



BANBRIDGE ACADEMY

PROSPECTUS 2019 - 2020



BANBRIDGE ACADEMY



Chairman of Board of Governors
Mr M Orr

Principal
Mr R S McLoughlin

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Staff at Banbridge Academy

Principal	Mr R S McLoughlin, BSc, MEd, PQH (NI)
Vice Principals	Mr D McFarland, BEd, MSc, PQH (NI) Mrs H Evans, BSc, MEd, PGCE, PQH (NI), EdD
Senior Teachers	Mrs F Campbell, BSc, PGCE Mr W Cromie, BA, PGCE Mrs A Gilpin, BEd, MEd, PQH (NI) Mrs H Morrison, BSc, PGCE

Heads of Department

Art	Mrs O Casey, BA, PGCE
Biology	Mr R Kirkpatrick, BSc, PGCE
Careers	Mrs A Gilpin, BEd, MEd, PQH (NI)
Chemistry	Mrs H Morrison, BSc, PGCE
Economics	Mr T Dempsey, BSc, PGCE
English	Miss L McConkey, MA, PGCE
French	Mrs C O'Shaughnessy, BA, PGCE
Geography	Mr C Nash, BSc, PGCE
German	Mrs H Stewart, BA, PGCE
History	Mrs G Johnston, BA, PGCE
Home Economics	Miss L Elliott, BA, H Econs, DIS, PGCE
ICT	Mr A Hanlon, BSc, PGCE
Mathematics	Mr D Irwin, BSc, PGCE
Music	Mrs D Robinson, BA, M.T.D., LTCL
Physical Education:	Boys - Mr T Baxter, BA, PGCE Girls - Mrs G Todd, BSc, DIP, PGCE
Physics	Mr D Stewart, BSc, PGD, PGCE
Religious Studies	Mr W Brown, BEd
Science	Mr D Stewart, BSc, PGD, PGCE
Spanish	Mrs H Adair, BA, PGCE
Technology	Mr R Currie, BEd, PGDTE

Year Heads

Mrs S Tully/Mr J Erskine	14
Mr C Walker/Mrs S McCurdy	13
Mr A Kennedy/Mr G Winter	12
Miss A McClelland/Mr T Acheson	11
Mr M Cordner/Mrs K Curran	10
Mrs J Neill/Miss J Cosgrove	9
Miss L Carson/Mr M Miskelly	8

House Staff

Mr D Irwin	Crozier
Mrs K Curran	
Mr B Leslie	Dunbar
Mrs J Leslie	
Mr M Miskelly	McWilliam
Mrs J Glover	
Mr T Acheson	Waddell
Mrs J Robinson	



Staff at Banbridge Academy

Full-time Teaching Staff

Mr T Acheson, BSc, PGCE
Mrs C Beacom, BSc, PGCE
Mrs R Beacom, BSc, PGCE
Miss A Bryson, BA, DipEd
Miss L Carson, BA, MA, PGCE
Mr J Clarke, BA, PGCE
Mr M Cordner, BA, DIS, PGCE
Miss J Cosgrove, BSc, PGCE
Mrs K Curran, BA, PGCE
Mr S Dawson, MSc, PGCE
Dr R Dobson, BSc, PhD, PGCE
Mrs L Duke, BSc, MSc, PGCE (FE)
Mr J Erskine, BA, PGCE
Mr J Farrell, BSc, PGCE
Mrs J Glover, BSc, PGCE

Miss J Greenlee, MA, MEd, PGCE
Mrs B H Callan-Rushe, BEd, MEd
Miss K Jess, BSc, PGCE
Mr S Jess, MSc, PGCE
Mr A D Kennedy, BSc, MEd, PGCE
Mrs B Kernaghan, BSc, PGCE
Mr B Leslie, BEd
Mrs J Leslie, BSc, PGCE
Miss A McClelland, BA, MA, PGCE
Miss J McCormick, BA, PGCE
Mrs J McCullagh, BA, PGCE
Miss E McCullough, BA, PGCE
Mrs S McCurdy, BA, PGCE, ALCM, ATCL (TD)
Mrs P McKenzie, BA, PGCE
Mr M Miskelly, BEng, PGCE

Mr P Mulligan, BA, PGCE
Dr T Myers, BSc, MSc, PhD, PGDIT, PGCE
Mrs J Neill, BA, MA, PGCE
Mrs C O'Shaughnessy, BA, PGCE
Mrs N Paolucci, BA, PGCE
Mr G Patterson, BA, MA, PGCE
Mr G Robinson, BEng
Mrs J Robinson, BA, PGCE
Mr P Smyth, BSc, PGCE
Mrs L Topley-Willis, BA, PGCE
Mrs F Topping, BSc, PGCE
Mrs S Tully, BSc, PGCE
Mr C Walker, MSci, PGCE
Mr G Winter, BEd
Miss A Wright, BSc, PGCE

Part-Time Teaching Staff

Mrs R Armstrong, BA, PGCE
Dr L Bradford, PhD, PGCE
Mrs H Cartmill, BA, PGCE
Mrs D Dreading, BSc, PGCE
Mrs S English, BSc, DASE, PGCE
Mrs G Gough, BA, PGCE
Mrs M Hanna, BA, PGCE
Mrs S Hassard, BEd

Mrs H Lawther, BA, PGCE
Dr C Lorimer, BSc, PhD, PGCE
Mrs M Phillips, BA, PGCE
Miss K Poots, BA, PGCE
Mrs N Shaw, BSc, PGCE
Mrs H Topping, BA, PGCE
Mrs D Wilkinson, BA, MEd, PGCE



Auxiliary Staff

Financial Administrator	Mrs C Neill, MA, MBA, AATQB	ICT Technician	Mr J Curran, FDCCompSci Mr S Gilliland, BTEC HND
Principal's PA	Mrs S Johnston	HE/Art Technician	Mrs N Hazley
Secretarial Staff	Miss K Cromie Mrs H Leathem Mrs A McCurdy Mrs D McRoberts Mrs J Sayers	Technology Technician	Mr M McKinney, BSc
		Pupil Welfare Auxiliary	Mrs H Singer, SRN, RSCN
		Classroom Assistants	Mrs J Anderson Mrs K Cromie Mrs S Gibbons Mrs B Hampton Miss O Magee
Reprographics Technician	Mrs L Cochrane		
Library Assistant	Ms K McEvoy, BA, PGCE		
Y14 Study Supervisor	Mr A Harvey	Building Supervisors	Mr S Curry Mr J Kernaghan
Support Staff	Mr B O'Shaughnessy		
Laboratory Technicians	Miss G McFall Miss L Shannon Mr S Sturgeon	Foreign Language Assistants	Mrs D Cunningham Ms Clara Diaz Raposo Ms Theresia Oberreder Miss Luyao Chen





School Hours and Holidays

The school hours are as follows:

Monday to Friday: 9.00am to 3.25pm. The school will be open to receive pupils from 8.45am. All pupils not engaged in school-organised activities should have left the premises by 3.45pm.

A number of inter-schools games fixtures are held on Saturday mornings from 10.00am to 12.00 noon approximately.

Pupils selected for school teams are expected to make participation a priority.

HOLIDAY ARRANGEMENTS

The school will be closed for the months of July and August (except for examinations results and advice on Higher Education and Further Education). A list of holiday arrangements is set out below. Information about holidays and school closures will be confirmed with parents at the beginning of September.

PROVISIONAL Holiday List 2019/2020

Term 1

Induction Days	Thursday 29 - Friday 30 August 2019
First Day of Term (All Pupils)	Monday 2 September 2019
Prize Day	Friday 25 October 2019
Mid Term Break	Monday 28 October - Friday 1 November 2019
End of Term	Friday 20 December 2019

Term 2

First Day of Term	Monday 6 January 2020
Mid Term Break	Thursday 20 - Friday 21 February 2020
Bank Holiday	Tuesday 17 March 2020
End of Term	Friday 3 April 2020

Term 3

First Day of Term	Monday 20 April 2020
Bank Holiday	Monday 4 May 2020
Bank Holiday	Monday 25 May 2020
End of Term	Tuesday 30 June 2020

ATTENDANCE

Full attendance is expected of all pupils at all levels. Only in cases involving medical or other exceptional circumstances are pupils permitted to be absent. Parents are expressly asked not to arrange family holidays in term time.



