

January 2012

PRINCIPAL'S FOREWORD

We are delighted that you are interested in finding out about Grosvenor Grammar School.

This co-educational, inter-denominational Grammar School, with an increasingly multi-cultural population and outlook, has a caring ethos, friendly pupils and a dedicated staff of 70 full-time teachers, working to ensure that our young people achieve the highest standards. We prize academic excellence for all, whilst supporting the development of the whole person.

At Grosvenor your son/daughter will be able to enjoy and benefit from the new, world-class facilities available on our site, including three sand based rugby pitches, two synthetic hockey pitches, three synthetic cricket wickets, a 400m running track, Fitness Suite, Sports Hall, Lecture Dance Studio, purpose built Art Suite, Drama Studio, Home Economics Suite, Music Suite, Careers Suite and Sixth Form Centre

Here are some facts about the School:

- Our Key Stage 3, GCSE, AS and A Level results are excellent, reflecting continually rising standards of academic achievement;
- The excellence of the school's Staff Training has been recognised in the award of the prestigious 'Investors in People' Silver standard; we have also been awarded Charter Mark for customer service excellence;
- We hold the BECTA ICT Mark Accreditation and the British Council International School award;
- We hold the ECO Schools Award;
- We have high expectations for all our pupils, including the pursuit of excellence in school work, extra-curricular activities, behaviour and respect for others;
- Our pastoral care system is consistently praised by School Inspectors;
- Former pupils occupy top posts in this Province, elsewhere in the United Kingdom and all around the world, in an exciting range of careers;
- We prepare pupils for university throughout the United Kingdom and Ireland, and for the world of work, particularly the professions, business and industrial management, as well as linguistic, technological, scientific and engineering sectors;
- Approximately 95% of Upper Sixth students progress to third level Education;
- Additional specialist tuition is provided by peripatetic instrumentalists from the Belfast School of Music and by foreign language assistants from France, Germany and Spain;
- Academic provision is supported by an extremely varied extra-curricular programme to challenge pupils and to make a positive contribution to their career prospects;
- Our pupils use the best and most up-to-date equipment, including ultra-modern ICT facilities which were highly praised in a DENI Inspection. The ratio of computers to pupils is currently an amazing one to two and there has been huge investment in Interactive Whiteboards, Data Projectors, video-conferencing equipment and laptops;
- Access throughout the new school for those with disabilities is assisted by a number of lifts and is DDA compliant.

If you would like more information about any aspect of Grosvenor Grammar School please do not hesitate to ask. My staff and I would be delighted to help you!

R S McLoughlin
Principal

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Web Site www.grosvenorgrammarschool.org.uk

PRINCIPAL: Mr R S McLoughlin BSc, MEd, PQH

CHAIRMAN: Mr R J Magowan

Grosvenor Grammar School is a:

**CONTROLLED
CO-EDUCATIONAL
INTER-DENOMINATIONAL
MULTI-CULTURAL
DAY
GRAMMAR SCHOOL**

SCHOOL GOAL & AIMS

THE GROSVENOR GOAL

“Grosvenor is a caring School, providing a supportive learning environment in which all are inspired to achieve high standards and to become tolerant and confident adults”.

THE GROSVENOR AIMS

We are committed to the fair and equal treatment of all who are part of the community of Grosvenor Grammar School, pupil and staff alike. These aims, which emphasise respect for all, apply to everyone, regardless of race, religion, class or gender.

AIMS:

- **to build upon our caring ethos and supportive learning environment, ensuring that individuals enjoy and benefit from their experience of Grosvenor;**
- **to motivate all to pursue the highest standards of behaviour and examination success;**
- **to provide meaningful learning opportunities to engender personal growth and to develop such qualities as respect, confidence, independence and leadership as well as care for self and others;**
- **to foster a sense of community and belonging.**

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.

WHOM TO CONTACT IN GROSVENOR

School Office	<ul style="list-style-type: none"> • general enquiries • to report absences • school buses
Miss N Hyndman (Senior Teacher)	<ul style="list-style-type: none"> • uniform enquiries • Sixth Form enquiries
Mrs L McIlvenny	<ul style="list-style-type: none"> • insurance enquiries
Mr M Magill	<ul style="list-style-type: none"> • lost property
Dr R Rolleston	<ul style="list-style-type: none"> • buildings
Mr R Farmer	<ul style="list-style-type: none"> • Examinations Officer
Heads of Year	<ul style="list-style-type: none"> • pastoral/general study-related matters <p><i>Form 1 - Miss J McDowell</i> <i>Form 2 - Mr M Magill</i> <i>Form 3 - Mrs H Reid</i> <i>Form 4 - Mr J Young</i> <i>Form 5 - Mr N Lendrum</i> <i>Lower 6 - Mrs A Peel</i> <i>Upper 6 - Mr R Elliott</i></p>
Head of Department	<ul style="list-style-type: none"> • academic/subject-related matters
Senior Teachers Vice-Principals Principal	<ul style="list-style-type: none"> • concerns other than the above

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 main car park)

SECURITY

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

ACCESS

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

STAFF LIST

(Bold type denotes Head of Department and/or Head of Year)

Principal

Vice-Principals

Mr R McLoughlin, BSc, MEd, PQH

Dr R Rolleston, PhD, PQH

Dr F Vasey MA, Ph.D, PQH

Mr J Wylie, BA, MSc, PQH

Miss N Hyndman, MA, MEd, PQH

Mrs J Lendrum, BA, MEd

Senior Teachers

Mr J Arnold, BMus, MA, LTCL

Mrs J Auld, BSc

Mrs J Blair, BA

Mr D Brittain, BA, MSc

Mrs F Browne BEd, MSc, PQH

Mrs G Burns, BA, Maitrise, FLE

Miss D Byers, BSc

Mrs A Cash, BA

Mrs J Caulfield, BA

Mrs J Corken, BSc

Mr A Cowan, MA

Mrs L Denvir-Watson, BA

Mrs F Dorman, BA

Mrs P Elliott, BEd

Mr R Elliott, BA

Dr S Elliott, PhD

Miss A Elwood, BA

Mrs S Erwin, BSc

Mr R Farmer, BSc

Mrs B Farris, BSc, Dip Dom Sc, Dip Geog

Miss R Foster, BMus, LTCL, MEd

Mrs M Fox, BEng

Mr D Gartland, BEng

Mr A Gibson, BSc

Ms L Gray, BA

Mrs R Gray, BA, MSc

Miss S Harte, BA

Miss L Henning, BA, MSc

Mrs P Hunniford, BA

Mrs C Hunter BSc

Mr G Hunter, BSc

Mrs J Hunter-Burns, BSc

Mr D Kernohan, BA, MA, PQH

Mrs K Kirk, BA

Miss H Lavery, BSc

Miss J Lee, BA

Mr N Lendrum, BA, MA

Miss E Lunny, BA, MSc

Ms C Lynch, BA, LLB

Mr M Magill, BSc

Miss S Martin, BSc

Mr K McCallan, BA, MBE

Mrs J McClelland, BSc

Miss P McCormick, BA, ATD

Music

Science (Biology), (HOD Biology & Science)

Art & Design (HOD)

Modern Languages (HOD French & Mod Lang)

Science (Biology), (HOD Careers)

Modern Languages

Geography (HOD)

Modern Languages

Home Economics, SENDCO

Science (Biology)

Modern Languages

Art & Design

Modern Languages, (HOD German)

Home Economics

Politics (TiC), (HOY)

Science (Chemistry)

Modern Languages

Mathematics

Science (Chemistry)

Home Economics (HOD)

Music (HOD)

Science (HOD Physics)

ICT

Physical Education, LLW (HOD)

Media Studies (HOD), English

Physical Education

Science (Physics)

ICT

Modern Languages

Physical Education

Science (HOD Chemistry)

Business Studies & Economics (temporary TiC)

English (HOD)

Physical Education [temporary]

Mathematics

Modern Languages

English, (HOY)

Modern Languages

History

Science (Chemistry), (HOY)

Mathematics [temporary]

Physical Education (HOD Sports Studies)

Mathematics

Art & Design

Miss J McDowell , BEd	Religious Studies (HOY FORM 1)
Mrs L McIlvenny , BEd	Physical Education (HOD Girls PE)
Mrs D McLaughlin BSc, MEd	Business Studies & Economics (HOD)
Mr J Meaklim, BSc	Physical Education
Mr D Moore , MSc	Computing (HOD), Mathematics
Mrs L Mulholland, BA	Modern Languages
Mrs A Peel , BA	History, (HOY)
Mr D Platt, BSc	Technology
Mrs R Rankin, BSc	Mathematics
Mrs G Rea , MA	Geography (temporary TiC)
Mrs H Reid , MSc	Science (Biology) (HOY)
Mrs M Ryan	Science (Biology) [temporary]
Mrs A Salt , MA	Modern Languages (HOD Spanish)
Ms V Seaton , BSc	Mathematics (HOD)
Miss J Semple, BEng	Technology & Design
Mr S Smyth , MSc	Psychology (TiC Social Studies)
Mrs G Sweeney, BA	English
Mr S Taggart , BEd, MSc	Technology & Design (HOD)
Mr D Tomkins , BA	History (HOD)
Miss R Walker, BA	English
Mr M Wardil , BA	Religious Studies (HOD)
Mrs F Watt, MEng	Science (Physics)
Mr J Watts, BSc	Science (Biology)
Mr A White, BA	Physical Education
Mr G Wilkinson, MSc	Media Studies, English
Mr D Wilson, BEd, MSc	Mathematics
Mrs R Wilson, BSc	Science (Biology)
Mr J Young , BSc, MSc	Geography, (HOY)
Mrs O Young, MA	English, Drama

Key:

HOD = Head of Department TiC = Teacher in Charge HOY = Head of Year

FRIENDS OF GROSVENOR ASSOCIATION

The Friends of Grosvenor Association is a group of interested parents, former pupils, staff and other friends of the School who wish to help support Grosvenor in its education of the pupils. The Association is run by a committee of three nominated staff (including a representative of the School's SLT) and a group of dedicated parents (including three office bearers). In 2011-12 the Friends of Grosvenor Association Committee consisted of:

Mrs L Marshall	Chair	Mrs L McDuff	Parent
Mrs L Wilson	Secretary	Mrs L Osborne	Parent
Mrs M Walker	Treasurer	Mrs R Robinson	Parent
Dr F Vasey	SLT Representative	Mrs K Roets	Parent
Mrs L Creelman	Parent	Mrs E Simpson	Parent
Mrs J Little	Parent	Mr T Sturgeon	Parent
Mrs G McClune	Parent	Mrs J Turkington	Parent
Mrs K McCrory	Parent	Mr S Smyth	Staff Representative
Mrs L McDevitt	Parent	Miss J McDowell	Staff Representative

The Association attempts to meet its task by:

1. holding meetings for parents on topical and relevant educational issues.
2. fund-raising to aid the School in the provision of additional equipment, materials and training to enhance our pupils' education.
3. providing opportunities for parents, staff, former pupils and friends to meet in a social manner.

