis to monitor attendance and to pass on relevant information to form teachers regarding this. This meeting will also be an opportunity to discuss any other issues arising in the Senior School.
- Work with the form teacher team to ensure that any breach of the policy is responded to appropriately
- Engage in systematic spot checks of where students are during the school day
- The option of an internal suspension can be used which can be used as an alternative to either a Friday Detention or Suspension.

Role of Form Teacher

- Register all students on SIMMs before 9.15. Put in codes for extra curricular activity when appropriate
- Monitor student attendance at Study Supervision Periods, Recreational PE periods and taught classes which using Lesson Monitor (This means following up any codes that appear on the previous day's register
- Follow procedures for students in receipt of EMA
- Keep accurate attendance records. Ensure that student brings in note for absence, record reason in SIMMS and pass issue on to Year tutor if note is not brought in on the second day
- Keep copy of each students' individual timetable and fill in non class activities
- Be attentive to possible personal reasons for poor academic performance or behaviour and communicate these where appropriate to both Year Tutor and relevant subject teachers
- Clearly articulate to students in form class the philosophy and implications of independent learning
- Accurate record regarding student in terms of academic and non academic behaviour, e.g., information received from class teachers, and study hall supervisors, attendance record and communication with parents.
- Provide parents with information regarding attendance or poor performance and keep record of these communications.
- Keep record of target grade for each subject for each pupil.
- If academic indiscipline is occurring across a number of subjects, form teacher should have initial discussion with student.
- But once a pattern of academic or non-academic indiscipline emerges a student can be placed on detention by the Year Tutor.

Role of Class Teacher

- Clearly articulate to students the philosophy and implications of independent learning
- Accurate record keeping with respect to academic performance and attendance. If attendance is kept using a system other than Lesson Monitor it is the class teacher's responsibility to inform form teachers of students missing taught classes. Use of Lesson Monitor is recommended. (Currently each teacher has their own way of recording academic indiscipline. This could be centralised using SIMMS but it would require the support of all staff to input academic information into SIMMs. If such support exists we could look more seriously at such an option)
- Make initial contact with parents regarding non completion of homework or poor performance in class tests. This can be done through detention, phone call, letter or e mail. (Options of Diary was looked at but not deemed to be a realistic option especially with 6th years having IPADS)
- Clear communication of relevant information to Form Teacher
- Clear communication to student regarding his progress in the particular course
- Offer student reasonable academic support
- Establish target grade for student at the beginning of 7th year.
- Provide information for Year Tutor at October, Christmas and March Reviews. This information enables Year Tutor to track progress of pupils who are under achieving. This is particularly relevant for lower sixth students as progression into seventh year is dependent upon achieving a minimum of a 3C average.

Discipline and Pastoral Care in the Middle School

Structure of Pastoral Care and Discipline in the Middle School (This policy is in addition to the other policies that are in place in the school)

- Class Teacher
- Form Teacher
- Year Tutor
- Head Of Middle School
- Headmaster

Context and Purpose of Pastoral Care and Discipline in 4th and 5th year

Students moving into Key Stage Four of their educational career, involves some personal decision-making on pursuing subjects of natural interest and choice alongside the core statutory subjects of the NI curriculum. Students are still in compulsory education but our dealings with them at all levels must reflect our ability to monitor and support their achievement in the statutory curriculum alongside reflecting on the most appropriate responses to their personal career choices at this stage of their educational careers. At this level students must take ownership for their educational choices and be encouraged and challenged with regard same.

There will always be a tension between the responsibility of the school and the responsibility of the student and key stage four is an important junction whereby students must be allowed freedom to start the journey of ownership for their education through independent learning to prepare them best for lifelong learning and life after school.

The School will continue to inform parents of any issue it thinks appropriate, i.e., discipline or pastoral, irrespective of the principle of fostering ownership for lifelong learning.

