



Banbridge Academy

PROSPECTUS 2024 - 2025

The pursuit of excellence in a caring and supportive community.



Banbridge Academy



Chairman of Board of Governors
Mr D Livingstone

Principal
Mr R S McLoughlin OBE

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Staff at Banbridge Academy

Principal Mr R S McLoughlin OBE, BSc, MEd, PGCE, PQH

Vice Principals Mrs H Evans, BSc, MEd, PGCE, PQH, EdD
Mr D McFarland, BEd, MSc, PQH

Senior Teachers Mrs F Campbell, BSc, PGCE
Mr J Clarke, BA, PGCE
Mr W Cromie, BA, PGCE
Mr A Hanlon, BSc, PGCE
Mrs H Morrison, BSc, PGCE

Heads of Department

Art	Mrs O Casey, BA, PGCE
Biology	Mrs S Tully, BSc, PGCE
Careers	Mr S Bond, MA, PGCE
Chemistry	Mrs J Glover, BSc, PGCE
Computing	Mr K McGuinness, BSc, PGCE
Drama	Mrs J Neill, BA, MA, PGCE
Economics	Mr T Dempsey, BSc, PGCE
English	Miss L McConkey, MA, PGCE
French	Mrs C O'Shaughnessy, BA, PGCE
Geography	Mrs D Dreaning, BSc, PGCE
History	Mrs G Johnston, BA, PGCE
Home Economics	Mrs L Dow BA, DIS, PGCE
Mathematics	Mr D Irwin, BSc, PGCE
Music	Mrs C Munton, BMus, PGCE, ATCL, LTCL
Physical Education	Boys - Mr T Baxter, BA, PGCE Girls - Mrs G Todd, BSc, DIS, PGCE
Physics	Mr D Stewart, BSc, PGD, PGCE
Politics	Miss A McClelland, BA, MA, PGCE
Psychology	Mrs L Duke, BSc, MSc, PGDE, PGCert, ALCM (TD)
Religious Studies	Mr W Brown, BEd
Science	Mr D Stewart, BSc, PGD, PGCE
Spanish	Miss K Poots, BA, PGCE
Technology	Mr G Winter, BEd

Year Heads	Year
Miss J Cosgrove / Mrs J Neill	14
Mr J Erskine / Mrs J McCullagh	13
Mr C Walker / Mr C Beacom	12
Miss R Warnock / Miss S Anderson	11
Miss A McClelland / Mrs P McKenzie	10
Mr M Cordner / Dr R Dobson	9
Mr M Miskelly / Miss K Jess	8

House Staff	House
Mr D Irwin	Crozier
Mrs G Todd	
Mr B Leslie	Dunbar
Mrs J Leslie	
Mr M Miskelly	McWilliam
Mrs J Glover	
Mr T Acheson	Waddell
Mrs D Dreaning	



Staff at Banbridge Academy

Teaching Staff

Mr T Acheson, BSc, PGCE
Mrs H Adair, BA, PGCE
Miss S Anderson, BSc, PGCE
Mr C Beacom, BSc, PGCE
Mrs R Beacom, BSc, PGCE
Dr L Bradford, PhD, PGCE
Miss A Burgess, BA, PGCE
Mrs H Cartmill, BA, PGCE
Mr M Cordner, BA, DIS, PGCE
Miss J Cosgrove, BSc, PGCE
Mr S Dawson, MSc, PGCE
Dr R Dobson, BSc, PhD, PGCE
Mr J Erskine, BA, PGCE
Mr J Farrell, BSc, PGCE
Miss L Forsythe, BA, MA, PGCE
Miss A Galashan, BSc, PGCE
Miss H Gordon, BA, PGCE
Miss J Greenlee, MA, MEd, PGCE
Mrs S Hassard, BEd

Mrs J Hetherington, BA, PGCE
Mrs E Hoy, BA, PGCE
Miss K Jess, BSc, PGCE
Mr S Jess, MSc, PGCE
Mrs B Kernaghan, BSc, PGCE
Mrs H Lawther, BA, PGCE
Mr B Leslie, BEd
Mrs J Leslie, BSc, PGCE
Mrs K Li, BSc, PGCE
Dr C Lorimer, BSc PhD, PGCE
Mrs J Lucas MA, PGCE
Mr J McConnell, BSc, PGCE
Mrs J McCullagh, BA, PGCE
Miss E McCullough, BDes, PGCE
Mr K McGuinness, BSc, PGCE
Mrs P McKenzie, BA, PGCE
Mr M Miskelly, BEng, PGCE
Mrs N Paolucci, BA, PGCE
Mr G Patterson, BA, MA, PGCE

Mrs T Qua, BMus (Mus Ed) Hons
Mr J Reaney, MSc, BSc, PGCE
Mr G Robinson, BEng, PGCE
Mrs N Shaw, BSc, PGCE
Mr P Smyth, BSc, PGCE
Mrs E Spratt, BA, PGCE
Mrs H Stewart, BA, PGCE
Mrs L Topley-Willis, BA, PGCE
Mrs F Topping, BSc, PGCE
Mr C Walker, MSc, PGCE
Miss R Warnock, BSc, PGCE
Mrs D Wilkinson, BA, MEd, PGCE

Part - Time Teaching Staff

Mrs R Armstrong, BA, PGCE
Mrs B Callan-Rushe, BEd, MEd
Mr R Currie, BEd, PGCE
Mrs G Gough, BA, PGCE
Mrs V Harrison, BA, PGCE
Mrs R Thompson, BSc, PGCE



Auxiliary Staff

Financial Administrator	Mrs C Neill
Principal's PA	Mrs A McCurdy
Secretarial Staff	Mrs D McRoberts Mrs N O'Neill Mrs J Sayers Mrs L Uprichard Miss M Wright
Cover/Examinations	Mr B O'Shaughnessy Mrs J Sally
Reprographics Technician	Mrs L Cochrane
Library Assistant	Ms K McEvoy
Y14 Study Supervisor	Mr A Harvey
Laboratory Technicians	Miss L Shannon Mr S Sturgeon Miss G McFall
ICT Technicians	Mr S Gilliland Mr K Curran