Meetings and functions usually include a Table Quiz and an Annual Ballot.

ADMISSIONS AND ENROLMENT

DENI regulations say that:

- (i) 155 pupils may be admitted into Form 1.
- (ii) 1075 pupils is the total enrolment for the School.

The current enrolment per year group is as follows:

FORMS		GROUPING ARRANGEMENTS	AVERAGE CLASS SIZES	
		In Forms 1-5 the year group is sub-divided into six unstreamed Form Classes: (Practical subjects are based on eight or nine smaller groups).	General Classes	Practical Classes
Form 1	158	Efforts are made to group pupils alongside some others from the same Primary School.	26	20
Form 2	160	Grouping continues on the same basis as Form 1.	26	20
Form 3	160		26	20
Form 4	163	At GCSE, the numbers in groups for practical subjects are kept to a minimum.	23	20
Form 5	157		23	20
Form L6	147			
Form U6	155			

APPLICATIONS AND ADMISSIONS

Year	Grade A		Grade B1		Grade B2		Grade C1		Grade C2		Grade D		Others		Boarders		Appeal	Total
	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	Upheld	Adm
2009	136	136	27	16	15	1*	5	0	2	0	5	0	2	2**	0	0	0	155
Grades above correspond to the Transfer Test. Percentages below correspond to the AQE Common Entrance Assessment.																		
2010	We accepted 34% of pupils from quintile one (1 pupil*); 27% of pupils from quintile two (1 pupil**); 30% from quintile three and the remaining 9% from quintile four (3 pupils*). The cut off score was 92.																	
2011	We accepted 38% of pupils from quintile one; 43% of pupils from quintile two (1 pupil * and 1 pupil**) and 19% from quintile three. The cut off score was 103.																	

Year	Admissions No	Total Applications All Preferences	Total Admission
2009/10	155	192	155
2010/11	155	207	155
2011/12	155	293	155

* Special Circumstances ** Special Provision

OPEN NIGHTS

The Open Nights are **January 4 and 5 2012, 6.30 p.m. - 9.00 p.m.** All teachers and departments will provide displays of work and help visitors get to know this School.

There will be two short talks by the Principal at 7.15 p.m. and 8.00 p.m.

Parents who find they cannot attend the Open Nights may telephone the School to make an appointment to visit, talk to the Principal, and raise specific or general issues.

In addition, a Sixth Form Open Evening will be held in March each year for those who wish to hear about Sixth Form courses (**2012 - Monday, March 12 at 7.00pm in the WMH**).

ADMISSIONS CRITERIA

Parents and Guardians are advised to read these criteria before making any decisions about application to this or any other school. They should note that an acceptance of a place in Grosvenor Grammar School is also deemed to be an acceptance of the School's Policies. In particular, parents should be aware of the School's Behaviour Policy and School Rules. For your information, the Behaviour Policy, Code of Conduct and School Rules are included in the School Prospectus (and are available for inspection from the School Office during normal office hours).

Attention is also drawn to the fact that when Transfer Forms are submitted all relevant documentation should be attached.

A. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO FORM 1 (YEAR 8) IN SEPTEMBER 2012

To Parents/Guardians naming Grosvenor Grammar School as a preference on your child's Transfer Form
<p>Entrance Test Results</p> <p>Please ensure that you provide the following information on Section C of your child's Transfer Form:</p> <ul style="list-style-type: none">• your child's score in the Association for Quality Education ("AQE") Common Entrance Assessment ("CEA") which should be entered, along with the AQE Candidate Number, in the following format: 'AQE CEA score', followed by the score with the AQE Candidate Number in brackets.
<p>Special Circumstances and/or Special Provisions</p> <p>If you are making a claim for your child to be considered under Special Circumstances or Special Provisions, please note that you are required to:</p> <ul style="list-style-type: none">• present all such material as you consider will assist the Board of Governors in determining if Special Circumstances and/or Special Provisions apply;• attach all such material to the Transfer Form. <p>Further details can be found in the Section 'Special Circumstances and Special Provisions – General Information' below.</p>

1 General

- 1.1 The Board of Governors delegates the selection of pupils for admission to the School Transfer Committee, consisting of the Chairman (or Deputy Chair) of the Board, two other Governors, the Principal (or his appointed Deputy) and one other member of the School's Senior Leadership Team.
- 1.2 The Board of Governors of the School will not use as a criterion the position of preference given to the School on the Transfer Form, i.e. a child who has chosen Grosvenor in any position on the Transfer Form will be considered equally with those who have put the School first.
- 1.3 It is the responsibility of parents/guardians to make sure that all relevant information is made available to the School either on or attached to the Transfer Form. The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on the Transfer Form. Parents should note that the information contained within an application that qualifies the child for admission may require to be verified. The provision of false or incorrect information or the failure to provide information within the deadlines as set by the School can result in the withdrawal of a place.
- 1.4 Where applicable, 'sibling' is defined as another child of the family [Article 2(2) of the Domestic Proceedings (NI) Order 1980], to include: adopted/fostered children, half-brothers and sisters and orphaned cousins being brought up with a family.
- 1.5 In relation to Eldest Child, twins (or other multiples) will be treated as joint eldest.

2 If the School is over-subscribed, the following criteria for entry will apply, in the order stated:

- 2.1 The Board of Governors will consider children who are resident in Northern Ireland at the time of their proposed admission to the School before those who are not.

- 2.2 The Board of Governors will then consider children who have taken the Common Entrance Assessment (“CEA”) administered by the Association for Quality Education (“AQE”). The Board of Governors will use the ‘score’ as **awarded** by AQE to a pupil in the CEA, subject only to the consideration of parent/guardian(s) claiming ‘Special Circumstances’ or ‘Special Provisions’ as defined below. **Places will be allocated in strict rank order of the scores, starting with the highest score and working in descending rank order, up to the Admissions Number (155). The score in the AQE CEA should be entered, along with the AQE Candidate Number, in Section C of the Transfer Form in the following format: ‘AQE CEA score’, followed by the score with the AQE Candidate Number in brackets.** The Board of Governors will verify the AQE CEA score by checking it against the list of scores provided directly to the school by AQE.
- 2.3 If more than one child is eligible for the last remaining place(s) because they have equal scores, then the final place(s) will be allocated using the following criteria, in the order stated:
- (i) children who EITHER have a sibling currently in the School [state name(s) and Registration Group(s)] OR are the eldest child in the family to transfer to a Post-Primary School.
 - (ii) applicants will be ranked for acceptance on the basis of a computer-based process which will make use of the names of applicants as shown on their Transfer Forms.

The process is carried out by means of a computer program which, for each applicant, generates a ranking number using the details from the Transfer Form as the seed for a random number generator. The outcome, for any given applicant, is dependent only on the applicant’s name (as written on the Transfer Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the program, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. Further details may be obtained from the Principal.

3. **If there are still places available after consideration of all the children who have taken the AQE CEA and been awarded a score by AQE, or awarded a score as a result of Special Circumstances or Special Provisions, the School Transfer Committee will consider for admission any children who have not taken the AQE CEA. These children will be allocated to the remaining places up to the School’s Admission Number using the criteria outlined above in 2.3 in the order set out.**

Special Circumstances and Special Provisions – General Information

The purpose of a claim for Special Circumstances and/or Special Provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having special circumstances or attracting special provisions, or both; if a child is permitted to be considered as having special circumstances or as attracting special provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the School so that a mark equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents/guardians to present all such material as they consider will assist the School in performing both parts of the consideration described above. All such material should be attached to the Transfer Form. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

Educational Evidence to be provided in support of a claim for Special Circumstances and/or Special Provisions

In reaching the education judgement needed to award the mark that the child would have obtained in the AQE CEA under normal circumstances, the School Transfer Committee will consider any material presented (and attached to the Transfer Form) by the parents/guardians. This material may include any or all of the following:

- i) The score awarded by AQE in the CEA;
- ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;
- iii) Comparative information from the Primary School, including the results, without names, for other children in the child’s Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6 and where available the respective CEA scores;
- iv) Any other relevant material.

SPECIAL CIRCUMSTANCES

The School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE CEA and which are supported by documentary evidence of a medical or other appropriate nature. Such 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note: If a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the School Transfer Committee will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/guardians who wish to apply to the School under Special Circumstances should complete Form SC 11, obtainable from the School, stating the precise reason why they believe the child should be considered for Special Circumstances and attach it with appropriate evidence, to the Transfer Form.

Details of Medical or other problems

Where it is claimed that a child's performance in the AQE CEA has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in Form SC 11 the precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the child only at the time of the AQE CEA, parents/guardians should be aware that the School Transfer Committee will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature, the parents/guardians should set out in the Form SC 11 precise details of the problem and append any appropriate evidence.

The School Transfer Committee will consider the application for Special Circumstances. Where this is granted, the School Transfer Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all the other children who have received an AQE CEA score and the admissions criteria applied.

SPECIAL PROVISIONS

Special Provisions will apply for:

- a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;
- c) children entered for the AQE CEA, who because of unforeseen and **serious** medical or other problems which are supported by appropriate independent documentary evidence, were unable to participate in any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of children who took up residence in Northern Ireland after 16 September 2011.

Parents/guardians who wish to apply to the School under Special Provisions should complete Form SC 11, obtainable from the School, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and attach it with appropriate evidence to the Transfer Form. Parents/Guardians who are applying for Special Provisions under category a) must do so by 9 May 2012.

The School Transfer Committee will consider the application for Special Provisions. Where this is granted, the School Transfer Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the admissions criteria applied.

B. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO FORM 1 (YEAR 8) FOLLOWING COMPLETION OF THE TRANSFER PROCEDURE

In the event of such application, the Board of Governors will only make an offer if there is a place available. It should be noted that all those who have applied previously, but who have failed to obtain a place in the School, will have their application held open until 30 June of the year following application when their application is deemed to have lapsed. Should there be more applications than places available, the procedure outlined in the Admissions Criteria for entry of children to Form 1 (Year 8) will be followed.

If the application is made by a child who arrived in Northern Ireland after the transfer process has been concluded and the School Transfer Committee determines that the child is suitable to be admitted, the School will then seek Department of Education approval to admit the child as an additional place. If such approval is given, the child will be admitted.

C. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO FORMS 2, 3, 4 OR 5 (Years 9-12)

APPLICATION PROCEDURE

Those wishing to apply for entry to Form 2 (Year 9) - Form 5 (Year 12) must make formal application each year using the School Application Form and provide the most recent reports from their present school. **Full details, including the School Application Form, may be obtained by writing to the Principal's Personal Assistant, Grosvenor Grammar School, Marina Park, Belfast, BT5 6BA.**

Following receipt of an application, the School will advise parents in writing, by the eleventh working day following the receipt of the School Application Form, of any decision to admit the child or otherwise. **Children will be called to interview on the basis of any educational attainment evidence presented (and attached to the School Application Form)** by the parents/guardians. This evidence should indicate academic attainment which is compatible with the demands and requirements made upon the year group they wish to enter. This material may include any or all of the following:

- i) The score awarded by AQE in the CEA or the transfer grade awarded by CCEA;
- ii) School reports indicating the results for the child of any tests/examinations conducted in **Post-Primary Education**;
- iii) Any other relevant material.

In the event that a place subsequently becomes available, it should be noted that those who have applied previously, but have failed to obtain a place in the School, will be placed on a **reserve list until 1 May 2013**, at which time their application is deemed to have elapsed.

The Board of Governors has approved the criteria described below and has delegated the task of applying these criteria to the Principal.

1 Criteria for admission for applicants

- 1.1 There **MUST** be places available in the year group being applied for. Places permitted in each year are: Form 2 - 160, Form 3 - 160. All applications to Years 11 and 12 are conditional upon places being available within classes to support appropriate subject choices, subject to an overall enrolment number of 1075.
- 1.2 If the number of applications is greater than can be admitted within the School Enrolment Number, or within a particular Year group, the following criteria will be applied in the order stated:
 - (i) children whose most recent reports from their present school (and previous schools, if applicable) satisfy the Principal on past school record and achievement, including attendance, behaviour and punctuality, will be considered before other children. (A satisfactory attendance rate would be 90% or higher). In the case of children whose attendance may have been affected by clearly documented medical or other problems, the Principal is empowered, in extenuating circumstances, to consider this. Each case will be carefully assessed by the Principal and will necessarily take into account appropriate documentary evidence medical or otherwise. In such a case the decision of the Principal will be final;
 - (ii) children whose applications have been **received on or before 1 June 2012** and applications received after this date from children who have recently moved into the area (*see below) will be considered before other children;
 - (iii) children will be ranked on the basis of a scored interview to include attainment, effort, extra-curricular contribution, disciplinary record and motivation. It should be noted that the

interview process will take into account **any educational attainment evidence, including the most recent school report, presented prior to or at the interview.**

- 2 If more than one child is eligible for the last remaining place(s) because they have equal scores, then the final place(s) will be allocated using the following criteria, in the order stated:
- (i) children who EITHER have a sibling currently in the School [state name(s) and Registration Group(s)] OR are the eldest child in the family to transfer to a Post-Primary School.
 - (ii) applicants will be ranked for acceptance on the basis of a computer-based process which will make use of the names of applicants as shown on their School Application Forms.

The process is carried out by means of a computer program which, for each applicant, generates a ranking number using the details from the School Application Form as the seed for a random number generator. The outcome, for any given applicant, is dependent only on the applicant's name (as written on the School Application Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the program, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. Further details may be obtained from the Principal.

*Moving to the area from a distance of greater than 20 miles from the School as measured in a straight line using an Ordnance Survey web distance measurement tool from the child's home to the front entrance of the School's main administrative building. Home will be taken to mean the child's address appearing at the commencement of the School Application Form.

D. ENTRY TO SIXTH FORM

There are currently 290 places available in the Sixth Form, subject to an overall School Enrolment Number of 1075 pupils. On average, approximately 10 pupils enter Lower Sixth Form each year from neighbouring schools. All applicants should be aware that **a minimum of 4 'AS' level subjects in Lower Sixth must be studied and a minimum of 3 'A2' subjects in Upper Sixth.**

Part 1 - ENTRY TO LOWER SIXTH

NOTE: Most subjects will have Specific and General Entry Recommendations and the details can be found in the 'Information About Sixth Form Entry and Sixth Form Courses' booklet, but in general terms it is **very strongly recommended that pupils have achieved a GCSE grade B (or above) or have teacher recommendation in those subjects they wish to study at advanced level;** with the exception of some subjects for which GCSE in the subject is not a prerequisite (e.g. Politics, Economics).

POINTS 1-3 APPLY TO CURRENT GROSVENOR GRAMMAR SCHOOL PUPILS ONLY

1. **Parents and pupils should note that all Grosvenor Grammar School pupils who meet all of the following criteria will automatically have the right to a place in the Sixth Form, regardless of the grades/points of outside applicants to the School:**
 - (i) have achieved 15 or more points in their GCSE subjects where a GCSE grade A* or A = 3 points, B = 2 points and C = 1 point [Please note the grade achieved in Religious Studies (Short Course) is worth half the points of a full GCSE Grade i.e. A* or A = 1.5 points, B = 1 point and C = 0.5 of a point]. The Principal will determine the points awarded for other non-GCSE level 2 qualifications;
 - (ii) satisfy the Principal on past school record and achievement (including attendance, behaviour, motivation and punctuality);
 - (iii) have an interview with Grosvenor Grammar School careers staff to choose a course of study which shows he/she has a reason for entering Sixth Form and has a suitable match of subjects.
2. In the case of Grosvenor Grammar School pupils whose performance in GCSE examinations may have been detrimentally affected by **extreme medical or other problems**, the Principal is empowered, in exceptional cases, to waive the requirements of paragraph one above. Each case will be carefully assessed by the Principal, taking into account the appropriate documentary medical evidence.
3. If a Grosvenor Grammar School pupil fails to gain admission via the criteria detailed above they will be considered via criteria 4 - 6.

EXTERNAL APPLICATIONS

Please Note

- *All applications for places should be received, at the latest, by the School Office staff by 1.00 p.m. on the day of publication of the final GCSE results. Applications received after this time will only be considered for a place if there are places available.*
 - *Acceptance of a place offered in the Grosvenor Grammar School Sixth Form must be made and received by the School before 1.00 p.m. on the day following the publication of the final GCSE results. Otherwise, the offer will be withdrawn and the place offered to the applicant next on the reserve list.*
4. If the number of applicants exceeds the number of places available, applicants will be ranked according to the points score based on their best 7 GCSE grades [where a GCSE Grade A* or A = 3 points, B = 2 points and C = 1 point; please note the grade achieved in a GCSE Short Course is worth half the points of a full GCSE Grade i.e. A* or A = 1.5 points, B = 1 point and C = 0.5 of a point]. Applicants will be selected in accordance with their place in this rank order of the points score. The Principal will determine the points awarded for other non-GCSE level 2 qualifications.
 5. In the event that criterion 4 fails to separate candidates for a remaining place then applicants will be ranked according to the points score based on their best 7 GCSE grades (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points and C = 1 point). Applicants will be selected in accordance with their place in this rank order of the points score.
 6. In the event that criterion 5 fails to separate candidates for a remaining place then the total points tally of each applicant will be used to rank them (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points and C = 1 point). Applicants will be selected in accordance with their place in this rank order.

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

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

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

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

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

Part 2 - ENTRY TO UPPER SIXTH

1. **Grosvenor Grammar School Lower Sixth Form pupils** should be aware that the **minimum entry requirements** for entry into Upper Sixth are:

- have achieved in AS examinations during Lower Sixth year **at least 3 grades D OR scored a minimum of 100 points in AS;**
[Points Tariff (AS or equivalent): A = 60, B = 50, C = 40, D = 30, E = 20];
- satisfy the Principal on attitude and behaviour.

Note also that:

- Full details of the requirements are given in the School Contract that all pupils and parents must sign before a place in the Sixth Form can be confirmed.
- In a few exceptional cases it may be possible for pupils to repeat their Lower Sixth year, provided they will be under 19 years of age at the time of DE Census in their final year of School AND that places are available and that the Principal feels it is in the best interests of the pupil to do so. Failure to meet the age requirement will mean that such pupils will automatically lose their place in the School.
- Pupils whose performance in the AS level examinations may have been detrimentally affected by **extreme medical or other problems**, the Principal, in consultation with the Chairman of the Board of Governors, is empowered, in exceptional cases, to waive the above requirements. Each case will be carefully assessed by the Principal and Chairman of the Board of Governors, taking into account the appropriate documentary evidence.

2. **Non Grosvenor Grammar School applicants to enter Upper Sixth Form.**

2.1 There **MUST** be places available in the Upper Sixth year group. Places are subject to an overall school enrolment number of 1075.

2.2 All Grosvenor Grammar school pupils that meet the minimum entry requirements will be accepted first. If the Principal deems that there are still places available and the total number of applicants exceeds the number of places available, then applicants will be scored according to their results in AS examinations. Applicants will be rank ordered according to their total score and selection will be according to their place in this rank order, the highest scores being selected first.

[Points Tariff (AS or equivalent): A = 60, B = 50, C = 40, D = 30, E = 20]

School Policies

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

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 the teaching and learning process.
- 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 Governors are committed to a process of consultation and will review the 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.**

Respect is a key term here. 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 teacher should be carried out at once and without argument.
- Breaking these basic rules will be treated as a VERY serious matter.

The health, safety and well-being of every member of this School community - staff and pupil - 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 - 8.40 a.m. at the latest.

Absence: On the morning of return after any absence you must bring a written explanation from your parents/guardians to your Form Teacher. 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 impossible 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 the Pupil Welfare Auxiliary, your Head of Year, a Vice-Principal 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 punishment. 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 may be further punished 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 teacher. Pupils are responsible for cleaning any mess that they make).

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

Avoid bringing large amounts of money or valuables to school.

Full details of the limited insurance scheme are published separately but you must have:

- looked after your property
- your property securely labelled
- proof of purchase
- witnesses who can support your claim.

