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On behalf of the Board of Governors, Senior Management and Staff I take great pleasure in welcoming you to our school. This booklet aims to give you some information about Banbridge High School, so that you will be able to make a more informed judgement about us. It would be impossible to detail every aspect of school life in full, so of necessity comments are kept as brief as possible.

The school has three great strengths:

- (a) the support and commitment of parents;
- (b) a strongly motivated, professional and caring staff;
- (c) a Board of Governors which is concerned that "only the best is good enough" for our pupils.

Our concern in school is to provide the most appropriate curriculum for all our pupils. All activities seek to promote this end, whether it be

- (1) classroom teaching,
- (2) school management, or
- (3) extra-curricular activities.

Our hope is that as a school we treat pupils as individuals, encourage and cultivate academic excellence, develop self-discipline, manners and mutual respect and so prepare them for the world of work and life in society.

I hope that you will find this prospectus both interesting and informative and by visiting the school you will learn more about its environment.

Yours sincerely

PRINCIPAL



PROSPECTUS INFORMATION

SCHOOL AND MANAGEMENT INFORMATION

School Name	Banbridge High School
Address	Primrose Gardens BANBRIDGE BT32 3EW
Telephone Number	028 406 22471
Fax Number	028 406 28280
E-mail	info@banbridgehigh.banbridge.ni.sch.uk
Principal:	Mr A Bell, BA(Hons) MA PQH
Chairperson of the Board of Governors	Mr S Hoey QPM
Admission Number for September 2018	130
Management Type	Controlled School
School Type	Secondary Co-educational 11-18 Day School
Special Needs	A three class Learning Support Centre



BANBRIDGE HIGH SCHOOL

Banbridge High School was opened in 1957 to serve the educational needs of the young people in the local community. Since this time the school has grown dramatically and has an existing enrolment of approximately 500 pupils and 37 teaching staff. The 'New School' has been in operation since September 1996 and was awarded the School Curriculum Award in 2002 and the ECO flag in 2003, 2006 and 2008.

Banbridge High School is an all-ability non-selective, co-educational 11-18 school. It caters for children within a secure, caring, Christian and happy environment where high standards of learning, discipline and manners are encouraged. Pupils are educated according to age, aptitude and ability by a well qualified and dedicated staff.

In Years 8-10 the pupils are arranged into two main bands to help with learning – the top band (equivalent to a Grammar School stream) and middle band follow the same courses but at different levels and pace. A smaller tutorial class exists within these year groups to assist those pupils who required additional support.

A feature of this organisation is the continuous assessment procedure which permits review of pupil placement on a regular basis. Year Groups are under the guidance of a Year Tutor assisted by Form Teachers. They have overall responsibility for good attendance, progress, discipline and arranging parent/teacher meetings. Reports on each pupil are sent home twice yearly.

At **Key Stage 3** (Years 8-10) pupils follow the programme laid down by the Education Reform (NI) Order. As well as Religious Education, they study the following compulsory contributory subjects: English, Mathematics, Science, Technology and Design, History, Geography, Art and Design, Music, Physical Education, French, Home Economics, PSD, Citizenship, ICT and Employability.

GCSE is the target examination for the main body of pupils at **Key Stage 4**. Following assisted choices at the end of Year 10 pupils take a variety of subjects in various combinations. Pupils have the opportunity of choosing from: English Language, English Literature, Mathematics, Further Mathematics, Double Award Science, Single Award Science, History, Geography, Art and Design, Music, Religious Studies, I.C.T., Technology and Design, Road Traffic Studies, Physical Education, Home Economics (Food), Home Economics (Child Development), Learning for Life and Work, Business Studies and Business and Communication Studies.

We also offer a choice of BTEC courses in, Engineering, Media, Retail, ICT, Travel and Tourism, GCSE Drama, Performing Arts and Countryside and Environment. Occupational Studies in Horticulture, Office Applications and Child Care are also offered in conjunction with Southern Regional College.

At **Key Stage 5 (GCE, AS and A2's Level)** courses are offered in Applied Business Studies, Health and Social Care, Applied Information and Communication Technology, Applied Science, Art, Biology, Chemistry, Drama, English Literature, Geography, History, Home Economics, Mathematics, Music, Physics, Public Services, Psychology, Religious Education, Technology and Design, Travel and Tourism and BTEC Level 3 Subsidiary Diplomas in Children's Learning, Play and Development, Creative Media Production, Engineering, Performing Arts, Sport and Software Systems Development.

With a broad and balanced curriculum, a fully co-ordinated Pastoral Care System, a wide range of extra-curricular activities and a programme of educational visits, every effort is made to help students develop their potential. A Learning Support Centre, staffed by four teachers also caters for children with moderate learning difficulties.

Other characteristics of Banbridge High School include:

Local clergy visit the school to contribute to school assemblies.



Instrumental instruction is given by peripatetic tutors of the Music Department of the Education Authority, Southern Region.

Extra-curricular activities include Football, Hockey, Netball, Orienteering, Rugby, Swimming, Show Jumping, Table Tennis, Badminton, Art Club, Drama Club, CEWC, Duke of Edinburgh, French Club, Geography Club, Health Projects, History Club, European Awareness, Orchestra, Choir, Photography Club, Scripture Union, Computer Club, Romanian Society, Charities, Civic Link, Technology Club and ECO Schools.

Dramatic/musical productions are part of the school's tradition.

School Uniform Students must conform to the rules of our school which include the compulsory wearing of School Uniform.

Parents Meetings Parents are invited to attend parents' meeting to discuss the progress and achievement of their children. These are organized by the respective Year Tutors.

Home/School Links We value our strong home/school liaison and our close relationship with our local Primary Schools. Our flourishing Parents' Association provides valued active support.

Parents are welcome to discuss their children's progress and problems with the Principal and relevant members of staff: Senior Management, Heads of Departments, Year Heads, Form Teachers and Subject Teachers.

The Board of Governors of Banbridge High School will in accordance with the relevant legislation and regulations, admit children to the school subject to the admission and enrolment numbers set by the Department of Education not being exceeded.

However, the Principal, teaching staff and Board of Governors expect that all pupils and their parents will adhere to the requirements identified in the policies of the school as amended from time to time and contained in the school's prospectus. A copy is available to all parents.

The Mission and Vision of the school are:

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.

VISION

- To meet the academic, vocational 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 promote, at every opportunity, our school motto "**Leading to Success**"
- To continue to build on our relationship with our local Primary Schools.
- To offer Post 16 education which is responsive to the needs of our pupils, their parents and the wider community.
- To establish and maintain a working environment in which the staff feel valued and professionally developed.

The principal and teaching staff are committed to sustaining this ethos in all school activities.



RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS TO THE THE SCHOOL

The Board of Governors draws up the Admissions Criteria. The Principal, on behalf of the Board of Governors, will apply the criteria in the order indicated to select pupils for admission.

ADMISSION CRITERIA

After due consideration of the Department of Education Post-Primary Transfer Policy and in association with the Final Guidance on Transfer 2016, the Board of Governors have agreed the following Admission Criteria.

The criteria will be applied firstly to children resident in Northern Ireland at the time of proposed admission and then to children not so resident.

Admission to Year 8

(either in September 2018 or during the course of the 2018/2019 school year)

1. Children transferring from one of the following primary schools:

Abercorn	Kings Park
Ballydown	Maralin
Bronte	Milltown
Bridge	Moirá
Gilford	Poyntzpass
Carrick	Scarva
Dickson	Tandragee
Donacloney	Waringstown
Drumadonnell	Windsor Hill
Edenderry	
2. A child who is the first boy/girl in the family to transfer to a mainstream school. (This is to be indicated on the Transfer Form.)
3. Brother or sister of pupil in attendance at the school in the 2018/2019 school year.
4. Brother or sister of former pupil.
5. Children of permanent members of the teaching and non-teaching staff of the school.
6. Other children for whom the school is the controlled Secondary (non Grammar) school nearest to their home.
7. Other children

In the event of over-subscription within any of the above seven criteria, the following sub-criteria will be applied as appropriate to determine which children should be admitted :

- (i) Brother or sister of pupil in attendance at the school in the 2018/2019 school year.
- (ii) Brother or sister of former pupil



- (iii) Children of permanent members of the teaching and non-teaching staff of the school.
- (iv) Pupils who have special circumstances (medical, social, or security) which in the opinion of the Board of Governors merit priority being given to admission.
- (v) Pupils living nearest to the school. As measured as ‘the crow flies’ on an ordnance survey map.

Sub-criterion (v) will also be used as the deciding factor should over-subscription occur within sub-criterion (i) or (ii) or (iii) or (iv).

Applicants should note that they may be required to produce documents verifying their address or the age of the child concerned.

NOTES

1. Details of special circumstances must be given on or attached to the Transfer Form. Documentary evidence supporting the special circumstances must be provided by a statutory body.
2. Inaccurate or misleading information provided on or attached to an application may prejudice an offer of a place and may lead to withdrawal of a place awarded to an applicant who has thereby obtained an improper advantage.

DUTY TO VERIFY

Applicants should note that they may be required to produce documents verifying their address or the age of the child concerned.

APPLICATIONS AND ADMISSIONS TO YEAR 8			
Year	Admission No	Total Applications All Preferences	Total Admissions
2015/2016	136	85	75
2016/2017	136	92	84
2017/2018	136	84	80



Admission to Years 9-12 (Forms 2-5)

1. Governors may refuse to admit a child in the above circumstances where it is of the opinion that the admission of the child to the school would prejudice the efficient use of resources.
2. Children who have brothers or sisters already in attendance at the school.
3. Brothers or sisters of former pupils.
4. Children of permanent members of the teaching and non-teaching staff of the school.
5. Other children for whom the school is the controlled secondary (non-Grammar) nearest to their home.
6. Pupils whose schools indicate that their behaviour is satisfactory.
7. Children with special circumstances (medical, social, security), which in the opinion of the Board of Governors merit priority being given to children's admission. Contemporary documentary evidence from a statutory body is required.
8. Other children, with priority being given to those living nearest to the school, as measured "as the crow flies" on an Ordnance Survey map.

In the event of over-subscription within a criterion, the remaining criteria shall be applied until all available places are filled. It should be noted that the school does not operate an admissions waiting list.

CRITERIA FOR ADMISSION INTO YEAR 13 AT BANBRIDGE HIGH SCHOOL

The criteria below will be considered in order. Each criterion will only be used if the previous criteria fail to discriminate between the pupils and the courses are still oversubscribed.

Governors may refuse to admit a pupil where they are of the opinion that the admission of the pupil would prejudice the efficient use of resources.

1. Pupils seeking admission should have a minimum of 8 points across a range of five or more subjects with preferably a Grade C or better in English and Mathematics. To continue to study a subject at 'A' level it is preferred to have achieved a grade B or above at GCSE level or equivalent.
2. The points total for each individual pupil will be calculated and places awarded to those with the highest total (until all available places are filled), i.e.