HE/Art Technician	Mrs N Hazley
Technology Technician	Mr M McKinney
Pupil Welfare Auxiliary	Mrs H Singer
Classroom Assistants	Mr M Barlow Mrs N Beggs Mrs C Bolwell Mr J Chapman Mrs K Cromie Mrs S Gibbons Mrs B Hampton Mrs A McGovern Mrs N Stewart Mrs N Stronge Miss P Wilson
Building Supervisors	Mr S Curry Mr J Kernaghan
Foreign Language Assistants	Lou Orny Amaia Iglesias Mena
Groundsman	Mr S Savage





School Hours and Holidays

The school hours are as follows:

Monday to Friday: 9.00am to 3.20pm. 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 9.00am 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 2024/2025

Please note subject to change when EA Harmonisation Dates are published

Term 1

Induction Days	Thursday 29 & Friday 30 August 2024
First Day of Term (All pupils)	Monday 2 September 2024
Prize Day	Friday 25 October 2024
Mid Term Break	Monday 28 October – Friday 1 November 2024
End of Term	Friday 20 December 2024

Term 2

First Day of Term	Monday 6 January 2025
Mid Term Break	Monday 10 – Friday 14 February 2025
Bank Holiday	Monday 17 March 2025
End of Term	Friday 11 April 2025

Term 3

First of Term	Monday 28 April 2025
Bank Holiday	Monday 5 May 2025
Bank Holiday	Monday 26 May 2025
End of Term	Monday 30 June 2025

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 - 192
Co-Educational Approved Enrolment Number - 1320
Age Range 11-18 Principal: Mr R S McLoughlin OBE, BSc, MEd, PQH(NI)
Chairperson of the Board of Governors: Mr Dennis Livingstone

An Open Night for pupils of P7 and their parents will be held 7.00 - 9.30pm on Monday 29 January 2024.

The prospectus and a brochure will also be placed on our school website.

TO PARENTS / GUARDIANS naming Banbridge Academy (hereinafter referred to as 'the School') as a preference on your child's Transfer Application.

Entrance Assessment Results

Please ensure that you enter the Total Standardised Age Score (TSAS) awarded by the Schools' Entrance Assessment Group (SEAG), together with the SEAG Unique Pupil Number, on the Transfer Application and please note it is the responsibility of parents/guardians to make sure that the Statement of Outcome received from SEAG, indicating their child's SEAG Total Standardised Age Score (TSAS), is uploaded with the Transfer Application.

SEAG is very clear that its Entrance Assessment consists of two papers. A pupil who only takes one paper (i.e. either Paper 1 or Paper 2 but not both) will not have completed the full Entrance Assessment. Such pupils will, however, have their "single paper" marked and will receive a Statement of Outcomes. Outcomes for pupils who only sit one paper will have the designation "e" (for estimate) immediately after the Outcome, e.g. Total Standardised Age Score TSAS 196e; Band 4e. Such pupils may be considered for admission by Banbridge Academy under Special Provisions.

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 section below. **Please note that you are required to upload with the Transfer Application all such material as you consider will assist the Education Committee in determining if Special Circumstances and/or Special Provisions apply.**

Claims for consideration for a child under Special Circumstances and/or Special Provisions will be examined and decided upon **before the application of any of the Admissions Criteria.**

Parents/Guardians who wish to apply to the School under Special Circumstances and/or Special Provisions should complete Form SC and/or Form SP obtainable from the School and upload it with appropriate documentation described in section 2.

Parents/Guardians should note that they are required to produce documents verifying information pertinent to the School's Admissions Criteria. If the documents are not uploaded with the Transfer Application, as detailed below, they will be requested after notification of an offer of a place at the school.

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 approved the criteria for admission described below, and 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/or Special Provisions.

1. ADMISSION CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2024

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 30 January 2024 at 12 noon (GMT) and an application submitted by the closing date of 22 February 2024 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 22 February 2024 and up to 4.00pm on 4 March 2024 will be treated as a late application (see Waiting Lists Policy below).

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.

When considering which children should be selected for admission, the Education Committee will take into account **only** information



Admissions Policy

which is detailed on or uploaded with the Transfer Application, including the Total Standardised Age Score (TSAS) provided by the Schools' Entrance Assessment Group (SEAG) as a result of the child's performance in the SEAG Entrance Assessment (or the score assigned 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 on, or uploaded with, the Transfer Application.

Parents/Guardians should note that they are required to produce documents verifying information pertinent to the School's Admissions Criteria.

If the number of applications is greater than the Admissions Number determined by the Department of Education, the following criteria (to include sub-criteria) shall be applied in the order listed below until the point where the admissions number is reached.

If there are fewer applicants complying with a particular criterion or sub-criterion than there are places available or remaining, those applicants complying with that criterion or sub-criterion will be admitted and the next criterion or sub-criterion will be applied to the remaining applicants.

If there are more applicants complying with a particular criterion or sub-criterion than there are places available or remaining, those applicants complying with that criterion or sub-criterion will go forward to be considered under the next criterion or sub-criterion and those not complying with that criterion or sub-criterion will be eliminated.

- 1.1 Children resident in Northern Ireland at the time of their proposed admission will be selected for admission to the School before any child not so resident.

The child's Birth Certificate and proof of address should be uploaded with the Transfer Application. Proof of address – any TWO of the following recent (within the past 6 months) documents with sensitive information redacted: Bank/building society statement; Utility bill (e.g. electricity, gas, TV licence, landline telephone); Addressed payslip; Letter awarding

Child Benefit to the child or another letter relating to this benefit; Mortgage statement; Land and Property Services Rates Demand; Financial statement such as ISA, Pension or Endowment; Current Driving licence; Rental agreement.

