

# *Education Authority*

**Principal:**

**A Bell, BA MA PQH**

Telephone No: (028) 4062 2471

Fax No: (028) 4062 8280

e-mail: [info@banbridgehigh.banbridge.ni.sch.uk](mailto:info@banbridgehigh.banbridge.ni.sch.uk)

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

**BANBRIDGE HIGH SCHOOL**

**PRIMROSE GARDENS**

**BANBRIDGE**

**CO DOWN**

April 2019

## **ANNUAL REPORT 2017/2018**

### **CHAIRPERSON'S STATEMENT**

Dear Parents/Guardians

As Chairperson of the Board of Governors I am pleased to send you our Annual Report. As parents and guardians of pupils at our school, we as Governors recognise the significant role and contribution you play in the education of your children.

We hope you will read our school Annual report and see what our school provides for our pupils.

You will see that the Curriculum provided at our school shows what your children can achieve academically, vocational and with extra curricular activities.

We as Governors would like to congratulate staff and pupils who continue to follow are motto 'Leading to Success'.

To celebrate the schools 60<sup>th</sup> Anniversary this year, special events were held throughout the year for both past and present staff and students – Birthday Party, Civic Reception in Council Offices, Anniversary Dinner, culminating with a Thanksgiving Service held in Scarva Street Presbyterian Church, with the Deputy Lord Lieutenant of County Down, Dr R Logan as our Guest of Honour.

This year we had two teachers who retired in August, Mrs Glenda Black and Mrs Heather Heyburn after 35 years of service. On behalf of the Governors we wish them both a healthy retirement and to thank them for their contribution, service and excellent teaching.

We would like to take this opportunity to wish staff and pupils continued Success for this coming year.

Yours sincerely

*Samuel Hoey*

Chairperson

## **THE RESPONSIBILITIES OF THE GOVERNORS**

The Education Reform Order 1989 gives Governors the responsibility for the overall management of the school.

Their responsibilities include:

- (a) the establishment of aims and objectives for the school, and the drawing up of policy statements for those areas of management where a written policy is required.
- (b) ensuring the implementation of the Northern Ireland Curriculum and keeping it under review, and in particular fostering links with the local community and pursuing the objectives.
- (c) selecting staff, making promotions and undertaking other personnel responsibilities.
- (d) drawing up an admissions policy and applying it to prospective pupils.
- (e) managing the school's finances.
- (f) ensuring that the premises are properly maintained.
- (g) providing parents with information about the school through the issue of a prospectus and annual report, and holding an annual parents' meeting.

## **THE BOARD OF GOVERNORS 2015-2018**

### **BOARD REPRESENTATIVES:**

Mrs M Mayne                      Retired  
Mr S Hoey                      -      Chairperson  
Ald J McCrum  
Mr D Waring  
1 vacancy

### **CONTRIBUTORY PRIMARY SCHOOL REPRESENTATIVES**

Mr G Henry  
Mrs M E Jess  
Mr S Walker  
Rev M Wilson  
2 vacancies

### **PARENTS' REPRESENTATIVES**

Mrs E Carleton  
Mrs T Heslip  
Mrs N Houston                - Vice Chairperson  
Mrs J Gilliland

### **TEACHERS' REPRESENTATIVES**

Mrs N Wilson  
1 vacancy

### **SECRETARY**

Mr A Bell                      -      Principal

Number of Governors' Meetings in the year 12

A selection of the type of work carried out by the Governors during the year:

- Admission Criteria**
- Banbridge Area Learning Community**
- Budgetary Control**
- Curriculum Planning**
- Development of s School Development Plan (2016-2019)**
- Entitlement Framework**
- ETI Governance Self Evaluation**
- Examination Results**
- On going work of Sub-committees**
- Internal Promotion Allowances**
- PRSD**
- Review of existing School Policies**
- School Policies Staffing**
- Shared Education**
- Redundancies**
- Recruitment**
- Use of School Premises**
- Reconstitution**

### **STAFFING**

The staffing for 2017/2018 was as follows:

Principal	1
Vice Principals	2
Teachers (full-time)	27
Teacher (part-time)	10
Clerical Staff	4
Technicians	6
Librarian	1
Classroom Assistants	8
Domestic Assistant	2
Caretakers	3
Supervisory Assistants	10

### **SENIOR MANAGEMENT TEAM**

Mr A Bell	-	Principal
Mr A Waddell	-	Vice Principal, Head of Senior School
Mrs L Mann	-	Vice Principal, Head of Junior School
Mrs N Wilson		
Mrs S Haines		

A variety of issues were considered and discussed including:

General Management and Administrative Issues	Examination Results
Performance Review and Staff Development (PRSD)	Budget Reports
Home School Teacher Liaison Meetings	Child Protection Structures
School Improvement Issues	School Development Planning
Examination Targets	Mentoring Years 11-14
Baseline and Predictive Data - Years 11 - 14	Years 10 and 13 Options
Baseline Testing - PIE and PTM	Staffing Issues
Banbridge Area Learning Community	Post 16 Provision
Whole School Self Evaluation	Whole School Tracking
Parent Consultation Afternoons	Review of School Policies
Development of Senior Management Team	Review of Prefects
Development of Shared Education Partnership	Continuous Professional
Development of New School Reports linked to tracking data	Development

## **STAFF DEVELOPMENT**

Staff Development continues to be an important aspect of the High School's Management Plan. Individual staff are encouraged to develop personally and professionally. Consequently, a number of staff have received additional qualifications and others continue to follow professional courses.

INSET continues to be provided which aims to cater for whole school, departmental and individual needs.