GCSE	Grade A*	4 points
	Grade A	3 points
	Grade B	2 points
	Grade C	1 point



3. Pupils who are currently attending Banbridge High School.
4. Pupils who have brothers or sisters already in attendance at Banbridge High School on **1 September 2018**.
5. Brothers or sisters of former pupils of Banbridge High School.
6. Children of permanent members of the teaching and non-teaching staff of Banbridge High School.
7. The date and time the Application Form was handed to Mrs Heyburn (GCE 'A' Level Co-ordinator) and signed by Mrs Heyburn.

An interview will be an integral part of the selection process for 'A' level courses,

Important dates:

December 2017/
January 2018

Parents receive transfer booklets from the Education Authority, school performance information and guidelines from the Department to help them choose schools. Parents decide on their preferences of schools.

18th January 2018

Intake/Open Night. Prospective Parents and Pupils visit the school



BOARD OF GOVERNORS

Mrs S Hoey - Chairperson

Mrs N Houston - Vice Chairperson

Mrs E Carleton

Mr G Henry

Mrs T Heslip

Mrs E Jess

Ald J McCrum

Mrs J Gilliland

Mr S Walker

Mr D Waring

Rev M Wilson

Mrs N Wilson

Mr A Bell (Hon. Secretary)

4 vacant



TEACHING STAFF

Mr A Bell (Principal)
Mr A J Waddell (Vice Principal)
Mrs L Mann (Vice Principal)
Ms S Haines (Senior Management)
Mrs N Wilson (Senior Management)

Mr D Adams	Mrs S Irwin
Mrs B Balfour	Mrs C Jackson
Mr N Beck	Mrs L Keane
Mrs G E Black	Miss J McClelland
Mrs J Blain	Mr B McGlone
Miss R Bleeks	Mrs E McGonigle
Mrs L Briggs	Mrs H E M Mitchell
Mrs R Buchanan	Mrs J Moffett
Miss A Curran	Mr R O Murray
Mrs E Connery	Mrs R Nolan
Mrs J M Denver	Mr S Patterson
Mrs M L Donaghy	Mr M Parker
Mrs E Englefield	Mrs J Potter
Ms G Fay	Mrs T Purdy
Mrs J Forrest	Mr R Reynolds
Mrs J Green	Mrs H Snoek
Mrs H P Heyburn	Mrs S Uprichard
Mrs H Hughes	Mrs A Wishart



ANCILLARY AND AUXILIARY STAFF

Secretarial Staff

Miss J Dale, Senior Executive Officer
Mrs A Kerr, Executive Officer
Mrs J McCafferty, Executive Officer
Miss N Hanna, Senior Clerical Officer

Technical Staff

Miss C Beattie, Audio Visual Technician
Mrs H Hillen, Home Economics Technician
Mr S Barry, Art/Music Technician
Mr G Bell, Science Technician
Mr C Cowan, I.C.T. Support Manager
Mr D Mitchell, Technology & Design/Science Technician
Mrs E McKnight, Librarian

Caretakers

Mr R McCall, Building Supervisor
Mr C Close, Assistant Building Supervisor
Mr N Close, Assistant Building Supervisor

Classroom Assistants

Learning Support Centre

Mrs K Dodds
Miss T McCall
Mrs M McMahan

Mainstream

Mrs J Baird
Mr N Dodds
Mrs J McClean
Mrs D Mount (Temp)

General Assistants

Mrs C Osborne
Mr S Hodgett (Temp)

Lunch Supervision

Mr A Bell	Mr G Bell	Mrs V Dillon
Mr A Waddell	Mr N Dodds	Ms M Mooney
Mrs L Mann	Mrs J McClean	Mr S Hodgett (Temp)
Mrs N Wilson		
Ms S Haines		



SCHOOL ORGANISATION

In order to offer pupils courses appropriate to their level and pace, a banding system operates in Years 8, 9 and 10.

Years 8, 9 and 10 classes have three bands:

Top (2 classes);

Middle (2 classes) and

Learning Support (which exists for those pupils who need specific additional help).

Staff monitor the progress of pupils and suggest moves between top, middle and tutorial bands.

The Learning Support Centre serves the needs of pupils with particular learning difficulties.



CURRICULUM DELIVERY

Key Stage 3

(Years 8, 9 and 10)

The revised curriculum provides learning opportunities for each pupil to develop as an individual and also as a contributor to society, the economy and the environment. Through the Learning for Life and Work programme and by focusing on Key Elements, the pupils can achieve their potential and be able to make responsible and informed decisions in their lives.

Learning for Life and Work includes:

Personal Development	Home Economics
Local & Global Citizenship	Employability

Subjects Studies

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

In these learning areas there is an explicit emphasis on the progressive development of skills for life-long learning. These skills fall into two categories:

- (1) **Cross-Curricular Skills**
 - ◆ Communication
 - ◆ Using Mathematics
 - ◆ Using Information and Communication Technology

- (2) **Thinking Skills and Personal Capabilities**
 - ◆ Managing Information
 - ◆ Thinking, Problem-Solving and Decision Making
 - ◆ Being Creative
 - ◆ Working with Others
 - ◆ Self Management

Key Stage 4 (Years 11 and 12)

Pupils are offered a choice of GCSE/ BTEC Level 2 and Occupational Studies subjects.



GCSE PROVISION

The course is designed to:

- ◆ meet the requirements of the current Key Stage 4 Northern Ireland Curriculum and Entitlement Framework.
- ◆ allow for a broad and balanced curriculum;
- ◆ provide subjects that meet the needs of the pupil and encourage life-long learning;
- ◆ offer areas that help in the transition to working life, e.g. Life Skills, Careers.

GCSE PROVISION

This is our present provision but it is reviewed annually.

All pupils will study English, Mathematics, Science, Learning for Life and Work (LLW), R.E., P.E. and Careers. Subjects marked * will be taught in another school or Southern Regional College.

Indicate a 1st and 2nd choice in each option box.

Option A	Option B	Option C	Option D	Option E
Art and Design	Child Development	Occupational Studies (if chosen do not pick a subject in Option E)	Business Studies	History
BTEC ICT	BTEC ICT	Art & Design	BTEC Countryside and Environment*	GCSE ICT
Geography	Leisure & Tourism	Business Communication Systems	Drama *	Music
History	Technology	Double Award Science	BTEC ICT	GCSE P.E.
French	English Literature		Home Economics	BTEC Sport
Occupational Studies Kitchen & Larder	French		BTEC Media*	
Occupational Studies Business & Retail	Further Mathematics		Performing Arts*	
	Occupational Studies Carpentry & Joinery		BTEC Child Care	
			Technology	
			BTEC Engineering*	
			Religious Education	
			Prince's Trust	

NB The Principal reserves the right to withdraw any classes which are not viable. Places in over subscribed classes will be allocated on the basis of prompt return of the Option Sheet.



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 requirements: 8 points from GCSE/BTEC Level 2 in a range of five subjects AND at least a Grade C in English or 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 requirements: 4 points from GCSE/BTEC Level 2 in a range of subjects.

The Post 16 provision is designed to:

- ◆ provide a pathway to higher education including University courses or the world of work.
- ◆ provide effective counselling and careers advice.
- ◆ offer relevant work experience opportunities.
- ◆ provide continuous monitoring of students' progress and regular reporting to parents.



The intended Provision for 2018/2019 is as follows but is currently under review:

GCE Applied Business Studies
GCE Health and Social Care (Single or Double Award)
GCE Applied Information and Communication Technology (Single or Double Award)
GCE Applied Science
GCE Art
GCE Biology
GCE Chemistry
GCE Citizenship
GCE Drama
GCE Economics
GCE English Literature
GCE French
GCE Geography
GCE German
GCE History
GCE Home Economics
GCE Mathematics
GCE Music
GCE Physics
GCE Psychology
GCE Religious Education
GCE Software Systems Development
GCE Technology and Design
GCE Travel and Tourism

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

Level 2/GCSE (Enrichment Pathway)

BTEC Level 2 Childrens' Learning, Play and Development
BTEC Level 2 Public Services
BTEC Level 2 ICT
BTEC Level 2 Media
GCSE English
GCSE Mathematics



LEARNING FOR LIFE AND WORK

Learning for Life and Work is a compulsory part of the Curriculum and aims to give students the opportunity to:

- ◆ develop knowledge and understanding of the challenges and opportunities of personal, social, cultural, political and economic issues in contemporary society;
- ◆ develop an understanding of the different values and attitudes, needs and perspectives of their own and other communities;
- ◆ develop the skills necessary for independent thinking, informed decision-making and action in relation of personal, economic, employment and social issues;
- ◆ develop relevant personal, interpersonal, literacy, numeracy and ICT skills.
- ◆ develop the skills, knowledge and attitudes for life long learning and work.

There are three main areas of study:

1. Local and Global Citizenship
2. Personal, Social and Health Education
3. Education for Employability
4. At Key Stage 3, Home Economics is also included in Learning for Life and Work.

Local and Global Citizenship

Local and Global Citizenship focuses on the Key Elements of Citizenship, Cultural Understanding, Media Awareness and Ethical Awareness. Pupils gain an appreciation of the diversity of cultures and of the issues around their inclusion in society. They have opportunities to explore inequalities in society and they will demonstrate an awareness of how equality is promoted through the social justice system. Classes identify the key features of modern democratic societies, the mechanisms of political decision-making, and the influences of human rights in promoting democracy.

Personal Development

Personal Development is about the holistic development of each individual pupil. It provides pupils with learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge. Through PD pupils are enabled to work towards achieving their potential; become confident, interdependent and participative citizens; make informed and responsible choices and decisions throughout their lives. The ten themes covered in the PD Programme in Key Stage 3 are; Health and the Whole Person; Feelings and emotions; Managing influences and making decisions; Self concept; Managing Change; Morals, values and beliefs; Learning about Learning; Safety and managing Risk; Relationships and Sexuality and Drugs Awareness.

Education for Employability

The Key Elements of Employability, Economic Awareness and Education for Sustainable Development are addressed. Pupils investigate the changes in employment trends, and work patterns in both the local and global economy. They then have the opportunities to analyse their own skills and to explore their opportunities for employment. Pupils engage in the personal career planning process and practise the skills associated with job applications. In the Enterprise and Entrepreneurship section, pupils investigate the steps involved in setting up their own business.

In Key Stage 4, Learning for Life and Work is a subject taken by all pupils and is offered as a GCSE Option.



ARRANGEMENTS FOR RELIGIOUS STUDIES

Religious Education is provided for all pupils enrolled and the content taught follows the Northern Ireland Core Syllabus for Religious Education.

Pupils at Key Stage 4 have the opportunity of studying GCSE Full or Short Course.

Collective Worship

Collective worship takes place on a regular basis and is conducted by the Principal or Vice Principal. Members of the local clergy also conduct assembly. Parents may exercise their right not to allow their children to participate in Religious Education classes and collective worship on the grounds of conscience.

DRAMA

Drama occupies a prominent position in the curriculum and musical/dramatic productions are part of our cultural heritage. Our last school production was a Christmas Carol.