Admissions Policy

Controlled Grammar | Approved Admissions Number for 2019: 184
Co-Educational | Approved Enrolment Number for 2019: 1320
Age Range 11 - 18 | Principal: Mr R S McLoughlin BSc, MEd, PQH
Chairperson of the Board of Governors: Mr Mark Orr QC, SC

An Open Evening for pupils of P7 and their parents will be held in school on Monday 28 January 2019 at 7.00pm

TO PARENTS / GUARDIANS naming Banbridge Academy as a preference on your child's Transfer Form

Entrance Test Results

Please ensure that you enter the score awarded by the Association for Quality Education together with the AQE Candidate Number in Section C of the Transfer Form and please note it is the responsibility of parents/guardians to make sure that the original Statement of Result received from AQE indicating their child's AQE CEA score is attached to the Transfer Form.

Special Circumstances and/or Special Provisions

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions, please read carefully the information given in the relevant sections below. **Please note that you are required to present all such material as you consider will assist the Education Committee in determining if Special Circumstances and/or Special Provisions apply AND attach all such material to the Transfer Form.**

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

Banbridge Academy is a co-educational non-denominational controlled grammar school. The Board of Governors of Banbridge Academy has delegated to its Education Committee, in conjunction with the Principal, the responsibility of applying its admissions criteria to identify which children are to be admitted to Banbridge Academy. This includes decisions in respect of Special Circumstances and Special Provisions.

ADMISSION CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2019

The Education Committee will not use as a criterion the position of preference given to the school by the applicant on the Transfer Form; for example a child who has chosen Banbridge Academy as a second or subsequent preference school will be considered in the same manner as a child who has chosen the school as his or her first preference.

In selecting children for admission, children resident in Northern Ireland at the time of their proposed admission to the school will be selected before any child not so resident.

When considering which children should be selected for admission, the Education Committee will only take into account information which is detailed on or attached to the Transfer Form including the score provided by the Association for Quality Education (AQE) as a result of the child's performance in the Common Entrance Assessment (CEA) (or awarded as a result of consideration of Special Circumstances and/or Special Provisions). It is the responsibility of parents/guardians to make sure that all information pertaining to their child and relevant to the School's admissions criteria, as outlined below, is stated legibly on or attached to the Transfer Form. Parents/Guardians should note that they may be required to produce documents verifying information pertinent to the School's admissions criteria.

If the number of applications is greater than the Admissions Number, the following criteria shall be applied in the order listed below until the point where the admissions number is complete:

1. The Education Committee will consider children who have taken the Common Entrance Assessment ("CEA") administered by the Association for Quality Education ("AQE"). The Board of Governors will use the 'score' as awarded by AQE to a pupil in the CEA, subject only to the consideration of parent/guardian(s) claiming 'Special



Admissions Policy

Circumstances' or 'Special Provisions' as defined below. Places will be allocated in strict rank order of the scores, starting with the highest score and working in descending rank order, up to the Admissions Number (184). The score in the AQE CEA should be entered, along with the AQE Candidate Number, in Section C of the Transfer Form in the following format: 'AQE CEA score', followed by the score with the AQE Candidate Number in brackets. It is the responsibility of parents/guardians to make sure that the original Statement of Result received from AQE indicating their child's AQE CEA score is attached to the Transfer Form.

2. If more than one child is eligible for the last remaining place(s) because they have equal scores, then the final place(s) will be allocated using the following criteria, in the order stated:
 - i. Children who, at the date of their application, EITHER have a sibling¹ currently in the School [state name(s) and Registration Group(s)] OR are the eldest² child of the family to be eligible to transfer to a mainstream Post-Primary School (details to be supplied on the Transfer Form).

¹ Sibling is defined as another child of the family [Article 2(2) of the Domestic Proceedings (NI) Order 1980], to include: adopted/fostered children, half-brothers and sisters and orphaned cousins being brought up with a family.

² Eldest covers 'only' children as well as twins (or other multiples) who are treated as joint eldest.
 - ii. Children who are registered at a Primary School within the former Banbridge District Council area.
 - iii. Children who are registered at a Primary School outside the former Banbridge District Council area.
 - iv. Children will be ranked for acceptance on the basis of a computer-based process which will make use of

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

3. If there are still places available after consideration of all the children who have taken the AQE Common Entrance Assessment and been awarded a score by AQE (or a score determined by the Education Committee in accordance with the arrangements for Special Circumstances and Special Provisions as set out below), the School will consider for admission any children who have not taken the AQE CEA. Such children will be allocated to the remaining places up to the School's Admissions Number using the criteria outlined above in paragraph 2 in the order set out.

Special Circumstances and Special Provisions

General

The purpose of a claim for special circumstances and/or special provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA under normal



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

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

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

In reaching the educational judgement needed to award the score that the child would have obtained in the AQE CEA under normal circumstances, the Education Committee will consider any material presented (including on or attached to the transfer form) by the parents/guardians. This material may include any or all of the following:

- i) The score awarded in the AQE CEA and stated on the Transfer Form in Section C,
- ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics conducted in Year 5 and Year 6;
- iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in

- any end of year tests in English and Mathematics conducted in Year 5 and Year 6 and, where available, the respective AQE CEA score awarded;
- iv) Any other relevant material.

Special Circumstances

Banbridge Academy has academic performance in the AQE CEA as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the CEA and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'special circumstances'.

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

Parents/Guardians who wish to apply to the School under Special Circumstances should complete Form SC18, obtainable from the School or AQE, stating the precise reason why they believe the child should be considered for Special Circumstances. This should be attached to the Transfer Form with appropriate documentary evidence.

The Education Committee will consider each application for Special Circumstances. Where a Special Circumstances claim is upheld the Education Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the Admissions Criteria applied.

Details of Medical or Other Problems

Where it is claimed that a child's performance in the AQE CEA has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in the Form SC18 precise details



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of the problem and append evidence to corroborate its existence.

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

Where the problem is of a non-medical nature the parents/guardians should set out in the Form SC18 precise details of the problem and append appropriate documentary evidence.

Special Provisions

Special provisions will apply for:

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

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of those children who take up residence in Northern Ireland after 7 September 2018.

Parents/Guardians who wish to apply to the School under Special Provisions should contact the School as soon as possible. In addition, they should complete Form SC18, obtainable from the School or AQE, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and attach it with appropriate documentary evidence to the Transfer Form.

The Education Committee will consider each application for Special Provisions. Where Special Provisions are accepted, the Education Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the Admissions Criteria applied.

Admissions to Year 8 following completion of the Transfer Procedure

Banbridge Academy operates a separate waiting list for Year 8. All applications for admission to Year 8 that were unsuccessful in obtaining a place in the school will be automatically added to the waiting list. New applications and applications where new information has been provided will also be added to the waiting list. The Year 8 waiting list will be in place until 30 June 2020. Please contact the School if you wish your child's name to be removed from the list. Should a vacancy arise after the completion of the Transfer Procedure and should there be more applications than places available, the procedure outlined above in the Admissions Criteria for entry of children to Year 8 will be followed. The School will contact you in writing if your child gains a place in the School by this method.

Should the Education Committee of the Board of Governors determine that a child, who has arrived in Northern Ireland after the Transfer Process has been concluded, is suitable for admission, it will seek approval from the Department of Education to admit the child through the allocation of an additional place.

It is the responsibility of parents/guardians to ensure that the Transfer Form is completed in full, and to notify the Education Committee on the Transfer Form where appropriate criteria apply to their son/daughter.

If the Education Committee of the Board of Governors of Banbridge Academy becomes aware of

- (a) any material irregularity in the application made to the



Careers Fair - BA Pupils meet former pupils



Bar Mock Trial Team



Admissions Policy

- Association for Quality Education Limited in connection with the prescribed test; or
- (b) any falsification of any documents submitted to the Association for Quality Education Limited in connection with the prescribed test; or
 - (c) any material breach of the conditions on the part of the child or his parents or guardians relating to the prescribed test it reserves the right to reject the application to the School for that child.