### **INSET 2017/2018**

#### School Based/In-house Training

5 Days

Staff engaged in professional training and departmental work.

Areas covered included:

Behaviour Management Module

Child Protection and Safeguarding Refresher Training

Independent Learning

Monitoring and Evaluation of existing School Development Plan 2016-2019

PRDS Process

Feedback on Whole School Training

Updates on Goggle Suite, Thinking Skills and Personal Capabilities

Revisiting Differentiation

Using Tracking Data for Intervention and Predictive Purposes

## THE CURRICULUM

In the academic year 2017/2018 Banbridge High continued to offer a wide range of subjects to our students in line with the Northern Ireland Curriculum.

### **Key Stage 3                      Years 8, 9, 10**

All pupils study the following subjects:

English	Mathematics	Science
French	History	Geography
Citizenship	Art and Design	Technology
Home Economics	I.C.T.	Careers
Music	P.E.	R.E.

**Learning for Life and Work** includes

Personal Development	Home Economics
Local and Global Citizenship	Employability

### **Key stage 4                      Years 11 and 12**

There are a wide range of subjects available at key stage four. Pupils are offered a choice of GCSE/BTEC Level 2/Occupational Studies subjects.

All students will study English, Mathematics, Science, Learning for Life and Work, R.E., P.E. and Careers. Subjects marked\* will be taught in another school or at the Southern Regional College.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>	<b>Option E</b>
Art and Design	Child Development	Occupational Studies (if chosen do not pick a subject in Option E)	Business Studies	History
BTEC ICT	English Literature	Art and Design	BTEC Countryside & Environment *	Geography
Geography	History	Business Communication Systems	Drama *	GCSE P.E
Further Mathematics	BTEC ICT	Double Award Science	BTEC ICT	GCSE Digital Technologies
Occupational Studies Kitchen&Larder	Technology	Single Award Public Services	Home Economics	
	Occupational Studies Carpentry&Joinery		Music	
	Occupational Studies Business/Retail		GCSE Construction & Built Environment	
			BTEC Child Care	
			Technology	
			BTEC Engineering*	
			French	
			Religious Education	
			Prince's Trust	
			Personal Success and Well-Being Lift Off Programme	

## Post 16 Provision

At Banbridge High School we offer two pathways to success at Post 16 study, both of which allow our students to make a successful transition to Higher Education and employment.

### Customary Pathway.

**Duration:** 2 Years  
**Study:** Choose 3 subjects to study at AS/A2/BTEC Level over the two years.  
**Entry requirement:** 8 points from GCSE/BTEC Level 2 in a range of five subjects AND at least a Grade C in English and Mathematics

### Enrichment Pathway

**Duration:** 3 Years  
**Study:** Year 1 A combination of GCSE/BTEC Level 2 and one AS/BTEC Level 3  
Year 2 Complete one A2 and start two further AS/BTEC L3 subjects  
Year 3 Complete two A2 levels

**Entry requirement** 8 points from GCSE/BTEC Level 2 in a range of subjects.

In 2017/2018 the school offered:

Professional Business Studies  
GCE Health and Social Care (Single Award)  
GCE Applied Information and Communication Technology ( Single and Double Award)  
GCE Applied Science  
GCE Art  
GCE Biology  
GCE Drama  
GCE English Literature  
GCE Geography  
GCE History  
GCE Mathematics  
GCE Music  
GCE Physics  
GCE Religious Education  
GCE Software Systems Development  
GCE Technology and Design

BTEC Level 3 Subsidiary Diploma in Agriculture  
BTEC Level 3 Subsidiary Diploma in Children's Learning, Play and Development  
BTEC Level 3 Extended Certificate in Creative Media Production  
BTEC Level 3 Extended Certificate in Engineering  
BTEC Level 3 Subsidiary Diploma in Sport  
BTEC Level 3 Subsidiary Diploma in Public Services

Some of these courses were offered through the Banbridge Area Learning Community. The students were also offered the opportunity to repeat GCSE Maths and English.

## **Special Educational Needs**

There is currently a delay with SENDA (Special Education Needs and Disability (Northern Ireland) Act), making changes to the existing legislation for children with Special Educational Needs. Therefore, the schools existing Special Needs Policy will be reviewed and updated following completion of SENDA awareness training organised by the Education Authorities Special Education Field Support Service. Some aspects have progressed such as changes to SEN categories. Staff training has taken place on changes and audit of current provision has been completed by whole school.

The present policy addresses the principles and essential practices and procedures contained in the existing Code of Practice and it's associated staged process for identification, assessment and provision is established.

The role of the SENCO has been clearly defined and procedures for liaising with Teachers, Parents and other relevant agencies have been put in place.

## **Learning Support Centre**

The Learning Support Centre (LSC) is an integral part of the main school and caters for pupils who have been formally assessed and hold statements of Special Educational Need. The pupils follow the Northern Ireland Curriculum, at a pace they can follow, with ample one to one and group teaching.

Every pupil has an individual education plan that addresses their individual academic/social needs and incorporates targets that are realistic and measurable. We endeavour to prepare them for adult life and have excellent links with the Careers Advisor from the Training and Employment Agency who ensures that our pupils are informed of all suitable placement options for further education.

We have four purpose built and well-equipped classrooms. In addition to the core teaching staff we have three experienced classroom assistants who help support our pupils in all areas of the curriculum.

In Year 8-10, the pupils are taught English, Mathematics, Geography, History and Religious Education in the Learning Support Centre and are integrated with their peers for all other subjects.

