



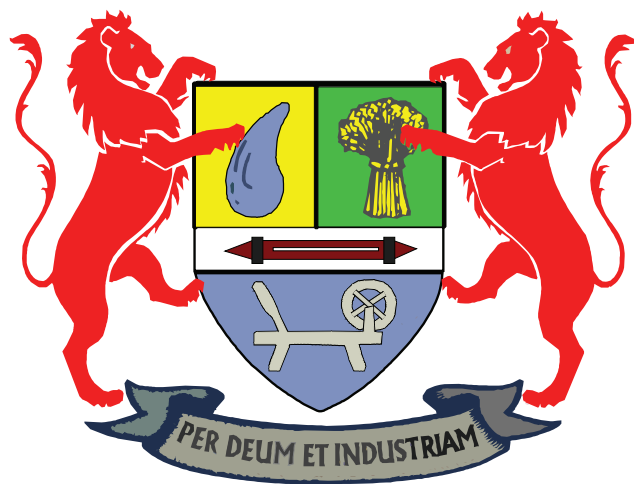
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# Banbridge Academy

PROSPECTUS 2026 - 2027

*The pursuit of excellence in a caring and supportive community.*



Belong | Aspire | Achieve

# Banbridge Academy



Chairman of Board of Governors  
Mr J Mathers

Principal  
Mr R S McLoughlin OBE

Banbridge Academy, Lurgan Road,  
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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** Mr J Clarke, BA, PGCE  
Mr A Hanlon, BSc, PGCE  
Mr D Irwin, BSc, PGCE  
Mrs H Morrison, BSc, PGCE  
Mrs J Neill, BA, MA, PGCE

## Heads of Department

Art	Mrs P McKenzie, BA, PGCE
Biology	Dr L Henry, PhD, 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 C Walker, BSc, PGCE
Music	Mrs C Munton, BMus, PGCE, ATCL, LTCL
Physical Education	Mr S Jess, MSc, 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 A Burgess, BA, PGCE
Technology	Mr G Winter, BEd

Year Heads	Year
Mr M Thompson / Mr C Beacom	14
Miss R Warnock / Mr G McClintock	13
Miss A McClelland / Miss L Forsythe	12
Mr M Cordner / Dr R Dobson	11
Miss J Cosgrove / Mr J Reaney	10
Mr J Erskine / Mrs J McCullagh	9
Mr M Miskelly / Miss K Jess	8

House Staff	House
Mr J Erskine	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  
Mr C Beacom, BSc, PGCE  
Mrs R Beacom, BSc, PGCE  
Dr L Bradford, PhD, PGCE  
Mrs B Callan-Rushe, BEd, MEd  
Ms H Campbell, BSc, PGCE  
Mrs H Cartmill, BA, PGCE  
Mr M Cordner, VR, BA, DIS, PGCE  
Miss J Cosgrove, BSc, PGCE  
Mr W Cromie, BA, PGCE  
Mrs S Dalzell, BSc, PGCE  
Mr S Dawson, MSc, PGCE  
Mrs J Derby, BSc, PGCE  
Dr R Dobson, BSc, PhD, PGCE  
Mr J Erskine, BA, PGCE  
Miss L Forsythe, BA, MA, PGCE  
Miss A Galashan, BSc, PGCE  
Mrs G Gough, BA, PGCE

Miss J Greenlee, MA, MEd, PGCE  
Mrs R Hannon, BSc, PGCE  
Mrs V Harrison, BA, PGCE  
Mrs S Hassard, BEd  
Mrs J Hetherington, BA, PGCE  
Mrs E Hoy, BA, PGCE  
Miss K Jess, BSc, PGCE  
Mr A Keenan, BA, 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  
Mr O Magee, BSc, PGCE  
Mr R McAdam BSc PGCE  
Mr G McClintock, BSc, PGCE,  
Mrs J McCullagh, BA, PGCE  
Miss E McCullough, BDes, PGCE

Mrs K McDonald, BDes, PGCE  
Mr K McGuinness, BSc, PGCE  
Mr M Miskelly, BEng, PGCE  
Mrs N Paolucci, BA, PGCE  
Mr G Patterson, BA, MA, PGCE  
Miss K Poots, BA, PGCE  
Mrs T Qua, BMus (Mus Ed) Hons  
Mr J Reaney, MSc, BSc, PGCE  
Mrs N Reilly BSc, PGCE  
Mr G Robinson, BEng, PGCE  
Mrs N Shaw, BSc, PGCE  
Mrs E Spratt, BA, PGCE  
Mrs H Stewart, BA, PGCE  
Mr M Thompson, BSc, PGCE  
Mrs R Thompson, BSc, PGCE  
Mrs S Todd, BSc, PGCE  
Mrs L Topley-Willis, BA, PGCE  
Mrs F Topping, BSc, PGCE





# Auxiliary Staff

<b>Financial Administrator</b>	Miss M Wright
<b>Principal's PA</b>	Mrs J Stewart
<b>Secretarial Staff</b>	Mrs D McRoberts Mrs N Stewart Mrs L Tumilty Mrs L Uprichard
<b>Cover/Examinations</b>	Mr B O'Shaughnessy Mrs J Sally
<b>Reprographics Technician</b>	Mrs L Cochrane
<b>Library Assistant</b>	Ms K McEvoy
<b>Y14 Study Supervisor</b>	Mr A Harvey
<b>Laboratory Technicians</b>	Miss L Shannon Miss G McFall
<b>ICT Technicians</b>	Mr S Gilliland Mr K Curran
<b>HE/Art Technician</b>	Mrs N Hazley
<b>Technology Technician</b>	Mr M McKinney