- 1.2 The Education Committee will consider children who have taken the Entrance Assessment administered by the Schools' Entrance Assessment Group (SEAG). The Board of Governors will use the Total Standardised Age Score (TSAS) as awarded by SEAG to a pupil in the Entrance Assessment, subject only to the consideration of parent/guardian(s) claiming 'Special Circumstances' or 'Special Provisions' as defined below. Places will be allocated in strict rank order of the scores, starting with the highest score and working in descending rank order, up to the Admissions Number (192). The TSAS in the SEAG Entrance Assessment should be entered, along with the SEAG Unique Pupil Number, on the Transfer Application.

It is the responsibility of parents/guardians to make sure that the Statement of Outcome received from SEAG, indicating their child's SEAG Total Standardised Age Score (TSAS), is uploaded with the Transfer Application.

- 1.3 Places will then be allocated using the following sub-criteria, in the order listed:
 - i. Children who, at the date of their application EITHER have a child of the family¹ (sibling) currently enrolled at the school [state name(s) and Registration Group(s) on the Transfer Application] OR are the eldest² child of the family¹ to be eligible to transfer to a mainstream Post-Primary School in Northern Ireland (details to be supplied on the Transfer Application).

¹ Child of the family covers: a child born to a married couple or to a couple in a civil partnership; a child born to a co-habiting couple; a child born to a single parent; a child of either/any of those people by a previous marriage, civil partnership or relationship; a child living with a couple who has been treated as a "child of the family" whether there is a marriage or a civil partnership or not; a child living with an individual, who has been



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treated as a "child of the family"; an adopted or fostered child; a situation where, for example, an orphaned cousin is being brought up with a family or individual.

² Twins and other multiple birth applicants will be regarded as joint eldest. Eldest 'child of the family' eligible to transfer includes cases where the eldest child has completed his/her post-primary education, the eldest child of a reconstituted family, the eldest child of the family was statemented or attended a special school or where a family has relocated to Northern Ireland.

Proof of eldest child should be uploaded with the Transfer Application – a letter on headed note paper, stating that the child is the eldest eligible child and that the family is known to the verifier, from one of the following who is not a family member of the applicant: a Primary School Principal, a medical practitioner, a solicitor, an elected public representative, a member of the clergy or a police officer.

- ii. Children who are registered at a Primary School from which pupils have been admitted to Banbridge Academy in three out of the past five years, a list is available below **.
- Parents/Guardians of children who have not had the opportunity to attend a named primary school should claim Special Provisions and/or Special Circumstances, stating the precise reasons why the child did not have the opportunity to attend a named primary school.
- iii. 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 Application. 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 Application as the seed for a random number generator. The ranking number generated, for any given applicant, is dependent only on the applicant's name (as entered on the Transfer Application), 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.

If there are still places available after consideration of all the children who have taken the SEAG Entrance Assessment and been awarded a Total Standardised Age Score (TSAS) by SEAG (or a score assigned 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 SEAG Entrance Assessment. Such children, if they satisfy Criterion 1.1, will be allocated to the remaining place(s) up to the School's Admissions Number using the sub-criteria listed in section 1.3 in the order set out.

2. 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 Total Standardised Age Score (TSAS) equivalent to that which he or she would have obtained in the SEAG Entrance Assessment under normal conditions. Consideration of a claim for special circumstances and/or special provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having special circumstances or attracting special provisions, or both; if a child is permitted to be considered as having special circumstances or as attracting special provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the Education Committee so that a Total Standardised Age Score (TSAS) equivalent to that which the child would have obtained in the SEAG Entrance Assessment under normal conditions can be assigned.

Please note, parents/guardians are required to upload with the Transfer Application all such material that 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



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In reaching the educational judgement needed to assign a Total Standardised Age Score (TSAS) that the child would have obtained in the SEAG Entrance Assessment under normal circumstances, the Education Committee will consider any material uploaded with the Transfer Application by the parents/guardians. This material may include any or all of the following:

- i) The Total Standardised Age Score (TSAS) awarded by SEAG in the Entrance Assessment (if the child sits both SEAG Entrance Assessments) or the TSAS estimate provided by SEAG (if the child sits only one of the Entrance Assessments, due to the child's illness or other unforeseen circumstances).
- 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 SEAG Total Standardised Age Score (TSAS) awarded;
- iv) Any other relevant material.

Special Circumstances

Banbridge Academy has academic performance in the SEAG Entrance Assessment as one of its criteria, subject only to the consideration of medical or other problems which may have affected performance in the SEAG Entrance Assessment 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 SC, obtainable from the School, stating the precise reason why they believe the child should be

considered for Special Circumstances. The SC Form and appropriate documentary evidence should be uploaded with the Transfer Application.

The Education Committee will consider each application for Special Circumstances. Where a Special Circumstances claim is upheld the Education Committee will assign, on the basis of the information available, an equivalent Total Standardised Age Score (TSAS) for the child. Such children will then be considered with all other children who have received a SEAG Total Standardised Age Score (TSAS) and the Admissions Criteria applied.

Details of Medical or Other Problems

Where it is claimed that a child's performance in the SEAG Entrance Assessment has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in the Form SC precise details of the problem and upload with the Transfer Application the 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 SEAG Entrance Assessments, 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 SC precise details of the problem and upload appropriate documentary evidence with the Transfer Application. It should be noted that independent evidence will carry greater weight.

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 who due to a serious medical or other problem supported by appropriate documentary evidence or for a demonstrably valid reason also supported by appropriate documentary evidence, were either unable to sit both the SEAG Entrance Assessment papers OR have an



Admissions Policy

estimated outcome from SEAG because they only sat one of the two Entrance Assessment papers.

Note: It is expected that all those seeking admission should sit the SEAG Entrance Assessments, with the exception of those children who take up residence in Northern Ireland after 2 October 2023.

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 SP, obtainable from the School, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and upload appropriate documentary evidence with the Transfer Application.

The Education Committee will consider each application for Special Provisions. Where Special Provisions are accepted, the Education Committee will assign, on the basis of the information available, an equivalent Total Standardised Age Score (TSAS) for the child. Such children will then be considered with all other children who have received a SEAG Total Standardised Age Score (TSAS) and the Admissions Criteria applied.