Years 11 and 12, only English and Mathematics are taught In the Learning Support Centre. Like their peers the pupils have the opportunity to choose the remainder of their subjects from the following options: Occupational Studies, Prince's Trust Achieve Programme, Essential Skills in English and Mathematics, GCSE, Certificate of Personal Success and Well Being.

The pupils are fully aware that they have learning difficulties but they have the confidence to integrate successfully with their peers. Self-esteem is good. The environment in which the pupils are taught is friendly and supportive. The pupils are valued as important members of the school community. Discipline is firm but fair - and we encourage, highlight and praise good behaviour and work.

## **Assessment and Reporting**

The school has participated in External Assessments at the end of Key Stage 3. Our current reporting system of two reports in the year, as well as parent consultation, offers an useful source of communication between school and home at regular intervals.

Homeworks set in Key Stage 3 were monitored using the SIMs Behaviour Module - these matched the information given in the Homework Policy.

Examinations are held for Years 10, 11 and 12 in January and for the whole school in June. Years 8 and 9 are continual assessment in term 1. Years 8-11 have school based examinations in June, and our pupils receive their annual report by 30th June.



## **POLICY ON DRUGS EDUCATION**

Banbridge High School aims to provide in its pastoral role and as an integral part of the curriculum a drugs education programme which is appropriate to the needs of all its pupils. The programme within PD recognises the dangers of a drug-using culture and emphasises the benefits of a healthy lifestyle,

Through it pupils should only acquire the knowledge and understanding to enable them to consider the effects of drugs and other substances, but also develop the values and skills to make informed and responsible decisions about their use.

## **COUNSELLING**

Two professional counsellors are available to provide individual support. The Counsellor aims to make personal contact with pupils who are experiencing problems for whatever reason, with the view to helping them cope with their situation. All aspects of the work are strictly confidential, within the confines of The Child Protection Policy, but if any child is suffering from a particular disadvantage or involved in a personal crisis, the teachers concerned are alerted and their co-operation is sought in dealing with the situation.



*Leading to success*

# **CHILD PROTECTION and SAFEGUARDING POLICY**

*Designated Teacher:*

*Mrs Mann*

*Deputy Designated Teachers*

*Mr Waddell*

*Mrs Wilson*

# Policy statement and principles

## School Mission Statement

To offer to each pupil in Banbridge High School a high quality of education delivered within a professional, supportive, Christian and caring environment. Each young person in our care will be treated as an individual, with individual needs and aspirations and we will endeavour to prepare them for life in the twenty first century.

## Our vision

- To meet the academic and personal needs of all the young people entrusted to us.
- To establish and develop successful working relationships with parents based on shared responsibilities and mutual respect.
- To establish and maintain a working environment in which the staff feel valued and professionally developed.
- To promote, at every opportunity, our school motto "Leading to Success".

## Aims of Banbridge High School

Banbridge High School aims to promote academic excellence and the all-round personal development of every pupil in a caring, happy environment which is sympathetic and responsive to individual needs, aspirations and talents.

We seek to:

- Establish and maintain good personal relationships and genuine partnership between pupils, staff, parents and governors in an atmosphere of friendship, trust and mutual respect.
- Help people to develop a positive self-image and skills of leadership, teamwork and communication.
- Encourage individual initiative, independence of thought and the expression and appreciation of creativity.
- Promote understanding of the importance of moral and spiritual values and encourage the development of self-respect and respect of others.
- Assist pupils to recognise the need for discipline and to develop a self-disciplined and responsible attitude to life.
- Encourage a spirit of service within the school and the wider community and promote active respect for the school, local and global environment.
- Help pupils to value the importance of personal health and fitness and encourage a positive approach to the use of leisure time.

It is our aim to equip pupils with the skills, guidance and confidence they require to make a successful transition to further or higher education and employment and to meet the demands of life in the competitive world.

This policy is one of a series in the school's integrated safeguarding portfolio

- **child protection,**
- **staff behaviour,**
- **recruitment,**
- **allegations against staff,**
- **complaints,**
- **pupil behaviour and online safety.**

This policy is available on the school website and is included in the staff handbook.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection and ensure their voice is heard.

The procedures contained in this policy apply to all staff, volunteers and *governors* *[and are consistent with those of the Safeguarding Board for NI (SBNI)].*

### **Policy principles**

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

## Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

## Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DT** refers to the designated teacher for child protection

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## Safeguarding legislation and guidance

### Roles and responsibilities

#### Key personnel

**The designated teacher (DT) for child protection is** Linda Mann

Contact details: email: [lmann478@c2kni.net](mailto:lmann478@c2kni.net) tel:02840622471

**The deputy designated teacher is/are** –Mr Alan Waddell

Contact details: email: [Awaddell521@c2kni.net](mailto:Awaddell521@c2kni.net) tel: 02840622471

**The deputy designated teacher is/are** –Mrs Nichola Wilson

Contact details: email:nwilson830@c2kni.net tel: 02840622471

**The designated child protection governor is** Mrs Nicola Houston

**The Principal is** Mr A Bell

Contact details: email: [abell396@c2kni.net](mailto:abell396@c2kni.net) tel: 02840622471

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

### The Designated Teacher (DT):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of SBNI procedures
- makes staff aware of SBNI latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences

- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

### **The deputy designated teacher(s):**

Is/are trained to the same level as the DT and, in the absence of the DT, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DT, the deputy will assume all of the functions above. Best practice now sees the DT and DDT acting as a team.

### **Good practice guidelines and staff code of conduct**

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DT, or, if necessary directly to police or children's social care

### **Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences (NI) Order 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

## Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

## Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DT will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.