EDUCATIONAL VISITS

Educational visits are organised as a valuable contribution to all areas of education.

ROAD SAFETY

One of the greatest social problems in our society today is the number of people, many of them children, who are killed or injured on the roads of Northern Ireland each year.

The Governors and Staff of this school believe that we have an important role to play in helping to reduce this tragic and unnecessary waste. We believe in educating for life in a very real sense and see Road Safety education as a basic life skill. This is promoted through our PSHE programmes on personal safety and welfare.



INFORMATION AND COMMUNICATION TECHNOLOGY

All our pupils are offered Information and Communication Technology in a wide variety of situations, so that they may:

- i develop the ability to make appropriate and effective use of Information and Communication Technology to develop, modify and communicate ideas;
- ii evaluate the impact of Information and Communication Technology on themselves, other individuals, society, industry and commerce and in relation to such issues as ethics, privacy, responsibility and employment;
- iii become aware of current and potential uses of I.C.T. and to understand the general principles by which ICT systems work.

Information and Communication Technology is offered to pupils in the following ways:

- i All pupils in Years 8 - 10 receive one period of ICT per week. They will develop their skills in creating a variety of solutions using application software such as word processing, desk-top publishing, database and spreadsheets. Pupils also develop their skills in creating and editing video and sound files. Use of web-based software is also used in Key Stage 3.
- ii Subject Work - pupils use Information and Communication Technology for particular subject-based work.
- iii Edexcel's BTEC Level 2 Extended Certificate in I.T.
- iv GCSE Information and Communication Technology (Full course).
- v Applied ICT Advanced Level.

A copy of Banbridge High School's Policy on the acceptable use of the Internet can be found in the policy section at the back of this Prospectus.



We have set out below policies in other important areas of the school's provision which cut across the subject boundaries.

THE EUROPEAN DIMENSION

Changes currently taking place in the economic and political structures within Europe make it clear to us that we must equip our pupils to meet these challenging circumstances.

Policy Aims

Our policy is designed to:

- i (a) help pupils acquire a view of Europe as a multi-lingual, multi- cultural community
- i(b) place the United Kingdom, Northern Ireland and Banbridge within the context of that community.

- ii encourage pupil awareness of European history, geography and culture in order to:
 - prepare pupils to take part in the economic and social development of Europe.
 - make pupils aware of the challenges that arise in particular in the context of Northern Ireland/Banbridge, within the European community.

- iii encourage pupil interest in and improving competence in other European languages, initially French.

- iv promote in pupils a sense of European identity through contact and communication with other countries where appropriate.

- v impart to the pupils some significant knowledge of political, economic and social developments past, present and future, including the workings of the European Community.

- vi promote in pupils an understanding of the importance of the European Community's contribution to the rest of the world.

The school's aims are in accordance with the UK government response to the EC resolution of May 1988 and SELB policy.

SHARED EDUCATION

The school is involved in two Shared Education Programmes with St Patrick's College, Banbridge and Newbridge Integrated College. Both these projects are part of the Shared Education Initiative being funded by the Northern Ireland Executive and will run for three years.



NUMERACY POLICY

Mission Statement

Banbridge High School is committed to raising the standards of Numeracy of all of its students, so that they can develop the ability to use Numeracy skills in all areas of the curriculum and to help them to use these Numeracy skills confidently in everyday life.

Definition

Numeracy has been defined by the National Numeracy Project as-

“Numeracy means knowing about number and number operations. More than this it requires an ability and inclination to solve numerical problems, including those involving money and measures. It also demands familiarity with the ways in which numerical information is gathered by counting and measuring, and presented in graphs, charts and tables. It relates to a sense of shape and movement.”

This definition would however be readily accepted as a definition for Mathematics. Hence there is a substantial overlap in the definitions of Mathematics and Numeracy.

Numeracy Includes:

The ability to make sense of more than just numbers.

The development of mental strategies as well as pencil and paper methods.

Have a confidence and competence in using and applying mathematics, recognise that skills are transferable across different areas and in a variety of contexts.

Having the ability to use correct mathematical language.

Aims of the Policy

To ensure that each student has the skills to solve numerical problems, including those involving written and mental techniques.

To enable every student to become a “confident written and oral mathematician”.

To ensure each student is confident in communicating and interpreting the information found in charts, tables, diagrams and charts.

To equip each student with the mathematical/Numeracy skills which are required for school activities across the curriculum.

To help students so that there is a Numeracy link across the curriculum and to help them to apply their knowledge and skills in a variety of contexts.

To try and help the teacher to provide a more positive reinforcement of Numeracy within their own subject area.

To ensure that each teacher contributes to the development and extension of Numeracy skills in their own subject area.



Numerate Students

A numerate student should be able to:

- Have a sense of the size of a number and how it fits into the number system;
- Understand the relationship between the problem and the required solution;
- Recall number facts confidently;
- Know when an answer is reasonable;
- Use a calculator sensibly;
- Give answers in an appropriate form for the problem (eg rounding to a suitable number of decimal places);
- Understand the use of compound measures;
- Understand the idea of mean, mode and median;
- Understand perimeter, area and volume.

Raising The Standard of Numeracy

A whole school strategy for raising standards of numeracy involves.

- Increasing awareness of teaching and learning strategies used in primary schools and the mathematical skills required by pupils.
- Identifying the Numeracy needs of different subjects.
- Increasing teacher awareness of how students are taught particular skills in mathematics lessons, so that students can be encouraged to use these skills in various subjects apart from maths.
- Developing a consistent approach to learning and Numeracy skills in all subjects.
- Increasing teacher awareness of differences that exist, in similar topics, between mathematics and other subjects, so that the differences can be explained to the pupils to aid understanding.
- Encourage teachers to work more effectively with regards to the teaching of topics in their subject involving numeracy.
- Embedding Numeracy work within existing subject schemes of work.

The aims which will hopefully arise through the raising standards are:

To make all staff aware of their responsibilities and contributions to a student's numeracy.

To familiarise all staff with Numeracy strategies used to enhance students skills.

To raise the profile of Numeracy taught in other curriculum areas.

To support and encourage students in the use of maths and develop their confidence in the use of number.

To enable students to apply mathematical knowledge and skills to other areas of the curriculum



To encourage staff to adopt strategies which will enable students to apply and develop Numeracy skills in their curriculum area.

To ensure equality of treatment and opportunity regardless of gender and ethnic background

It should be the responsibility of the mathematics department to teach the basic skills required, but by working more effectively with other teachers in the school the standard should be raised for all students.

This should mean that:

The need for teachers of subjects other than maths to teach basic Numeracy skills will be reduced.

Achievement in those aspects of the curriculum, which involves the use of basic Numeracy skills, will be raised.

The ability of all students to work correctly and confidently with mathematics in a variety of contexts will improve.

Students leaving the school will be better prepared for further education and employment and able to deal more confidently with the mathematical elements of adult life.

Planning and assessment strategies for facilitating progress in Numeracy

The mathematics department is responsible for delivering all aspects of the National Curriculum for maths.

Aspects of mathematics taught in other subjects are audited on a regular basis and the support of the Numeracy co-ordinator is available to head of departments and class teachers in identifying the levels of attainment for subject specific mathematical content.

All students on the SEN register are monitored using I.E.P.s

The Numeracy coordinator provides support and guidance to staff and students on strategies and methods to enable student's standards in Numeracy to be raised.

All departments are responsible for identifying aspects in their scheme of work that contribute to raising standards of Numeracy and highlighting these aspects in the teaching of their learning objectives. The Numeracy co-ordinator will support individual departments if required and it is also recognised that not all subjects will include Numeracy in each topic taught.

It is very important that the correct use of mathematical language and spelling is encouraged and reinforced at all times.

Students are encouraged to attempt mental methods to solve problems as a first resort when carrying out a calculation.

Staff responsibilities

Each member of staff is responsible for developing pupils Numeracy skills and competence within their area of study.

The Numeracy co-ordinator will consult with head of departments in order to develop a co-ordinated approach.

All teachers will collaborate to ensure that pupils can apply their mathematical skills in a variety of relevant and appropriate contexts.



Monitoring and Evaluation

All pupils are monitored using PTM scores from tests carried out in Primary School, Year 8 and Year 10.

The Numeracy co-ordinator will work with the SENCO, Literacy Co-ordinator, Head of Maths and other Heads of Departments to ensure that Numeracy is addressed and developed.

The Numeracy co-ordinator will report back on a regular basis to the Principal on the continued development of Numeracy within the school.

Heads of Department and/or subject teachers are encouraged to review their schemes of work in relation to contributing to Numeracy development at regular intervals.

LITERACY POLICY

Philosophy

We believe that the effective use of language for learning is the concern of all teachers in every area of the curriculum. A central concern of our teaching is to develop pupils' ability to think, explore and communicate. The effective use of language is crucial to successful learning in all subjects. Every teacher should attempt to promote and support the development of children's talking, listening, reading, writing and thinking skills. Each area of the curriculum offers different opportunities and challenges for extending children's literacy experiences.

Children should be working in a stimulating environment and should have opportunities across the curriculum to develop their communication skills in order to equip them to cope with the demands of school life and beyond. Children should be encouraged to use their literacy skills actively and independently across the curriculum through encountering a range of different materials and making connections between them.

AIMS

- ◆ To raise the standard of spoken and written English throughout the school.
- ◆ To encourage all teachers to see themselves as teachers of language.
- ◆ To develop children's confidence as users of language.
- ◆ To enable children to transfer skills from English to all areas of the curriculum.
- ◆ To teach children to read more fluently and for different purposes and to encourage reading for pleasure.
- ◆ To develop children's ability to use information texts and to locate, extract and use relevant information.
- ◆ To develop writing skills using spelling, punctuation and grammar with increasing accuracy and confidence.
- ◆ To enable children to communicate orally with more confidence and awareness of the appropriateness of language.
- ◆ To promote a wider use of Information and Communication Technology as a medium for further development of language across the curriculum.



IMPLEMENTATION

A common presentation policy understood and followed by all pupils, across all relevant subject areas, is in place.

Strategies (skim reading, retrieving information, etc.) will be in place for developing pupils reading skills.

Evidence of pupil achievement will be prominently displayed around the school.

A range of resources will be made available by staff and pupils. These will include Information and Communication Technology resources, books, magazines, newspapers and reference materials available in classrooms and the school library.

All teachers will be made aware of pupils' reading scores and will be informed about the need for education plans by the Special Educational Needs Co-ordinator.

The Literacy Manager will work closely with the Special Educational Needs Co-ordinator in providing information for staff.

When appropriate all teachers will use the school Marking Policy and encourage improvement rather than just highlighting errors.

Pupils will be encouraged to set their own Literacy targets.

Results for reading, writing and oracy will be recorded by English teachers in connection with Key Stage 3 assessments.

A Reading-Partnership scheme involving trained classroom assistants in diagnosing some reading problems and possible remediation.