The scheme, which has a maximum payment regardless of the value of the lost article, applies only to articles which you have brought to School legitimately.

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 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.

Sixth Form 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 plants and seating.

l. LESSONS

The most activity of the school occurs within the classroom. As a result we need to behave in appropriate ways.

START OF LESSONS

The lesson begins the moment you enter the room. Enter rooms in an orderly fashion; go straight to your workplace. Take out books, pens, rulers, etc. Place bags safely below the desk or where your teacher insists.

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. If you arrive late without justifiable cause you can expect to be detained for the amount of time you missed.

Eating, drinking and chewing are not permitted during class.

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 diary. Homework takes various forms such as reading, learning, writing or drawing. 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 homework diary 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

While the School hopes to use praise and encouragement more often than punishment, 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;
- Daily Report.

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 or Head of Year and a record kept of your behaviour.

Out-of-class misbehaviour will be dealt with in a similar manner.

For serious or persistent misbehaviour senior teachers may place a pupil in the weekly School detention (Friday 15:35 – 16:35). Parents/Guardians are notified by letter of the cause. After three such detentions parents will be asked to attend an interview with senior staff.

If a pupil is to be detained after School, parents/guardians are given 24 hours notice.

In exceptional cases a pupil will be suspended and the Belfast Education and Library Board 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 punishment, 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 Behaviour Policy (including School Rules) and the Code of Practice. Parents/Guardians and all pupils will be asked to sign the School Contract, also signed by the Principal and Head of Year, confirming this acceptance.

PUPIL SAFETY AND PROTECTION

Grosvenor provides a safe and caring environment for pupils and staff and the safety and well-being of pupils has absolute priority. The Safeguarding and Child Protection Policy is reviewed annually and should be read in conjunction with other relevant policies and school publications. The aims 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;**
 - **meet legal obligations in relation to Safeguarding and Child Protection.**
- 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 pupil protection.
 - 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 the Policy, a Professional Code of Practice, other documentation and training to ensure that employees are clear about their obligations in relation to child protection.
 - A Vice Principal [currently Dr Rolleston] is the Designated Teacher of Pupil Protection. Mr Wylie (Vice Principal) and Dr Vasey (Vice Principal) are the Deputy Designated Teachers. In these capacities they work in liaison with the Chairman of the Board of Governors (or, in his absence, the Vice Chairman).
 - All allegations of abuse against staff will be reported to the Chairman of the Board of Governors and recorded confidentially.
 - As regards premises management, a system of time-locks, restricted access, CCTV and visitor passes is in place.
 - All employees and members of the Board of Governors are subject to a criminal record check and do not commence service until cleared. All employees receive training in Child Protection.

Copies of all procedures are available for inspection on application to the Principal.

COMPLAINTS PROCEDURES

1. For most matters relating to pupils, the **Head of Year** (or the **Head of Department** for subject-specific matters) is usually the first point of contact.
2. Depending on the nature of the matter, you may, however, wish to contact a **Vice-Principal** or the **Principal directly**. You may, of course, also do so at any stage if you are dissatisfied with the service provided.
3. If you are dissatisfied with the manner in which the school has dealt with you, you should contact the **Chairman of the Board of Governors**, using the school address.
4. The Belfast Education & Library Board has no responsibility for, and does not deal with complaints.

THE CURRICULUM

The curriculum is the total learning package on offer, in and out of class. Grosvenor provides a curriculum which goes well beyond the requirements set by the Department of Education. Our aim is to empower our pupils to achieve the very best of which they are capable, by enabling them to develop as individuals and as contributors to society, the economy and the environment.

Pupils with identified **Special Educational Needs** are supported and, where necessary and practically possible, provided for in school in order that they can fulfil their potential. In addition, the school assists those who are experiencing difficulties with their studies through our Academic Tutoring and Pastoral Mentoring schemes.

The School week is divided into 45 periods of 35 minutes.

8.40 am	-	8.50 am	Registration in Form Room
8.50 am	-	9.05 am	Assembly
9.05 am	-	9.40 am	Period 1
9.40 am	-	10.15 am	Period 2
10.15 am	-	10.35 am	Break
10.35 am	-	11.10 am	Period 3
11.10 am	-	11.45 am	Period 4

11.45 am	-	12.20 pm	Period 5
12.20 pm	-	12.55 pm	Period 6 (Senior Lunch)
1.05 pm	-	1.40 pm	Period 7 (Junior Lunch)
1.40 pm	-	2.15 pm	Period 8
2.15 pm	-	2.50 pm	Period 9
2.50 pm	-	3.25 pm	Period 10

The current curricula, including period allocations at the various Key Stages are given in the following tables. An annual process of review and evaluation is in place and from time to time there may, therefore, be some changes to these figures.

KEY STAGE 3

At Key Stage 3 (Forms 1 – 3), the school provides a broad and balanced curriculum and has implemented the revised curriculum as required by the Education Order 2006, including Learning for Life & Work (incorporating Home Economics, Personal Development, Local & Global Citizenship and Education for Employability), Skills & Capabilities (incorporating Communication, Using Mathematics, ICT, Thinking Skills & Personal Capabilities) and the General Learning Areas which take up most of the pupils' time.

NUMBER OF PERIODS PER WEEK

SUBJECT	FORM 1	FORM 2	FORM 3
ENGLISH	5	5	5
DRAMA	1	1	-
MATHS	5	5	4
BIOLOGY	5	2	2
CHEMISTRY		2	2
PHYSICS		2	2
TECHNOLOGY & DESIGN	2	2	2
HOME ECONOMICS	2	2	2
ICT	1	1	1
HISTORY	3	2	3
GEOGRAPHY	2	3	3
RELIGIOUS EDUCATION	2	2	2
ART	2	2	2
MUSIC	2	2	1
FRENCH	2	2	2
GERMAN	2	2	2
SPANISH	2	2	2
LANGUAGE AWARENESS	1	-	-
PHYSICAL EDUCATION	2	2	2
GAMES	2	2	2
LEARNING FOR LIFE AND WORK	2	2	4 **
TOTAL	45	45	45

NOTES:

1. Form 3 pupils have the opportunity of taking an accredited ICT qualification [CLAIT].
2. Staff set and mark internal examinations in all subjects - and the outcomes are reported to parents.
3. All pupils receive a Grosvenor Junior Certificate, based on the results of their summer examinations in Form 3.
4. **In Form 3 pupils begin a two-year course in GCSE LLW. This course is completed at the end of Form 4.

KEY STAGE 4

At Key Stage 4 (Forms 4 & 5), there is greater flexibility and the school provides a menu of 25 courses. English, Mathematics and one Science subject are compulsory GCSEs and all pupils take Learning for Life & Work [an additional GCSE], Religious Studies [a ½ GCSE] and Physical Education as required by the Education Order 2006. Beyond that, the arrangements give freedom in terms of subject combinations and number of GCSEs taken. Pupils are able to make informed and appropriate choices which best suit their interests, abilities and ambitions for A Level, university and their career. The school is working towards full implementation of the Entitlement Framework as required by the Education Order 2006.

SUBJECTS	PERIODS PER WEEK FORM 4	PERIODS PER WEEK FORM 5	GCSE SUBJECT
ENGLISH OR ENGLISH & ENGLISH LITERATURE	6	5	1 OR 2 x GCSE
MATHEMATICS	4	5	1 x GCSE
LEARNING FOR LIFE & WORK (incorporating Citizenship, Personal Development & Employability)	2	0	1 x GCSE [taken in Fm 3 & 4]
Modern Languages - FRENCH or GERMAN or SPANISH OR SUPPORTED STUDY <i>N.B. Pupils wishing to study 2 languages select the second from the option box below.</i>	4	4	0 OR 1 GCSE
Science - any two of: BIOLOGY, CHEMISTRY, PHYSICS OR BIOLOGY & SUPPORTED STUDY <i>N.B. Pupils wishing to study all 3 sciences select the third from the option box below.</i>	8	8	1 OR 2 x GCSE
CAREERS	0	1	
PHYSICAL EDUCATION	1	1	
ICT	1	2	
RELIGIOUS STUDIES (Short Course)	1	1	0.5 X GCSE
GAMES	2	2	
OPTIONAL SUBJECTS			
All pupils choose 4 extra subjects from the following list:	16	16	4 x GCSE
Additional Maths Art Business Studies French Geography German	History Home Economics ICT Media Studies Music Performing Arts	Physical Education Physics Religious Studies (full course) Spanish Technology & Design	
TOTALS	45	45	9.5 or 10.5 or 11.5 x GCSE

NOTE:

- All pupils follow courses designed to enable them to obtain **9, 10 or 11 full GCSEs** and 1 short-course GCSE.
- Pupils have the opportunity of taking an accredited ICT qualification [Level 2 ITQ Certificate in IT User Skills].

SIXTH FORM

Pupils wishing to enter the Sixth Form must meet the published entry criteria. They will be interviewed, and in the light of their career plans, advised on courses of study. Final decisions will be made following discussions among parents, pupils and the careers staff.

The school provides a menu of 28 courses. Pupils will normally study 4 GCE AS subjects in Lower Sixth and 3 A2 subjects in Upper Sixth. A small number of pupils may, with the Principal's agreement, take 4 subjects to A2.

The school is working towards full implementation of the Entitlement Framework as required by the Education Order 2006.

SUBJECTS

Art	Electronics	Home Economics	Psychology
Art History	English Literature	ICT	Religious Studies
Biology	French	Mathematics	Spanish
Business Studies	Further Maths	Media Studies	Technology & Design
COPE	Geography	Music	
Chemistry	German	Performing Arts	
Computing	Government and Politics	Physical Education	
Economics	History	Physics	

NOTES:

1. All students have two Games periods in which a wide range of activities is available.
2. A Careers class is timetabled for all students in both Lower & Upper Sixth.
3. Visiting speakers are invited to address Lower and Upper Sixth. This occurs on a weekly basis, at a time when most students have a study period. It is compulsory that those who do not have a timetabled subject class attend these talks.
4. Pupils studying languages will have 2 timetabled Conversation Classes per language per week.

RELIGIOUS EDUCATION

The school holds a non-denominational, but Christian act of worship each day, teaches religious studies to each pupil, and enters students for GCSE and GCE advanced level examinations. Parents have the right to request (in writing) if they wish their children to be exempted from acts of worship or religious studies classes.