## Whistle blowing if you have concerns about a colleague (see appendix 3)

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the headteacher/principal should be reported to the designated governors for child protection.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

## Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *DE Circular 2015/13 Dealing with Allegations of Abuse against a member of Staff*.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

## Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DT. All staff, including the DT, headteacher (unless the principal is the DT) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

## Safer recruitment

Our school complies with the requirements of *Safeguarding and Child Protection in Schools. A Guide for Schools (DE 2017)* and the SBNI by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found in the school policy handbook.

At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

## Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

## **Contractors**

The school checks the identity of all contractors working on site and requests AccessNI with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

## **Site security**

Visitors to the school, including contractors, are asked to sign in and out and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## **Child protection procedures**

### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

*Safeguarding and Child protection in Schools (DE 2017)* refers to five types of abuse. These are set out at Appendix One along with indicators of abuse.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed from the teacher's handbook.

## Taking action

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.** Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child
- report your concern as soon as possible to the DT, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

## If you are concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed, their artwork could be concerning, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **welfare concern form** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DT.

## If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the safeguarding lead in the school - DT.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupil, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort

- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DT even if the child has promised to do it by themselves
- complete the **record of concern form (see appendix 2)** and hand it to the DT as soon as possible
- seek support if they feel distressed.

## Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DT will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

## Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DT, principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, **any** member of staff can contact children’s social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms (attached) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DT will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DT may share information *without* consent, and will record the reason for not obtaining consent.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

### **Referral to children's social care**

The DT will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police if:

- the situation is an emergency and the designated teacher, their deputy, the principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

### **Peer on peer abuse**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **harmful sexualised behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner

- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DT will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

## **Supporting those involved**

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

## **Sexting**

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection policy.

- The incident will be referred to the DT immediately and the DT will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

## **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and RSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DT.

## **Honour-Based Violence**

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in the United Kingdom. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

## **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DT and the school should notify the local Trust of the circumstances.

## **Related safeguarding portfolio policies**

This policy should be read alongside our other safeguarding policies.



## **Special Circumstances**

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the Trust looking after the child. The DT has details of the child's social worker.

### **Work Experience**

The school has detailed procedures to safeguard pupils undertaking work experience in accordance with the guidance in *Safeguarding and Child Protection in Schools. A Guide for School (2017)*.

### **Children staying with host families**

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the education authority to check that such arrangements are safe and suitable.

## APPENDIX 1

### Five types of abuse

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

**Physical Abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

**Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

**Emotional Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

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

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

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home

- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DT to decide how to proceed.

**APPENDIX 2a**

**CONFIDENTIAL**

**Welfare concerns**

Parties involved, including any witnesses to an event and what was said or done and by whom:	
Action taken at the time:	
Details of any advice sought, from whom and when:	
Any further action taken:	
Written report passed to Designated Teacher: If 'No' state reason:	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Date and time of report to the Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file If 'No' state reason:	<input type="checkbox"/>

**Appendix 2b**

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

**Record of Concern**

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:

Name of staff member making the report: \_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3

### Code of Practice on Reporting Malpractice (Whistleblowing Policy)

- 1.1 The (Employing Authority) is committed to adopting high standards in education/administration and will treat malpractice as a serious matter.
- 1.2 The Public Interest Disclosure (Northern Ireland) Order 1998 provides protection from dismissal, or other sanction, for teachers who make disclosures of information relating to malpractice by their employer or colleagues at work.
- 1.3 Employees are often the first to suspect or realise that there may be something wrong in their place of work but may not express concerns because of feelings of disloyalty to colleagues or fears of harassment and victimisation.
- 1.4 In line with the (Education Authority's) and school's commitment to openness, probity and accountability teachers and others with serious concerns about any aspect of the (Education Authority's) or school's work are encouraged to report them, and if necessary in certain circumstances, on a confidential basis.
- 1.5 This Policy makes it clear that teachers should be enabled to raise concerns without fear of reprisal rather than overlooking a problem or reporting the matter outside.

### The Public Interest Disclosure (Northern Ireland) Order 1998

- 2.1 The Public Interest Disclosure (Northern Ireland) Order 1998, also known as the **'Whistleblowers Act'** provides protection for employees who disclose information which may be regarded as confidential and which tends to show one or more of the following:
  - 2.1.1 a criminal offence has been, is being, or is about to be committed;
  - 2.1.2 the employer is failing to comply with his legal obligations;
  - 2.1.3 a miscarriage of justice has happened or is likely to happen;
  - 2.1.4 an individual's health and safety is being jeopardised;
  - 2.1.5 the environment is, or is likely to be damaged; and
  - 2.1.6 information falling into any one of the above categories which has been, is being or is likely to be, deliberately concealed.
- 2.2 An employee must have a reasonable belief that a crime has or may be committed. An employment tribunal will decide whether or not such a belief was reasonable.
- 2.3 In deciding whether or not an employee has acted reasonably, all circumstances will be taken into consideration but in particular,
  - 2.3.1 the identity of the person to whom the disclosure is made;
  - 2.3.2 the seriousness of the relevant 'offence';
  - 2.3.3 whether the 'offence' is continuing or is likely to occur in the future;

- 2.3.4 whether the disclosure is made in breach of a duty of confidentiality owed by the employer to any other person;
  - 2.3.5 any action the employer or prescribed person might reasonably be expected to take as a result of a previous disclosure; and
  - 2.3.6 whether in making the disclosure to the employer the employee complied with procedures applied by the employer.
- 2.4 Protection applies where ‘external’ disclosures are made to such bodies as the police. In such instances the (Employing Authority) and school would expect to be satisfied that internal sources had been advised first or that the teacher/s believed they would have been victimised or evidence would have been concealed or destroyed. External disclosures must be made in good faith in the belief that allegations are substantially true and there should be no motive for personal gain.