INDUCTION OF PUPILS WITH ENGLISH AS A SECOND LANGUAGE

Pupils are welcomed to Banbridge High School and integrated into school life as soon as possible. They are introduced to responsible pupils who act as 'buddies' and friends in their first months at the school. The young people are encouraged to integrate into all aspects of school life but their timetables are adjusted to allow them extra time to read, write and speak in English.



CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The principle aim is to help children with learning difficulties, whatever the cause, to realise their full potential. Skilled and sympathetic teachers help in the key areas of reading, writing, communication skills and mathematics. This goes hand in hand with the development of social and emotional adjustment, self-esteem and good behaviour.

In keeping with the **Code of Practice for Special Educational Needs**, which became operative in Northern Ireland in September 1998, all pupils with special educational needs have access to high quality education with a broad and balanced curriculum.

In keeping with the new DENI guidelines, a three-stage approach is used to facilitate and identify pupils with learning difficulties; the assessment of their special educational needs and the making of whatever special provision is necessary to meet those needs. Special provision is implemented for the most part at least, in the normal classroom setting and builds on the curriculum the pupil is following alongside his or her peers. The atmosphere of care and support engendered by the relationship between the teacher and the pupil is often as important as the material help given.

The school also incorporates a Learning Support Department, catering for statemented pupils who are taught by a team of three trained and experienced teachers. The pupils follow the same curriculum as mainstream pupils, but it is modified to suit their individual needs. 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 the last two years there has been a significant investment in the use of assistive technologies within the Learning Support Centre.

In Years 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.

In Years 11 and 12, only English and Mathematics are taught in the Learning Support Centre. Like their peers the pupils having the opportunity to choose the remainder of their subjects from the following options:

1. Occupational Studies
2. Prince's Trust Achieve Programme, which is a two year programme focusing on life skills and leading to recognized accreditation.
3. Essential skills English and Mathematics.
4. GCSE
5. Certificate of Personal Success and Well Being.
Two year OCNNI recognised accredited course, delivered by teacher and Youth Worker. Ten modules, delivered – two of which are a community setting.

ASSESSMENT REPORTING AND HOMEWORK

Assessment is an integral component in the support of effective teaching and learning. As such, it allows both pupil and teacher to identify strengths and weaknesses in learning and monitor how learning is progressing.

Banbridge High School has established a well integrated system of assessment for learning, designed to:

- ◆ allow for positive and informative feed back so that realistic targets may be set.
- ◆ provide opportunities to encourage cross-curricular skills, thinking skills and personal capabilities.
- ◆ identify where the learner is in his/her learning and provide a suitable progression in learning
- ◆ encourage learners to take responsibility for their own learning and for aspects of their assessment.
- ◆ emphasis on transferable learning and skills.
- ◆ provide a basis for informed decision making.
- ◆ evaluate the quality/effectiveness of teaching and learning.

Assessment embraces a wide range of formal and informal activities. So that it is both manageable and meaningful, both summative and formative methods of assessment are employed. This provides an opportunity to connect learning across the spectrum of areas of learning.

Parents are issued with reports at least once a year. Parents are encouraged to attend Parents' Afternoons/Evenings for more detailed reporting. Parents are also encouraged to contact school to discuss their child's progress.

Each department determines the tasks to be assessed and the most appropriate method. Current practice is continually reviewed, evaluated and updated. Methods of reporting are continually under review to ensure that pupils and parents are fully informed of curricular changes, progress and achievements in areas of learning, acquired skills, extra-curricular activities and pastoral care.

Appropriate homework is set across all ranges of ability. The objective being to set tasks that will reinforce and extend learning while encouraging the acquisition and practice of different skills and capabilities.

Pupils keep homework diaries which parents\guardians are encouraged to check regularly. Detailed copies of homework arrangements are sent to parents.

There is a Homework Club available to pupils (Monday to Thursday 3.15 - 4.15 pm). This gives the pupils an opportunity to study in a quiet environment with help nearby.

The school has in place a Rewards System that endeavours to promote our school motto "Leading to Success". At the end of term one and two, pupils are rewarded for a mixture of academic and non academic success, eg assignments handed in on time, presentation, etc.

We seek to make learning more meaningful, informed and purposeful throughout the whole school experience.



PASTORAL CARE ARRANGEMENTS

There are three main strands to our Pastoral Care.

- 1 The Year Tutor/Form Teacher structure and system, which includes a Vice-Principal responsible for Junior School and a Vice-Principal responsible for Senior School.
- 2 Personal counselling for groups and individuals
- 3 Induction and the Personal Development seven-year programme

The aims of the pastoral care system are to establish and maintain an appropriate relationship with every student and to do the same with every parent, in order to:

- ◆ offer support and guidance for pupil achievement
- ◆ encourage a caring and orderly environment
- ◆ promote a responsive school
- ◆ monitor pupil progress across the curriculum
- ◆ provide colleagues with information to adapt teaching methods
- ◆ engage wide networks as appropriate
- ◆ liaise with appropriate outside agencies.

The Year Tutor/Form Teacher System

Through our Form Teacher/Year Tutor system we aim to:

- ◆ provide a caring environment where every child will feel secure and confident and so be best prepared to benefit fully from the educational opportunities we offer.
- ◆ encourage each child to relate closely to at least one member of staff so that pupils know where to go for help if a personal crisis arises.

Year Tutors have special responsibility for monitoring the academic progress of each child in the year group and for looking after their general welfare. Parents' afternoons are ongoing throughout the course of the school year and Year Tutors are available for consultation at other times at the request of parents. An Information Evening for Years 11 and 12 parents is organised in October.

Counselling

Counselling plays a major part in all-round pastoral care. Every teacher is involved in counselling. A number of staff have completed Edexcel HNC in Counselling Skills, Development and Practice and one member of staff holds a Certificate in 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 sought in dealing with the situation.

Mentoring

Mentoring aims to support and encourage our young people to manage their own learning in order to maximise their potential, develop their skills, improve their performance and become the person they want to be.

The programme involves small groups of pupils meeting on a regular basis with a Teacher Mentor. These tutorials provide opportunities for our pupils to become aware of the issues around their studies - time management, types of learning, study skills, organising myself, analysing and reviewing work. The activities include discussions, practicals and visiting tutors with the aim of encouraging and supporting each pupil during this challenging time of his/her school careers.



VISITING THE SCHOOL

Good relations between parents and the school are highly desirable and greatly encouraged. It is an important aspect of school policy that the school and its staff are readily accessible to parents.

Although specified dates are set aside for parents to visit the school, when an urgent matter arises parents are encouraged to make an appointment to speak to the Principal, Year Tutor or other members of staff. To this end parents are invited to visit the school as follows:

PARENT TEACHER MEETINGS

- i(a) Intake Evening/Open Evenings
This takes place on **Thursday 18 January 2018** for parents of Primary 7 children. The aims and objectives of the school are explained and parents are given the chance to raise questions. Parents are encouraged to bring their son/daughter along.
- i(b) Parent Teacher Meetings
Six Year Meetings (one for each year group) are organised by the relevant Year Tutor. Parents can visit the school, meet the staff and discuss their child's progress in all aspects of the curriculum.
- ii **Primary 7 Activity Day**
This takes place in December to allow Primary 7 children to sample a range of lessons at Banbridge High School
- iii **Induction Day**
This takes place in June for children who will be transferring to the school the following September. Parents are also encouraged to come.
- iv **Special Functions**
These include Prize Day, School Productions.
- v Year 8 Information Evening
- vi Years 11 and 12 Information Evening
- vii Year 13 Information Evening



SCHOOL DISCIPLINE

AIMS

- ◆ To develop a secure, caring environment based on good relationships and self-discipline.
- ◆ To promote value and respect for the educational opportunities available.

STRATEGIES

The school strives to achieve its aims by the provision and development of:

- strong Home-School links
- a meaningful curriculum
- a comprehensive Pastoral Care/Counselling system
- a wide range of extra-curricular activities
- Community Service activities
- firm, fair, consistent application of school rules and sanctions.

In cases where a pupil breaches acceptable standards of behaviour there is a graded set of sanctions. In circumstances where it is considered appropriate parents will be involved by being invited to the school to discuss the matter.



PUBLIC EXAMINATIONS

Policy

Pupils have the opportunity to enter for up to eleven GCSE's/BTECs/Occupational Studies.

EXAMINATION RESULTS

Subjects followed leading to :

GCSE

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

BTEC's Level 2/Occupational Studies

Childcard	Information Technology
Countryside and Environment	Media
Engineering	Sport

Examining Bodies

AQA EDEXCEL NICCEA OCR WJEC

Performance in Public Examinations 2014/15 to 2016/17

Performance Indicator	2014/15		2015/2016		2016/2017	
	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A* - C (or equivalent)	80.1	71.5	61.5	72.7	68.0	74.4
% Achieving 2+ A levels at Grades A-E (or equivalent) *	93.2	96.7	100	96.1	95.0	97.0



Examination Results 2016/2017

Number of Pupils in Year 12 **87**

Students
with a statement of
Special Educational
Needs **8**

GCSE Results Overall – 79 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	
79	0	54	22	78	1	0

GCSE Results - By subject

Subject	A*	A	B	C	D	E	F	G	U
Art & Design	-	3	5	8	-	-	-	-	-
Business & Communication Systems	-	-	1	2	6	1	1	1	-
Business Studies	1	2	2	4	3	3	3	1	-
Design & Technology Resistant Materials	-	3	6	6	2	1	-	-	-
English Language	1	11	20	25	11	11	2	-	-
French	-	-	3	4	-	-	-	-	-
Further Mathematics	2	1	1	1	-	-	-	-	-
Geography	2	1	6	10	6	4	4	3	-
History	3	4	8	4	5	2	2	-	-
Home Economics	-	-	1	5	1	-	-	1	-
Information Technology	1	2	4	9	1	2	-	2	-
Leisure and Tourism	-	-	-	-	1	2	3	-	-
Mathematics	3	2	17	27	12	7	3	8	-
Music	-	-	-	-	1	-	-	-	-
Physical Education	-	-	2	4	7	4	-	1	-
Religious Studies	-	1	4	4	3	-	-	-	-
Single Award Science	-	-	10	12	7	4	5	-	-

Subject	9	8	7	6	5	4	3	2	1
English Literature			2	1	5	3	3		

Subject	**	*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG
Double Award Science	2	1	4	5	11	8	4	5	2	3	-	1	1	1



BTEC Year 12

Subject	D*D* (equiv. to A* A*)	DD (equiv. to A A)	MM (equiv. to B B)	PP (equiv. to C C)	D (equiv. to A)	M (equiv. to B)	P equiv. to C)
CHILD CARE	2	3	1	1			
COUNTRYSIDE & ENVIRONMENT	1		2	4			
ENGINEERING					1	5	2
ICT				2	10	11	16
MEDIA						2	1

OCCUPATIONAL STUDIES

	LEVEL 2			LEVEL 1		
	D	M	P	D	M	P
Business Studies	2	5	1	1		
Construction	1	8	4	1	1	1
Design & Creativity		2	4	1		
Engineering Services		3	1			
Technology & Innovation		1	2	1		

	LEVEL 2 PASS	LEVEL 1 PASS
Lift Off Programme	7	
Prince's Trust	1	6

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



GCE ADVANCED COURSES – Year 14

Subject	A*	A	B	C	D	E
Art			1	1		
Biology				1		2
Applied Business			3	2	6	1
Health and Social Care			3	1		2
English Literature			2	3	2	
Geography				1	1	
History		2	4			
Applied ICT		1	7	12	3	
Technology and Design					2	2
Drama				1		
Physics						1
Psychology						1

GCE Double Award

Subject	AB	BC	CC	CD	DD	DE	EE
Health and Social Care Double Award	1	1	1	2	0	0	0

BTEC - Year 14

Subject	D*	D	M	P
Child Care		4	1	
Sport	1	5	2	2
Media			1	



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	0
3	8
4	18
5	23
6	9
7	1
NR	21

In our school,
56% of our Year 10 pupils have attained the expected level of 5 or above in Communication.
44% 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	0
3	7
4	22
5	49
6	1
7	0
NR	1

In our school,
63% of our Year 10 pupils attained the expected level of 5 or above in Using Mathematics.
36% 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.