DRUGS EDUCATION

It is the policy of the Board of Governors of this School that pupils should be encouraged to adopt healthy life-styles and to refrain from abusing any substances likely to be harmful to them. The School aims, in general terms, and the School Rules specifically, address the issues.

CAREERS (CEIAG) EDUCATION

Careers (CEIAG) education holds an important place in the learning experiences of all pupils at this School. A comprehensive programme of development is delivered as a cross curricular theme, and through Careers classes.

Careers (CEIAG) Programme

FORM 3

- An important year in which pupils make decisions on GCSE subjects, following a taught programme by Careers specialists.
- Personal interviews with careers staff, at which parents may be present.
- All parents are invited to attend a careers evening in the School.
- Pupils attend the annual Careers Convention.

FORM 4

- All pupils have a week of work experience.

FORM 5

- Last year of compulsory schooling; pupils must make vital decisions.
- Each pupil has a weekly careers lesson.
- Careers Service Officer visits the School weekly to advise on post-16 choices.
- Pupils attend the annual Careers Convention.
- All pupils have a personal interview with a member of the careers staff.
- Parents are invited to attend a careers evening in the School during the Spring term.
- Pupils who require extra guidance receive interviews with the Careers Officer.

LOWER SIXTH

- Each student has a weekly careers lesson.
- Past students return and give first hand information about their experiences at a higher education conference.
- All students are given the opportunity to participate in two days work shadowing.
- A conference is held in liaison with Schools/Industry link.
- Pupils are offered the opportunity to complete a 'Centigrade' Career profile questionnaire and receive information on courses and careers to which they are suited.
- Major employers visit the School to give annual talks.
- University and course representatives visit the School regularly to talk about the requirements for entry and courses available.
- Seminars on particular career areas are held.
- The department maintains two careers libraries which contain a wide variety of up-to-date literature and resources.
- Pupils can attend the annual Careers Convention.

UPPER SIXTH

- Each student has a weekly careers lesson.
- Personal interviews are held with each student.
- Parents are invited to attend a careers evening in the School.
- Pupils participate in a Mock Interview event.
- Detailed guidance is given on completion of UCAS forms and other relevant documentation including other Higher Education Institutions, Colleges of Further Education and employment applications.
- Sixth Formers attend University Open Days.

PUPIL ACHIEVEMENTS

2011 Key Stage 3 Assessment Outcomes [All figures are %]

Subject		Level 5	Level 6	Level 7	Level 8
English	Teacher-Assessed Levels	3.75	30.0	45.65	20.6
Mathematics	Teacher-Assessed Levels	0.0	20.0	59.4	20.6

2011 GCSE OVERALL GRADES

No. IN YEAR 12 (FORM 5)	159	ENTERING 5+ SUBJECTS	100%
		ENTERING 1-4 SUBJECTS	0%
A*-C IN 7+ SUBJECTS	93.1%	A*-G IN 5+ SUBJECTS	100%
A*-C IN 5+ SUBJECTS	96.9%	A*-G IN 1-4 SUBJECTS	0%
A*-C IN 1-4 SUBJECTS	2.5%		

GCSE BY SUBJECT

PERCENTAGES PER GRADE

	ENTRY NO	A*	A	B	C	D	E	F	G	U
ART	50	6.0	26.0	30.0	30.0	6.0	2.0			
BIOLOGY	143	14.0	36.4	30.1	16.1	2.8				0.7
BUSINESS STUDIES	50	4.0	28.0	48.0	12.0	4.0		4.0		
CHEMISTRY	133	3.8	27.8	27.1	24.8	10.5	1.5	0.8	1.5	2.3
DRAMA	17	5.9	23.5	41.2	23.5	5.9				
ENGLISH LANGUAGE	159	3.8	34.6	45.3	13.2	1.9				1.3
ENGLISH LITERATURE	155	9.0	28.4	38.1	14.2	6.5	1.3	1.3		1.3
FRENCH	65	27.7	38.5	15.4	12.3	6.2				
GEOGRAPHY	58	6.9	32.8	31.0	19.0	3.4	5.2	1.7		
GERMAN	46	13.0	34.8	23.9	17.4	2.2	2.2	4.3	2.2	
HISTORY	80	13.8	37.5	33.8	6.3	3.8	1.3		1.3	2.5
HOME ECONOMICS	37	10.8	29.7	35.1	16.2	8.1				
INFORMATION TECHNOLOGY	41	29.3	46.3	4.9	14.6	2.4				2.4
LLW	158	1.3	22.8	49.4	19.0	5.1	1.3	0.6		0.6
MATHS	159	15.7	30.2	39.6	13.2				0.6	0.6
MATHS (ADDITIONAL)	43	30.2	41.9	11.6	9.3	4.7				2.3
MEDIA STUDIES	40	10.0	25.0	37.5	10.0	10.0	2.5	2.5	2.5	
MUSIC	18	5.6	50.0	33.3	11.1					
PHYSICAL EDUCATION	54	50.0	20.4	11.1	11.1	3.7		3.7		
PHYSICS	100	10.0	32.0	26.0	25.0	5.0				2.0
SPANISH	88	25.0	23.9	15.9	23.9	11.4				
RELIGIOUS STUDIES (short)	156	16.7	25.6	30.8	19.2	5.1		0.6	0.6	1.3
TECHNOLOGY	20	5.0	35.0	40.0	5.0	15.0				

N.B All results are provisional and may change as the result of re-marks.

2011 AS AND A-LEVEL OVERALL RESULTS

NUMBER IN LOWER SIXTH - 147

AS LEVEL BY SUBJECT

PERCENTAGES PER GRADE

	ENTRY NO	A	B	C	D	E	U
ACCOUNTANCY	18		11.1	38.9	22.2	11.1	16.7
ART	17	11.8	52.9	11.8	17.6	5.9	
HISTORY OF ART	4	25.0	50.0	25.0			
BIOLOGY	77	32.5	11.7	26.0	19.5	5.2	5.2
BUSINESS ST.	31	29.0	58.1	12.9			
CHEMISTRY	46	39.1	13.0	17.4	17.4	8.7	4.3
COMPUTER ST.	4	25.0	25.0	50.0			
DRAMA	13	30.8	46.2	23.1			
ECONOMICS	5	20.0	40.0	20.0	20.0		
ENGLISH LIT.	33	12.1	42.4	21.2	24.2		
FRENCH	16	18.8	43.8	18.8	18.8		
GEOGRAPHY	25	44.0	20.0	28.0	4.0	4.0	
GERMAN	3		66.7	33.3			
HISTORY	40	32.5	42.5	15.0	10.0		
HOME ECON.	7		71.4	28.6			
INFORMATION TECHNOLOGY	12	66.7	16.7	16.7			
MATHS	39	48.7	17.9	17.9	7.7		7.7
MEDIA ST.	31	45.2	32.3	16.1	6.5		
MUSIC	8	12.5	37.5	37.5	12.5		
P.E.	22	22.7	50.0	13.6	9.1		4.5
PHYSICS	32	40.6	9.4	25.0	9.4	12.5	3.1
POLITICS	29	3.4	34.5	41.4	13.8	6.9	
PSYCHOLOGY	42	42.9	23.8	16.7	9.5		7.1
R.E.	9	44.4	11.1	33.3		11.1	
SPANISH	14	14.3	42.9	42.9			
TECHNOLOGY	11		18.2	36.4	36.4	9.1	

N.B All results are provisional and may change as the result of re-marks.

GCSE, AS & A LEVEL RESULTS HIGHLIGHTS :

GCSE :
<ul style="list-style-type: none"> 93.1% of pupils gained 7 grades A*-C or better (98.1%); 47 pupils, almost one third of the year group, gained 8 A-A* grades or better.
AS LEVEL :
<ul style="list-style-type: none"> 78.8% pupils gained at least 3 A-C grades,]; 32 pupils obtained 3 A grades or better.
A LEVEL :
<ul style="list-style-type: none"> 85% of pupils gained 3 A*-C grades or better, (our best ever and well above the NI grammar school average); 50% of all entries were grades A* or A ['best ever']; an outstanding 46 pupils obtained 3 A*-A grades or better ['best ever']. Jessica Hills, Ashleigh Marshall and Darren Bell successfully secured their places to study Law at St. Hilda's, Oxford, Natural Sciences at Sidney Sussex, Cambridge and Medicine at Magdalene, Cambridge respectively.

A-LEVEL		
NO. IN FINAL YEAR	142	
3+ AT GRADES A* TO C	85.1%	
2+ AT GRADES A* TO E	99.3%	
1+ AT GRADES A* TO E	100%	

	ENTRY NO	PERCENTAGES PER GRADE						
		A*	A	B	C	D	E	U
ACCOUNTANCY	5	20.0		60.0	20.0			
ART	15	6.7	26.7	26.7	33.3		6.7	
HISTORY OF ART	11		27.3	36.4	27.3	9.1		
BIOLOGY	57	28.1	33.3	14.0	17.5	5.3		1.8
BUSINESS STUDIES	7	14.3	42.9	42.9				
CHEMISTRY	41	14.6	31.7	29.3	14.6	4.9	4.9	
COMPUTER STUDIES	4		75.0	25.0				
DRAMA	4		25.0	50.0	25.0			
ECONOMICS	8	25.0	50.0	25.0				
ENGLISH LITERATURE	14	35.7	57.1		7.1			
FRENCH	17	23.5	58.8	17.6				
GEOGRAPHY	18		33.3	50.0	11.1	5.6		
GERMAN	4	50.0		50.0				
HISTORY	36	11.1	36.1	30.6	13.9	5.6	2.8	
HOME ECONOMICS	10		40.0	20.0	20.0	10.0	10.0	
INFORMATION TECHNOLOGY	1					100.0		
MATHEMATICS	49	24.5	46.9	20.4	4.1	2.0	2.0	
FURTHER MATHEMATICS	5	20.0	60.0	20.0				
MEDIA STUDIES	12		16.7	58.3	25.0			
MUSIC	0							
PHYSICAL EDUCATION	19	10.5	31.6	21.1	21.1	10.5	5.3	
PHYSICS	16	18.8	31.3	25.0	18.8			6.3
POLITICS	18		38.9	27.8	27.8	5.6		
PSYCHOLOGY	29	10.3	17.2	34.5	31.0	3.4		3.4
RELIGIOUS STUDIES	11		9.1	27.3	18.2	18.2	27.3	
SPANISH	16	6.3	37.5	43.8	6.3	6.3		
TECHNOLOGY	6	16.7	33.3	16.7	16.7	16.7		

N.B All results are provisional and may change as the result of re-marks.