### **Application of Policy**

- 3.1 The Policy applies to all teaching staff employed by the (Employing Authority) and the school, both full and part-time, temporary and substitute. References to teachers within the Policy covers all of these categories.
- 3.2 The Policy aims to provide an avenue for teachers to raise concerns and receive feedback on any action taken. Teachers may take matters further if they are dissatisfied with responses received. Teachers will be reassured that they will be protected from reprisals or victimisation for whistleblowing in good faith.
- 3.3 This policy is intended to cover concerns which fall outside the scope of other procedures which already are included in or covered by other Policies e.g. bullying and harassment, discrimination, etc.

### **Protection of Staff**

- 4.1 The (Employing Authority) and the school is committed to this Policy. If a teacher raises a concern in good faith the (Employing Authority) and school will protect them against harassment or victimisation and will, if necessary, apply the Disciplinary Procedure.
- 4.2 In accordance with the Public Interest Disclosure (Northern Ireland) Order 1998 a teacher cannot be dismissed or selected for redundancy as a result of making a disclosure in good faith.
- 4.3 Teachers who already are the subject of disciplinary, grievance or redundancy procedures will not have those procedures stopped or suspended as a result of their whistleblowing.

### **Confidentiality**

- 5.1 The (Employing Authority) and school recognises that teachers may want to raise concerns in confidence under this policy.
- 5.2 If teachers request that their identities be protected, the (Employing Authority) and school will endeavour to honour that request.



- 5.3 If a situation arises where a concern cannot be resolved without revealing the teacher's identity, the (Employing Authority) or school will discuss with the teacher whether and how progress can be made. It may be that evidence, either written or verbal, is required in court proceedings.

## **Anonymous Reports**

- 6.1 The (Employing Authority) and school encourage teachers to put their names to allegations because concerns expressed anonymously are much less powerful. Although the (Employing Authority) and school will consider anonymous reports, this policy is not appropriate for concerns raised anonymously.

## **The Procedure for Expressing Concerns**

- 7.1 As a first step teachers should raise concerns with their principal or chair of the Board of Governors. This may be done either orally or in writing. If the report is made orally it should be followed up in writing.
- 7.2 If a teacher feels unable to raise a concern with the principal or chair the matter should be reported by confidential telephone or in writing to the (Employing Authority's) Equality and Human Rights Officer who will investigate the matter or have the matter investigated.

### **Equality and Human Rights Officer:**

#### **Confidential Telephone Number**

- 7.3 The teacher will have the opportunity to decide whether or not s/he wishes to remain anonymous.
- 7.4 If a teacher still has concerns the matter should be reported to the Chief Executive, or to the Chairperson of the (Employing Authority).
- 7.5 All correspondence should be marked 'Private and Confidential' and addressed to the appropriate individual at The Education Authority.

## **Oral Reports**

- 8.1 It is preferable that all complaints are made in writing and signed. However, it is recognised that some teachers may wish only to report the matter orally. In this case, the person receiving the oral report should write it down immediately and record the date and time and sign it. It should, if possible, be read back to the teacher to confirm its accuracy.

Action should be taken to have the complaint investigated as soon as practicable.

## Independent Advice

- 9.1 If a teacher is unsure which procedure to use or if s/he wants independent advice at any stage he/she may wish to contact:

**His/Her Trade Union;**

Or

**The independent charity 'Public Concern at Work'**

Telephone 020 7404 6609

## External Contacts

- 10.1 This Policy is intended to provide a teacher with an avenue to raise concerns within the (Employing Authority) or school. If s/he is not satisfied, and if s/he feels it is right to take the matter outside the (Employing Authority) or school, the list below shows possible contact points:

Any Member of the Board of the (Employing Authority)

Relevant Trade Unions

Department of Education

Department of Culture, Arts and Leisure

Department of Employment and Learning

His/Her Solicitor

The Police Service of Northern Ireland

Northern Ireland Ombudsman

Northern Ireland Audit Office.

National Society for the Prevention of Cruelty to Children

- 10.2 The Comptroller and Auditor General has been prescribed as a person to whom protected disclosures can be made under the Order. He is prescribed as having a role in relation to the proper conduct of public business, value for money, fraud and corruption in relation to the provision of centrally funded public services.

- 10.3 Prescribed persons are responsible for investigating allegations that fall under their prescribed role and for protecting the whistleblower and their interests whilst conducting an investigation.

- 10.4 The NIAO Whistleblower may be contacted at:

The Comptroller and Auditor General  
Northern Ireland Audit Office  
106 University Street  
Belfast  
BT1 1EU  
Telephone Number 028 9025 1023

## **Abuse of this Procedure**

11.1 It is expected that teachers will operate within the spirit of this policy, with integrity. However, use of this procedure to:

- make cynical, frivolous, mischievous or vexatious allegations,
- distract from other issues,
- divert attention from or action in the application of other procedures,
- defame or perpetrate malicious falsehoods

is likely to constitute misconduct and render the complainant subject to investigation and disciplinary penalty.