SCHOOL LEAVERS' DESTINATIONS 2016/2017

Number of Leavers 2016/17	DESTINATIONS							
	Number of Leavers to							
	Higher Education	Further Education	Other School/ Emigrated	Grammar School	Jobskills/ Training	Employment	Seeking Employment/ Gap Year	Long Term Illness
122	11	57	6	4	14	17	12	1

PUPIL ENROLMENT - 6 October 2017

Year	8	9	10	11	12	13	14
Mainstream	75	76	72	82	75	37	38
LSC	6	7	3	6	6		

ANNUAL ATTENDANCE RATE (All Pupils)

Total days attended by all pupils on roll as % of total possible days of attendance in 2015/16 was **90.5 %**

MID-ACADEMIC YEAR CHANGES

If it is determined that any matter in the above information has to be changed during the school year 2017/2018. All relevant parents will be informed.



SCHOOL HOURS AND HOLIDAYS

School Day

9.00 - 3.15 pm	Teaching time is divided into six periods of 50 minutes
10.40 - 11.00 am	Assembly and Registration
11.00 - 11.15 am	Break
12.55 - 1.35 pm	Lunch

Additional Staff Availability

Monday	Tuesday	
3.15 - 4.15 p.m.	3.15 - 4.15 p.m.	All Staff
Wednesday, Thursday		
3.15 - 4.00 pm	Staff are available on one of these days	



EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities play a vital role within the school and are seen as a means of improving the social, moral and physical development of the child as a person.

Bearing this in mind the school offers a wide range of activities.

Extra-curricular activities provide pupils with the opportunity to mix with and meet a wide range of people both in school and outside the school environment.

Pupils who participate in extra-curricular activities develop into more mature adults who will more readily respect the individual needs, wants and opinions of others and recognise the right of each person to express the same.

Pupils are provided with the opportunity to represent the school in competitions. School Football, Hockey (Boys and Girls), Netball and Rugby teams are entered each year in League and Cup competitions while in many other activities pupils are entered in Local or National competitions. A sense of pride in themselves and in the school is developed through the honour of representing the school.

Pupils also participate at local and district levels in athletics.

Many of our pupils have achieved representative honours at provincial and international level in a variety of sports.

Pupils are encouraged to record their participation in extra-curricular activities in their pupil profiles.

The following activities are offered:

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

Sports Activities

Athletics
Badminton
Football
Hockey (Boys and Girls)
Netball
Rugby
Volleyball

Musical Activities

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



PARENTS' ASSOCIATION

A flourishing Parents' Association provides the opportunity for parents to contribute and participate in the education and welfare of the pupils. A variety of activities and fundraising events take place throughout the year to raise money for many aspects of school life.

CARING FOR OTHERS

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, the community and towards all needy and underprivileged 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 fundraising activities. These may be organised individually, in classes, or as a whole school effort.

A trophy donated by the Alliance and Leicester Building Society is presented annually to the person or group making the greatest effort in this work. The Banbridge High School Charity Cup (in memory of Diana, Princess of Wales), donated by the Board of Governors, is presented annually for the best endeavour.

Charities supported during 2016/2017:

Macmillan	Action MS
Poppy Appeal	Marie Curie
Lifeboats	Red Nose Day
Hounds for Heroes	British Red Cross



CARING FOR THE ENVIRONMENT

Banbridge High School is committed to helping pupils acquire the knowledge and experience that help them to make informed judgements about environmental issues, and in particular to highlight the importance of caring for their environment.

To further this commitment, the school gives pupils the opportunity to:

- i reason why they need to take care of their world, to appreciate the way they interact with their environment and how they respond to these issues.
- ii examine the successes and problems of managing the physical environment.
- iii participate in the promotion of 'Green Issues' through subject areas and school-based activities, including recycling.

Over the last number of years the school has achieved a number of awards.

- 2009** Eco-Unesco Young Environmentalist's Award: Overall Junior Winners:
Category: Climate Change
- 2008** 3rd Green Flag

British Council Local to Global Competition - Northern Ireland winners
- 2007** Eco-Unesco Young Environmentalist's Award (All Ireland) – Junior Winners
Category: Energy

Best Kept School Award
- 2006** YEP Winners representing the UK in Paris

Walk to School Winners (over five Council Areas)

RSPB 40th Anniversary Award for Contributions to the Environment

Eco-Schools - 2nd Green Flag

Y.E.P. (Youth Eco-Parliament) Winners. School was one of three chosen to represent the United Kingdom in Paris.
- 2004** Young Environmentalist's Award (All Ireland) - Junior Winners
Category: Air
- 2003** Young Environmentalist's Award (All Ireland) - Junior Winners
Category: Waste

Finalist in Province-wide 'Wake up to Waste' competition, hosted by UTV's Kelly Show.

Eco-Schools - 1st Green Flag
- 1999** Best Kept School Award



SCHOOL UNIFORM

School Uniform is compulsory. It fosters a sense of unity and belonging within our school community and therefore acts as a cohesive force on school life.

The Official School Uniform is as follows:

OVERCOAT Navy with school crest.

GIRLS

Skirt - Grey 'A' line with two box pleats at the front
(Minimum length 22")

White blouse

School tie (clip on)

Royal blue sweater (optional)

Black blazer with school badge

White knee socks

Black tights - during winter months

Flat black shoes

BOYS

White shirt

School tie (clip on)

Grey pullover (optional)

Dark grey trousers

Black blazer with school badge

Grey socks, black shoes

PHYSICAL EDUCATION

The school P.E. Kit is **available only from Shoefair, Banbridge**

GIRLS

Royal blue and black T-shirt, Royal blue and black skirt, Black shorts (all with school crest)

Royal Blue hockey socks / Shin Guards

Trainers (with non marking soles)

School Hoody

Mouth Guard

A towel is required as pupils are expected to shower.

NB Year 8 pupils require a swimming kit.

BOYS

Black and royal blue rugby shirt, Black cotton rugby shorts (with school crest)

Royal blue football socks, Football boots, Shin guards

White socks, Trainers with non-marking soles

School Hoody

Mouth Guard

A towel is required as pupils are expected to shower.

NB Year 8 pupils require a swimming kit.



COMPLAINTS PROCEDURE

Minor Complaint

Parents are asked to contact the Principal who will have the matter dealt with as soon as possible; this may mean holding a meeting between the parent and relevant members of staff.

Major Complaint

Parents must submit the complaint in writing to the Principal who will arrange to have it dealt with by Senior Management and/or the Board of Governors. If, then, the reply is not considered satisfactory, parents may appeal to the Education Authority's Complaints Tribunal for curricular matters.

Documents concerning the implementation of the Curriculum may be inspected and/or acquired by contacting the Principal at the school. Please note that a charge (not exceeding the cost of supply) will be made for any copy supplied.



Banbridge High School

Policies

1. Child Protection and Safeguarding Policy – Under Review
2. Acceptable Use of the Internet Policy
3. Substance Use and Misuse Policy
4. Anti-Bullying Policy
5. Homework Policy
6. Charging and Remission Policy

If you require any clarification on any aspect on the management of the school, please feel free to contact us.



1. Child Protection Ethos

We in Banbridge High School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection"(DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

The following principles form the basis of our Child Protection Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

3. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- * Anti-Bullying
- * Use of Reasonable Force/Safe Handling
- * Special Educational Needs
- * Educational Visits
- * First Aid and the Administration of Medicines
- * Health and Safety Policy
- * Sex Education
- * Use of Mobile Phones/Cameras
- * ICT and access to the internet/cyber bullying
- * Substance Use and Abuse
- * Bereavement and Loss
- * Crisis Incident Management plan

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school office.

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4. School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher **Mrs L Mann**
- Deputy Designated Teachers **Mr A Waddell and Mrs N Wilson**
- Principal **Mr A Bell**
- Designated Governor for Child Protection **Mr N Houston**
- Chair of the Board of Governors **Mr S Hoey**

5. Roles And Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Southern Education & Library Board's Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

5.2 The Principal

The Principal must ensure that:-

- DENI 2017/04 is implemented within the school
- That a designated teacher and deputy are appointed
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

5.3 The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the designated teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff.



5.4 The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

5.5 Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

- * refer concerns to the Designated/Deputy Teacher for Child Protection;
- * listen to what is being said without displaying shock or disbelief and support the child
- * act promptly
- * make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1**)
- * Avail of whole school training and relevant other training regarding safeguarding children
- * **Not** give children a guarantee of total confidentiality regarding their disclosures
- * **Not** investigate
- * **Not** ask leading questions

In addition the Class Teacher should:

- * Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

5.6 Parents

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.



5.7 The Board of Governors

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy.
- relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same.
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

6. **What Is Child Abuse?**

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

6.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

6.2 Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship the Designated Teacher has a duty to share this information with Social Services.

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.



6.3 Signs and symptoms of abuse ~ Possible Indicators

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

7. **Procedures for making complaints in relation to child abuse**

7.1 How a Parent can make a Complaint

At Banbridge High School we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the designated teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.



The designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The designated teacher may consult with the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. He/she will also notify the Education Authority's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the Education Authority's Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 3**.

7.3 Where a complaint has been made about possible abuse by a member of the school's staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated teacher if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated teacher)

If a complaint is made against the Principal the Designated Teacher will inform the Chairperson of The Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 4**.



The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child they are not at fault ❖ Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his/her exact words ❖ Remember not to promise the child confidentiality ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself 	<ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child's mouth. ❖ Ignore the child's behaviour. ❖ Remove any clothing. ❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

10. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principal.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.



11. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

12. Code Of Conduct For All Staff Paid Or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. The school's code of conduct is available on request.