3. NOTE TO PARENTS/GUARDIANS

It is the responsibility of parents/guardians to ensure that the Transfer Application is completed in full and that all relevant information is uploaded with the Transfer Application.

If the Board of Governors becomes aware of any irregularity in the details uploaded or included on the Transfer Application, it reserves the right to reject the application made on behalf of the child for admission to the School.

4. DUTY TO VERIFY - THE VERIFICATION OF INFORMATION PROVIDED

Those making applications should note that the information contained within an application that qualifies the child for admission will 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 Transfer Application. Those making applications should also note the provision of false information or incorrect information, or the failure to provide verifying documents according to the required deadline, may result in either the withdrawal of a place or the inability of the School to offer a place.

5. WAITING LISTS POLICY

Banbridge Academy operates a Waiting Lists Policy. For Year 8, all applications for admission to Year 8 that were initially refused will be automatically placed on the Year 8 Waiting List. New applications, late applications and applications where new information has been provided will also be added to the Year 8 Waiting List. This Waiting List will be in place until **30 June 2025**, that is, the end of Year 8. Please contact the school if you wish your child's name to be removed from the Year 8 Waiting List.

Should a vacancy arise after the date upon which placement letters have been issued from the Education Authority, the procedure outlined in the Admissions Criteria for entry to Year 8 will be followed in relation to those applications on the Year 8 Waiting List. The school will contact you 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.

APPLICATIONS AND ADMISSIONS TO YEAR 8

Year	Admission No	Total Applications all Preferences	Total Admissions
2021/22	192+	329	202*
2022/23	192	242	193*
2023/24	192	245	196*

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

**** Primary Schools from which Banbridge Academy has admitted pupils in three out of the past five years.**

Abercorn
Ballydown
Bocombra

Milltown
Moir
Mullaglass



Admissions Policy

Bridge Integrated	Mullavilly
Bronte	Portadown Integrated
Donacloney	Poyntzpass
Downshire	Riverdale
Dromara	Rowandale Integrated
Dromore Central	St Colman's & All Saints Nursery (Annaclone)
Drumadonnell	St Colman's (Bann)
Dunmurry	St Colman's (Dromore)
Edenderry (Banbridge)	St Mary's (Banbridge)
Fair Hill (Dromara)	St Mary's (Dechomet)
Friends' Prep School Lisburn	St Patrick's (Magheralin)
Iveagh	Tandragee
King's Park (Lurgan)	Waringstown
Maralin Village	Windsor Hill
Meadow Bridge, Hillsborough	

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 exceptional circumstances, to consider this evidence. Each case will be carefully assessed by the Principal and will necessarily take into account appropriate documentary evidence, medical or otherwise.
- (ii) Children who can significantly contribute to the extra and co-curricular life of Banbridge Academy.
- (iii) 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 Application 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 Application Form as the seed for a random number generator. The ranking number generated, for any given applicant, is dependent only on the applicant's name (as written on the Application Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the 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 2025**, 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.





Admissions Policy

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 **11.00am 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; and
4. A minimum of 4 Grade B and 3 Grade C passes (or equivalent) at GCSE.

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; and
- (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, C* = 0.75 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* = 5 points, A = 4 points, B = 3 points, C* = 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 Application 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 Application Form as the seed for a random number generator. The ranking number generated, for any given applicant, is dependent only on the applicant's name (as written on the Application Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the 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



Admissions Policy

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 (i.e. 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]; and

- 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; and
- 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

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.

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	2	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	3	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

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, 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, MVRUS.

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) and Careers Education are also provided.





The Curriculum

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; 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 and Software Systems Development.

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 the Sixth Form.

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 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.





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, and the Sixth Form 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 the Short Course or 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.

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;



The Curriculum

- 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 extracurricular 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; Modern Languages Cine Club; TASK; Warhammer Club.

Educational visits and exchanges are an important part of extracurricular 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 productions. 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 extracurricular programme and generally counsels his/her pupils on work, personal and social development and discipline.

Year 14 Form Prefects are attached to each Form Class in Year 8 and act as mentors, helping pupils settle in.

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

1. AIMS, ETHOS AND STATEMENT

Banbridge Academy is a co-educational and non-denominational grammar school which seeks to provide a regulated and happy environment with a pleasant atmosphere in which its pupils and staff can strive to achieve their full academic, personal and professional potential. The school seeks to provide a wide, stimulating and enjoyable educational experience rooted in values of honesty, openness, integrity, tolerance and respect for each individual as a person. Our central aim is for everyone to be happy at school, known personally and cared for individually.

In Banbridge Academy we seek to provide for our pupils a safe and caring environment where bullying will not be tolerated. We repudiate bullying behaviour of any kind, to any member of the school community, by any member of the school community. We believe that all pupils have the right to learn in a safe and supported environment.

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.

2. CONTEXT

This policy is informed and guided by current legislation and DE Guidance listed below:

The Legislative Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

The Policy and Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- Statutory Guidance for Schools and Boards of Governors (DE, 2019)

- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

- United Nations Convention on the Rights of the Child (UNCRC)

In the current context the statutory duties placed on the Board of Governors are to secure measures to prevent bullying and to keep a record of incidents of bullying or alleged bullying involving a pupil at the school.

3. CONSULTATION AND PARTICIPATION

On-going self-evaluation is a key aspect of life at Banbridge Academy. The legislation requires the Board of Governors and Principal to consult with pupils, parents/carers and the school community when developing and reviewing the Anti-Bullying Policy.

We have met this requirement in the following ways:

- Every three years a comprehensive survey of pupils, staff and parents is completed as part of the School Development Planning process.
- In addition, a range of other consultation methods are regularly employed, including discussions with staff, School Council, Senior Prefects, focus groups from different year groups, Anti-Bullying Ambassadors and Banbridge Academy Association. Results of all these discussions and surveys feed in to the School Development Plan and Policy review schedule.
- A representative group of staff was directly involved in developing the Anti-Bullying Policy. All staff had an opportunity to comment on the draft policy.
- Parents were given the opportunity to comment on the draft policy through an online survey and letter.
- Awareness raising programmes through the Curriculum, Form Time, Assemblies.
- Involvement in NIABF Anti-Bullying week.