DUTY TO VERIFY - THE VERIFICATION OF INFORMATION PROVIDED

Parents/Guardians should note that the information contained within an application that qualifies the child for admission may be verified.

The Board of Governors therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form.

This information will be requested from those whose applications have been successful when they have been notified of their allocation of a place at Banbridge Academy.

Parents/Guardians should also note if the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

Applications and Admissions to Year 8

Year	Admission No	Total Applications all Preferences	Total Admissions
2016/2017	184	243	186*
2017/2018	184	211	185*
2018/2019	184	231	187*

*Includes statemented pupils, those admitted under appeal or at the direction of the 'Exceptional Circumstances Body

ADMISSION CRITERIA FOR ENTRY TO YEARS 9 – 12

Applications Procedure

Those wishing to apply for entry to Years 9 - 12 must make formal application each year using the School Application Form and provide the most recent school reports from their present or previous school(s). Full details, including the Application Form, may be obtained by writing to the Principal's Secretary, Banbridge Academy, Lurgan Road, Banbridge BT32 4AQ.

The Board of Governors of Banbridge Academy has approved the criteria listed below and has delegated the task of applying these criteria to the Education Committee, working in conjunction with the Principal. Further reference, therefore, to the Board of Governors may imply the Education Committee or the Principal.

In the event of the school being oversubscribed children will only be considered for admission where the following apply:

1. The enrolment number has not been reached.
2. There are places available in the relevant Year Group.

If the number of applications is greater than can be admitted within the school's enrolment number or within a particular Year Group, the following criteria will be applied in the order set down below:

- (i) Children, whose school reports from their present school (and previous schools, if applicable) satisfy the Principal on past school record and achievement, including attendance, behaviour and punctuality, will be considered before other applicants. (A satisfactory attendance rate would be 90%). In the case of children whose attendance may have been affected by clearly documented medical or other problems, the Principal is empowered, in



Admissions Policy

exceptional circumstances, to consider this. Each case will be carefully assessed by the Principal and will necessarily take into account appropriate documentary evidence, medical or otherwise.

- (ii) Children who have made application before 1 June 2019 or applications after this date from children who have recently moved into the area.
- (iii) Applications will be considered in the following order: Year 9, Year 10, Year 11, Year 12. Where two or more children meet the requirement for a remaining place, Children will be ranked for acceptance on the basis of a computer-based process which will make use of the names as entered on the Transfer Form.

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

It should be noted that those who have applied but who have been unsuccessful in obtaining a place in the school will be placed on a waiting list until **1 May 2020**, at which time their application will be deemed to have lapsed. Please contact the School if you wish your child's name to be removed from the relevant Year Group waiting list. The School will contact you in writing if your child gains a place in the School by this method.

ADMISSION CRITERIA FOR ENTRY POST 16 (SIXTH FORM)

Year 13

The Board of Governors of Banbridge Academy has approved the criteria listed below and has delegated the task of applying these criteria to the Education Committee, working in conjunction with the Principal. Further reference, therefore, to the Board of Governors may imply the Education Committee or the Principal.

Applications from a pupil from another school will be considered after the completion of the admissions process to Sixth Form (Year 13) for pupils who undertook GCSE studies in Year 12 at Banbridge Academy. The Board of Governors reserves the right to amend the criteria (1-6) listed below for pupils who undertook GCSE studies in Year 12 at Banbridge Academy.

Pupils from another school wishing to apply for entry to Year 13 must make formal application each year using the School Application Form. Full details, including the Application Form, may be obtained by writing to the Principal's Secretary, Banbridge Academy, Lurgan Road, Banbridge BT32 4AQ.

All applications for places must include full details of results obtained at GCSE and be received by **1.00pm on the day of publication of the final GCSE results**. Applications received after this time will only be considered for a place if there are places available. Acceptance of a place offered in Banbridge Academy must be received by the School before 1.00 pm on the day following the publication of the final GCSE results.

In order to be considered for a place in Year 13 all of the following criteria must be fully met:

1. The School's enrolment number has not been reached.
2. Availability of places in Year 13.
3. Availability of places in AS subjects selected for study.
4. A minimum of 4 Grade B and 3 Grade C passes (or equivalent) at GCSE



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Including:

- (a) Grade B or above in subjects selected for AS Level
 - (b) In subjects not taken in GCSE, Grade B or above in related GCSE subjects
 - (c) For Mathematics a Grade B or above in Further Mathematics is desirable
5. The Principal must be satisfied as to the pupil's past school record and achievement including attendance, behaviour and punctuality. A satisfactory attendance rate would be 90%.
 6. An interview with a senior member of staff of Banbridge Academy.

If the number of applicants meeting the basic eligibility criteria 1-6 above exceeds the number of places available:

7. Applicants will be ranked according to the points score based on their best 7 GCSE grades (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points, C* = 1.5 points and C = 1 point; please note the grade achieved in a GCSE Short Course is worth half the points of a full GCSE Grade i.e. A* = 2 points, A = 1.5 points, B = 1 point and C = 0.5 of a point). Applicants will be selected in accordance with their place in this rank order of the points score. The Principal will determine the points awarded for other non-GCSE level 2 qualifications.
8. In the event that criterion 7 fails to separate applicants for a remaining place then the total points tally of each applicant will be used to rank them (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points and C = 1 point). Applicants will be selected in accordance with their place in this rank order.

Where two or more children meet the requirement for a remaining place, children will be ranked for acceptance on the basis of a computer-based process which will make use of the names as entered on the Transfer Form.

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

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

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

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

*Parents should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course choices at a suitable school without undertaking an unreasonable journey (ie a journey that by public



transport would be over an hour from where the young person lives). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue then DE will agree a school's request for an extra place.

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

Year 14

Banbridge Academy Year 13 pupils should be aware of the following entry requirements for Year 14:

- Pupils must have achieved in AS examinations during Year 13 at least 3 D Grades OR scored a minimum of 7 points in GCE AS subjects only [where A = 5, B = 4, C = 3, D = 2, E = 1];
- Pupils must satisfy the Principal with regard to attitude

behaviour and attendance (a satisfactory attendance rate would be 90%).

Note also that:

- if a pupil achieves less than an E grade in a particular subject they may be precluded from studying the subject in Year 14;
- in a few exceptional cases it may be possible for pupils to repeat Year 13, provided they will be under 19 years of age at the time of the DE Census in their final year of School AND that places are available and that the Principal feels it is in the best interests of the pupil to do so. Failure to meet the age requirement will mean that such pupils will automatically lose their place in the School;
- pupils whose performance in the AS level examinations may have been detrimentally affected by extreme medical or other problems, the Principal, in consultation with the Chairman of the Education Committee, is empowered, in exceptional cases, to waive the above requirements. Each case will be carefully assessed by the Principal and Chairman of the Education Committee, taking into account the appropriate documentary evidence.



The Curriculum - Key Stage 3

The school timetable consists of 45 periods per week, each period lasts 35 minutes.

KEY STAGE 3

Pupils entering Year 8 are organised into 8 unstreamed classes in which they remain throughout Years 9 and 10. All pupils have equal access to the full curriculum.

Pupils begin their GCSE Short Course in Religious Studies in Year 10.

The Curriculum provision will be reviewed annually.

SUBJECT	Year 8	Year 9	Year 10
English	5	5	5
Mathematics	5	5	5
Science and Technology			
Science	5	6	6
Technology & Design	2	2	2
Environment and Society			
Geography	3	2	3
History	2	3	3
Home Economics	2	2	2
Creative & Expressive Studies			
Art & Design	2	2	2
Drama	2	-	-
Music	2	2	2
Physical Education	2	2	1
Games	2	2	2
Languages			
French	4	4	3
Spanish	-	4	4
Religious Studies	2	2	2
Personal Development, Employability, Citizenship [LLW] & Careers Education.	3	2	1
Computing	2	-	2
TOTAL PERIODS	45	45	45



The Curriculum - Key Stage 4

In Key Stage 4, pupils are divided into an appropriate number of classes. In some subjects this selection is based on either ability and performance or on the requirements of the timetable. All pupils have access to the Areas of Study.