POST 'A' LEVEL LEAVERS' DESTINATIONS

HIGHER EDUCATION	93.0%
FURTHER EDUCATION	2.8%

EMPLOYMENT	1.4%
OTHER	2.8%

TOTAL LEAVERS' DESTINATIONS (including GCSE and other leavers destinations)

HIGHER EDUCATION	78.0%
FURTHER EDUCATION (inc. Jobskills/Apprenticeship)	12.5%

EMPLOYMENT	2.0%
ANOTHER SCHOOL	4.8%
OTHER	2.7%

ATTENDANCE (FORMS 1 - U6)

ATTENDANCE WAS 95.7% OF THE POSSIBLE TOTAL

PERFORMANCE IN PUBLIC EXAMINATIONS¹ 2007-08 TO 2009-10 - Grammar schools

The statistics for the year 2010-11 are not yet available for publication.

Performance Indicator	2007/08		2008/09		2009/10	
	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) ²	95	96	99	97	99	97
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) ²	93	91	96	91	98	92
% Achieving 3+ A Levels at Grades A-C (or equivalent) ³	68	74	82	75	78	78
% Achieving 2+ A Levels at Grades A-E (or equivalent) ⁴	99	99	99	99	100	100

¹ Excludes pupils with statements of special education needs.

² Figures include all equivalent qualifications.

HOMEWORK

Successful examination results are the outcome of a combined effort between home and school. It is essential that work in school is reinforced by work done at home: writing, reading or learning. Pupils should revise schoolwork although no specific homework is set.

Each pupil is issued with a homework diary at the beginning of the year and this must be kept neatly and accurately. The amount of time spent on homework will vary from night to night, depending on:

- (i) the degree of difficulty of the task,
- (ii) the age and the understanding of the pupil.

General recommendations are:	Form 1	1.5	hours per night
	Form 2	1.5	hours per night
	Form 3	2	hours per night
	Form 4	2.5	hours per night
	Form 5/6	3	hours per night

In all cases a five-night working week is assumed.

In an effort to avoid overloading junior pupils, a homework timetable will be issued to pupils in Forms 1-3 by the Head of Year.

Parents/Guardians can support their children by providing a quiet, warm studying space and ensuring that adequate time is set aside for homework.

If Parents/Guardians have any concerns about homework they should have no hesitation in contacting the Head of Year. We welcome their interest and encouragement, and ask that they should sign the homework diary on a weekly basis.

INFORMATION & COMMUNICATIONS TECHNOLOGY

Grosvenor is at the forefront of the growth in educational technology to enhance teaching and learning for all of our pupils. A substantial investment has been made over the past few years in relation to computers, data projectors, interactive whiteboards, wireless networks, laptops and other hand-held electronic communication devices. This investment has resulted in the school having unprecedented levels of hardware and software including:

- Over 10 computing rooms within the subject areas of ICT, Languages, Media Studies, Business Studies and Science & Technology and in the Independent Learning Centre,
- Broadband and C2K internet connections and 5 wireless networks connected to laptops, which facilitates independent learning.
- A ratio of approximately 1 computer to 2 pupils, many of which are available for pupil use before/after school, during break and lunch times.

All pupils in Junior and Middle school have timetable classes in ICT and have the opportunity to take the following accredited examinations – CLAIT and Level 2 ITQ Certificate in IT User Skills. In addition, the staff training programme within the school over the past number of years has focused heavily on the development of ICT within classroom practice. For example, the use of the interactive whiteboard and Quizdom as interactive self-evaluating tools to ensure effective learning takes place during each lesson.

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) and Assistant School Counsellor (Miss Walker) have received extensive training in counselling and they have been allocated time during the week to devote to individual pupils who are experiencing problems, require advice or wish to discuss a personal matter. The School Counsellors are supported by the Independent Counselling Service for Schools.

In order to make use of the service, pupils should contact Mrs Caulfield [HE dept, D115] or Miss Walker [English dept, C205] at a convenient time or, if they prefer, ask their Form Teacher, Head of Year or a member of the Senior Leadership Team to refer them. Additionally, parents/guardians can telephone one of the Counsellors 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).

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 |
| • New Life Counselling Service | | 028 9074 6184 |
| • Parents Advice Centre | | 028 9023 8800 |
| • CRUSE | [Bereavement counselling] | 028 9079 2419 |
| • 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 | | 0800 1111 |
| | | www.childline.org.uk |
| • Samaritans | | 0845 7909090 |
| | | jo@samaritans.org |

PASTORAL CARE

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.

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 Goal':

"Grosvenor is a caring School, providing a supportive learning environment in which all are inspired to achieve high standards and to become tolerant and confident adults",

and the Grosvenor Aims:

"We are committed to the fair and equal treatment of all who are part of the community of Grosvenor Grammar School, pupil and staff alike. These aims, which emphasise respect for all, apply to everyone, regardless of race, religion, class or gender.

Aims:

- 1. To build upon our caring ethos and supportive learning environment, ensuring that individuals enjoy and benefit from their experience of Grosvenor.*
- 2. To motivate all to pursue the highest standards of behaviour and examination success.*
- 3. To provide meaningful learning opportunities to engender personal growth and to develop such qualities as respect, confidence, independence and leadership as well as care for self and others.*
- 4. To foster a sense of community and belonging."*

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;
- have opportunities to act in partnership with the school.

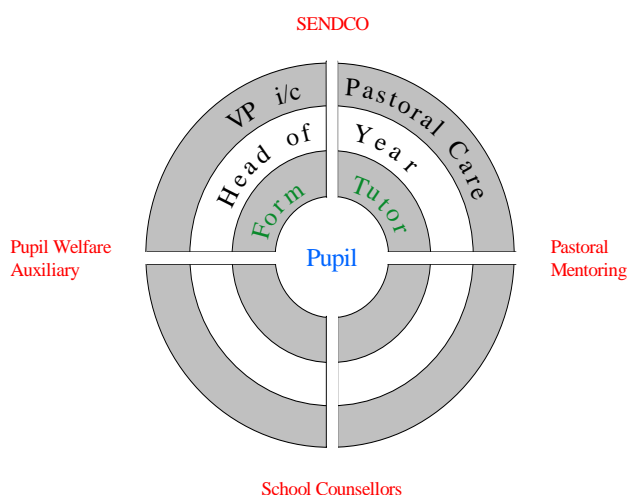
Systems and Structures to achieve these aims

Pastoral Care is all-pervasive and fully integrated into the school curriculum and daily routines, with all staff (teaching and non-teaching) having an on-going responsibility to care for our pupils and 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 – Learning for Life & Work - has been developed for all pupils;
3. a well-developed and comprehensive programme of Careers Education and Guidance is offered;
4. a wide variety of extra-curricular activities is available;
5. provision is made for enrichment opportunities in the wider community.

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 Teacher, co-ordinated by a Head of Year with the Vice-Principal i/c Pastoral Care having overall responsibility. Two school counsellors, a Special Educational Needs and Disability Co-ordinator and a Pupil Welfare Auxiliary (school nurse) also play vital roles in providing pastoral care to our pupils.



Form Teacher /Tutor (Sixth Form)

In Grosvenor, the Form Teacher 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 Teacher 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)

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

Form 1

A most important induction year - some pupils can be daunted by the move into grammar school: they 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 Teacher and Head of Year are carefully selected and specifically trained to work with the Form 1 pupils.

Each parent/guardian is invited to an interview with the Form Teacher 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 teacher and Form Prefects), currently a residential experience is offered to each class.

Forms 2 - 5

Pupils remain in the same Form class throughout and, where possible, their Form Teacher moves with them.

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 Form 3 and Form 5, as well as being given the opportunity to attend their child's personal Careers interview.

Sixth Form

In Sixth Form, pupils are re-grouped to encourage greater mixing and to help new pupils integrate more easily. As one way of recognising that Sixth Form pupils are different, and to encourage increased maturity from the students, they are organised into Tutor Groups, with the direct support and guidance of a Tutor.

At the beginning of Lower 6th, an induction programme is in place to help students make the transition to Sixth Form life. Sixth Form 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 Upper 6th.

Specific Duties of all Form Teachers/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 well-being 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. Homework Diaries
- induction arrangements for new pupils joining the class
- accompanying class to relevant assemblies and conducting class assemblies;
- responsibility for report completion
- dealing with a variety of administrative matters relating to the Form class / Tutor Group.

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 Teachers / 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.

NB. The relevant Head of Year is the first point of contact with the school for parents who have concerns about their child.

Counsellors

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

Special Educational Needs & Disability Co-ordinator (SENDCO)

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-ordinator works closely with Heads of Year and other senior staff to ensure that appropriate measures are taken to meet the needs of these young people. He/she also liaises 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.

Academic & Pastoral Tutoring

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

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 possibly make contact with a parent/guardian.

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 have a special role in terms of their responsibilities and relationships with the pupils in their class. Each Form Class in Forms 1 -4 has 2 Form Prefects (1 male / 1 female); the prefects are members of Upper 6th who have volunteered for these duties and have gone through a selection process. While part of their role is to assist the Form Teacher with a variety of duties, such as assisting in the planning and presentation of class assemblies, and helping the Form Teacher to keep a regular check on Homework Diaries, their key role is to establish a relationship with the pupils and to act as a positive role model to the younger pupils.

Pupil Forums

Grosvenor is committed to facilitating an active pupil voice. To provide an opportunity for pupils to have an input into school policy, Forums are organised every half-term:

Junior School Forum:	Forms 1 - 3
Middle School Forum:	Forms 4 - 5
Sixth Form Management Committee:	L6th & U6th

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

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; employability.

Each pupil in Forms 1 & 2 is timetabled for Personal Development and Citizenship. In Form 3, pupils commence a two-year course in GCSE LLW that includes Personal Development and Citizenship; the GCSE LLW course is completed in Form 4. Furthermore, elements of Personal Development are delivered through the pastoral schemes of work during registration time.

In Sixth Form, 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.

Equality, Inclusion and Diversity

(see the Equality, Inclusion and Diversity 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.

Rewards and Sanctions (see the 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 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.

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 the Behaviour Policy (Appendix 2).