Anti-Bullying Policy

4. WHAT IS BULLYING?

The legal definition of Bullying (Addressing Bullying in Schools (NI) 2016) is

- 1.—(1) In this Act “bullying” includes (but is not limited to) the repeated use of—
- (a) any verbal, written or electronic communication,
 - (b) any other act, or
 - (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.
- (2) For the purposes of subsection (1), “act” includes omission.

Bullying is therefore behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

WHAT FORM DOES BULLYING TAKE?

Bullying can take many forms:

1. Physical, for example, pushing, hitting, kicking, spitting, theft, damage to belongings, physical intimidation, any other physical contact which may include the use of weapons.
2. Verbal, for example, repeated insults, name-calling, teasing, taunting, spreading rumours, passing malicious notes.
3. Indirect, for example, excluding someone from the social group/ isolation, tormenting, hiding other pupils' belongings, making threatening gestures.
4. Electronic acts, for example using online platforms or other electronic communication to carry out many of the written acts noted above, impersonating someone online to cause hurt, sharing images (e.g. photographs or videos) online to embarrass someone. When bullying behaviour occurs through the medium of electronic communication 'repetition' can take place through the repeated viewing and sharing of a post even if there is only one post.

This list is not exhaustive and other types/methods may also fall into the category of bullying.

Terminology

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, therefore we will use the term 'pupil experiencing bullying behaviour' or 'target of bullying' instead of

'victim.' Instead of 'bully' we will use the term 'pupil who is displaying bullying behaviour.' We encourage all members of the school community to use this language when discussing bullying incidents.

When does socially unacceptable behaviour become bullying behaviour?

All socially unacceptable behaviours which occur within school will be dealt with in line with the school's Positive Behaviour Policy.

Socially unacceptable behaviours become bullying behaviours when the information gathered clearly demonstrates that the unacceptable behaviour does meet the criteria below i.e. on the basis of evidence gathered the behaviour is/was:

- Intentional;
- Targeted at a specific pupil or group of pupils;
- Repeated; and
- Causing physical or emotional harm

In determining 'harm' we define:

- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem; and
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Intention will be determined by the repeated nature of the offence. Repetition is when the bullying behaviour occurs to the same targeted person on more than one occasion over a period of time.

When does a one-off incident become bullying?

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident;
- evidence of pre-meditation;
- impact of the incident on individuals (physical/emotional);
- impact of the incident on wider school community;
- previous relationship(s) between those involved; and
- any previous incident(s) involving the individuals.

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.



Anti-Bullying Policy

Motivation behind bullying behaviour

Various motivations can lie behind bullying behaviour, including age, appearance, breakdown in peer relationships, community background, political affiliation, gender identity, sexual orientation, pregnancy, marital status, race, religion, disability/SEN, ability, Looked After Child status, Young Carer status etc. Often there is no theme evident in bullying behaviour but we believe that all bullying behaviour is wrong.

5. PREVENTION OF BULLYING

There are a number of key actions listed below which take place in school and have the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- High standards of teaching and learning, an effective pastoral system and good relationships between pupils, and between staff and pupils, help to create a strong ethos in which good behaviour is promoted and maintained.
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
- 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.
- Addressing issues, through LLW/PD, such as the various forms of bullying, including how and why it can happen.
- Through the preventative curriculum actively promote positive emotional health and well-being.
- Visiting speakers and drama groups are invited from time to time to explore the problem of bullying.
- Participation in the NIABF annual Anti-Bullying Week activities.
- Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school.
- Development of effective strategies for management of unstructured times, eg. training for supervisors.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks.
- Year 14 Form Prefects, acting as peer mentors, are attached to

each Year 8 Form Class.

As bullying can also take place on the way to and from school we endeavour to:

- Develop a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Take measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school e.g. Guidance for Prefects.
- Have regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Ensure there is appropriate deployment of staff to support the transition from school day to journey home eg. staff bus duty

Bullying can occur through the use of electronic communication at any time during term time and have a detrimental effect on the pupil's education in school. Banbridge Academy raises awareness of the nature and impact of online bullying and supports our pupils to make use of the internet in a safe and respectful way through:

- Addressing key themes of online behaviour and risk through Assemblies and LLW/PD classes, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying week activities.
- Engagement with key statutory and voluntary agencies (e.g. C2k, PSNI, Futureproof).
- Development and implementation of robust and appropriate policies in related areas e.g. Online Safety Policy.

What if bullying occurs outside school hours?

If bullying occurs outside school during term-time e.g. on the way to and from school and/or electronically, and it is likely to have a detrimental effect on the pupil's education in school, Banbridge Academy reserves the right to deal with it in line with the school's Anti-Bullying Policy.

6. RESPONSIBILITY

Every member of the school community is expected to work together to:

- foster positive self-esteem, respect the right of others to be safe;
- behave towards each other in a mutually respectful way;



Anti-Bullying Policy

- be alert to signs of distress and other possible indicators of bullying behaviour;
- inform the school of any concerns related to bullying behaviours;
- model high standards of personal pro-social behaviour;
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;
- refrain from retaliating to any form of bullying behaviour;
- intervene to support any person who is being bullied, unless it is unsafe to do so;
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff;
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed;
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others;
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken;
- know how to seek support – internal and external; and
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

7. REPORTING A BULLYING CONCERN

All pupils are encouraged to get help if they have a concern about bullying that they experience or is experienced by another.

A range of mechanisms are in place for the reporting of bullying.

These include:

- Speaking to a member of staff;
- Speaking to a member of the Anti-Bullying Ambassadors team;
- Raising concern via the alert button on the “My School’ webpage; and
- Placing a note in the concerns/Anti-Bullying Ambassadors box at the Office hatch.

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Guidance for parents/carers reporting a concern (see Appendix A)
Parents/carers who suspect that their child is being bullied should contact the school at the earliest opportunity.

