



# Year 7 - 11 Handbook 2022-23



Lancaster Royal  
Grammar School

State Day and Boarding School for Boys 11 to 18  
Coeducational Sixth Form



**Lancaster Royal Grammar School**

# Year 7-11

**Pupil Handbook 2022-23**

**Head Teacher: Dr. C. Pyle**

**Head of Year 7: Mrs. K. Page**

[kpage@lrqs.org.uk](mailto:kpage@lrqs.org.uk)

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**Head of Years 8 & 9: Mr. S. Young**

[syoung@lrqs.org.uk](mailto:syoung@lrqs.org.uk)

**Deputy Head of Years 8 & 9: Mr. M. Rosbottom**

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**Head of Years 10 & 11: Mrs. S. Boak**

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[@LRGSLancaster](https://twitter.com/LRGSLancaster)



[@LancasterRoyalGrammarSchool](https://www.facebook.com/LancasterRoyalGrammarSchool)





## Timings for the Day

8.45 Arrive

8.50 Form Period & Registration

9.10 Period 1

9.50 Period 2

10.35 Period 3

*11.20 Break*

11.40 Period 4

12.20 Period 5

*13.05 Lunch*

14.05 Period 6

14.45 Period 7

15.30 Dismissed

# Attitude to Learning Grade Descriptors

## A

### Exemplary

Your attitude has a positive and encouraging effect on lessons; you are an excellent example to your peers.

You use your initiative, and are keen to help; you contribute to group activities, and support other students in their learning.

You take responsibility for extending your own learning.

## B

### Good

You try your best. You accept challenges, get involved in lessons, and have high aspirations.

You ask for help when you need it; you are well prepared and organized; you bring the right equipment to lessons, and meet deadlines.

## C

### Coasting

You do not always try your best. You do not meet challenges with a positive attitude.

You should get involved in lessons, and set yourself higher aspirations.

You need to ask for help when you need it, and organize yourself because you can be poorly prepared, and sometimes miss deadlines.

## D

### Unacceptable

Your attitude can have a detrimental effect on lessons; you can be a poor example to your peers.

You can be reluctant to engage with lessons, and you often need prompting to work.

You are not taking responsibility for your own progress and learning, and will underperform.





# LRGS Student Site Map

••• Safety Spine

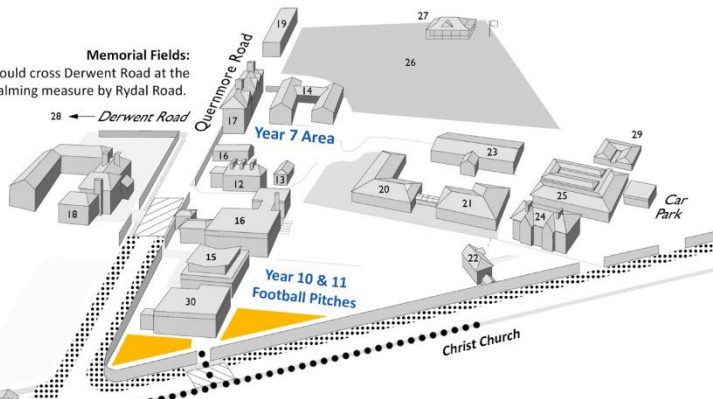
▨ Approved Crossing

▤ Out of Bounds

■ No contact games in these areas

Preston Bus Stop is located on the school side of Moorgate. Students should line up in Bus order in the area outside Music and wait to be directed by the member of staff on Bus Duty.