Overall the Pastoral Care and Discipline structures need to support the emphasis on independent learning and personal responsibility. With this in mind the main purpose of each level of the structure is to provide a supportive but challenging presence to the student. We acknowledge the fact that our interventions to academic indiscipline may not always be effective but they represent our best response. Therefore we should continue to respond to academic indiscipline as outlined in the pastoral care policy but also emphasise to students and parents that the ultimate responsibility lies with the student. For the small minority who have not responded to all previous interventions we as a school will work with all other supporting agencies to assist students in making the appropriate and relevant transition to Post-16 Education or training.

Each level of the structure needs to provide the student with the following:

- Objective feedback on their academic performance both summatively and formatively and the likely outcome in terms of progressing to Post-16 education in the Abbey school or in another educational institution
- Clear challenge regarding behaviour that is unacceptable, e.g., poor attendance, not wearing uniform appropriately, not attending timetabled classes, missing specific subject deadlines for coursework and/or controlled assessment, challenging staff with unacceptable attitudes, leaving school without permission
- Support in terms of academic or personal difficulties
- Clear communication with parents regarding the pupils academic and non academic performance

Particular Issues

Use of Student Planner

School planners are used effectively in junior school but can often slip by the wayside on the move to middle school. We want a culture of organisation and time management skills to evolve deeply at this point in our students and hence responsibility for ensuring planners are used effectively and as a means of important two-way communication with home lies with tight monitoring by all levels of the structure in middle school.

Subject Choices

If a teacher and HOD have serious concerns about a student's progress at GCSE, and in particular with a new subject, it is imperative that subject teacher and/or HoD discuss these concerns with the Head of Middle School. These concerns will be discussed with the student and parents and intervention strategies will be put in place including Study Skills support, or Budding/Mentoring support. The student's progress will be reviewed throughout Year 11 and through consultation between Subject Teacher, Year Tutor and Head of Middle School contact will be made with parents regarding a possible subject drop/reduced curriculum. This is not the norm and will take place *only* if all other strategies have been exhausted during the process with the student.

Facial Hair

Students should arrive to school clean shaven. If a student arrives to school unshaven he should be given 24 hours to correct this by form teacher. If there is a pattern of non-compliance the student should be referred to the Year Tutor. This will be clearly communicated to parents/guardians at induction morning.

Controlled Assessment / Coursework

It is the responsibility of all Heads of Departments to have clear departmental procedures in place regarding monitoring, submission and return of work for redrafting to students. All Policies on this should be held by the respective Year Tutors and Head of Middle School. Additional documents on Coursework and Controlled assessment are provided for all staff and stored online.

Where a student fails to adhere to the departmental policy, the response should be based on the structure of middle school – Form Teacher, Year Tutor, Head of Middle School.

Behaviour / Movement to and from School and around the School Building

Students are expected to demonstrate responsibility through their relationships with their peers and with both teaching and non-teaching staff. Inappropriate behaviour is not acceptable by any member of our school community and it is the responsibility of all levels of the support structure within middle school – class teacher, FT, YT and Head of Middle School to educate and lead by example. This encompasses both behaviour and movement of students within class teaching time and outside of classes.

In particular

- Lunch supervisors have an important role to play in monitoring and encouraging good discipline, respect and fair play in the school yard. Equally where the respect and safety of others is at risk, supervisors are asked to respond according to the guidelines outlined in this policy.
- Senior students are educated through the pastoral team in senior school to show leadership on travelling to and from school by encouraging respect, protection and safety of all students of the Abbey community and to report where there are concerns.
- Students to take pride in their school building by taking personal responsibility at all times for litter and disposal of same. Where students are observed to be demonstrating lack of respect in this area – all teachers have a responsibility to challenge them.

Treating Others Unfairly

No one has the right to treat others in an unfavourable way – either mentally, physically, emotionally or through the use of social media.

In middle school students experience a lot of personal growth that coincides with increased societal and peer pressure. It is the responsibility of all staff in the Abbey community to educate and develop good discipline practices that help to develop in our students caring and responsible attitudes and values for life. Where students are being treated unfairly we will use our Anti-Bullying, Substance Misuse, Child Protection and Internet policies to respond to students. (refer to same on school system)

Head of Middle School – Mrs C Mc Grath and Vice Principal Mr O Shea have responsibility for Child Protection issues in Middle School.