## SCHOOL EVENTS AND OCCASIONS 2017/2018

These are some of the events which were arranged in the last school year:

<b>Curriculum</b>	<b>Community Contact</b>
Geography Fieldwork , School Examinations Sports Day, Work Experience GCE Advanced/AS/GCSE/BTEC Examinations Display of Art and Design and Technology Departments - Pupils' Work Careers Visits STEM visits Shared Education Programme visits	Shared Education Programme with St Patricks' College and Newbridge Integrated College Inter-School Sports Use of school facilities by Special Olympics, Football, Hockey, Netball

<b>Charity</b>	<b>Fieldtrip/Recreational</b>
Collections for Macmillan, Poppy Appeal, Cancer Focus, Lifeboats, Hounds for Heroes, Action MS, Marie Curie.  <b>Governors/Staff</b> Board of Governors Meetings Staff Training Days Inauguration of Prefects	PD Visit to Belfast Activity Centre School Christmas Parties, Prefects Formal Educational Visits Bulgaria Visits to Stormont, Carrickfergus,, Boyne Geography Department - River Study

<b>Parents</b>	<b>Religious</b>
Parents Afternoons Prize Days - Junior and Senior Open Night Induction Day Year 8 Information Evening Years 11 and 12 Information Evening Post 16 Information Evening  <u>Parents' Association</u>  Christmas Raffle Easter Raffle Bun Sales Non Uniform Day Junior School Disco Loose Change Challenge	Harvest Service Carol Service 60 <sup>th</sup> Anniversary Thanksgiving Service Gideon Presentation to Year 8 Speakers from : Leprosy Mission, Mission to Mexico Phil Howe – Scripture Union Christmas Against Poverty, LIFE  <b><u>Scripture Union</u></b>  Various visitors to SU throughout the year including Phil Howe, Jonny Smith and Mr Killin.  Film and Food  Trip to Castlewellan Forrest Park Tayto Park, Ashborne, Co Meath Sport with Mr Sellwood

## **Cross Curricular Themes**

All the statutory cross curricular themes continue to be implemented across Key Stages 3 and 4.

### **Education for Mutual Understanding**

During 2017/2018 Banbridge High School pupils continued to be given opportunities to develop self-respect, whilst displaying mutual understanding towards one another and to members of the school community. Many pupils participated in the following events.

- \* 6th Form visits to Ulster University and Queen's University
- \* Shopping Surveys
- \* M S Sponsored Walk
- \* Inter School Sports Day
- \* Hockey/Netball/Soccer/ Rugby matches
- \* Co Down Athletics meetings

## **CAREERS**

### **Careers Department Report 2017-18**

Careers Education remains a constant across learning for all Key Stages. At Key Stage 3 provision is through the LLW programme, whilst KS4 and KS5 have one period each per week. Throughout the school departments contribute regularly through dedicated lessons in KS3 to Careers, and in other year groups there are links with local businesses.

#### Careers Interviews and DEL Provision

DEL provided the services of Rachel Cruickshank and Conrad Topping to work with students at key transition stages. The services provided include:

- \* Interviews for all Year 12 students
- \* On demand interviews for students who requested an interview
- \* Transition presentations at KS3 – KS5
- \* Dedicated support and provision for LSC
- \* Participation in LSC Annual Review meetings

### Work Experience

Work Experience is a key element of our careers programme and an area around which learning about making careers plans, applications and decisions is based in KS4 and 5.

Year 11 complete a 5 day placement in June and Year 13 are offered a 5 day placement in December of each academic year.

### ALC

Ms Haines continues to sit on the ALC Careers Group and undertook data collection to inform the Principals of progression routes for leavers undertaking ALC courses.

### Progression Routes Post 16

No of Leavers: 58

	No. of Students	Percentage of cohort
Training	14	24.14%
Further Education	32	55.17%
Employed	1	1.72%
Other School	4	6.90%
Unemployed	7	12.07%
Long term sick/Pregnant/Moved Away	0	0
Unknown	0	0
		100%

### Progression Routes Post 18

There has been a significant improvement in the progression routes of Post 18 students into courses above level 3, a key indicator for ETI.

	No. of Students	Percentage of cohort
Degree course (Northern Ireland)	12	35.3%
Degree course (outside NI)	3	8.8%
Foundation degree	6	17.6%
+Level 5 Course (HE)	2	5.9%
Other, including training, apprenticeships	2	5.9%
-Level 3 Course (FE College)	2	5.9%
Employed	6	17.6%
Unemployed/Gap Year	1	2.9%
		100%

	No. of Students	Percentage of cohort
Total to Degree Courses	15	44.1%
Total to Higher Education Courses	23	67.6%
Total to degree, Fdn Degree, training & Employment	33	97%
Unemployed/Gap Year	1	3%

### **Conclusion**

The work of the Careers Department continues with its ethos of allowing students to make informed decisions based on research and experience. The work is on-going and takes into account the needs of learners and their needs. It is very pleasing to report that the destinations for our Post 16 students are above the benchmark level for similar schools.

## SHARED EDUCATION

Banbridge High School is involved in two Shared Education Programmes, one with St Patrick's College Banbridge and New-Bridge Integrated College. Both programmes continue to fulfil the values of Shared Education by upscaling the level of sharing between the schools and the institutions benefiting from the financial support to improve the educational and reconciliation outcomes when they work together.

The St Patricks Programme provided support for Music, Literacy, A Diversity Day, A European Languages Day, Parent and Pupil Internet Safety Workshops and Staff Development. Year 8 Pupils benefited from Transition Workshops following on from a successful Summer Scheme.

The Programme with New Bridge Integrated College supports Years 8-10 through a wide range of subjects that loosely feed into the History Department's Troubled Tales. Pupils in Geography, Music, Art, PE, Languages for example benefit from involvement. Highlights were the two residentials at Corrymeela for Year 9 and Year 10.

Collaboration is extended when three schools are able to join in workshops in Home Economics, PE and History.

Community involvement allowed for workshops on sharing by Clanmil Housing with Year 9 and student councils from all three schools were also involved.