**Memorial Fields:**  
Students should cross Derwent Road at the first traffic calming measure by Rydal Road.

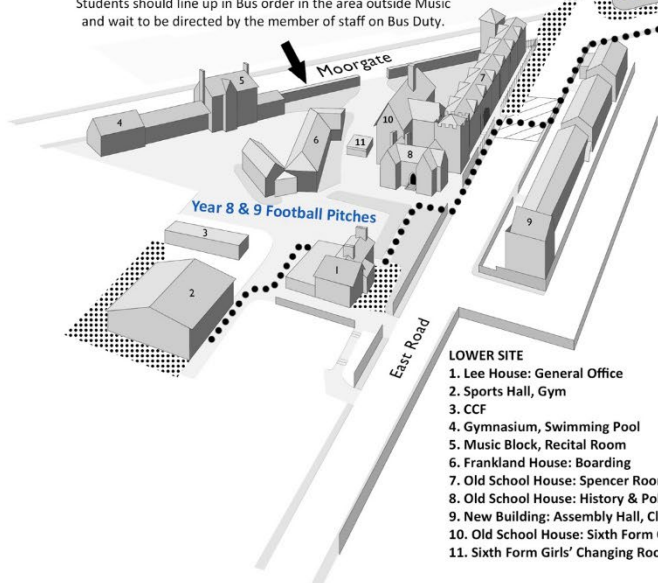


## UPPER SITE

- 12. Friends' Shop, Bay View Cottages
- 13. Grounds Staff
- 14. Storey House: Boarding & Medical Centre
- 15. Dining Hall
- 16. International Building: Art, English, InspirUS
- 17. Ashton House: Boarding
- 18. School House: Boarding
- 19. Rifle Range
- 20. Timberlake Building: Mathematics, ICT
- 21. Swainson Building: Mathematics
- 22. Wyresdale House: Pastoral Centre
- 23. Technology Centre
- 24. Ashton House Annexe: Boarding
- 25. Mawby Science Centre: Chemistry, Physics
- 26. Douthwaite Field
- 27. Douglas Cameron Cricket Pavilion
- 28. Memorial Fields
- 29. Mawby Science Centre: Biology
- 30. City View: Headmaster, Reception, Staff Room, Food Technology, Grab & Go Cafe

## LOWER SITE

- 1. Lee House: General Office
- 2. Sports Hall, Gym
- 3. CCF
- 4. Gymnasium, Swimming Pool
- 5. Music Block, Recital Room
- 6. Frankland House: Boarding
- 7. Old School House: Spencer Room, Library, PE, Theatre Studies, Sixth Form Centre, Business & Economics, Maintenance
- 8. Old School House: History & Politics
- 9. New Building: Assembly Hall, Classics, Geography, Religious Studies and Chaplaincy, Modern Languages
- 10. Old School House: Sixth Form Centre, Sixth Form Cafes, History
- 11. Sixth Form Girls' Changing Rooms



# Daily Check List

Remember to pack your bag the night before using these prompts:

1. What day is it tomorrow? Is it week A or B?
2. Have I packed all the books that I need for all of my lessons?
3. Have I packed my pencil case and reading book?
4. **Do I have a green pen in my pencil case?**
5. Have I got homework to hand in for lessons that I don't actually have tomorrow?
6. Have I got Games, PE or Swimming?
7. Have I organised my lunch or do I need lunch money?
8. Have I got any reply slips that I need to take back to school?
9. Have I got an absence note which I need to hand in?

## Show My Homework



[www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)

Homework will be set by your teachers via Show My Homework.

Login to see your homework calendar, or use the app on your device. If you forget your login details visit the school's website for the link to the school homework calendar. You can request a new password yourself using the ['forgot password?'](#) link on the login page.

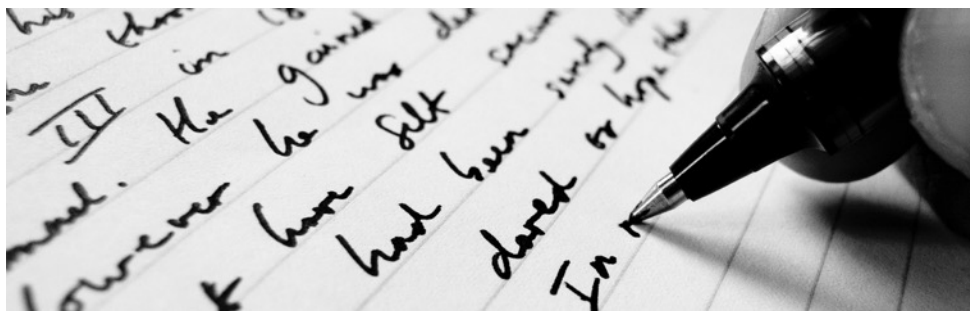
Remember to ask your teacher before the end of the lesson if you don't understand the homework.

Do your homework the day it's set, and hand it in on time.