(a) **Compulsory subjects**

English; English Literature; Mathematics; one Modern Language (from French, German, Spanish); Double Award Science or the three separate Science subjects (Biology, Chemistry, Physics); Religious Studies (Short Course).

(b) **Optional subjects**

Further Mathematics; Art and Design; Business Studies; Computer Science; Economics; Geography; History; Food and Nutrition; Moving Image Arts; a second Modern Language; Music; Religious Studies (Full Course); Technology and Design; Physical Education; Digital Technology

All pupils take 9 Full GCSE subjects except in cases where, in the view of the school and the parents, only 8 subjects would be considered more appropriate.

Most pupils are entered at the Higher Tier in GCSE. In some cases, the school and the parents may agree that entry at a lower level would optimise their academic potential.

Courses in Physical Education, Games, Learning for Life and Work (Personal Development, Employability, Citizenship), Microsoft Office Specialist and Careers Education are also provided.



The Curriculum - Years 13 & 14

1. Advanced Levels

Advanced Level courses are organised into AS (Advanced Subsidiary) undertaken in Year 13 and A2 in Year 14. AS and A2 combined constitute an A Level. Subjects are chosen from the following list: Art and Design; Biology; Business Studies; Chemistry; Digital Technology; Drama and Theatre Studies; Economics; English Literature; French; Geography; German; Government and Politics; Health and Social Care; History; Mathematics; Further Mathematics; Music; Nutrition and Food Science; Physics; Religious Studies; Spanish; Sport and Physical Education; Technology and Design; Psychology; Software Systems Development and Art and Design (Photography).

Pupils choose at least 3 A Level subjects, or with guidance a combination of 4 subjects.

Classes in minority subjects will be reviewed annually, and if student demand is low, some subjects may not be available every year.

2. Careers Education

Classes in Careers Education are available in Years 13 and 14.

3. Physical Education and Games

All pupils will have at least 3 periods of physical activity per week.

4. Enrichment Programme

Throughout the year there will be a Life Skills programme involving guest speakers to address pupils on a variety of social topics.

5. Other Courses

Sign Language classes, a programme of Community Care, Young Enterprise, Microsoft Office Specialist, Japanese and Chinese are also available.

6. Private Study

Pupils undertake private study when not in class. Private study is supervised for pupils in Years 13 and 14.

7. Collaborative Courses

A number of courses are provided in collaboration with the Banbridge Area Learning Community.



The Curriculum

CAREERS EDUCATION

The importance of helping pupils to choose the right career on leaving school is recognised. Every effort is made to raise pupils' awareness of opportunities in the many types of careers available to them.

Pupils have time-tabled careers classes in Years 10, 12, 13 and 14 which prepare them to make informed choices. In Years 10 and 12 pupils also consider options in Further and Higher Education and develop their study skills and presentation skills. Each pupil in Year 12 is offered an interview by the Careers Officer from the Careers Service (NI).

In Year 13, pupils consider opportunities in Higher Education and are helped to make realistic choices in relation to their academic potential. The Careers Department organises a Work Shadowing Scheme and facilitates participation in a Higher Education Awareness Day. Visits are organised to familiarise pupils with particular careers and attendance at University Open Days is encouraged.

Training in Interview Skills is provided and each Year 14 student is given a practice interview in preparation for Higher and Further Education. In Years 13 and 14 interviews are also available with the Careers Officers. Pupils have access to reference materials (including online resources) in the Careers Library. Careers staff are available for consultation by pupils and parents (by appointment) and presentations are given at Parents' Evenings.

LEARNING FOR LIFE AND WORK (LLW)

LLW is a discrete Learning Area in the Revised Curriculum. It comprises of Personal Development, Employability, Local & Global Citizenship and Home Economics. It seeks to enable pupils to develop their potential in all aspects of their lives. LLW reflects and contributes to the whole school ethos. It is central to the whole curriculum and is consistent with the school's pastoral care

provision. LLW is about values, attitudes, skills and is concerned with the holistic development of an individual, not just the learning of knowledge. It is hoped that as a result of this new module of work we will encourage pupils to become more confident, independent and participative citizens who can make informed and responsible decisions throughout their lives. They will develop skills that can be employed and transferred across a range of contexts.

RELIGIOUS STUDIES

Non-denominational Religious Studies is available to all pupils between the ages of 11 and 16. The course follows the Northern Ireland Programme of Study.

All pupils are assessed in a GCSE course in Religious Studies, either through the Short Course (starting in Year 10) or through the Full Course.

Parents may remove their children from Religious Studies classes on the grounds of conscience and for these pupils the school will make alternative provision.

Assemblies are held daily.

The school places strong emphasis on the non-denominational nature of its intake and ethos.



The Curriculum

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The school's Special Educational Needs Policy conforms to the Code of Practice on the Identification and Assessment of Special Educational Needs.

Arrangements for pupils with Special Educational Needs are made through consultation with the pupils and their parents, the appropriate staff in school and the EA.

A copy of the school's policy is available on request.

SPORTS EDUCATION

The aims of sport in Banbridge Academy are:

- to promote the physical, social and emotional development of pupils through directed activity;
- to provide opportunities to experience a range of sports and sports activities both within the curriculum for Physical Education and as extra-curricular activities;
- to promote the benefits of sport and sports activities in terms of healthy lifestyles and physical well-being;
- to encourage and develop skills in a variety of sporting and creative activities;
- to create an awareness of the benefits of teamwork;
- to encourage pupils to continue participation in physical activities on leaving school.

EXTRA-CURRICULAR ACTIVITIES

The school places a very strong emphasis on the value of extra-curricular activities as a contribution to the education of its pupils, particularly in developing social skills, self-esteem, initiative and the ability to work as part of a team.

Games provided include: athletics, badminton, cricket, cross-country running, football, golf, hockey, netball, rugby, soccer, squash and tennis. Sports Day is held towards the end of May each year. Pupils

selected for teams are expected to make participation a priority. Parents are very welcome to attend matches. Exemption from Games and Physical Education will be granted only on medical grounds or for another sufficient reason, as a result of prior arrangement with the Principal.

Clubs and Societies operate largely at lunch-time and after school and pupils (under staff guidance) are encouraged to take a leading part in their management. These include: Charity Committee; Chess Club; Choirs (Junior and Senior); Debating Societies (Junior and Senior); Drama Society; Duke of Edinburgh's Award Scheme; Orchestra; Scripture Union (Junior and Senior); Young Enterprise; Junior Cooks' Club; BAYS; Ski Club; Eco Schools; Modern Languages Cine Club; TASK; Leo Club; Warhammer Club; Italian Club.

Educational visits and exchanges are an important part of extra-curricular activities. Pupil-exchanges with schools in France, Germany and Spain are organised. Numerous other field trips and educational visits are arranged. There is an annual ski trip to a European resort.

The Dramatic Society stages a production each year. A school magazine is produced annually and the Music Department arranges public performances each year.

CURRICULUM CONCERNS

Concerns relating to the curriculum should be addressed in the first instance to the Principal.

ACCESS TO INFORMATION

Detailed information on the curriculum and other policies of the school are available to parents from the Principal on request.

MONITORING AND REVIEW OF THE CURRICULUM

The curriculum in Banbridge Academy is reviewed annually. The curriculum is supported by appropriate methods of assessment, recording and reporting progress to parents.





Homework

In Key Stage 3 a homework timetable is provided and the school requires an average of 4 homework tasks per night. Homeworks should be distributed equitably between subjects and each homework should last approximately 20 to 30 minutes.

In Key Stage 4 the school requires an average of 2 homework tasks in each GCSE subject per week; each task should last approximately 30 minutes. It should be noted that GCSE requires the completion of Controlled Assessments in a number of subjects. Information on Controlled Assessments is made available on the school website.

In Years 13 and 14, homework and private study tasks are set at the direction of each department and by the subject teacher.