13. Staff Training

Banbridge High School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

14. The Preventative Curriculum

Throughout the school year child protection issues are addressed in assemblies and through subject areas such as IT which include the topic of on-line safety. There is a school counselling service which is advertised around the school and the counsellors take part in assemblies. There are monthly pastoral meetings for year heads to discuss pupil issues. Key stage 3 pupils have one period per week on their timetable for Citizenship and Personal Development which addresses child protection and personal safety issues. There is close liaison with the Education Welfare service who also take part in the Personal Development programme. At Key Stage 4 all students follow a Learning for Life and Work scheme which continues themes of personal protection and safety.

Other initiatives which address child protection and safety issues:

- Love for life programme
- Heart start programme (Key stage 3)
- Changing minds programme (Key stage 3)
- Safety Bus for year 8 pupils
- Road Safe Roadshow for years 13 and 14

15. Monitoring and Evaluation

The Safeguarding Team in Banbridge High School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher.

On-going evaluation will ensure the effectiveness of the Policy.



Appendix 1

**Banbridge High School
Child Protection Incident Report**

Child's Name: _____ **DOB** _____ **Class** _____

Details of Incident/Disclosure*

Name of Person completing the report: _____

Designation: _____

Signature: _____

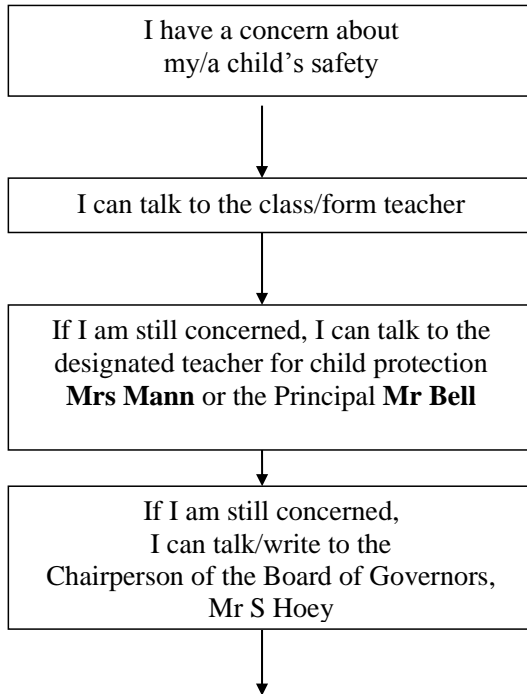
Date: _____

*** Record actual words used by the child/young person**



Appendix 2

How a Parent can make a Complaint



At any time a parent can talk to a social worker at the

Gateway Team **Tel: 0800 7837745**

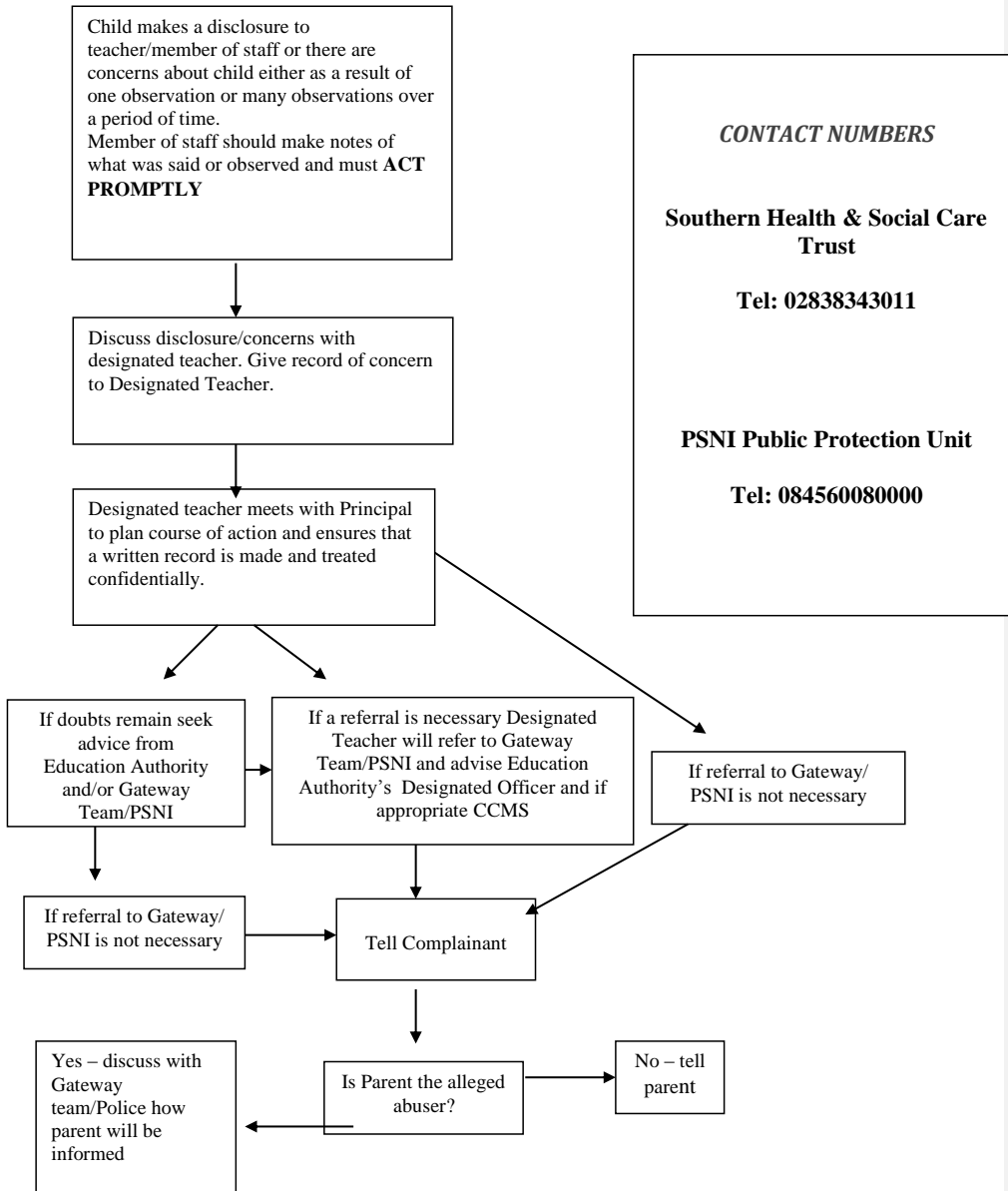
or the

PSNI Public Protection Unit **Tel : 0845 600 80000**



Appendix 3

Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff



CONTACT NUMBERS

Southern Health & Social Care Trust

Tel: 02838343011

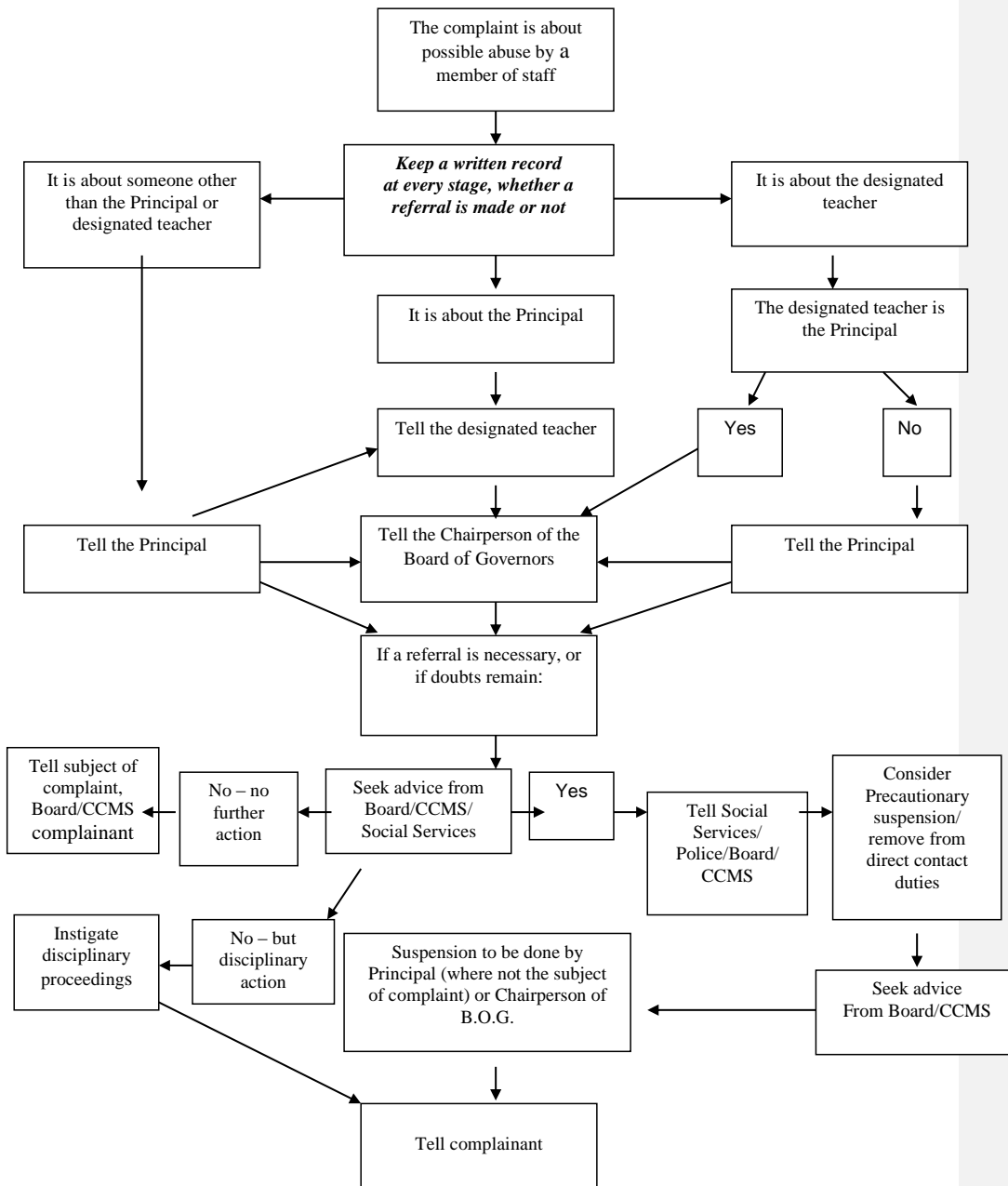
PSNI Public Protection Unit

Tel: 084560080000



Appendix 4

Procedure where a complaint has been made about possible abuse by a member of the school's staff



Banbridge High School

Policy Statement: Acceptable Use of the Internet, Digital Technologies and e Safety

Rationale:

DENI Circular 1999/25 draws attention to the implementation of a policy on internet use in the school. DENI circulars 2007/01, 2011/22 and 2013/25 subsequently updates this advice.

Aims:

- (a) To establish procedures for staff and pupils as internet, digital and mobile technologies users.
- (b) To promote safe and appropriate use of the internet, digital and mobile technologies as a tool for teaching and learning.
- (c) To assist staff and pupils in their understanding of global networks and their safe and appropriate use.