- The initial contact should be to the Form Teacher.
- Where the parent/carer is not satisfied that appropriate action has been taken to prevent further incidents, or where further

incidents have taken place, the concern should be reported to the Year Head.

- Where the parent/carer is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice Principal (Pastoral).
- Where the parent/carer is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Headmaster.

Where a parent/carer remains unsatisfied that the concern has not been responded to appropriately, then the school’s complaints procedure should be followed.

- All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. Feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.
- A leaflet on Bullying containing advice for parents and for pupils is placed on the website. Copies are available from the office on request.
- The Anti-Bullying policy will also be placed on the school website.
- Copies of the Anti-Bullying policy are available from the school office.

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.
- The websites listed in Appendix A contain practical advice for pupils, teachers and parents on tackling cyber-bullying.



Anti-Bullying Policy

8. RESPONDING TO A BULLYING CONCERN

The processes below provide a framework for how Banbridge Academy will respond to any bullying concern identified.

Using the Northern Ireland Anti-Bullying Forum (NIABF) 'Effective Responses to Bullying Behaviour' resource, the member of staff responsible shall:

- Clarify facts and perceptions;
- Check pupil records;
- Assess the incident against the criteria for bullying behaviour;
- Identify any themes or motivating factors;
- Identify the type of bullying behaviour being displayed;
- Identify intervention level;
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource (e.g. Positive Behaviour Policy);
- Track, monitor and record effectiveness of interventions;
- Review outcomes of interventions; and
- Select and implement further interventions as necessary.

Where appropriate, school staff may also implement sanctions for those displaying bullying behaviour.

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the 'Effective Approaches to Bullying Behaviour' resource focus on responding to the behaviour, resolving the concern and restoring the well-being of those involved.

Within this framework there are 4 levels of intervention.

1. Level 1 (Low Level Bullying Behaviour)- interventions are to help individuals to recognise/reflect on their unacceptable behaviour and to 'get them back on track,' while listening to and supporting/strengthening the pupil(s) experiencing bullying.
2. Level 2 (Intermediate level Bullying Behaviour)- these interventions continue with the above but there is a shift from individual support to group interventions.
3. Level 3 (Complex Bullying Behaviour)- interventions will often involve senior staff, Learning Support Coordinator in collaboration with pupil(s), parents and others to determine the way forward in affecting change.
4. Level 4 (High Risk Bullying Behaviour)- At this level the school's safeguarding procedures will need to be invoked and external

support sought.

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.

Staff are expected to respond to bullying behaviour promptly and efficiently, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures as set out in the Positive Behaviour and Anti-Bullying policies.

9. RECORD KEEPING

Banbridge Academy will keep a central record of all bullying or alleged bullying incidents that occur while:

- a) On the premises of the school during the school day;
- b) Travelling to or from the school during the school term e.g. walking or on a bus;
- c) The pupil is in the lawful control or charge of a member of staff e.g. on a school trip or playing for a school team; and
- d) The pupil is receiving educational provision arranged on behalf of the school and provided elsewhere other than on the premises of the school.

A Bullying Concern Assessment Form will be used to record details such as:

- How the bullying behaviour was displayed (the method);
- The motivation for the behaviour;
- How each incident was addressed by the school; and
- The outcomes of the interventions employed.

All records will be maintained in line with the relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal Schedule. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of antibullying policy and practice within the school. The Designated Teacher or Deputy Designated Teacher will review bullying data and provide feedback to the Safeguarding Team and Board of Governors as required.



Anti-Bullying Policy

10. PROFESSIONAL DEVELOPMENT OF STAFF

- Banbridge Academy is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provision
- The impact of the training may result in policy/procedural updates.
- Records are kept of training provided.

11. MONITORING AND POLICY REVIEW

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- Maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted;
- Identify trends and priorities for action;
- Assess the effectiveness of strategies aimed at preventing bullying behaviour; and
- Assess the effectiveness of strategies aimed at responding to bullying behaviour.

The Anti-Bullying policy will be reviewed at intervals of no more than four years. From time to time amendments will be made:

- as a result of surveys;
- when changes to legislation occur;
- in response to issues arising from a current situation; and
- when data generated to identify existing behavioural patterns and trends indicate that changes are required.

12. RELATED SCHOOL POLICIES

The Anti-Bullying Policy forms part of the suite of safeguarding and pastoral policies which work together to promote the welfare and well-being of pupils. As such the policy must comply with current safeguarding requirements as set out in the current ETI Safeguarding Pro forma.

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;
- Positive Behaviour Policy;
- Safeguarding Policy;

- Special Educational Needs Policy;
- Health and Safety Policy;
- Relationships and Sexuality Education Policy;
- Online Safety Policy;
- Educational Visits Policy; and
- Staff Code of Conduct

Revised Aug 2021

Appendix A

BULLYING

GUIDANCE FOR PARENTS

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

All socially unacceptable behaviours which occur within school will be dealt with in line with the school's Positive Behaviour Policy. Socially unacceptable behaviours become bullying behaviours when the information gathered clearly demonstrates that the unacceptable behaviour does meet the criteria below i.e. on the basis of evidence gathered the behaviour is/was:

- Intentional;
- Targeted at a specific pupil or group of pupils;
- Repeated; and
- Causing physical or emotional harm

In Banbridge Academy bullying will not be tolerated. We aim to prevent bullying in school and recognise that in this, as in all other areas of school life, we will be much more successful if we have the support and co-operation of you, the parents. We suggest that you can help your child by:

- **watching** for signs of distress. These may include deterioration of work, unwillingness to go to school, spurious illness, erratic attendance, isolation or the desire to remain with adults;
- **taking an active interest** in your child's school life e.g. by taking time to discuss the school day, the journey to and from school and your child's friendships;
- **encouraging** your child not to retaliate if there is bullying but rather to talk to a teacher - the Form Teacher or any teacher to



Anti-Bullying Policy

whom he/she can relate easily;

- **contacting the school** immediately if you suspect that bullying is taking place. Your initial contact should be to the Form Teacher;
- **offering continuing support** to your son/daughter if he/she has been the target of bullying. Encourage your child to react appropriately to bullying and not to do anything to retaliate or 'hit back'; and
- **working with your son/daughter** at home if he/she has been guilty of bullying. It is important that the young person understands why bullying is wrong and the detrimental effect it can have.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. Feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

If bullying occurs outside school during term-time e.g. on the way to and from school and/or electronically, and it is likely to have a detrimental effect on the pupil's education in school, Banbridge Academy reserves the right to deal with it in line with the school's Anti-Bullying Policy.