# How To Thrive @ LRGs







## Literacy Feedback at LRGS

Communicating effectively is incredibly important. In order to help you develop your literacy skills you can expect to see teachers using the following symbols, which will prompt you to correct and improve your work:

|     |   |
|-----|---|
| CL  | capital letter mistake                                |
| Sp  | spelling error  |
| P   | punctuation error                                     |
| //  | new paragraph needed                                  |
| Gr  | grammatical error                                     |
| QWC | (quality of written communication) meaning is unclear |

Teachers may add to these with annotations specific to their subject or might provide you with some more detail to help you work towards targets.

You should get into the habit of checking your work before you hand it in. In pencil or another coloured pen go through your work checking for the mistakes mentioned above before giving it to your teacher. Where you can see you've made a mistake identify it and correct it, this means your teacher can concentrate on the content of what you've written and spend time making comments about how you can progress in their subject rather than correcting errors you can see for yourself. Once you've checked your work you should initial it to state it is 'Good to Go!' and ready to be looked at.

# Home – School Agreement

## **We aim to encourage all students to...**

- behave well and exhibit self-discipline;
- maintain high standards of academic achievement;
- value the contribution of others in the community and respect their opinions and beliefs;
- actively seek guidance throughout their school career;
- gain exposure to a wide range of experiences;
- respect property belonging to the school and to other pupils.

## **Students shall endeavour to...**

- attend school regularly and on time;
- bring all the equipment they need each day;
- wear the school uniform and be tidy in appearance;
- complete all work to the best of their ability and meet deadlines;
- be polite, and respect other people and their property;
- keep the school free from litter and graffiti;
- represent the school to the best of their ability;
- follow the school's code of conduct.

## **Parent/Guardians shall endeavour to...**

- promote regularly attendance, punctuality and organization;
- inform the school of pupil absence, in advance if possible;
- contact the school regarding any pupil well-being concerns;
- support the school's policies and code of conduct;
- support pupils in homework and extended learning opportunities;
- attend parents' evenings and learn about their son's school life.

## **The school will endeavour to...**

- provide a broad and balanced curriculum and meet pupils' needs;
- promote high standards of work and behaviour amongst pupils;
- promote pupil safety and welfare within the school;
- keep parents informed about school matters and pupil progress;
- inform parents of concerns regarding pupil work or behaviour;
- provide a broad range of extra-curricular activities;
- offer opportunities for parents to be involved in school life.

# The School Rules

The complete list of school rules can be found in the **Behaviour of Pupils Policy** on the school's website. A selection of these rules follow:

We expect all pupils to be courteous, considerate and honest and to respect other people and their property, both in and out of school.

- No item that could be dangerous in any way or detrimental to good behaviour must be brought into school.
- Gambling, selling and swapping can only take place after consultation with senior teaching staff.
- Smoking, drinking or the taking of recreational drugs are forbidden by any student whilst representing the school.
- Year 7 to 11 pupils may only leave the school grounds if a request from parents is made, signing in and out of Wyresdale House.
- Pupils must not enter classrooms, laboratories, sports facilities or the assembly hall without permission from a member of staff.
- Pupils must move around the site using the safety spine; observe the out of bounds signs; be self-disciplined and keep to the left.
- The following areas are out of bounds to students: any pavement not outlined on the safety spine; the Science car park; the area in front of Old School House; the 'A/B playground' by the New Building.
- Any breakages or damage must be reported to a member of staff. Pupils may be charged to repair malicious damage.
- Litter must be placed in the bins provided.
- Chewing gum is not permitted in school.
- Valuable items are brought into school at the owner's risk and all personal items should be named.
- Students must be courteous to all members of the public at all times. This includes whilst moving around the site, waiting at bus stops and congregating in the town centre.

The **Seward Committee (School Council)** will have the opportunity to discuss any changes or additions to the code of conduct but the Headmaster may make an amendment to any rule, at any time by communication to pupils during assemblies or form periods.



# Appearance of Pupils (Years 7 – 11)

There are three guiding principles regarding the appearance of pupils:

- the school's desire to promote a strong, cohesive, school identity that supports high standards and a sense of collective identity among pupils;
- that pupils should consider that appearance is communication and they are expected to present themselves in a thoughtful and business-like manner;
- the school want to actively avoid "indirect" discrimination. This involves the application of a requirement, which, although applied equally to everyone, puts those of a particular gender, race, sexual orientation or religion or belief at a disadvantage because they cannot in practice comply with it.