The school lays strong emphasis on the importance of homework and private study as a means of:

- (a) giving pupils the experience of self-regulated study;
- (b) raising and maintaining academic standards;
- (c) extending and supplementing the work taught in class;
- (d) preparation for the self-discipline required in Higher Education.

Parents are encouraged to provide suitable facilities and support for the completion of homework and the preparation for examinations.

Homework arrangements may be relaxed for special occasions and around school holidays.

Parents who have any concerns about homework are encouraged to contact the Principal.



Pastoral Care

PASTORAL CARE ARRANGEMENTS

For the purposes of the Pastoral System, each Year Group is divided into 8 Form Classes; each Form Class is in the care of a Form Teacher and the work of the Form Teachers is co-ordinated by Year Heads.

The Pastoral System is under the supervision of a Vice Principal.

Each Form Class meets its Form Teacher in the morning for registration and to deal with any problems that might arise. The Form Teacher interviews each pupil in his/her Form Class after each set of examinations, encourages participation in the extra-curricular programme and generally counsels his/her pupils on work, personal and social development and discipline.

The school has developed a system of Progress Files to which the pupil makes a substantial contribution.

The School Council, which is made up of representatives from each year group and members of staff, meets once a month to consult on school issues.

In the event of individual problems, parents should initially contact the Form Teacher or Year Head and, if necessary, the Vice Principal or the Principal.

Child Protection Policy & Procedures

Banbridge Academy acknowledges its pastoral responsibility towards its pupils and recognises that its pupils have a fundamental right to be protected from harm. The school seeks to provide a safe, pleasant and regulated environment and to assist each child to reach personal fulfilment and happiness.

Our Child Protection Policy is reviewed annually. Statements of our Policies and Procedures, including Procedures for Handling Complaints, are available on the school website.

In the first instance, parents who have concerns or a specific complaint about their (or another) child should speak directly to the Principal, Mr McLoughlin, or to the designated teacher, Mrs Evans.



Anti-Bullying Policy

RATIONALE

Bullying may be defined as the repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others. In Banbridge Academy we seek to provide for our pupils a safe and caring environment where bullying will not be tolerated.

PREAMBLE

The welfare of all pupils is paramount and pupils' needs, whether the pupil displaying bullying behaviour or targeted pupil, should be separated from their behaviour. In Banbridge Academy we do not want to label pupils unfairly so we will use the term 'pupil who has been bullied' or 'target of bullying' instead of 'victim'. Instead of 'bully' we will use the term 'pupil who is displaying bullying behaviour'.

When bullying concerns are identified we will work in a restorative and solution focused way to achieve the necessary change.

- Pupils who are targeted will be listened to, supported and strengthened.
- Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour.

The 2003 Statutory Requirements (Education and Libraries NI Order) requires schools to use measures to "encourage good behaviour and respect for others" and in particular prevent bullying among pupils.

The legislation also requires the Board of Governors and Principal to consult with pupils, parents and staff regarding positive behaviour and bullying prevention measures which must be in place. This is especially necessary if the policy is being reviewed or there are significant changes made.

We have met this requirement in the following ways:

- Awareness raising programmes through the Curriculum, Form Time, Assemblies

- Involvement in Anti-Bullying week
- Obtaining the views of elected pupil representatives (School Council)
- Questionnaires distributed to parents, pupils and whole school staff
- Parents' awareness raising programmes e.g. leaflets, posters
- Anti-Bullying Ambassadors Programme

AIMS OF THE POLICY

1. To identify various elements of bullying.
2. To promote means of preventing bullying.
3. To establish procedures for staff in dealing with cases of alleged or suspected bullying.
4. To offer guidance and clarify procedures for parents.
5. To offer guidance to pupils.

ELEMENTS OF BULLYING

As the wilful, conscious desire to hurt, threaten or frighten someone, bullying can take many forms:

1. Physical, for example, pushing, hitting, kicking, spitting, theft, damage to belongings.
2. Verbal, for example, threats, name-calling, teasing, taunting, spreading rumours, passing malicious notes.
3. Indirect, for example, excluding someone from the social group, tormenting, hiding other pupils' belongings, being unfriendly, making threatening gestures, staring.
4. Cyber bullying which may include misusing mobile phones/computer and internet programmes to humiliate, threaten and isolate another as well as bullying through Social Network Sites, messaging and chat rooms.

Pupils may be targeted on the basis of race, religion, culture, gender, homophobic bullying including perceived sexual orientation or identity. Often there is no theme evident in bullying behaviour but we believe that all bullying behaviour is wrong.

- The person displaying bullying behaviour takes pleasure in the



Anti-Bullying Policy

targeted pupils' pain, fear and humiliation.

- Bullying often manifests itself in the repeated use of power over others.
- Bullying can be carried out by an individual or a group. Bullies sometimes try to involve others in their activities and onlookers can unwittingly become part of the bullying.
- Early signs of distress in pupils, for example, deterioration of work, spurious illness, isolation, erratic attendance or the desire to remain with adults may be symptoms of bullying.

PREVENTION OF BULLYING

- High standards of teaching and learning, an effective pastoral system and good relationships between pupils and between staff and pupils help to create an ethos in which good behaviour is promoted and maintained.
- The issue of bullying is addressed in Assemblies and Form Time. Coping strategies are developed in Personal Development lessons and in other parts of the curriculum, for example, English.
- Visiting speakers and drama groups are invited from time to time to explore the problem of bullying.
- Anti-bullying training is a regular part of the Staff Professional Development programme.
- Effective supervision of the school buildings and grounds before school, at break and at lunchtime is essential to prevent opportunities for bullying. This means that all staff must be alert all times, including between classes, to the possibility of bullying occurring.
- In promoting a climate of care in the school, pupils are encouraged regularly to discuss with a member of staff or a school counsellor any concerns about themselves or another pupil.

PROCEDURES FOR STAFF IN CASES OF ALLEGED OR SUSPECTED BULLYING

- Where there is an allegation or suspicion of bullying, the incident will be thoroughly and sensitively investigated.
- Teachers who are dealing with bullying will follow school policy.

- We will assess and plan appropriate interventions with reference to the School's Discipline Policy and NIABF Interventions Framework and Guidance document, Effective responses to bullying.
- In determining the level of severity, staff should take account of the nature, frequency and duration of the bullying behaviour as well as the perceptions of the targeted pupil.
- All cases of bullying must be reported to the Year Head and serious cases must be referred to the Vice Principal (Pastoral).
- Very serious or persistent cases of bullying will be referred to the EA (Southern Region) Pupil Personal Development Services who will work alongside school in an advisory capacity. If appropriate, the Educational Welfare Officer may be involved and where necessary, Child Protection Procedures will be instigated.

GUIDANCE & PROCEDURES FOR PARENTS

- Parents who suspect that their child is being bullied should contact the school immediately. The initial contact may be to the Form Teacher, Year Head, Vice Principal (Pastoral) or to the Principal.
- Parents who report an incident of bullying will be informed of the outcome of the investigations and the steps to be taken.
- A leaflet on Bullying containing advice for parents and for pupils is placed on the website.
Copies are available from the school office on request.

GUIDANCE FOR PUPILS

- Pupils are encouraged not to neglect their own welfare as well as caring for others.
- Pupils who are being bullied or who know that someone else is being bullied should report the matter to a teacher at the first opportunity.
- A leaflet on Bullying containing advice for pupils will be issued to all pupils in Year 8. A copy of the leaflet will be displayed in all Form rooms and Form Teachers will remind pupils of the advice at regular intervals.



Anti-Bullying Policy

RELATED SCHOOL POLICIES

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Safeguarding Policy
- Positive Behaviour Policy
- Online Safety Policy

This policy links with the Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their own personal safety strategies. Sometimes bullying behaviour and its impact on pupils may cause such distress and significant harm that a referral to the Safeguarding Team is necessary and this will be progressed following the normal Child Protection procedures.



Misuse of Substances/Controlled Drugs Education Policy

RATIONALE

The Misuse of Drugs is a growing problem in Northern Ireland and is a major threat to individuals, families and to the wider community. Banbridge Academy is committed to the safety and well-being of its pupils and therefore does not condone the misuse of drugs, the illegal possession or supply of such substances.