Implementation:

1. Each member of staff and each pupil are issued with a unique user identity and password and these should be used at all times to log on to the school network. Registered users should ensure that their log on details are not disclosed to any one else.
2. Internet access for registered users in school should be available only on computers and devices that are in highly used areas of the school, such as classrooms, library, study rooms and computer suites. Computers and devices which are connected to the internet should be in full view of people circulating in the area and should only be used with permission.
3. While accessing the internet, pupils should be supervised by a member of staff in the room. Pupils should only be permitted to use the internet with the permission of the teacher. While a C2K filter operates, that should not replace the vigilance of the teacher. Users, who make inappropriate use of the internet or school's network, will not be permitted to continue using it.
4. A copy of Rules and Responsibilities for Internet Use (attached Appendix 1) should also be displayed prominently beside stations which have internet access. Users should be made aware of these rules before using the internet and understand why these rules are in place.
5. While using the internet, all users must comply with all copyright, libel, fraud, discrimination and obscenity laws and all users of the internet are expected to use it in a responsible, appropriate and sensible manner. Inappropriate materials/information on a station or device, if discovered, should not be printed, saved or passed to another party. Inappropriate material should be kept on the monitor until it can be viewed by the appropriate person.



6. All users are responsible for their good behaviour on the school network. It is given to users who act in a considerate and responsible manner and will be withdrawn from those who fail to maintain acceptable standards of use. A breach of acting in a responsible, safe and appropriate manner will enact the school's discipline procedures and may also invoke the school's child protection and safeguarding procedures. Where a user has a concern regarding another's use of the school's network it should be reported through existing school disciplinary structures. Users are requested to indicate their willingness to use the school's network safely and appropriately by signing an agreement to this effect.
7. Additional devices which are brought into school by users should have the permission of the school in the first instance, should have signed a user agreement, and been authorised to link on to the schools C2K network. The school would encourage those additional devices which have the capacity to link to the internet should do so only through the C2K system and be used in teaching areas of the school.
8. Network users should know and understand that they are not permitted to:
 - retrieve, send, copy or display offensive messages or pictures,
 - use obscene, sectarian or racist language,
 - harass, insult or attack others,
 - damage computers, computer systems or networks,
 - violate copyrights,
 - use other user's identity or password,
 - trespass into files, work or a folder belonging to anyone else.
9. The following activities are not permitted:
 - Searching, viewing and/or retrieving materials that are not related to the aims of the curriculum,
 - Copying, saving and/or redistributing copyright protected material(s) without approval,
 - Subscribing to any service or ordering goods, unless specifically approved by the school,
 - Playing on-line games or using interactive chat sites unless specifically directed by a teacher,
 - Using the network in such a way that its use by others is disrupted (eg. downloading large files)
 - Publishing, sharing or distributing any personal information about a user such as their home address, e-mail address, phone number, etc,
 - Contributing to or accessing on-line social networks which are not safe, appropriate and supervised.
 - Any activity that violates a school rule.



10. The following activities are to be encouraged:

- The use of e-mail and computer conferencing for communication between colleagues, between pupil(s) and teachers(s) and between school and wider communities in an appropriate and responsible manner.
- The use of the internet to investigate and research school subjects, educational themes and topic related to wider curriculum needs.
- The use of the internet to investigate careers, further and higher education.
- The further development of pupil and staff ICT competence and skills.

Monitoring and Evaluation:

11. The school network is monitored by C2K which operates a range of firewalls and safeguards to ensure that the school community is not exposed to any inappropriate material(s) and protected from a range of on-line threats.
12. All staff should routinely supervise pupils on line and report any concerns.
13. Guidance will be updated in line with relevant DENI and EA circulars and more general advice.

Conclusion:

There is no doubt that correctly used; the internet is a great educational resource. While in school, teachers guide pupils in its correct use towards relevant and appropriate educational materials. Staff also need to be cautious and observant while pupils in their charge are using the technology. Its use needs to be structured, meaningful and purposeful achieving an educational objective or pursuing a learning need. All users are expected to use the facilities of the school's network in a professional, safe and appropriate way.



Banbridge High School
Rules and Responsibilities for Internet Use

The School has installed computers with internet access to help with learning. These rules will keep everyone safe and help us to be considerate to others.

Please observe the following:-

- I will only access the school network with my own user name and password, which I will not disclose to anyone.
- I will not access other people's files.
- I will only use the school computers for school work.
- I will only bring memory pens to use in school if I have the permission of the teacher.
- I will ask permission from a teacher before I will use the internet.
- I will not give my personnel details such as my home address, mobile number etc or arrange to meet someone while on the internet, unless I have permission to do so.
- I will use the school network and internet to help my learning.
- I understand that school may check my computer files and may monitor the internet sites that I visit.
- I will not download materials from the internet unless I have the permission of the teacher.
- I will not attempt to use the internet to gain access to inappropriate materials.
- I will always treat the network with care and consideration.



Banbridge High School

Acceptable Use of the Internet, Digital Technologies and e-Safety

Banbridge High School students will have permission to use personally owned wifi enabled devices to enhance their learning provided the following agreement is kept.

I, the undersigned agree to:

- Only use my device to access the school network with my own username and password.
- Refrain from accessing other people's files.
- Only use the device for school work.
- Only use the device in class with the permission of the teacher.
- Only use the internet to assist my learning.
- The school checking my device, if necessary, and that the sites I visit may be monitored.
- Not attempt to use the internet to gain access to inappropriate material.

I understand that the device that I bring into school is my responsibility and that Banbridge High School is not liable for any damage of loss.

Signed: _____

Date: _____



Substance Use and Misuse - Statement of Policy

This school condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances.

AIMS

The school is committed to the health and safety of its members and will take action to safeguard their well being. The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school will seek to persuade pupils in need of support to come forward. The school will enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills. The school will endeavour to provide accurate information about substances. The school will increase understanding about the implications and possible consequences of the use and misuse of substances in order to minimise the risks that users or potential users face. The school will encourage an understanding for those experiencing or likely to experience substance abuse. The school will enable young people to identify sources of appropriate personal support.

IMPLEMENTATION

These aims will be fulfilled through aspects of pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. The school will actively co-operate with other agencies such as Community Police, Social Services, Southern Education and Library Board, Health and Drug Agencies to deliver its commitment to Drug Education and to deal with incidents of substance use and abuse. The school will ensure that all staff dealing with substance issues are adequately supported and trained. In instances involving substance misuse or supply on the premises, and after consultation with other staff, parents will be informed at the earliest opportunity by the Principal or in his absence the Vice Principal. If a young person admits to using or supplying substances off the premises, the teacher will inform the Substance Co-ordinator (Mrs Mann). The Co-ordinator will inform the Principal, who will inform the parents. Where it is suspected that substances are being sold on the premises, details regarding those involved, and as much information as possible, will be passed to the Police Liaison Officer. The school Governors will be involved in substance education and substance related incidents. The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with the incidents. The school will consider very carefully the implications of any action it may take and will seek to balance the interests of the pupil involved, the other school members, and the local community. Permanent exclusion is seen as a last resort as it may only transfer the problem. The Principal will take responsibility for liaison with the media. The school will deal with incidents of substance misuse as follows:

Action taken immediately

The pupil(s) will be taken to the medical room and supervised by Mrs Mann or a member of staff delegated by her. Attendant staff will endeavour to make sure that there is no opportunity to destroy or hide evidence. Mr Bell or in his absence some other Senior member of staff will be present at all times to act as a witness and to corroborate. The witness will keep a written note of every course of action. The police will be informed immediately for advice. The parents will be informed that we are detaining the pupil(s) in school until they can collect the child. If the parents arrive before the police a witness (Mrs Mann) will be present at all times. The school will consider guidance on exclusion of the pupil(s).

As soon as possible:

The school (Mr Bell) will inform the Education Authority of the circumstances and what action has been taken.

Without disclosing the name(s) of the pupil(s) Mr Bell will inform the staff that: A drug related incident has occurred. That the school policy has been carried out. What action has been taken regarding the pupil(s) allegedly involved in the incident.



ANTI-BULLYING POLICY

AIM

Our purpose is to provide a safe and secure learning environment for all our pupils in Banbridge High School; and environment which is conducive to effective learning and teaching, free from intimidation and the threat of psychological and physical abuse. The school's anti-bullying policy is an integral part of our Pastoral Care Policy and Safeguarding Procedures.

IMPLEMENTATION

1. Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself. It can take a number of forms, for example:
 - * **Physical** (hitting, kicking, spitting, theft, hiding or damage to belongings).
 - * **Verbal** (belittling, ridiculing appearance/mannerism/speech, threats or offensive name-calling).
 - * **Indirect** (spreading rumours, writing offensive graffiti, excluding someone from social groups, abusive text messages and e-format bullying).

It can be planned and organised, or it may be unintentional. It can be perpetrated by individuals or groups of individuals. It is recognized that some forms of bullying are crimes.

2. If unchecked and unchallenged, bullying can profoundly damage the victim, in both the short and long term as well as emotionally and physically and seriously disrupt or impede the capacity to learn and develop. It is the responsibility of all staff to act on allegations of bullying by following the procedures outlined in this policy.
3. Pupils are encouraged to have the responsibility to behave in a caring manner towards other members of the school community, in an atmosphere where bullying is not tolerated and where incidents of bullying are reported to staff.
4. All reported incidents of bullying will be carefully investigated and if substantiated will be acted upon. During this process, steps will be taken to consult, protect and support the victim.
5. All necessary steps will be taken to identify those responsible for the bullying. When this has been established the school will invoke its discipline procedures appropriately, to sanction the perpetrator and attempt to change their behaviour.

Depending on the nature of the bullying and especially where the bullying behaviour is persistent and defies schools attempts to successfully address it, then child protection procedures **may** be instigated. The perpetrator will be offered support to help modify their behaviour within the pastoral system of the school or the input of other appropriate external agencies.

6. The needs of the victim are paramount. The parent/guardian of the victim will be kept fully informed of the way in which the issue is being dealt with. The victim will be offered support within the pastoral structure of the school, and external support if requested or deemed appropriate.



7. To ensure the implementation of this policy our staff will:
- * Foster self-esteem, self and mutual respect.
 - * Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
 - * Discuss bullying as part of the pastoral programme.
 - * Provide pupils with the opportunity to learn and practice the skills and knowledge needed to empower them to better protect themselves and others from bullying.
 - * Be alert to the signs of distress and other possible indicators of bullying.
 - * Listen to victims of bullying and treat seriously what they say. Record details in writing following the schools normal referral procedures.
 - * Report suspected cases of bullying to the appropriate Year Head and designated teacher for Child Protection.
 - * Follow up any parental concern and feedback promptly detailing any action taken.
8. Our pupils are expected to:
- * Refrain from becoming involved in any kind of bullying.
 - * Inform staff immediately of any bullying they have witnessed or suspect.
 - * Have the courage to speak out in order to put to an end their own suffering at the hands of a bully.
9. We ask our parents to support us by:
- * Watching for signs of distress or unusual behaviour in their children which may be indicators of bullying.
 - * Encourage their children to follow school procedures for reporting incidents of bullying.
 - * Inform the school if they suspect their child is a victim of bullying.
 - * Be sympathetic and understanding towards their children and assuring them that appropriate action will be taken.
 - * Co-operating with the school, if their child is accused of bullying, helping to ascertain the truth and point out the implications for both their child and the victim.