Academic Indiscipline/ Homework

Homework is an essential part of life in the Abbey. Each department subject area will give homework of many different types but what is required will be clearly explained to students. All students on a Monday

morning will write in to their homework planner the subjects for each day that week. This enables them to write down accurately what is required and for what date, including any reading, oral work, research and written work. Form teachers will oversee that this takes place during Monday registration.

It is the responsibility of each student to then complete the work. Parents are asked to supervise this process.

If a student does not complete homework then they should bring in a note from home explaining why it is not complete by completing the notes sections included in the planner to communicate reasons to the relevant member of staff.

A student can expect a variety of responses to non-completion of work:

- Extra work given by teacher
- Comment written in homework diary
- Phone call / letter home
- Detention
- Meeting with parents in school

Year Tutors and Head of Middle School will be involved in regular spontaneous checks on effective use of planners, and completion of homework and independent work for classes.

What is Academic Indiscipline?

1. Not doing homework
2. Attempting but not completing homework
3. Not meeting deadlines for work
4. Being absent from school on the day that work is due
5. Failing class tests / assessments
6. Absent from school / class when tests are on
7. Not completing coursework on time
8. Not preparing / studying for exams
9. Failing to give of your best in class
10. Not completing work to the standard required
11. Not having homework diaries signed
12. Not having the required books / materials to class
13. Copying work from the internet or another student and passing it on as your own
14. Submitting another student's work as your own

A student who displays a pattern of any of the above will fall into the category of academic indiscipline and can expect the Abbey to respond in a way that will be both supportive and firm.

Study Skills

This is a vitally important area of school life at all levels but possessing the right attitude to study and taking independent responsibility for the student's whole curriculum is an important element of the move to Key Stage Four.

At the start of each academic year and at important times throughout the year the Teacher In Charge of Study Skills (Mr J Downing) will assist students at year group level and on a referral basis by form teacher/subject teacher. This is a crucial element in assisting pupils in managing workloads, meeting academic deadlines and knowing how to make best use of their study time.

Summary of Issues / Procedure/Responses for Middle School

Issue	Problem	Procedure
Homework	If there is an issue with students failing to complete homework set by a class or the standard of the work is unsatisfactory	<ul style="list-style-type: none"> • Initial response is the Responsibility of Class Teacher – according to department's Home work Policy (where policy states on 2nd or 3rd occasion detention – subject teacher to place sanction and email same to FT) • If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem/ where needs be - FT works with JD to offer support for student • If the issue continues thereafter class teacher informs form teacher who then passes on information to Year Tutor with recommendation for detention • Year Tutor contacts parents regarding detention and feedbacks to class teacher/form teacher any relevant information from conversation with parents (Head of Middle School also to be informed) • If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Head of Middle School arrange contact with parents. Feedback to class teacher/form teacher. • If all above fail to resolve issue then further sanctions of internal exclusion/ or suspension will be addressed. Feedback given to class teacher/form teacher
Class Tests/Exams	Students failing tests/exams Students making no effort to do test including a pattern of non-attendance on given test dates.	<ul style="list-style-type: none"> • Initial response is the Responsibility of Class Teacher – according to department's Assessment Policy (where policy states on 2nd or 3rd occasion detention – subject teacher to place sanction and email same to FT) • If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem/ where needs be - FT works with JD to offer support for student; contact also made with parents to raise awareness of our concerns. • If the issue continues thereafter class teacher informs form teacher who then passes on information to Year Tutor for detention. YT contacts home and liaises with FT re: previous home contact. • Year Tutor contacts parents regarding detention – feedback given to class teacher/form teacher • If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Head of School arrange