Boys should be dressed in accordance with this uniform list, which also applies on the journey to and from school.

- Blazers to be worn at all times around school, unless otherwise authorised by the Headmaster.
- Top buttons fastened; tie properly done up. Shirts tucked in.
- Grey school trousers. Jeans, chinos and other fashion trousers are not acceptable. Belts, if worn, should be plain and with a modest buckle.
- Black smart shoes with plain dark soles. Not boots, trainers or brown shoes. Dark grey or black plain socks.
- V necked navy blue or grey sweaters are allowed. No cardigans, sweatshirts, hoodies, fleeces, track suit tops or denim jackets for use as coats.
- Coats should allow you to be visible to traffic in the dark winter months and a plain design. They should not be worn inside the school buildings.
- Hats, gloves, and scarves must be plain coloured either blue or black. Alternatively, the school scarf may be worn. These should not be worn inside the school buildings.
- Hair must be of natural colour. Longer hair must be tied up and off the collar at all times. Hair clips and ties must be discreet. Facial hair is permitted.
- No earrings, bangles, make up or other jewellery is to be worn.
- Pupils are encouraged to maintain a healthy standard of personal hygiene.

# Personal Property

1. At all times respect other people and their property.
2. All items brought to school must be named.
3. Any valuable item brought to school is at the owner's risk. It is the owner's responsibility to hand in to a member of staff any items when they are to be left unattended.
4. You must never interfere with or remove another student's property - it is likely to be treated as theft.

## Lost Property?

1. Make sure all your other property is clearly named.
2. Look carefully for it in all the places where you may have left it.
3. Report your loss at the Lost Property Office in Lee House.

## What should I do if I can't be in school?

The school need to know if you are absent from school. Your parent or guardian must report your absence to **Mrs. Pybus via the parents' section on the school's website or on 01524 580600 ext 225**. Bring an absence note to Mrs. Pybus on your return. If you need to leave the school premises for any reason, you must sign in and out at Wyresdale House.

## What should I do if I become ill at school?

A member of staff is on duty in the Medical Centre. Please make sure you tell the teacher you should be with **before** going to the Medical Centre.

# Facilities and Recreation Areas

**Bell Room IT Room:** is open every day **1.05-2.05**; priority is given to students wanting to complete school work.

**School Library:** Opening times 8.15 – 4.15 Monday to Friday. There are various newspapers, magazines, maps, revision resources, other reference materials. There are computers available throughout the day.

## Food Outlets and Catering

Catering at LRGS is provided by Chartwells. Payment for lunches is made by Wisepay.

**Packed lunches** can be eaten within the catering outlets, but pupils must dispose of rubbish and recycling responsibly.

## Football Pitches

In order to fairly share football pitches between year groups, the school have allocated pitches as follows:

- Year 7 – Storey House football pitch
- Year 8 – one of the two pitches on the Lower Courts
- Year 9 – one of the two pitches on the Lower Courts
- Year 10 - one of the two pitches on the Upper Courts
- Year 11 - one of the two pitches on the Upper Courts

Pupils are expected to cooperate with other year groups in sharing pitches. Pupils are not permitted to move the goal posts and are expected to be mindful of their conduct while playing football.





Bullying is when an individual or a group, deliberately does something to make you feel uncomfortable. It often occurs on more than one occasion but can be just a single incident. Examples of bullying are:

- hitting you or threatening to hit you
- teasing you or calling you names
- damaging your personal property
- leaving you cut off and isolated

### **How do I report bullying?**

- you can e-mail [help@lrgs.org.uk](mailto:help@lrgs.org.uk)
- tell a teacher or another adult who works in school, or ask a parent/guardian to report it for you

### **What will happen next?**

A teacher will meet discretely with those involved and work to make sure the bullying stops. We make sure that the person who is being bullied feels supported, and knows what is going on.

### **Will 'telling' make things worse?**

No. Bullies usually stop once the school gets involved because they know that they will face serious consequences if they go on.