Teachers use days provided by Shared Education to share good practice.

Inspectors reported that the programmes are at embedding stage with clear curriculum focus. They believed that collaboration was very strong and that they strengthened students learning experiences.

## CHARITIES and COMMUNITY SERVICE

Community and charity work forms an integral and ongoing part of school life. We endeavour to make pupils aware of their responsibilities within the family unit, and the community, and towards all needy and under privileged people.

Appeals are often backed up by visits and talks from people connected with a variety of voluntary agencies. Awareness and interest are raised and pupils are motivated to respond to the particular needs of children, the elderly, the disabled and the disadvantaged here and in developing countries.

Pupils are given the opportunity to use their initiative and we encourage all to participate in fund-raising activities. These may be organised individually, in classes, or as a whole school effort.

Two trophies, The Alliance and Leicester Building Society and the Banbridge High School Charity Cup (in memory of Diana, Princess of Wales), are presented annually to the person or group making the greatest effort in this area of school work.

Charities supported throughout 2017/2018 included:

Macmillan	Action MS	Lifeboats
Poppy Appeal	Cancer Focus	Hounds for Heroes
Marie Curie		

## **Extra Curricular Activities**

**2017/2018**

### Non Sporting Activities

ART CLUB  
BIBLE STUDY CLUB  
BOOK CLUB  
CIVIC LINK  
CODE CLUB  
DRAMA  
FRENCH CLUB  
GEOGRAPHY/ECO SCHOOLS CLUB  
HISTORY CLUB  
HOMEWORK CLUB  
INFORMATION TECHNOLOGY  
JOURNALISM CLUB  
LIBRARY  
TECHNOLOGY/CRAFT CLUB  
SCRIPTURE UNION

### Sporting Activities

ATHLETICS  
FOOTBALL  
HOCKEY (Girls)  
NETBALL  
RUGBY  
VOLLEYBALL

### Musical Activities

African Drumming  
Brass Tuition  
Choir  
Guitar Tuition  
Musical Theatre  
Orchestra  
Percussion Tuition  
Strings Tuition  
Woodwind Tuition  
Vocal Coaching.



## **EXAMINATION RESULTS**

### **Subjects followed leading to GCSE**

Art and Design  
Business and Communications Systems  
Business Studies  
English  
English Literature  
French  
Further Mathematics  
Geography  
History  
Home Economics : Child Development  
Home Economics  
Information and Technology  
Leisure and Tourism  
Mathematics  
Music  
Physical Education  
Religious Education (Short Courses)  
Science - Single Award  
Science - Double Award  
Technology and Design

### **BTEC's Levels 1/2 and Occupational Studies**

Environmental Studies  
Engineering  
Media  
Public Services

### **Other Examining Bodies**

AQA                      EDEXCEL                      NICCEA                      WJEC

## KEY STAGE 3 Levels of Progression Report

### Communication (English)

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Communication is Level 5.

#### **Percentage of end of Key Stage 3 \*Year 10) pupils in our school achieving each level in Communication.**

Communication Level	Percentage of Pupils achieving this level
Working towards Level 1	0
1	0
2	3
3	12
4	27
5	31
6	25
7	3

In our school,

59% of our Year 10 pupils have attained the expected level of 5 or above in Communication.

41% of our Year 10 pupils are working towards the expected level in Communication.

0% of our Year 10 pupils were exempted from assessment of Communication.

### Using Mathematics

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using Mathematics is Level 5.

#### **Percentage of end of Key Stage 3 Pupils in our school, achieving each level in Using Mathematics**

Using Mathematics Level	Percentage of pupils achieving this level
Working towards Level 1	0
1	0
2	3
3	5
4	32
5	41
6	19
7	0

In our school,

60% of our Year 10 pupils attained the expected level of 5 or above in Using Mathematics.

40% of our Year 10 pupils are working towards the expected level in Using Mathematics.

0% of our Year 10 pupils were exempted from assessment of Using Mathematics

### Using I.C.T.

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using ICT is Level 5.

#### **Percentage of end of Key Stage 3 Pupils in our school, achieving each level in Using ICT**

<b>Using ICT Level</b>	<b>Percentage of pupils achieving this level</b>
Working towards Level 1	0
1	0
2	0
3	1
4	39
5	60
6	0
7	0

In our school,

60% of our Year 10 pupils attained the expected level of 5 or above in Using ICT.

40% of our Year 10 pupils are working towards the expected level in Using ICT.

0% of our Year 10 pupils were exempted from assessment of Using ICT

#### **Performance in Public Examinations 2015/16 to 2017/18**

<b>Performance Indicator</b>	<b>2015/2016</b>		<b>2016/2017</b>		<b>2017/2018</b>	
	<b>School</b>	<b>NI Average</b>	<b>School</b>	<b>NI Average</b>	<b>School</b>	<b>NI Average</b>
% Achieving 5+ GCSEs at Grades A* - C (or equivalent)	61.5	<b>72.7</b>	68.0	<b>74.4</b>	64.0	<b>68.0</b>
<b>% Achieving 2+ A levels at Grades A-E (or equivalent)</b>	<b>100</b>	<b>96.1</b>	<b>95.0</b>	<b>97.0</b>	<b>99.0</b>	<b>98.0</b>

# Examination Results 2017/2018

## YEAR 12 GCSE or Equivalent

Number of Pupils in Year 12

**80**

Number of these  
with a statement of  
Special Educational  
Needs

**8**

**GCSE Results Overall – 80** students entered for GCSE or equivalent

No Entered for 5 or more Subjects	No Entered for 1- 4 Subjects	No Achieving Grades A - C		No Achieving Grades A - G		No Achieving No Grades A - G (ie those not entered)
		5 or more	1 -4	5 or more	1 -4	
77	3	49	26	78	2	0