Within this policy statement the terms Drugs and substances include any product which, when taken, has the effect of altering the way the body works or the way a person feels, sees or thinks.

As well as everyday products such as tea and coffee, substances include:

- Alcohol, tobacco and tobacco related products, including nicotine replacement therapy (NRT) and electronic cigarettes
- Over-the-counter medicines such as paracetamol and cough medicine
- Prescribed drugs such as antibiotics, painkillers, antidepressants, antipsychotics, inhalers and stimulants such as Ritalin

- Volatile substances such as correcting fluid or thinners, gas lighter fuel, aerosols, glues and petrol
- Controlled drugs such as cannabis, LSD, ecstasy, amphetamine sulphate (speed), magic mushrooms, heroin and cocaine
- New psychoactive substances (NPS), formerly known as 'legal highs'
- Other substances such as amyl or butyl nitrite (known as poppers)

Drug use refers to taking a drug: there is no value judgement, although all drug use has an element of risk.

Drug Misuse refers to legal, illegal or illicit drug taking or alcohol consumption which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence. Drug misuse is therefore taking drugs, including prescribed drugs and NPS, that cause harm to the individual, their significant others and the wider community.



Misuse of Substances/Controlled Drugs Education Policy

Tobacco and electronic cigarettes, although not Controlled Drugs, are not allowed in school or on school activities in line with DENI circular 2014/15. Procedures are in place within the Positive Behaviour Policy to address these issues.

We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills. However, we recognise that drug misuse is a whole-community issue and that schools alone cannot solve the drugs problem. The school is only one of a number of groups and agencies which must play a part in the education of young people and we draw on the expertise of external agencies where possible.

AIMS AND OBJECTIVES

1. To develop a consistent approach to drug-related issues in line with the school's pastoral care provision.
2. To promote among pupils positive attitudes to their own personal health.
3. To develop, implement and review a drugs education programme within the curriculum which will provide pupils with opportunities to acquire an understanding of the use and misuse of drugs.
4. To help pupils to understand the risks and effects of drugs misuse on themselves and others.
5. To help pupils to make informed and responsible decisions about the use of drugs.
6. To help pupils to develop skills to withstand pressure from their peers and others.
7. To enable pupils to identify sources of guidance and support as appropriate.
8. To establish an environment free from the misuse of all substances.
9. To develop procedures and protocols that address drug-related issues across all areas of school life.
10. To establish procedures for managing specific incidents of suspected drug misuse.
11. To empower teaching staff through appropriate training and

support to develop and deliver an effective drugs education programme.

LEGISLATION AND GUIDANCE

It is the policy of this school to comply with the legal requirements laid down in the Misuse of Drugs Act (1971) and other relevant legislation and guidance including the DENI circular 2015/23 and 'Drugs Guidance for Schools in NI- Revised Edition 2015'.

In keeping with requirements we will publish relevant sections of our Misuse of Substances/Drugs Education Policy in our school prospectus. A copy of the policy may also be obtained from school.

THE ORGANISATION & MANAGEMENT of the DRUGS EDUCATION PROGRAMME

Banbridge Academy's Drugs Education Programme is set in the context of abstinence.

The Drugs Education programme is co-ordinated by a Vice Principal and the Personal Development co-ordinator. It is the view of this school that education surrounding drugs/substance misuse should not be taught in isolation, but rather as an integral part of our curriculum. It is currently delivered at Key Stage 3 and Key Stage 4 as part of the programme of study in a range of subjects and by the involvement of appropriate outside agencies eg visiting drama groups and speakers. Drugs Education modules are delivered by our own staff to all pupils in Years 8, 9 and 11 as part of our Personal Development and LLW programmes, supported by PSNI, REACT and Policing and Community Safety Partnership. External agencies who deliver drugs education in school, are asked to complete a service level agreement.

The Health Education Programme also makes a valuable contribution to Drugs Education.



Positive Behaviour Policy

The School prides itself on its happy atmosphere and the excellent relationships that exist amongst pupils and between teachers and pupils.

RATIONALE

Good behaviour is essential if pupils are to achieve high standards. It keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.

A climate which fosters effective learning is best promoted through the creation and maintenance of good relationships and positive behaviour.

This policy sits within the context of Pastoral Care, which we recognise as having central importance within Banbridge Academy as we seek to provide for our pupils a safe and caring environment in which they can develop their full personal and academic potential.

This policy provides a framework to enable pupils, parents and staff to understand the standards of behaviour required in Banbridge Academy

1 AIMS

- 1.1 To create a happy and achieving community within a regulated and pleasant environment.
- 1.2 To promote self-discipline and encourage an increasing acceptance of responsibility as a preparation for adult life.
- 1.3 To encourage the development of positive attitudes as shown by consideration for others, tolerance, respect and good manners.
- 1.4 To enhance the pupils' self-esteem and foster respect for self, others and the environment.

2 PRINCIPLES

In order to promote, develop and achieve high standards in all areas of school life the school policy is based on the following principles:

- 2.1 Acceptance by pupils entering the school - and by their parents, of the Pupil Code of Conduct and of School Sanctions;
- 2.2 Awareness of the need for self-discipline and respect for others;
- 2.3 Effective home-school liaison;
- 2.4 The indivisibility of discipline;
- 2.5 A consistent approach to discipline;
- 2.6 An effective pastoral system;
- 2.7 A relevant curriculum;
- 2.8 High pupil motivation;
- 2.9 Good teaching and amicable teacher-pupil relationships;
- 2.10 A pleasant environment.

3 PROMOTING POSITIVE BEHAVIOUR

All members of staff have responsibility for the promotion of positive behaviour.

Ways in which positive behaviour is encouraged are:

- Positive relationships modelled by colleagues
- Positive affirmation by all teachers in the classroom and in extra-curricular activities
- Regular marking of work and positive feedback to pupils
- Positive and encouraging comments in reports
- Letters of congratulation
- Awards presented on Prize Day and other ceremonies
- Regular announcements and opportunities for congratulations in Assemblies, daily notices, digital signage, school website and magazine

Banbridge Academy has developed a system for noting positive



Positive Behaviour Policy

and negative behaviours and a system of rewards and sanctions.

4 RIGHTS AND RESPONSIBILITIES

Pupils have a right to:

- Be valued as members of the school community
- Get help when they need it with academic or personal issues
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them, and have their views listened to e.g. through the School Council
- Be taught in a pleasant, well-managed and safe environment
- Play an active role in the school community within a clearly defined and fairly administered code of conduct
- Experience a broad and balanced curriculum and, where necessary, have additional needs addressed.

Pupils have a responsibility to:

- Be punctual, organised and meet all deadlines set
- Use their student planner appropriately
- Respect the views, rights and property of others, and behave safely in and out of class
- Be supportive, respectful and helpful towards pupils and staff
- Be honest and fair in dealing with others
- Engage fully with the curriculum, seeking help if required
- Conform to the conventions of good behaviour and abide by the Pupil Code of Conduct
- Wear their uniform with pride according to the uniform list
- Accept ownership for their behaviour and learning, and develop the skill of working independently
- Behave in a manner which reflects the aims and ethos of Banbridge Academy

Staff have a right to:

- Be valued as members of the school community
- Be treated fairly, consistently and with courtesy and respect at all times

Staff have a responsibility to:

- Act as positive role models at all times
- Follow the guidance of the 'Teaching and Learning' policy by producing effective lessons and setting and marking appropriate homework
- Show interest and enthusiasm in their pupils' learning
- Listen to the pupils, value their contributions and respect their views
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- Identify and seek to meet pupils' additional needs
- Share with parents concerns they may have about their child's progress or development
- Expect high standards and acknowledge effort and achievement

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- Be informed about their child's progress
- Be informed about school rules and procedures
- A broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives punctually, with homework done and suitably organised
- Be aware of school rules and regulations and encourage their child to abide by them
- Show interest in their child's classwork and homework, and where possible, provide a suitable learning environment at home



Positive Behaviour Policy

- Act as positive role-models for their child in their relationship with school
- Attend planned meetings with teachers and support school functions
- Provide the school with the updated, necessary background information about their child/family, which might impact on his/her learning.