LRGS is committed to providing a supportive, friendly, safe and positive learning environment. Pupils and staff have the right to be treated with respect and must not be discriminated against as a result of their race, sexuality, religion, culture, gender, disability or personal circumstances. The school aims to create an atmosphere of trust and will act positively to prevent bullying.

**Remember bullying is always wrong.**



# LRGS Who To Turn To:

It is important that you know **who to turn to** if you are in trouble or are uncertain about what to do; the people below may be able to help.

**Asking for help is a strength, not a weakness.**

**Not quite ready to ask for help in person?**

[help@lrqs.org.uk](mailto:help@lrqs.org.uk)

**A** **Activating event:** the facts of a situation, interpreted through...

**B** **Beliefs** about yourself, the world or others leads to...

**C** **Consequences,** emotions, thoughts, and behaviour.

## Your Form Teacher

is the key person to help in many school matters such as your relationships with peers, bullying, behaviour, academic worries, or uncertainty about aspects of school life.

## Your Head and Assistant Head of Year

is a team set up to help with more serious or complex issues, although they're be happy to help at any time.

7  
8 & 9  
10 & 11

Head of Year:  
Mrs. Page  
Mr. Young  
Mrs. Boak

Assistant Head of Year:  
  
Mr. Rosbottom  
Mr. Yates

## Boarders may choose to turn to

their Housemaster, Matrons or other Boarding House staff who work in the boarding houses.

Dr. Rowe is the Head of Boarding, he is responsible for the boarding life of the school.

## The school's Designated Safeguarding Leads :

Mr. Hallsworth (DSL) and Mr. Millatt (Deputy-DSL) support those with Child Protection concerns in school.

## Deputy Head (Pastoral) Senior Mental Health Lead

Mr. Hallsworth is responsible for pastoral care across the whole school and can help with any issues or concerns you may have.

1

# Happy dealing with stuff yourself?

## Remember your PRP skills:

The A B C model

Self talk and generating alternatives

Looking for evidence

Putting things into perspective and don't catastrophise

Hot seat tag lines

Be assertive

D E A L

Negotiate

Overcome procrastination



## Just need a bit of help?

Talk with your friends, family and carers.

Turn to the **Prefects** who run many of the **Clubs and Societies**.

Mr. Fisher co-ordinates  
**Sixth Form Academic Mentors**  
who support boys with their school work.

The staff in **Lee House, Wyresdale House** or  
**City View** are always helpful.

Books and leaflets are available in the  
**Well-being Library**  
just inside the main library entrance.

Find a **helpful app** at: [lrgs.lancs.digitalhealthyschools.co.uk](https://lrgs.lancs.digitalhealthyschools.co.uk)

**Talk to your Form Tutor** about getting organised and  
looking after your wellbeing.

# Want to offload your worries?

**Student Support** is a self-refer 'drop in' listening service co-ordinated by Mrs. Gibbon in Wyresdale House.

Mrs. Haywood offers a listening service to Sixth Formers in the SF Centre.

The **Chaplaincy** is a quiet study space for Sixth Formers during lesson time. At other times it is a safe, welcoming space for all.

The **Independent Persons** are people who have experience with helping people, they don't work for the school; you can email them on:

**PCSO 7021 Gareth Davies**

Gareth.Davies2@lancashire.pnn.police.uk

**Nawaz Munchi** (Fenton St. Mosque)

nawazmunshi@googlemail.com

**Reverend Carol Backhouse** (Christ Church)

revcarolbackhouse@gmail.com

**Medical Centre** - if you feel ill during the day **first tell your class teacher**, you may then go to the Medical Centre.

# Need help from someone a bit more specialist?

Discrete **counselling referrals** can be made through your Head of Year or Mrs. Gibbon in Wyresdale House.

Graham Spavin and Sara Bridson  
are the **School's Counsellors**.

The senior pastoral team are all  
Young Mental Health First Aiders.

We also run Achieve Change and Engagement (ACE)  
counselling sessions.

Sister Moghaddam is the **LRGS School Nurse**. She has a wealth of experience in helping students with pastoral issues. You can contact her on:  
07810 396540 [cmoghaddam@lrgs.org.uk](mailto:cmoghaddam@lrgs.org.uk)

Referrals can be made to the **NHS School Nurse**. You can meet with her for health and well-being advice.

Ms Jenkinson (SENDCo) is available for  
**Learning Support** in Wyresdale House.