REPORTING TO PARENTS

Junior School (Key Stage 3: [Forms 1 - 3])

Parent(s)/Guardian(s) receive 3 progress cards (Hallowe'en, Christmas, Easter) and 1 major report following end-of-year examinations.

Middle School (Key Stage 4: [Forms 4 & 5])

Parent(s)/Guardian(s) of Form 4 pupils receive 3 progress cards (Hallowe'en, Christmas, Easter) and 1 major report following end-of-year examinations; Form 5 pupils receive 2 progress cards (Hallowe'en & Christmas) and 1 major report, issued in February following rehearsal GCSE examinations.

Senior School [Lower & Upper 6]

Parent(s)/Guardian(s) of Lower Sixth and Upper Sixth students receive 1 major report following the rehearsal examinations for the AS and/or A2 modules. For subjects in which modules are taken in January, the report is issued at Christmas; for all other subjects, the report is issued at Easter.

All Years

At any time, a parent may request an interview or a specific report, which will be arranged through the Head of Year, in the first instance.

Parent Consultation

Parent(s)/Guardian(s) of pupils in all years are invited to meet the subject teachers of their child at a 'Parent Consultation' afternoon. Parents/Guardians are informed of the dates of these meetings at the start of the year.

In addition Parent(s)/Guardian(s) of pupils in Forms 1 are invited to meet Form Teachers on specific afternoons during the first term for which appointment times will be arranged.

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.

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;
- 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.

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.

SPORTING	MUSICAL		OTHERS
Athletics	Jazz Band	Animal Club	Mock Trial Competition
Badminton	Junior Choir	Army Cadet Force	Psycho geography
Chess	Orchestra	Art Competitions	Public Speaking
Cricket	Senior Choir	Civic Link	School Forums
Cross Country	String Ensemble	Culture Club	Scripture Union
Fencing	String Quartet (Junior & Senior)	Debating (Junior & Senior)	Show Jumping Teams
Football		Drama Productions (Junior & Senior)	Talent Show
Golf		Duke of Edinburgh's Award	Technology Competitions
Hockey (Boys & Girls)		Eco-Carers	Theatre visits
Netball		ICT Club	Voluntary Service
Rugby		Junior Science Club	Warhammer Club
Table Tennis		Magazine Committee	Young Enterprise
Tennis		Magistrates Court Competition (Junior)	

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.

HIGHER EDUCATION

'A' levels represent the main route into third-level education and Grosvenor seeks to equip Sixth-Formers with the qualifications needed for entry into a variety of courses. Our Sixth Formers gain places in universities throughout the British Isles.

OXFORD AND CAMBRIDGE ENTRANCE 2001 – 2011

2001	Stacey Gregg	King's, Cambridge	English
2001	Matthew Russell	St Catherine's, Oxford	French & German
2001	Simon Turbitt	Brasenose, Oxford	Law
2004	Angela Goode	Downing, Cambridge	Natural Sciences
2005	Adam Gordon	Corpus Christi, Cambridge	Engineering
2005	William Kilpatrick	St Catherine's, Oxford	French & Spanish
2005	Gina Milne	Churchill, Cambridge	Natural Sciences
2006	Clark Boyd	St Catharine's, Cambridge	French & Spanish
2006	David Mack	Jesus College, Cambridge	Computing
2007	Aimee Campbell	Churchill, Cambridge	German & Spanish
2007	Olivia Christie	Brasenose, Oxford	Law
2007	Vanessa Quigg	St Catharine's, Cambridge	English
2008	Ben Gordon	Trinity, Cambridge	Natural Sciences
2009	Catherine Coffey	Brasenose, Oxford	French & German
2009	Chris Logan	King's, Cambridge	Medicine
2010	Jack Wright	Corpus Christi, Cambridge	Natural Sciences
2011	Jessica Hills	St.Hilda's, Oxford	Law
2011	Ashleigh Marshall	Sidney Sussex, Cambridge	Natural Sciences
2011	Darren Bell	Magdalene, Cambridge	Medicine

INTERNATIONAL EDUCATION & EDUCATION FOR MUTUAL UNDERSTANDING

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 schools, with the wider community of North and Mid Down and East and South Belfast and, beyond that, to an international community. Grosvenor is committed to respecting and valuing the diversity which exists in the wider community and believes that all pupils need to experience a school environment where differences are respected and valued and the principles of equal opportunity are actively seen to be at work in the School's ethos and procedures.

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 the staff and pupils in these areas of the curriculum.

The following provides a snapshot of links and/or initiatives:

- The school holds the British Council International School Award and many links have been established throughout Europe and beyond, for example through our involvement with Comenius projects;
- The long-established partnership with Our Lady & St Patrick's College, Knock continues to develop;
- The French, German and Spanish departments have established links with schools abroad; home-stay exchanges and/or languages trips take place in all languages; the Modern Languages Department organises annual Carol Services in French, German and Spanish;
- The School Choir sang in front of Her Majesty the Queen and Prince Philip at Hillsborough Castle at the event to mark the 30th Anniversary of Co-Operation Ireland; choirs and ensembles are involved in a wide range of events from charities to weddings;
- Gillespie Gap Year Award Scheme - Dr Alan Gillespie, a former pupil, has made available £1500 per year in order to encourage and assist Sixth Formers in taking a gap year. Former pupils Elaine Moore and Reg Smyth have also provided money for travel bursaries in Modern Languages and Geography respectively.
- Pupils are involved in many cross-border or international projects: Spirit of Enniskillen, Rotary International, Duke of Edinburgh's Award, Civic Link;
- The school runs an annual ski-trip (or in some cases two per year);
- Three Grosvenor pupils have spent an academic year at the prestigious Lawrenceville High School, USA, before going up to university;
- Grosvenor was the first grammar school in the UK to be awarded the coveted Eco-Schools Green Flag for its environmental achievement;
- The School welcomes foreign pupils and visitors and has a regular stream of pupils, students, teachers, educationalists and sporting teams from foreign lands. They represent many denominations and creeds, as well as numerous different countries.

CHARGES AND REMISSIONS POLICY

The school will follow articles 127 - 135 and 137 - 138 of the Education Reform (NI) Order 1989 and the guidance provided by DENI Circulars 1991/92 and 2007/20.

We are at pains to ensure that all pupils have equal access to the curriculum and to school facilities.

1. TUITION

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

2. TEXT BOOKS AND STATIONERY

All texts are provided free, but a charge is made for replacing a lost or defaced text book. All textbooks issued must be returned at the end of the course; otherwise, the replacement cost will be charged.

A set of stationery will be provided free of charge at the beginning of each academic year. Replacements or additional 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.

3. MUSIC

Musical instrumental tuition is provided by:

- Peripatetic teachers from the Belfast School of Music. A charge will be made for the use of this service. The money is payable in three instalments (end of September, end of October, end of February). Additionally an annual fee of £45 (currently), to insure an instrument, will be charged by the Belfast School of Music.
- Other instrumental tuition (including voice) is available from private tutors during school time. Currently the charge (payable in 10-week instalments) is £12 per 35-minute lesson for single tuition and £7 per 35-minute lesson for group tuition. The school can normally provide an instrument on loan with an additional annual insurance charge of £35 (Violins £20).

4. VISITS, FIELD TRIPS, ETC.

Where these are a necessary part of the required syllabus for examination then no charge will be made. Should an overnight stay be necessary a charge will be made for board and lodging.

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.

5. PRACTICAL SUBJECTS

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.

In the case of Art, Technology and Home Economics in Key Stage 3 (Forms 1-3) the School Fund voluntary contribution includes a sum to cover the cost of most practical materials.

6. PUBLIC EXAMINATIONS

Entry fees are met by the school for the first sitting of approved public examinations 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 onto the parent/guardian. 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. For all non core curricular examinations (eg LAMDA, Level 2 Certificate in IT User Skills, Royal Schools of Music) pupils will be charged at time of entry. 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 grade will be reimbursed to the parent/guardian.

7. GAMES, CLUBS AND SOCIETIES

In general the school will meet the costs of these activities (inside Northern Ireland) for pupils but on occasion for major events (e.g. a team tour) a charge will be made.

8. PROPERTY DAMAGE AND FINES

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

9. DEPOSITS

The School charges a deposit on the following item:

- Locker keys - £5 per key

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.

10. GENERAL

The school operates a general voluntary school fund to assist the provision of quality educational opportunities. Full details are given on enrolment. The subscription in 2012-13 will be **£50.00** per annum for the first child and **£25.00** for each additional child, to a maximum of two additional children. A rise in line with inflation may be made following an annual review by the Board of Governors.

EXEMPTIONS

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 any financial issues that parents/guardians may raise. Absolute confidentiality is guaranteed.

APPENDIX 1

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.
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)
	Roberts School Wear	24 Central Avenue, Bangor (Boys and Girls)
	Warnock's	407 Lisburn Road, Belfast (Boys and Girls)

BOYS

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** Evvapest (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.
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

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 not be worn.
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
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.

Pupils' Uniform - 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 Miss Hyndman or Mrs Lendrum).

<u>BOYS' P E & GAMES KIT</u>		<u>GIRLS' P E & GAMES KIT</u>	
P E	PE top PE shorts White socks Training shoes (Non marking)	P E	PE / Games top PR / Games skirt Games socks Training shoes (non-marking)
GAMES	Grosvenor GS rugby jersey Rugby shorts Rugby socks (Green, blue, white hoops) Boots (rugby or soccer)	GAMES	PE kit (as above) Training shoes (Non marking) Hockey Stick
NB: Each pupil requires a towel, mouthguard and shinguards 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; a sample form is provided in the "Information Booklet for Parents and Pupils" and application forms are available from the School Office.

APPENDIX 2

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 common sense, mutual respect and consideration for others.** The School Rules help to describe what we accept as "good 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 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 a.m. each day, or remain after 4.50 p.m., unless taking part in a school activity supervised by a member of staff.
- 1.3 wait outside the Buildings before 8.00 a.m.
- 1.4 attend for the full School Day i.e. 8.40 a.m. to 3.25 p.m. (except with explicit permission from the Pupil Welfare Auxiliary, their Head of Year, 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, 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.
- 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 Sixth Form to access their own car.
- 2.9.4 The synthetic hockey pitches (unless accompanied by a teacher).