5 RECOGNITION OF GOOD BEHAVIOUR

At every stage the welfare of individual pupils and the wider school population is considered to be paramount. Every effort will be made to support pupils in our endeavour to promote positive behaviour. A non-exhaustive list of rewards in recognition of good behaviour includes: verbal praise from staff, selection to positions of responsibility, interview with the Principal, letters of congratulations and merit certificates. When appropriate, members of staff should log examples of positive behaviour on SIMS.

However, if unacceptable behaviour occurs, it should be logged on SIMS. The relevant member of staff will impose sanctions which seek to effect a change in that behaviour.

6 THE CODE OF CONDUCT FOR PUPILS

The code of conduct for pupils sets out the school's expectations of all its pupils. It contains sections on

- Behaviour and Good Manners
- Attendance
- Safety and Security
- School Property, Personal Property and the Property of Others
- Out-of bounds Areas
- Uniform and Personal Appearance

7 DISCIPLINARY PROCEDURES

It is the responsibility of all staff to deal with incidents as they arise and to apply appropriate sanctions. In addition incidents should be noted on the Behaviour Management System.

7.1 Referral

Persistent or serious matters should be referred as follows:

- 4.1.1 On pastoral matters and on general matters of discipline: Teacher to Form Teacher to Year Head to SLT as necessary.
- 4.1.2 On academic matters: Teacher to Head of Department to SLT as necessary. The Form Teacher should be informed at an early stage.
- 4.1.3 Referral to parents will be at the discretion of the School.

7.2 SANCTIONS

- 4.2.1 For minor offences sanctions such as extra work or lunchtime detention will be imposed, at the discretion of the teacher concerned.
- 4.2.2 Lunchtime detention will be supervised on a departmental/Year Head basis and will last no longer than 25 minutes to enable pupils to have lunch. Repeated lunchtime detentions may lead to a Friday afternoon detention.
- 4.2.3 Friday Detention (3.30 - 4.30pm) will be used for serious or repeated offences. Parents will be notified of these detentions 24 hours in advance.
- 4.2.4 Saturday morning detention which will last for 1½ hours, under the supervision of the Principal/SLT, may also be used as a sanction for very serious offences. Repeated Saturday morning detentions may lead to suspension.
- 4.2.5 For more serious offences the parents will be asked to come to the school to speak to the Principal, another Senior Member of staff or to members of the Discipline Committee of the Board of Governors.
- 4.2.6 Withdrawal from classes will be imposed at the discretion of the Principal for very serious offences and/or an accumulation of offences. This sanction will involve the pupil being removed from classes for a stated period and given work to do in school. The parents and the Board of Governors will be informed.
- 4.2.7 Suspension, in which the pupil will be made to stay at



Positive Behaviour Policy

home for a stated period, will be imposed for very serious offences and/or an accumulation of offences. It will be administered by the Principal, with the approval of the Chairman of the Board of Governors, in accordance with EA procedures.

- 4.2.8 Expulsion will be sought for extremely serious offences and/or an accumulation of offences. It will be administered by the Principal and the Board of Governors in accordance with EA procedures.

This Discipline Policy will be applied to all pupils including those with Special Educational Needs in accordance with the Special Educational Needs and Disability Order (2005).

Review of Policy

This Discipline Policy will be reviewed annually.

Related School Policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Safeguarding Policy
- Anti-bullying Policy
- Misuse of Substances /Controlled Drugs Policy
- Special Educational Needs Policy







School Uniform

The School requires all its pupils to adhere strictly to the uniform requirements which help to maintain a good corporate spirit and tidiness in personal appearance. All items should be named. The school uniform is:

ALL GIRLS

Tie:	Petrol blue with red and black stripes
Blazer:	Petrol blue with school badge
Skirt:	Petrol blue with pleats (to the knee)
Pullover:	Petrol blue V-neck (optional)
Blouse:	White
Shoes:	Flat dark brown
Socks or Tights:	Cream tights or cream coloured knee-length socks – all year groups can wear either
Scarf:	Petrol blue with red and black stripes (optional)
Coat:	Black crested waterproof jacket (optional)

The blazer is a compulsory item of uniform.

PE KIT - GIRLS

White and red crested T-shirt
Black skort
White ankle socks (gym)
Red knee-length socks (hockey)
Indoor training shoes with non-marking soles
Outdoor training shoes
Shin guards and mouth guard
Black crested Academy hoodie (optional)
Black crested waterproof jacket (optional)
School tracksuit (optional)

BOYS

Tie:	Petrol blue with red and black stripes
Blazer:	Black with badge
Trousers:	Black/Dark grey
Pullover:	Petrol blue V-neck (optional)
Shirt:	White
Socks:	Dark grey or black
Shoes:	Black
Scarf:	Petrol blue with red and black stripes (optional)
Coat:	Black crested waterproof jacket (optional)

The blazer is a compulsory item of uniform.

PE KIT - BOYS

Academy sports jersey (crested)
Black shorts
Sports/Games socks
PE - White ankle/pop socks
Rugby/football boots
White and red crested T-shirt
Indoor training shoes with non-marking soles
Outdoor training shoes
Shin guards and mouth guard
Black crested Academy hoodie (optional)
Black crested waterproof jacket (optional)
School tracksuit (optional)

Pupils representing the school on teams are expected to travel in school uniform and to use the kit recommended by the school. **The black crested waterproof jacket and/or black crested Academy hoodie may be worn on the way to/from school and at sporting fixtures.** Other alternative hoodies are not permitted. Please note that girls may wear black leggings during a fixture/training session but leggings must not be worn around the school.

Official suppliers: Official suppliers are: Donaghys & Shoefair Sport, R Fields, S D Kells, Pepper (Uniform & Sportswear), Small & Co, Dromore; Maxwell's, Lurgan.



Charging and Remissions Policy

The statutory curriculum is provided within school hours and its provision is free of charge. However, the following points should be noted:

School Fund

The School asks parents to contribute annually a voluntary payment to enable it to provide a wide range of extra and co-curricular activities which contribute significantly to a child's education. The School Fund helps to facilitate music, drama, sport and other clubs and societies across the school as well as subsidise educational visits, field trips, entry fees for competitions, the hire of buses and the costs associated with the supervision of pupils participating in such activities. In addition, it provides insurance for injury to pupils and a lost property compensation scheme.

Details of both schemes are available from the school on request.

The School may from time to time ask for further voluntary contributions from parents.

School trips and field trips

For certain educational trips, field trips and sports tours, parents may be required to contribute full costs in cases where the trip takes place mainly outside school hours and is not directly related to the statutory curriculum. For trips which take place mainly within school hours, parents will be asked to contribute full costs of board, residence and transport (except where there is a subsidy from the School Fund).

Materials for practical subjects

On certain occasions pupils will be asked to supply materials or their cost for practical work in Home Economics, Technology and Art, on the understanding that the finished product becomes the property of the pupil.

Breakages and damages

Parents will be required to make a contribution towards the cost of repair or replacement, occasioned by damage caused by their child to school property.

Examination fees

(GCSE, AS and A2 Level) will be paid by the school except in a subject for which the school has not prepared the pupil. Fees for re-sitting examinations will not normally be paid by the School.

Music

Where instrumental tuition is an optional extra with the EA, a charge of £50 per annum will be made for the instrument. Lessons are currently charged at £327 per annum, per individual pupil.

REMISSION OF CHARGES

The statutory educational activities organised during a residential trip must be free of charge. Please note that board and lodging charges may be remitted (within a limited scale) in respect of pupils whose parents are in receipt of Income Support or Family Income Benefit for any part of the duration of the trip.

MID-ACADEMIC YEAR CHANGES

Any changes in the above information, due to unforeseen circumstances, will be indicated to parents in writing.