# Time to contact an expert?

Your **GP** for health worries.

**Accident & Emergency Services:** dial 999 for Ambulance or Police.

**NHS 111** can help with an urgent medical problem  
if you're not sure what to do.

**youngminds.org.uk** are the UK's leading charity fighting for children and young people's mental health.

**Child and Adolescent Mental Health Services:** LSCFT CAMHS help children, young people and their families when they are feeling sad, worried or troubled.

**NHS Mindsmatter** are a well-being service offering a range of free psychological therapies to people aged 16 and over in Lancashire.

**BEAT** is the UK's leading charity supporting anyone affected by eating disorders, such as anorexia or bulimia.

**We Are With You** is a charity that supports people to make positive changes with alcohol and drug misuse.

**PAPYRUS** is the national charity dedicated to the prevention of young suicide.

**CHILDLINE** 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

**Samaritans** Freephone 116 123 [www.samaritans.org](http://www.samaritans.org)

Children's Commissioner – Freephone 0800 528 0731 or visit '**Help at Hand**'  
[help.team@childrenscommissioner.gov.uk](mailto:help.team@childrenscommissioner.gov.uk)

# *More Places of Support Advice*

*(Click link for more information)*



**Childnet**  
International



**UK Safer  
Internet  
Centre**

**DITCH  
THE LABEL**

Here to help young people aged 12-25 navigate the issues affecting them the most; from mental health and bullying to identity and relationships.



**NHS** **choices**  
[www.nhs.uk](http://www.nhs.uk)

*Your health, your choices...*





Brook, the young people's sexual health & wellbeing charity



I want to quit smoking: the day you start to stop

# withyou

Get free, confidential support with alcohol, drugs or mental health from one of our local services or online.

**WASTED LIVES** CHANGING ATTITUDES  
INFLUENCING BEHAVIOUR  
SAVING LIVES  
*Lancashire's award winning young driver education programme*



**PAPYRUS**  
PREVENTION OF YOUNG SUICIDE

**YOUNG MiMDS**  
fighting for young people's mental health

Exams. We all have to do them. Working towards exams can make us feel a lot of pressure. We might not have that much choice over whether or not we actually do exams, but there are definitely things we can do to help deal with the stress we're feeling. Here are some tips on dealing with exam stress!

1

### *Keep it in perspective*

Exams aren't everything; exam success doesn't define you as a person.

Think about how far you've come already.

Once you've done an exam, try to forget about it.

2

### *Get that organised feeling*

Picture your exams as a time-bound project.

Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one.

Break your revision down into small chunks, and form a plan.

Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day.

Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3

### *Get into some good habits*

Take frequent breaks; eat well; drink lots of water.

Think about when and where you work best.

Keep active; sleep!

Find activities that help you relax.

4

### *Avoid these habits*

*Don't set yourself ridiculous goals.*

*Don't cut out all the enjoyment from your life.*

*Avoid stimulants.*

5

### *Get support from family and friends*

*Don't be put off by peers saying they're doing huge amounts of revision.*

*If you can, discuss with your parents what they're expecting you to achieve.*

*If you're feeling really worried or anxious, chat to a good friend, family member, or tutor.*

## ***Self Help Stress Tips***

*Short periods of stress are normal and can often be resolved by something as simple as completing a task (and thus reducing your workload), or by talking to others and taking time to relax. One or more of the following suggestions might help:*

- *Assess exactly what in your life is making you anxious. For example, is it exams, money or relationship problems? See if you can change your circumstances to ease the pressure you're under.*
- *Try to have a more healthy lifestyle. Eat well, get enough sleep, exercise regularly, cut down on alcohol and spend some time socialising as well as working and studying.*
- *Try not to worry about the future or compare yourself with others.*
- *Learn to relax. If you have a panic attack or are in a stressful situation, try to focus on something outside yourself, or switch off by watching TV or chatting to someone.*
- *Relaxation and breathing exercises may help.*
- *Try to resolve personal problems by talking to a friend, tutor or someone in your family.*
- *Read about how to cope with the stress of exams.*

**NHS Choices Moodzone** has a series of eight mental wellbeing podcasts or audio guides that you can listen to in your own time, in private, and that may help you through times when your mood is low or you're facing an anxious time in your life.