		<p>contact with parents. At this point there will be the possibility of the student being mentored /buddied by a senior school student – feedback given to class teacher</p> <ul style="list-style-type: none"> • If all above fail to resolve issue then internal exclusion or suspension will be used by Head of School.
<p>Academic reviews in October, Christmas and March And Module results in Summer/In house Summer Exams (Yr 11 only)</p>	<p>Failing to achieve a least a grade C/pass grade in a GCSE subject or well below individual target in a subject.</p>	<ul style="list-style-type: none"> • Information is gathered in Review (Head of School initiates procedures and collection of information to be recorded on SIMS) • If there is minor concern in only one/two subjects the matter will normally be dealt with by the form teacher through discussion with student and note made in planner/or phone call/email home. • If there are minor concerns in more than three subjects, the year tutor will deal with issue and contact parents –feedback to class teachers/form teacher. (If required Mr J Downing to assist with study skills strategy) • If performance is poor in a significant number of GCSE subjects the Head of School will meet with parents and student to discuss the issue and to indicate the possibility that the student may be asked to consider a reduced curriculum if improvement does not take effect– feedback to class teachers and form teacher • At the beginning of 5th year the Year Tutor/Head of School will meet students who have failed to achieve a Grade C in three or more subjects in summer modules/Yr 11 House Exams to discuss the relevant options such as discontinuing a particular subject(s).
<p>Coursework/ Controlled Assessment</p>	<p>Failure to meet deadlines or submitting work of an unsatisfactory standard (Please see accompanying doc on CA/C/W procedures in Middle School)</p>	<ul style="list-style-type: none"> • Each Department has a policy for dealing with this issue. When departmental policy has been followed the matter should be passed on to Year Tutor if it has not been resolved, then to Head of School – feedback to relevant class teacher/form teacher.
<p>Attendance</p>	<p>Failure to attend school</p> <p>Failure to attend taught class including non GCSE exam classes</p> <p>Failure to register with form teacher</p>	<ul style="list-style-type: none"> • Note provided by parents in planner.FT should retain perforated pull out section as evidence for Sims. If student returns without note he will be given a day’s grace to produce note. If note is not produced on the second day he will be referred to Year Tutor who can impose a Friday Detention. Year Tutor will change code if note is produced. • This will result in Year Tutor Detention and contact made by Year Tutor to parents. If offence is repeated the student will receive detention and parents will meet with Head of School. If the issue occurs a third time, a suspension can be imposed. If a teacher uses Sims for registering classes the absence will be recorded as an N and should be followed up by form teacher. It is subject teachers responsibility to raise concerns about patterns of non-attendance in subject class. • If a pattern emerges the student will be put on detention by

	<p>having arrived late to school</p> <p>Pattern of arriving to school late</p>	<p>Year Tutor. If offence is repeated the student and parents will meet with Head of School. If the issue occurs a third time, a suspension can be imposed.</p> <ul style="list-style-type: none"> This will result in year tutor detention. If offence is repeated the student will receive detention and parents will meet with Head of School. If the issue occurs a third time, a suspension can be imposed.
<p>Subject choices Year 11/12</p>	<p>Student's incorrect choice of a subject for GCSE/significantly poor performance in a 'chosen' GCSE subject</p>	<ul style="list-style-type: none"> All requests for a subject change at the start of Year 11 should be made via Head of School/Teacher in Charge of Subject Options – Mrs C Mc Grath. CMcG will speak to all 4th Year parents at induction morning outlining process for subject change requests. Deadline set and through Sims and consultation with relevant HoDs see what changes can be met. C Mc Grath will make relevant changes and communicate information to students/parents/FTs/Subject teachers/HoD. Based on academic review as outlined earlier in this document any concerns regarding the pursuit of a full GCSE curriculum on the transition from Year 11 to Year 12 will be taken in consultation with the Head of School, Headmaster, Student and Parents/Guardians.
<p>Use of Student Planner</p>	<p>Failing to complete planner/Pattern of planner not signed weekly/ Defacing planner/ Use of temporary planners</p>	<ul style="list-style-type: none"> Form teachers have responsibility to monitor and encourage best practice during registration time each week. All planners should be filled out by the student at the start of each week. Planners must be signed weekly by Parents and Form Teachers. Year Tutors to check planners on a rotational basis once a month. Head of School to complete spot checks on planners across the year groups. Stampers for ease of checking planners will be provided to all of the Pastoral Team. Where student has not got planner signed FT makes note in planner and note on FT Template – warning issued On second occasion – Ft detention/ 3rd – Year Tutor referral and detention Temporary planners – when issued should be recorded on the FT template – the same sanctions as above apply.