3. In the Classroom - the key is to contribute to an orderly learning environment. Pupils must prepare for work immediately, behave appropriately, obey 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.
- 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 to 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 telephones and other ICT equipment.
- 4.4 respect all employees, parents, pupils and members of the general public at all times.
- 4.5 carry out the instructions of staff at once and without argument.
- 4.6 complete homework on time, at home or in the special homework club run in the School Library from 3.25 p.m. - 4.45 p.m. (Monday to Thursday inclusive).
- 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, 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 his 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 ear.
- 5.5 not wear make-up in Forms 1-3. Girls may wear unobtrusive make-up in Years 11 & 12 and Sixth Form. Boys must keep facial hair close shaven.
- 5.6 Hair style and colour should be natural looking, unobtrusive and acceptable to the Principal.
- 5.7 Body piercing (apart from that permitted under rule 5.4 above) is not permitted.
- 5.8 Pupils are not permitted to have tattoos which are visible when wearing school uniform.
- 5.9 Teachers have the right to confiscate non-uniform items and keep them in a safe place until your parent/guardian arranges to collect them.
- 5.10 Girls' summer blouses may only be 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, bubble gum, correcting fluid (e.g. Tippex) or indelible 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 sanction 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, pagers, personal stereos, IPODS and other electronic devices, which 'strongly recommends that mobile phones, personal stereos, IPODS etc., and pagers should not be brought to School'. 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, pagers, personal stereos, IPODS 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 the moment the pupil enters the school grounds until 3:25pm. 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 Vice-Principal who will set an essay. On the first such occasion, the phone may be reclaimed by the pupil at 3:25pm. On subsequent occasions, the Vice Principal 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 BE 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 (physical, emotional, neglect or sexual) of themselves or others to the Designated Teacher. The Designated Child Protection Teacher is Dr Rolleston and the Deputy Designated Teachers are Mr Wylie and Dr Vasey.

RECOGNITION AND REWARD STRUCTURE

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 outlined below.

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 Presentation
- Prize Day
- School Honours
- Verbal and written class affirmations
- Attendance Stickers
- Principal's notice-board
- Personal letters of congratulations from the Principal and other staff
- Announcements in assemblies
- Digital signage
- School pens & other stationery for Report Card Grade Achievement or Improvement
- Year Group Achievement Boards
- Year Group Good Citizen Awards
- Educational trips
- Subject specific celebrations e.g. Sporting Awards Dinner
- Pupil of the week/month
- Stickers/stamps
- Postcards/certificates for attainment home to parents
- Thank you 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

SANCTIONS

The following is a list of sanctions that can be used in enforcing discipline. Those permitted to enforce such sanctions are indicated.

• Use of Non Verbal signals	All teachers
• Verbal Reprimand	All teachers
• Meaningful extra work	All teachers
• Confiscation of non-regulation uniform or other articles not requested to be brought to School by teachers. Confiscated articles must be returned to the pupil or parent at the end of the day on first offence. Subsequent offences mean the article may be confiscated initially for one week, and thereafter one term. Articles confiscated must be secured by the teacher.	All teachers
• Isolation/relocation in the classroom	All teachers
• Teacher Imposed extra time - IMPOSITION	All teachers
• Referral	All teachers/HoD
• Departmental Extra Time - Department Imposition	HoY/Head of Sixth Form
• Withdrawal of privileges	Principal
• the school will not consider pupils eligible for inclusion on school trips if they have, or have had, discipline problems.	
• Parental Interview	All teachers (working in conjunction with the relevant HoY)
• Telephone conversation with parents	All teachers (after consultation with HoD and HoY)
• Written Warnings	HoY/HoD
• Daily Report	HoY
• HoY Extra Time - HoY Imposition (automatic detention after 3 impositions and for every three subsequent impositions)	HoY
• Parental Interview (automatic after 3 detentions and every subsequent 3)	HoY
• Official withdrawal from class	HoY/HoD or SLT
• Clock In	HoY or SLT
• School Detention - DETENTION	HoY or SLT
• Saturday Detention	SLT
• Financial Penalty	Principal or Vice Principal
• Community Service Duties - particularly for graffiti artists.	Principal or Vice Principal
• Isolation/withdrawal - removal from normal classes	Principal or Vice Principal
• Repeating a School Year	Principal
• Internal (reverse) Suspension	Principal or Vice Principal
• Sent home prematurely from School Trip	Principal and Chair of BoG
• SUSPENSION	Principal and Chair of BoG
• EXPULSION	Principal and BoG

NOTES:

1. In operating its Suspension/Expulsion Policy, the Board of Governors will abide by the reporting system introduced by the Department of Education. Under this system, the school has the power of Suspension/Expulsion for breaches in discipline which occur:
 - 1.1 at any time;
 - 1.2 in or outside school;
 - 1.3 whether or not a pupil is in school uniform;
 - 1.4 **and particularly for any act committed against an employee and/or their property.**
2. Individual Suspension or an accumulation of Suspensions may lead to Expulsion.
3. The above list does not indicate any order in which the sanctions might be imposed, each case being considered individually.
4. 24 hours written notice is required for extra time after the normal school day.
5. 24 hours written notice is required to the parent(s), for Friday School Detention.
6. BoG = Board of Governors
7. FT = Form Teacher/Tutor
8. HoY = Head of Year
9. SLT = member of Senior Leadership Team (Executive)
10. HoD = Head of Department

APPENDIX 3

THE SCHOOL YEAR 2012-2013

PROVISIONAL DATES

First Term	Friday 31 st August 2012 (Form 1 and Lower Sixth only)
	Monday 1 st September 2012 (All pupils)
<i>Staff Training Day</i>	<i>Friday 26th October 2012 (No pupils to attend)</i>
Half-Term Holiday	Monday 29 th October - Friday 2 nd November 2012 (inclusive)
<i>Staff Training Day</i>	<i>Monday 5th November 2011 (No pupils to attend)</i>
Christmas Holidays	Monday 24 th December 2012 – Wednesday 2 nd January 2013 (inclusive)
<i>Staff Training Day</i>	<i>Thursday 3rd – Friday 4th January 2013 (No pupils to attend)</i>
<i>Staff Training</i>	<i>Thursday 10th January 2013 (No pupils to attend)</i>
<i>Staff Training</i>	<i>Wednesday 13th February 2013 (No pupils to attend)</i>
Half term Holiday	Thursday 14 th – Friday 15 th February 2013
<i>Staff Training</i>	<i>Monday 18th February 2013 (No pupils to attend)</i>
<i>Staff Training Day</i>	<i>Tuesday 26th – Wednesday 27th March 2013 (No pupils to attend)</i>
Easter Holidays	Thursday 28 th March – Friday 5 th April 2013 (inclusive) School reopens on Monday 8 th April 2013
May Day Holiday	Monday 6 th May 2013 School reopens on Tuesday 7 th May 2013
End of Year	Last day Friday 28 th June 2013

N.B.

1. These dates are provisional and may be subject to alteration
2. Additional Staff Training Days may be notified
3. There will be no school buses (and bus passes will not be valid) on 31st August 2012

APPENDIX 4

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.

BUS ROUTES

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: 15.40 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: 7.25 from BALLYBEEN SQUARE; 7.40 & 7.55 from East Link Rd
route: Rank Rd, Grahamsbridge Rd, East Link Rd 7.31, Dundonald Icebowl 7.33/7.42/7.57, King's Rd 7.35/7.44/7.59, Gilnahirk Rd at 7.38/7.47/8.02, Braniel (Farmhurst Green) 7.42/7.51/8.06, Dual Carriageway, Castlereagh Rd at 7.48/7.57/8.12
arr: Orby St (Orangefield Presbyterian Church)
Return: 15.49, 15.51, 15.57 or 16.00 from Castlereagh Rd (Ulsterbus Stop on Castlereagh Rd between Houston Dr and Orby St ONLY)

3. DUNDONALD SERVICE: Metro 19

dep: 7.25 or 7.45 from DUNDONALD TERMINUS (during School term) (every 30 minutes)
route: Icebowl, King's Rd, Upper Newtownards Rd, Ballyhackamore,
arr: Bloomfield roundabout at 7.46 or 8.12. Pupils then walk via Grand Parade, Orangefield Lane (approximately 10 minute walk).
Return: 16.17 from Bloomfield roundabout (every 30 minutes)

4. BELFAST CITYCENTRE SERVICE: Metro 5A

dep: 8.00 or 8.10 (every 10 minutes)
route: Donegall Square West, High St, Mountpottinger Link, Castlereagh St, Castlereagh Rd, Whincroft Rd, Farmhurst Green
Return: Departs Castlereagh Rd every 10 minutes.

5. **BRANIEL SERVICE (Farmhurst Green) Metro 18**
dep: 7.58 (every 30 minutes)
route: Glnahirk Rd, King's Rd, Clarawood Pk, Ballyhackamore, Bloomfield roundabout
Return: 15.54 or 16.09 from Bloomfield roundabout (every 30 minutes)

6. **BRANIEL SERVICE Metro 5A**
dep: 7.55 or 8.05 from Braniel (Farmhurst Green)[every 10 minutes]
route: Whincroft Rd, Castlereagh Rd
arr: 8.03 or 8.20
Return: Every 10 minutes

B. North Down

1. **BALLYGOWAN SERVICE: ULSTERBUS No. 12 or 'School Special'**
dep: 7.30, 7.45 Service 07.45 school or 8.00 from BALLYGOWAN SQUARE
route: Ballygowan Road
arr: Castlereagh Road at 7.50, 8.05, 8.05 or 8.25
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 8.05
Return: 15.50, 16.20

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: 7.36, 7.46, 7.56 or 8.11 from MONEYREA VILLAGE
route: Via Crossnacreevy
arr: Castlereagh Rd at 7.50, 8.00, 8.10 or 8.25
Return: 15.45, 16.15

C. South Belfast

1. **BELVOIR SERVICE: Metro 975**
Special permission to arrive in School late is granted to pupils using Metro 188D service from Hydebank.
dep: 8.21 from HYDEBANK TERMINUS (Milltown Rd)
route: Belvoir Estate, Newtownbreda Rd, Forestside, Ormeau Rd, Knockbreda Rd, Mount Merrion Ave, Ladas Drive, Castlereagh Rd.
arr: Castlereagh Rd at 8.45
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: 7.50 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: 8.10

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

arr: Castlereagh Rd at 8.22

Return: 15.38 (Metro 30A) or 16.32 (Metro 30); or 16.04 (Metro 29) from Castlereagh Rd via Ladas Drive

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.