# LRGS Student Mobile Phone and Digital Device Acceptable Use Policy Agreement

## The Policy In Brief:

1. We expect you to be **kind and thoughtful** when using technology.
2. The school have a **balanced approach**: taking advantage of benefits of technology but having rules to protect pupils & staff and promote good behaviour.
3. Year 7-10 pupils are **not allowed to use their mobile phones or digital devices in school – they must be turned off and in your bag**. Your teacher may allow you to use your phone in lessons, it's their decision not yours.
4. Year 11-13 can use their devices **before 8.45am**, and at **break and lunch**, Sixth Formers may use their devices whenever they are in one of the Sixth Form Cafés, however your phone will be confiscated if you:
  - a. Use it around school outside permitted times e.g. in between lessons
  - b. Walk around school using it, including with headphones or buds, at any time;
  - c. Use your device in a device free zone (like the Grab & Go or Dining Hall);
  - d. Photograph, film, or record a pupil or member of staff;
  - e. Use your device in a way which causes issues or makes people feel uncomfortable.

5. If we confiscate your phone or device, **you get it back then next day** – you should go to one of the school offices and ring someone from home to **let them know you don't have your phone** – if this causes a real issue you should speak to someone in the pastoral team.
6. The school will take action if you post upsetting things about people at school online.
7. 'Unofficial' LRGS accounts and form/class groups can become spaces with harmful, upsetting or unkind content – please think **very carefully** before setting them up or contributing.
8. **The school network is monitored.** We try to give you some privacy, but if your username is flagged by the system we will have to look into what you've been doing. We also look at pupil email accounts if we think you've been using the system inappropriately.

[The full version of the policy can be found on the school website.](#)

# Pocket CONCUSSION RECOGNITION TOOL™

To help identify concussion in children, youth and adults



## RECOGNIZE & REMOVE

Concussion should be suspected **if one or more** of the following visible clues, signs, symptoms or errors in memory questions are present.

### 1. Visible clues of suspected concussion

Any one or more of the following visual clues can indicate a possible concussion:

Loss of consciousness or responsiveness  
Lying motionless on ground/Slow to get up  
Unsteady on feet / Balance problems or falling over/Incoordination  
Grabbing/Clutching of head  
Dazed, blank or vacant look  
Confused/Not aware of plays or events

### 2. Signs and symptoms of suspected concussion

Presence of any one or more of the following signs & symptoms may suggest a concussion:

- |                          |                            |
|--------------------------|----------------------------|
| - Loss of consciousness  | - Headache                 |
| - Seizure or convulsion  | - Dizziness                |
| - Balance problems       | - Confusion                |
| - Nausea or vomiting     | - Feeling slowed down      |
| - Drowsiness             | - "Pressure in head"       |
| - More emotional         | - Blurred vision           |
| - Irritability           | - Sensitivity to light     |
| - Sadness                | - Amnesia                  |
| - Fatigue or low energy  | - Feeling like "in a fog"  |
| - Nervous or anxious     | - Neck Pain                |
| - "Don't feel right"     | - Sensitivity to noise     |
| - Difficulty remembering | - Difficulty concentrating |



### 3. Memory function

Failure to answer any of these questions correctly may suggest a concussion.

*"What venue are we at today?"*

*"Which half is it now?"*

*"Who scored last in this game?"*

*"What team did you play last week / game?"*

*"Did your team win the last game?"*

**Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, and should not be returned to activity until they are assessed medically. Athletes with a suspected concussion should not be left alone and should not drive a motor vehicle.**

It is recommended that, in all cases of suspected concussion, the player is referred to a medical professional for diagnosis and guidance as well as return to play decisions, even if the symptoms resolve.

#### RED FLAGS

**If ANY of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:**

- Athlete complains of neck pain
- Increasing confusion or irritability
- Repeated vomiting
- Seizure or convulsion
- Weakness or tingling/burning in arms or legs
- Deteriorating conscious state
- Severe or increasing headache
- Unusual behaviour change
- Double vision

#### Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the player (other than required for airway support) unless trained to do so
- Do not remove helmet (if present) unless trained to do so.

from McCrory et. al, Consensus Statement on Concussion in Sport. Br J Sports Med 47 (5), 2013