Role of Head of Middle School in Fourth and Fifth Year

- To clearly articulate to the staff and students that the student has ultimate responsibility for their own learning. This communication to parents and students will be done at an Information Day in August
- To ensure that all staff are familiar with the Pastoral Care policy for Middle School and to consult with staff on its implementation – review and amend yearly.
- To support the work of the Year Tutors in particular by meeting with them on a regular basis after Friday Pastoral Team Meeting**
- To initiate academic reviews and respond through support for Year Tutors and contact with home

- To meet with students and parents when the level of performance, either in terms of behaviour or academic performance, has reached a level where the student's future in the school is under review or where academic attainment is in jeopardy
- To oversee monitoring of attendance by meeting with Year tutors on a monthly basis
- Pupils who are at the Head of School level in fifth year will be informed very clearly that their behaviour is jeopardising their return to Post-16 Education in the Abbey.
- Pupils who are at the Head of School level can be suspended if they fail to abide by the school rules with respect to absenteeism, punctuality, behaviour and academic indiscipline.
- To monitor in consultation with the Head of Careers students career choices during Year 12 for appropriate transition to Year 13 in the Abbey school or alternative Post-16 provision.
- Feedback to whole staff appropriate information regarding interventions re academic indiscipline
- Clearly communicate to a teacher when it is recognised that all that can be done for the student has been done

Role of Year Tutor

- Clearly articulate to students at assemblies the philosophy and implications of independent learning
- Accurate records regarding student performance.
- Communicate information to student and to parents and keep record of these communications.
- Clearly indicate to student the possible outcomes of his actions, e.g., failure to achieve a grade C in GCSE means that the student cannot automatically progress into that subject in year 13 – It should be stressed to all students in middle school that their target grades should be As/Bs.
- Meet with the Head of School on a monthly basis to monitor attendance and to pass on relevant information to form teachers regarding this. This meeting will also be an opportunity to discuss any other issues arising in Middle School.
- Work with the form teacher team to ensure that any breach of the policy is responded to appropriately
- Engage in systematic spot checks of where students are during the school day
- The option of an internal suspension can be used which can be used as an alternative to either a Friday Detention or Suspension.

Role of Form Teacher

- **Register all students on SIMMs before 9.15. Put in codes for extra-curricular activity when appropriate (be in touch with the extra-curricular life of students in their form class)**
- **Monitor student attendance.**
- Keep accurate attendance records. Ensure that student brings in note for absence, use perforated note to record reason in SIMMS and pass issue on to Year Tutor if note is not brought in on the second day
- Keep copy of each student's individual timetable and extra-curricular pursuits/ endeavours
- Be attentive to possible personal reasons for poor academic performance or behaviour and communicate these where appropriate to both Year Tutor , Head of Middle School and relevant subject teachers
- Clearly articulate to students in form class the philosophy and implications of independent learning at Key Stage 4 as the foundation for future lifelong learning
- Accurate record regarding student in terms of academic and non academic behaviour, e.g., information received from class teachers, lunch supervisors, attendance record and communication with parents.
- Provide parents with information regarding attendance or poor performance and keep record of these communications.
- Keep records of responses undertaken by FT with regard to Academic Review (e.g. note in planner, phone call or email home)- communicate same to Year Tutor
- If academic indiscipline is occurring across a number of subjects, form teacher should have initial discussion with student
- But once a pattern of academic or non-academic indiscipline emerges a student can be placed on detention by the Year Tutor
- To offer pastoral support if and when required for a particular student.