## BTEC

	LEVEL 2				LEVEL 1		
	D*	D	M	P	D	M	P
Media			3	2			2
Public Services			2	5			1
Environmental Studies	1		1				

## BTEC Double Award

	LEVEL 2		
	MM	MP	PP
Public Services		1	4

## OCCUPATIONAL STUDIES

	LEVEL 2			LEVEL 1		
	D	M	P	D	M	P
<b>Business &amp; Services</b>		7	4	2	1	
<b>Construction</b>	4	6	1			
<b>Design &amp; Creativity</b>		1	2	2		1
<b>Engineering</b>		1	2	4		1
<b>Technology &amp; Innovation</b>	1	3	2			

	LEVEL 2 PASS	LEVEL 1 PASS
<b>Lift Off Programme</b>	9	
<b>Prince's Trust</b>		6

<b>% of Year 12 Pupils entered for examinations and Achieving NO PASSES in Either GCSE and Other Qualifications</b>
<b>0%</b>

## GCE ADVANCED COURSES – Year 14

Subject	A*	A	B	C	D	E
Art and Design				2		
Biology		1		1	2	2
Business Studies			1	2	1	1
Health and Social Care			1	2	2	2
English Literature			1		3	
Geography	1		1	1	2	1
History			4	3		
Information Technology		2	5	9		
Technology and Design					2	2
Mathematics		1	1	2	1	
Technology and Design				2	3	
Physics			1			
Psychology				1		2

### GCE Double Award

Subject	*A	AA	AB	BB	BC	CC	CD
Health & Social Care Double Award	1		1		1	2	

### BTEC - Level 3 Year 14

Subject	D*	D	M	P
Applied Science			1	
Childcare		1	1	1
Engineering			2	
Public Services	1	1	2	1

## SCHOOL LEAVERS' DESTINATIONS 2017/2018

Number of Leavers 2017/18	DESTINATIONS							
	Number of Leavers to							
	Higher Education	Further Education	Other School/Emigrated	Grammar School	Jobskills/ Training	Employment	Seeking Employment Gap Year	Long Term Illness
116	14	48	7	3	21	12	10	1

## PUPIL ENROLMENT - 5 October 2018

Year	8	9	10	11	12	13	14
<b>Mainstream</b>	102	74	76	77	80	25	29
<b>LSC</b>	6	7	10	3	7		

**Annual Attendance Rate (All Pupils)** Total days attended by all pupils on roll as % of total possible days of attendance in 2017/2018 was **90%**

## PARENTS' ASSOCIATION 2017/2018

The Parents' Association had another successful year under the leadership of our chairperson, Mrs Roberta Hilditch, with bun sales, Easter and Christmas Raffles, School Disco, non uniform days and loose change challenge.

## MAINTENANCE 2017/2018

The usual items of heating and repairable damage of wear and tear associated with a large building occupied by around 700 people each day continued unabated. The grounds maintenance staff are to be commended on the efficient manner in which they carry out their work around the school. A major upgrade of the boiler house was carried out.

## CONTRACT CLEANING

Contract cleaners, with the caretakers, have worked hard during the year to sustain the high standards in our building. We are very pleased with, and grateful to, the cleaners who take personal interest and pride in their work and hope that a high standard of cleaning will continue to be delivered within the terms of the new contract. May I take this opportunity to thank the caretakers and the contract cleaners for all their efforts.

## FINANCIAL REPORT 2017/2018

April 2017 - March 2018

<u>INCOME</u>		<u>EXPENDITURE</u>	
Budget	2,144,246.00	Teachers Costs	1,891,972.00
Income ie use of facilities	5480.00	Non-Teaching Staff	333,129.00
		Non Staff Costs	366,519.00
Deficit Balance 2018/2019	<u>1,298,217.00</u>	Deficit.Bal. 2017/18	<u>856,323.00</u>
	£3,447,943.00		£ 3,447,943.00



**SCHOOL FUNDS - July 2017 - June 2018**

**School Monies Deposit Account**

Russell Memorial Pupils Fund			
Sports Fund No.2			
Squash			
Business Studies			
EMU	21497.88		
Minibus		1522.31	
Tuck Shop			
Tuck Shop No.2	32219.67		
Ski Account			
PE Travelling	11967.81		
Romania	5405.09		
Geography	3864.40		
Home Economics	1888.60		
Music Travel			
Music Dept	262.31		
Workshop Funds	3471.25		
Charity	3781.48		
European Awareness	248.80		
Outdoor Pursuits	633.90		
Drama	3030.19		
Penny Bank	35007.21		
Soccer	114.06		
History	3131.86		
ICT	222.97		
General Cheque Account	12832.11		
BALC	<u>685.69</u>		
	£ 40265.28	£ 1522.31	
Opening Balance	138742.97		
Lodgements	29440.58	Withdrawals	34674.97
		Trs.9 monthly saving Acc	130.00.00
Interest	<u>335.44</u>	Closing Balance	<u>3844.02</u>
	£ 168518.99		£ 168518.99

Audited by: Mr S Vint.

# Board of Governors 24th Annual Report to Parents

If you have any questions you wish to raise about this Annual Report, please complete the form below and return it to the Principal.

Outline briefly your point(s)/concern(s) which you wish to raise concerning the Governors 24th Annual Report.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date: \_\_\_\_\_

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**Office use only:**

Date received: \_\_\_\_\_ (School stamp)