Useful contact numbers

Banbridge Academy (028) 4062 3220
(The Vice-Principal (Pastoral) is Mrs H Evans)
Childline 0800 1111
NSPCC 0800 800500

Many websites include practical advice for pupils, teachers and parents on tackling bullying:

Northern Ireland's Anti-Bullying Forum- provides advice for everyone on bullying issues.

Kidscape: advice for parents and young people on how to respond to cyberbullying.

Childnet: Advice and guidance for parents and young people about online safety.

Thinkuknow - CEOP's excellent website focusing on internet safety

for young people.

Internet Watch Foundation - support website with information on filtering, protection, and an area to report illegal content.

Sorted - Part of the Childnet stable of websites providing information on computer security issues.

UK Safer Internet Centre: provides online safety tips, advice and resources to help children and young people stay safe online.

NI Government website - provides advice for parents on cyberbullying.

Bullying which happens online or through an app can be reported directly to the provider.

Examples include

Snapchat, Instagram, Facebook...

Phone network service providers can assist through the phone numbers below:

EE- 150 from an EE phone;

Vodafone -03333 040 191, or 191 from a Vodafone phone;

O2 – 0844 809 0222;

Virgin Mobile - 0345 6000 789, or 789 from a Virgin Mobile phone; and

3 Network – 0333 338 1001, or 333 from your 3 Network phone.

BULLYING

ADVICE FOR PUPILS

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

Bullying can take many forms:

1. Physical, for example, pushing, hitting, kicking, spitting, theft, damage to belongings, physical intimidation, any other physical contact which may include the use of weapons.
2. Verbal, for example, repeated insults, name-calling, teasing, taunting, spreading rumours, passing malicious notes.
3. Indirect, for example, excluding someone from the social group/ isolation, tormenting, hiding other pupils' belongings, making threatening gestures.
4. Electronic acts, for example using online platforms or other



Anti-Bullying Policy

electronic communication to carry out many of the written acts noted above, impersonating someone online to cause hurt, sharing images (e.g. photographs or videos) online to embarrass someone. When bullying behaviour occurs through the medium of electronic communication 'repetition' can take place through the repeated viewing and sharing of a post even if there is only one post.

This list is not exhaustive and other types/methods may also fall into the category of bullying.

We will not tolerate bullying in Banbridge Academy but if it occurs the following advice is offered:

- If you are being bullied, it's not your fault. The person displaying bullying behaviour needs to change, not you.
- If you are being bullied or someone you know is being bullied talk to someone you can trust, tell your parents or talk to a teacher. This may be your Form Teacher or if you prefer, another teacher you find it easy to talk to. You may also speak to a school counsellor or the School Nurse. Tell what actually happened - always be truthful and do not exaggerate.
- If you think it would help, bring a friend with you when you come to talk to a teacher - or ask a friend to speak to a teacher on your behalf.
- Don't be afraid that you will make matters worse by speaking to a teacher. Your teacher will try to deal with the problem discreetly and sensitively and help to stop the bullying.
- If you find it helpful write down what the person displaying bullying behaviour has said or done to you - be careful to write down only what actually happened.
- If you are being bullied do not retaliate e.g. by hitting the person displaying bullying behaviour, calling him/her names or spreading rumours about him/her. You could then be accused of bullying.
- When the incident has been dealt with you must tell the teacher immediately if the bullying ever starts again.
- If you feel the incident has not been dealt with satisfactorily tell another teacher e.g. your Year Head or the Vice Principal, Mrs Evans.
- If you are still unsure about talking to an adult in person you can telephone Childline 0800 1111 or communicate via the Childline website NSPCC 0800 800 5000

Calls to these numbers are free of charge and do not show up on your phone-bill.

REMEMBER!

Bullying is not acceptable in Banbridge Academy.

By talking to a teacher you can help to stop it. You can help yourself and help your school.

Many sites include practical advice for pupils, teachers and parents on tackling bullying:

Northern Ireland's Anti-Bullying Forum - provides advice for everyone on bullying issues.

Kidscape: advice for parents and young people on how to respond to cyberbullying.

Childnet: Advice and guidance for parents and young people about online safety.

Thinkuknow - CEOP's excellent website focusing on internet safety for young people.

Internet Watch Foundation - support website with information on filtering, protection, and an area to report illegal content.

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Anti-Bullying Policy

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O2 - 0844 809 0222;
Virgin Mobile - 0345 6000 789, or 789 from a Virgin Mobile phone;
3 Network - 0333 338 1001, or 333 from your 3 Network phone.



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.

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.



Misuse of Substances/Controlled Drugs Education Policy

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.

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.

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



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 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



Positive Behaviour Policy

- 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
- 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



Positive Behaviour Policy

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 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).

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:

GIRLS

Tie:	Petrol blue with red and black stripes
Sixth Form Tie:	Petrol blue with crest
Blazer:	Petrol blue with school badge
Skirt:	Petrol blue with pleats (MUST be to the knee)
Pullover:	Regulation Knitted 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:	Plain black or crested (optional)

The blazer is a compulsory item of uniform for boys and girls.

P.E. 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 leggings
(ONLY crested leggings permitted)

BOYS

Tie:	Petrol blue with red and black stripes
Sixth Form Tie:	Petrol blue with crest
Blazer:	Black with badge
Trousers:	Black/Dark grey
Pullover:	Regulation Knitted Black V-neck (optional) – no logos permitted. This is a new item this year and must not be sweatshirt material.
Shirt:	White
Socks:	Dark grey or black
Shoes:	Black
Scarf:	Petrol blue with red and black stripes (optional)
Coat:	Plain black or crested (optional)

The blazer is a compulsory item of uniform for boys and girls.