Role of Class Teacher

- Clearly articulate to students the philosophy and implications of independent learning
- **Accurate record keeping with respect to academic performance and attendance. If attendance is kept using a system other than Lesson Monitor, it is the class teacher's responsibility to inform form teachers of students missing taught classes.** Use of Lesson Monitor is recommended.
(Currently each teacher has their own way of recording academic indiscipline. This could be centralised using SIMS but it would require the support of all staff to input academic information into SIMS. If such support exists we could look more seriously at such an option)
- **Make initial contact with parents regarding non completion of homework or poor performance in class tests. This can be done through a note in the planner, phone call, letter, e mail or detention.**
- Clear communication of relevant information to Form Teacher
- Clear communication to student regarding his progress in the particular course
- Offer student reasonable academic support and recognise and offer pastoral support when needed.
- Establish target grade for student at the beginning of each academic year and feed into the October review
- Provide information for Year Tutor at October, Christmas and March Reviews. This information enables Year Tutor to track progress of pupils who are under achieving. This is particularly relevant for Year 12's as progression into Year 13 is dependent upon accurate understanding of their academic ability in particular disciplines,

Mrs C Mc Grath
Head of Middle School

SCHOOL CLUBS/SOCIETIES

Members of staff are encouraged to participate in and organise extra-curricular activities such as sporting events, outdoor pursuits, drama, quizzes and music. The following are some of the clubs which already exist in the school.

Abbey Choir	Mr D Wadsworth
Abbey Jazz Band	Mr D Wadsworth
Arkwright Technology Scholarship	Mr T Mooney
Art After School Activity	Ms Hughes/Ms Guiney
Basketball	Mrs P McClean, Mr C Rooney
Bombardier Flight Challenge	Mr T Mooney/Mrs K Cranston
Book Club	Miss K Gilloway
Chess Club	Mr R McMahan
Debating Society	Ms A Reynolds
Drama Society	Mr J Smyth / Mr P McParland
Golf Club	Mr G Morgan
Technology RM Graphical Design	Mrs K Cranston
Quiz Teams	Mr Colin Gamble
STEM Club	Dr M Carey
UK Maths Competitions	Maths Department
Zambia Immersion Project	Ms O Hughes
Biology Challenge Competitions	Mrs Lane
Millenium Volunteers	Mr M Rodgers
MacRory	Jody Gormley, Mark Grogan and Dan Gordon
Rannafast	Sean Gallagher and John Rath
Brock	Sean Gallagher and Dan Gordon
Corn na nOg	Paul McParland, Conor Rooney and Robbie Hannan
D'alton	Jim McCartan and Jody Gormley
Nannery	Catriona McGrath and Robbie Hannan
Ben Dearg	Robbie Hannan, James Downey, Catriona McGrath
Health & Fitness	Messrs J Gormley, R Hannon
Cross Country	Mr D Evans
Badminton	Mr R Ruddy
Hurling	Mr M Rodgers
Ju Jitsu	Mr I Mc Quaid
Eco School Committee	Mrs O McGinley Mrs A Elmore Mrs L McKeever
Chamber choir	Mrs C Keenan
Junior Jazz Band	Mr J Cosgrove
Irish Traditional Group	Miss D Magee
Orchestra	Mrs C Keenan
Brass Ensemble	Mr D Wadsworth/ Mrs N Mathers
Poetry Club	Mrs S McGinley
Cookery Club	Mrs M O'Donovan
5-aside-football	Mr R McMahan

Any teacher who wishes to be involved with any of these groups, should contact the person indicated. If a teacher wishes to organise or form a new club, he/she should, in the first instance, present his/her proposals to the Headmaster.

TRUSTEE / BOARD MEMBERSHIP

Trusteeship

The trustees of the Abbey Christian Brothers' Grammar School are the members of the Edmund Rice School Trust for Northern Ireland (ERSTNI).

Board of Governors

Trustee Representatives:

Mr S Og McAteer

Mrs B Rafferty

Mr R Tierney

DENI Representatives:

Mr B Reilly

Mr W Carville

Mr J Curran

Elected by Teachers:

Ms A Reynolds

Elected by Parents:

Dr. Tariq

Secretary / Correspondent to the Board:

Mr D McGovern - Headmaster

The Headmaster is correspondent to the Board of Governors and all correspondence to that body, must be made through him.