Public Examinations

GCSE

Most pupils in Year 12 are entered for 9 GCSE subjects. Some pupils, in consultation with parents, are entered for only 8 subjects. The majority of subjects are provided through NICCEA and pupils are entered at Higher Level. In a small number of subjects pupils will be entered, with the agreement of parents, at a lower level.

A Level

All pupils are entered for examinations in a minimum of 3 A Level subjects.

Examination results for the summer of 2018 are set out in the following tables.





Public Examinations

GCSE RESULTS 2018

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
Art & Design	34	18	11	2	3	0	0	0	0	0	0	34	34
Biology	96	21	46	25	2	2	0	0	0	0	0	94	96
Business Studies	46	2	15	15	8	3	2	1	0	0	0	40	46
Chemistry	94	22	40	26	6	0	0	0	0	0	0	94	94
Computer Sc	26	13	4	8	1	0	0	0	0	0	0	26	26
Economics	14	1	2	6	2	2	0	0	0	0	1	11	13
English Language	196	35	80	66	10	5	0	0	0	0	0	191	196
English Literature	196	46	67	53	24	4	2	0	0	0	0	190	196
Food & Nutrition	37	5	13	13	4	2	0	0	0	0	0	35	37
French	97	22	28	25	13	7	2	0	0	0	0	88	97
Geography	67	24	17	15	10	0	0	0	1	0	0	66	67
German	64	13	10	11	14	11	4	0	1	0	0	48	64
History	72	13	21	18	15	4	1	0	0	0	0	67	72
Information Technology	20	0	14	3	1	1	1	0	0	0	0	18	20
Mathematics	196	75	50	54	14	2	0	0	0	1	0	193	195
Mathematics Further	55	31	18	5	1	0	0	0	0	0	0	55	55
Moving Image	11	2	5	2	2	0	0	0	0	0	0	11	11
Music	11	3	4	3	0	1	0	0	0	0	0	10	11
PE Studies	30	1	10	12	4	2	1	0	0	0	0	27	30
Physics	95	19	35	29	10	1	1	0	0	0	0	93	95
Religious Studies	48	21	15	11	1	0	0	0	0	0	0	48	48
Science Double Award	198	17	68	70	32	7	0	4	0	0	0	187	198
Spanish	66	19	22	15	8	0	1	0	1	0	0	64	66
Technology	35	2	10	16	5	0	2	0	0	0	0	33	35

Number of Year 12 Pupils on 31st October 2017 195

Number with a statement of Special Educational Needs: 2

GCSE RESULTS 2018 SUMMARY

% Entered for 7 or more subjects	% Entered for 5 or more subjects	% Achieving Grades A* - C in 7 or more	% Achieving Grades A* - C in 5 or more	% Achieving No GCSEs
100	100	96.9	97.9	0.5



Public Examinations

A LEVEL RESULTS 2018

Subject	Entries	A*	A	B	C	D	E	U	A* – C	A* – E
Art	14	3	7	4	0	0	0	0	14	14
Biology	52	7	25	10	8	2	0	0	50	52
Business Studies	33	1	8	13	10	1	0	0	32	33
Chemistry	49	8	16	10	10	4	1	0	44	49
Drama	7	0	0	7	0	0	0	0	7	7
Economics	4	0	3	0	1	0	0	0	4	4
English Lit	40	8	9	12	8	3	0	0	37	40
French	7	2	2	1	2	0	0	0	7	7
Geography	21	1	8	6	3	2	0	1	18	20
German	1	1	0	0	0	0	0	0	1	1
Health & Social Care	14	0	3	10	1	0	0	0	14	14
History	26	0	9	10	7	0	0	0	26	26
Home Economics	9	0	4	3	2	0	0	0	9	9
Information Technology	17	6	4	6	0	1	0	0	16	17
Mathematics	57	14	28	11	4	0	0	0	57	57
Mathematics Further	3	2	1	0	0	0	0	0	3	3
Music	8	1	1	2	1	3	0	0	5	8
Photography	6	2	0	4	0	0	0	0	6	6
Physics	24	1	8	6	6	2	1	0	21	24
Politics	10	1	4	3	2	0	0	0	10	10
Psychology	28	6	6	8	5	3	0	0	25	28
Religious Studies	7	1	1	3	2	0	0	0	7	7
Spanish	8	0	3	5	0	0	0	0	8	8
Sports Science	6	0	2	3	1	0	0	0	6	6
SSD	11	2	7	2	0	0	0	0	11	11
Technology	24	2	7	9	5	0	0	1	23	23

A LEVELS 2018 SUMMARY

No. of Pupils in Final Year of A Level Course	% Achieving 3 or more passes at Grades A – C	% Achieving 2 or more passes at Grades A – E	% Achieving 1 or more passes at Grades A – E
160	88.13	99.38	100



Public Examinations

PERFORMANCE IN PUBLIC EXAMINATIONS¹ 2013/14 to 2017/18 – Grammar Schools

Performance Indicator	2013/14		2014/15		2015/16		2016/17		2017/18	
	School	NI Average	School	NI Average	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) ¹	99.5	97.2	97.4	97.8	97.8	96.5	96.8	96.5	97.90	N/A
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) ¹	96.4	93	95.8	93.6	97.3	92.1	93.6	90.3	96.90	N/A
% Achieving 3+ A levels at Grades A*-C (or equivalent) ¹	82.6	75.7	81.2	77	78	76.3	85.3	78.1	88.13	N/A
% Achieving 2+ A levels at Grades A*-E (or equivalent) ¹	99	99.6	98	99.7	99.4	99.5	100	99.7	99.38	N/A

¹Excludes pupils with statements of Special Educational Needs.



Public Examinations

YEAR 13 AND 14

OTHER EXAMINATIONS

Name of Awarding Body	Qualification	Number in Final Year of Course	% Achieving Qualification
CACDP	Sign Language BSL Unit 1	24	100

SCHOOL LEAVERS' DESTINATIONS 2017/2018 (FROM YEARS 12, 13 & 14)

Number of Leavers 2017/18: 202

% of Leavers to:

	Higher Education	Further Education	Another School	Job Skills	Employment	Other
Years 12 - 14	171.20%	18.50%	3.90%	3.90%	1.50%	1%
Year 14	190.10%	6.20%	0%	3.10%	0.60%	0%

¹This figure represents the % of all School Leavers entering Higher Education from Years 12-14 in 2017/2018. In practice, only Year 14 students enter Higher Education directly. In 2017/2018, 90.1% of Year 14 Leavers secured a place in Higher Education.

Annual attendance rate (all pupils)

Total days attended by all pupils on roll as a % of total possible days of attendance: 96.6%



Parents and the School

The work of Banbridge Academy is based on partnership, with parents and staff operating in the interests of the pupils. Parents may contact the School at any stage to discuss their son/daughter's progress. Parent Consultation meetings are held annually for this purpose and also to provide information and guidance in relation to subject choice and careers. Pupils thrive academically and socially in conditions where strong parental support exists for the pupil and for the School. Homework will be set regularly for all pupils and it is hoped that parents will provide the conditions and encouragement which enable it to be completed properly. A clearly defined Homework Timetable is given in Years 8 - 10.

Parents should note that pupils enter the school on the assumption that they accept its ethos, rules and regulations.

Parents are encouraged to join the Banbridge Academy Association, membership of which is also open to former pupils. The Association organises educational talks and meetings, as well as social and fund-raising events. Enquiries should be addressed to the Secretary of the Association at the School. The AGM is held in the Autumn of each year.

CONCLUSION

Banbridge Academy provides, through a highly qualified teaching staff, the full Northern Ireland Curriculum. Excellent results are achieved in a very happy atmosphere and in a pleasant modern environment. The staff provide a broad and rich programme of extra-curricular activities. Parents who have an interest in the School or who have any enquiries are invited to contact the Principal by telephone, letter or e-mail.

DOCUMENTS TO BE MADE AVAILABLE FOR PARENTS

All copies of documents to be made available for parents will be kept by the Principal. Any parent wishing to view these documents should contact the Principal's Secretary, with whom suitable arrangements may be made.

It should be noted that, although the information contained in this prospectus was correct at the time of publication, however it may be subject to further change.



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