MONITORING AND EVALUATION

This policy will be reviewed against on-going information and advice on protocols received from the Education Authority, Childline and support agencies. The school seeks to develop and sustain a school environment which encourages pupils' to raise issues around anti-bullying as well as operate clear steps to implementation. There are opportunities during the school year where specific attention is paid to the area of anti-bullying (eg anti-bullying week, school assemblies, through citizenship and personal development classes.)



Reviewed 2011

HOMEWORK POLICY

Homework is considered to be an important part of the school's curriculum and is designed to:

- ◆ provide opportunities for the pupil to practise and extend what is being taught in the classroom.
- ◆ allow for positive and informative feedback so that realistic targets may be set.
- ◆ provide opportunities to encourage thinking skills and personal capabilities.
- ◆ provide opportunities for continuous assessment and the production of GCSE coursework.
- ◆ encourage independent learning.
- ◆ encourage self management in the proper management of work and time.
- ◆ provide parents with opportunities to assess pupil progress and monitor the knowledge and skills required.
- ◆ promote the interest of parents and other adults in pupils' work and thereby strengthen the links between home and school.

IMPLEMENTATION

1. Pupils are assisted in developing learning strategies in Learning for Life and Work.
2. Pupils keep homework diaries that parents/guardians are encouraged to check.
3. Both formative and summative assessments are employed.
4. Each department decides on the frequency of homework, how it is assessed and what action needs to be taken to improve learning.
5. Guidance on homework is issued to parents/guardians at the beginning of each school year.



CHARGING AND REMISSIONS POLICY

Under the Education Reform (NI) Order 1989 there is no charge for lessons directly connected with your child's entitlement to education.

There are however some occasions on which payment may be required, i.e.

- 1 For board and lodging on overnight trips, but such payments will not be required from parents in receipt of Income Support or Family Income Supplement.
- 2 For materials or ingredients used in practical classes, e.g Home Economics, Technology and Design, and Art and Design, when the pupils become the owners of the finished product.
- 3 Public examinations entry fees are paid by the school in respect of approved Examination Boards. It is also possible for pupils to attempt voluntarily additional examinations which will encourage and motivate them in any year. In cases where such examinations are deemed to be beneficial but voluntary, parents will be asked to pay fees.

If pupils fails to present themselves for public examinations at the correct time and day the fees paid by the school must, save in exceptional circumstances as determined by the Principal, be reimbursed.

If pupils choose to query the grades awarded in a public examination, the appropriate charges must be paid in advance.

Parents will appreciate that it is the school's policy to encourage as many pupils as possible to enter public examinations and that it is, therefore, important to ensure that such opportunities are fully utilised.

4. A valuable and exciting part of school life is visits/trips at home or abroad. These are optional extras organised by the school for the benefit of pupils. Charges will be made for such visits or trips. It is emphasised however, that failure to participate in such events will not affect your son/daughter's performance or accessibility to his/her statutory rights. Written parental consent is required before a pupil participates in such visits or trips.
5. The cost, including travel, of sports tours, holiday trips and visits abroad will continue to be charged to the parents of pupils who participate.
6. The school will continue to operate a School Fund which is made up of voluntary donations from parents. Normally donations are sought once a year in order to maintain the fund but it is stressed that no pupil will be disadvantaged in any way should parents choose not to make a donation.
7. The school will charge parents for damage caused to its property by pupils' misbehaviour.

The school is publishing its Charging and Remissions Policy to comply with the requirements of the Order but the school will do all it can to ensure that compliance with the Order will not disadvantage any pupil. The school will be happy to answer any questions arising out of the policy stated above.



CHARGING POLICY

1. Introduction

1.1 In accordance with the Education Reform (Northern Ireland) Order 1989 the Board of Governors, in consultation with the Principal and Staff has drawn up the following Charging Policy for Banbridge High School. This has been done on the basis that

- all children have the right to a free statutory school education.
- all children have the right to take part in activities which take place during the normal school day whether or not their parents are able to meet any costs involved.

1.2 Whilst bearing the above principle in mind the Order does allow certain changes to be made. The school may charge for

- activities wholly or partly outside the school day which are not part of the school curriculum.
- board and lodging on residential (i.e. overnight) visits.
- materials used in practical subjects where the parents wish to own the finished product.
- breakages or damage to books, equipment or the school fabric.

1.3 The Board of Governors of the High School has always valued the contributions which both parents and staff have made towards securing opportunities which allow the all-round development of pupils. Such activities include clubs, educational visits and residential experiences.

General Principles

- Pupils are entitled to a free school education.
- Pupils are entitled to a broad, balanced, statutory curriculum free of charge.
- Pupils can participate in activities during the school day free of charge.
- Pupils could benefit periodically from curricular experiences beyond the school premises for which voluntary contribution may be sought.
- Parents are under no obligation to make voluntary contributions.
- Pupils whose parents are unable or unwilling to make voluntary contributions will not be disadvantaged.
- Pupils could benefit from having access to a range of optional extras for which parents would be charged.
- Charges for optional extras, or where appropriate for materials, fees or breakages will never exceed actual costs.



- An optional extra should not detract from the curriculum available to the pupils who participate nor from that which is provided for those who remain in normal class.
- The School Fund, administered by staff and monitored by Governors, will be subject to independent audit.
- School Fund monies will be used to enhance the educational experiences of pupils.
- All pupils will have access, whenever appropriate, to the school minibus free of charge.
- The benefits of proposed activities must be balanced against the likely effects of the work load of others and indirect costs.
- Proper consideration will be given to the health and safety of pupils and staff, and to the insurance cover available to them.
- School facilities should, within guidelines, be available to the community.

It is with these major principles in mind that the following charging and remissions policy has been devised.

3.0 Charging Policy

- 3.1 A charge will be made for visits **outside school hours** which are not an integral part or **essential to the school curriculum**. The charge to each child will be not be greater than the costs incurred for that child and may be less.
- 3.2 A charge will be made for board and lodgings on overnight visits which take place during school time. The charge will not be greater than the actual cost.
- 3.3 While the Order states that a charge may be made for individual instrumental tuition, the Board of Governors will only charge for examination entries, music books and insurance on instruments where tuition is provided outside normal school hours and is connected with the Northern Ireland Curriculum.
- 3.4 A charge will be made for the ingredients or materials used in practical subjects if the parents wish to own the finished product. It is suggested that such an arrangement will facilitate the parents rather than purchase and deliver the materials themselves. Alternatively it may be possible, where appropriate, for the pupils to bring these ingredients or materials to school if the finished product is to be brought home.
- 3.5 Parents will be asked to pay for wilful damage by their children to school books, the school fabric and to other individuals' property
- 3.6 In certain cases the school will allow third party to charge parents for activities for which Governors or the Education Authority cannot charge. Prior approval of the Board of Governors will be required.
- 3.7 It is the policy of the Board of Governors to encourage the use of **school buildings** and **playing areas** by the community, within the current Education Authority's policy. If permission is granted, the appropriate charges will be levied.

Depending on the circumstances, the Board of Governors will not make a charge for any activity it judges to be an extension and in support of the work of the school. There will be no charge for the following:



- (a) Parents meetings to discuss educational matters.
- (b) PTA meetings and PTA committee meetings.
- (c) Any other event for which the Governors decide there should not be a charge.

A charge for use of the school building will be made. For details please contact our Executive Officer at school.

3.8 Pupils are encouraged to enter for as many examinations as they can manage. Only one subject examination fee per subject will be paid by the school in any academic year. If a pupil absents himself/herself without a good reason from the examination or part of the examination, the Board of Governors reserves the right to reclaim this money from the pupil's parents.

3.9 Nothing in this charging policy will prevent the Board of Governors from inviting parents to make a voluntary contribution from time to time.

4.0 **Remission Policy**

4.1 Where the parents of a pupil receives Income Support or Family Credit the Board of Governors will not charge for board and lodging on residential (overnight) trips that are mainly within school hours or that are part of the Northern Ireland Curriculum activities.

5.0 **Voluntary Contributions**

5.1 A Banbridge High School Fund exists which is administered by the school staff and monitored by the Board of Governors. Parents are asked to make a voluntary contribution of *£25 per family at the beginning of the school year (which includes a copy of the school magazine). Donations/convenants are welcome at any time during the year.

5.2 During the school year a number of educational visits will be planned which will make a valuable contribution to the pupils' understanding of the curriculum. Where the budget allows, these will be provided free of charge. If may be, however, that the school will be unable to finance such an activity unless the parents are willing to make a voluntary contribution towards all or part of the cost. If a trip is organised on this basis, no child will be left behind because of his/her parents' unwillingness or inability to pay. However, if such a planned activity does not elicit enough voluntary contributions, then the school reserves the right to cancel the visit.

5.3 From time to time the school will undertake general fund-raising activities for the benefit of the school and the education of its pupils.



6.0 **Educational Visits and Trips**

6.1 The High School has had a long history of participation in Educational Visits and Trips. The Board of Governors believes that such trips are good in themselves and are also character forming.

6.2 If an Educational Visit takes place inside school time for the purposes of enriching the educational experiences of the pupils, then it will be available free of charge. However, this does not preclude the school asking parents for voluntary contributions. If a parent is unable to pay the voluntary contribution the pupil will not be prevented from attending the visit. If not enough parents indicate that they are willing to make a voluntary contribution, then the visit may be cancelled. Individual cases will be considered for full or part payment.

6.3 If an Educational Visit takes place mainly inside school time and it is an integral part of the Northern Ireland Curriculum no charge will be made. Voluntary contributions from parents may be sought, but all pupils will be able to attend.

6.4 Educational Trips will take place regularly from the High School to the British and European mainland. All such trips should take place when more than 50% of the time is outside pupil school sessions and, as such, all costs will be attributable to participants.

When considering such visits the Board of Governors will

1. consider the educational merits of the trip.
2. grant leave of absence to pupils.
3. consider arrangements for safety and welfare of pupils.
4. establish policy on staff leave of absence, with or without pay.
5. consider the cost of substitution for teachers who are away from school.
6. consider other hidden costs, eg the effect on the classes left behind by the teacher being granted leave of absence.

6.5 If pupils are representing the school in any type of competition, then the cost of transport will be attributable to the school. This applies to competitors both inside and outside school hours. The cost of all other social visits outside school time will be to the pupils and parents.

7.0 **Conclusion**

It is hoped that this document clarifies the charging and remissions policy for Banbridge High School. If further information is required, please contact the school.