P.E. KIT BOYS

Academy sports jersey (crested)
Black shorts
Sports/Games socks
PE – White ankle/pop sock
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)
School tracksuit bottoms (optional)

Pupils representing the school on teams are expected to travel in school uniform and to use the kit recommended by the school. **Hoodies are not permitted to be worn with the school uniform.**

Official suppliers are: Donaghys & Shoefair Sport, R Fields, S D Kells, Banbridge; 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 cocurricular 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 £363 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 2023 are set out in the following tables.





Public Examinations

GCSE RESULTS 2023

Subject	Entries	A*(9)	A(8&7)	B(6)	C*(5)	C(4)	D(3)	E	F	G	U	A*-C	A*-G
Art & Design	34	15	11	2	4	2	0	0	0	0	0	34	34
Biology	116	32	53	26	3	2	0	0	0	0	0	116	116
Business Studies	50	8	19	18	2	1	2	0	0	0	0	48	50
Chemistry	116	45	40	24	4	3	0	0	0	0	0	116	116
Computer Science	27	8	9	5	3	2	0	0	0	0	0	27	27
Digital Technology	13	5	7	1	0	0	0	0	0	0	0	13	13
Double Award Science	160	19	59	55	19	5	3	0	0	0	0	157	160
Economics	10	1	5	3	1	0	0	0	0	0	0	10	10
English Language	196	53	115	23	5	0	0	0	0	0	0	196	196
English Literature	196	50	96	40	8	2	0	0	0	0	0	196	196
Food & Nutrition	33	6	17	5	5	0	0	0	0	0	0	33	33
French	35	14	12	6	2	1	0	0	0	0	0	35	35
Further Mathematics	76	34	30	9	1	1	1	0	0	0	0	75	76
Geography	78	18	39	14	6	1	0	0	0	0	0	78	78
History	88	23	41	16	5	3	2	0	0	0	0	88	90
Mathematics	196	75	86	34	1	0	0	0	0	0	0	196	196
Motor Vehicle Studies	9	2	4	2	1	0	0	0	0	0	0	9	9
Moving Image Arts	13	1	6	2	4	0	0	0	0	0	0	13	13
Music	12	2	4	5	1	0	0	0	0	0	0	12	12
Physical Education	31	3	9	9	5	4	1	0	0	0	0	30	31
Physics	116	26	45	29	12	4	0	0	0	0	0	116	116
Religious Studies	54	7	35	10	2	0	0	0	0	0	0	54	54
Spanish	128	24	39	38	25	2	0	0	0	0	0	128	128
Technology & Design	28	7	15	1	4	0	1	0	0	0	0	27	28

Number of Year 12 Pupils on 31st October 2022 195

Number with a statement of Special Educational Needs: 3

GCSE RESULTS 2023 SUMMARY

Number of Year 12 pupils	% 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
195	100	98.97	100	0



Public Examinations

A LEVEL RESULTS 2023

Subject	Entries	A*	A	B	C	D	E	U	A* - C	A* - E
Art & Design	17	12	2	1	2	0	0	0	17	17
Biology	72	19	18	17	10	5	3	0	64	72
Business Studies	22	1	8	10	1	1	1	0	20	22
Chemistry	54	20	17	10	4	1	2	0	51	54
Drama	7	0	2	4	1	0	0	0	7	7
Economics	14	1	8	4	1	0	0	0	14	14
English Literature	36	13	12	10	1	0	0	0	36	36
French	8	0	3	3	2	0	0	0	8	8
Further Mathematics	7	5	2	0	0	0	0	0	7	7
Geography	38	8	13	11	5	1	0	0	37	38
Health & Social Care	14	0	4	10	0	0	0	0	14	14
History	29	3	12	7	6	1	0	0	28	29
Mathematics	69	24	27	11	5	1	1	0	67	69
Music	3	1	0	1	1	0	0	0	3	3
Nutrition & Food	9	1	5	1	2	0	0	0	9	9
Physics	30	9	10	6	2	2	1	0	27	30
Politics	15	1	5	8	0	1	0	0	14	15
Psychology	24	3	5	7	7	1	0	1	22	23
Religious Studies	3	1	0	2	0	0	0	0	3	3
Spanish	10	1	5	4	0	0	0	0	10	10
Sports Science	10	2	3	3	2	0	0	0	10	10
SSD	16	12	3	0	1	0	0	0	16	16
Technology & Design	15	5	6	3	1	0	0	0	15	15

A LEVELS 2023 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
169	89.94	100	100



Public Examinations

PERFORMANCE IN PUBLIC EXAMINATIONS¹ 2018/19 to 2022/23 – Grammar Schools

Performance Indicator	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	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	96.1	100	N/A	99.5	N/A	100	N/A	100	N/A
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) ¹	93.3	90.5	98	N/A	98.4	N/A	99.5	N/A	98.97	N/A
% Achieving 3+ A levels at Grades A*-C (or equivalent) ¹	85.1	79.7	91.6	N/A	92	N/A	90.71	N/A	89.94	N/A
% Achieving 2+ A levels at Grades A*-E (or equivalent) ¹	100	99.6	100	N/A	100	N/A	100	N/A	100	N/A

¹ Excludes pupils with statements of Special Educational Needs



Public Examinations

SCHOOL LEAVERS' DESTINATIONS 2022/2023 (FROM YEARS 12, 13 & 14)

Number of Leavers 2022/23: 203

% of Leavers to:

	Higher Education	Further Education	Another School	Job Skills	Employment	Other
Year 12 - 14	80.30%	12.81%	2.46%	3.94%	0.00%	0.49%
Year 14	95.32%	1.75%	0.00%	2.92%	0.00%	0.00%

¹This figure represents the % of all School Leavers entering Higher Education from Years 12-14 in 2022/2023 . In practice, only Year 14 students enter Higher Education directly. In 2022/2023, 95% 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: 94.6%



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 email.

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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