<b>Pupil Welfare Auxiliary</b>	Mrs H Singer
<b>Classroom Assistants</b>	Mrs N Beggs Mrs G Blakely Mrs C Bolwell Mr N Carville Mrs E Cousins Mrs K Cromie Mr S Dale Mrs S Gibbons Mr J Girvan Mrs B Hampton Mr H Lockhart Mrs A McGovern Miss Z Michalska Mr L Roleston Mrs A Savage Mrs N Stronge
<b>Building Supervisors</b>	Mr S Curry Mr J Kernaghan
<b>Foreign Language Assistants</b>	Sara Gonzalez Arranz
<b>Groundsman</b>	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 2026 /2027

Please note subject to change when EA Harmonisation Dates are published

#### Term 1

First Day of Term (All Pupils)	Tuesday 1 September 2026
Prize Day	Friday 23 October 2026
Half Term Break	Monday 26 October – Friday 30 October 2026
Last Day of Term	Friday 18 December 2026

#### Term 2

First Day of Term	Monday 4 January 2027
Open Night	Monday 25 January 2027
Half Term Break	Monday 8 – Friday 12 February 2027
Bank Holiday	Wednesday 17 March 2027
Last Day of Term	Friday 26 March 2027

#### Term 3

First Day of Term	Monday 12 April 2027
Bank Holiday	Monday 3 May 2027
Bank Holiday	Monday 31 May 2027
Last Day of Term	Friday 25 June 2027

## 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 John Mathers

**An Open Night for pupils of P7 and their parents will be held 7.00 - 9.30pm on Monday 26 January 2026.**

We extend a warm invitation to P6 and P7 pupils and their parents to tour the school and meet our pupils and teachers. The Principal will speak in the Assembly Hall at 7.00pm and at 8.00pm.

**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 SC Form and/or SP Form 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 2026

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 27 January 2026 at 12 noon (GMT) and an application submitted by the closing date of 19 February 2026 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 19 February 2026 and up to 4.00pm on 24 February 2026 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.



# Admissions Policy

When considering which children should be selected for admission, the Education Committee will take into account only information 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 Outcomes 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 family<sup>1</sup> (sibling) currently enrolled at the school [state name(s) and Registration Group(s) on the Transfer Application] OR are the eldest<sup>2</sup> child of the family<sup>1</sup> to be eligible to transfer to a mainstream Post-Primary School in Northern Ireland (details to be supplied on the Transfer Application).

<sup>1</sup> 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;





# Admissions Policy

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 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.

<sup>2</sup> 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.



# Admissions Policy

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**

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 SC Form, 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 SC Form 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 SC Form precise details of the problem and upload appropriate documentary evidence with the Transfer Application. It should be noted that independent evidence



# Admissions Policy

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 issue supported by appropriate documentary evidence or for a demonstrably valid reason also supported by appropriate documentary evidence were either unable to sit the SEAG Entrance Assessment OR have estimated Outcomes from SEAG because they only sat one of the two Entrance Assessment Papers.

Note: All those seeking admission should sit the SEAG Entrance Assessments, with the exception of those children who take up residence in Northern Ireland after 17 October 2025.

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 SP Form, 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 2027**, 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.



# Admissions Policy

## APPLICATIONS AND ADMISSIONS TO YEAR 8

Year	Admission No	Total Applications all Preferences	Total Admissions
2023/2024	192	245	196*
2024/2025	192	254	197*
2025/2026**	192	250	194**

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

**\*\*The Total Admissions for year 2025/2026 includes all Year 8 children admitted to the school including those who have a statement of special educational needs and/or may be attending SPiMS.** (SPiMS = Specialist Provision in Mainstream School)

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

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

## 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.







# Admissions Policy

- (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 2027**, at which time their application will be deemed to have lapsed. Please contact the School if you wish your child's name to be removed from the relevant Year Group waiting list. The School will contact you in writing if your child gains a place in the School by this method.

## ADMISSION CRITERIA FOR ENTRY POST 16 (SIXTH FORM)

### Year 13

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

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

Pupils from another school wishing to apply for entry to Year 13 must make formal application each year using the School Application

Form. Full details, including the Application Form, may be obtained by writing to the Principal's Secretary, Banbridge Academy, Lurgan Road, Banbridge BT32 4AQ.

All applications for places must include full details of results obtained at GCSE and be received by **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.





# Admissions Policy

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

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 30 or 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
<b>Science and Technology</b>			
Science	5	6	6
Technology & Design	2	2	2
<b>Environment and Society</b>			
Geography	3	2	3
History	3	3	3
Home Economics	2	2	2
<b>Creative &amp; Expressive Studies</b>			
Art & Design	2	2	2
Drama	2	-	-
Music	2	2	2
Physical Education	2	2	1
Games	3	3	2
<b>Languages</b>			
French	4	4	3
Spanish	-	4	4
Religious Studies	2	2	2
Personal Development, Employability, Citizenship [LLW] & Careers Education.	1	1	1
Computing	2	-	2
<b>TOTAL PERIODS</b>	<b>45</b>	<b>45</b>	<b>45</b>





# 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; 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, 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; Engineering Society; Medical Society; Orchestra; Scripture Union (Junior and Senior); Young Enterprise; Junior Cooks' Club; BAYS; Ski Club; Modern Languages Cine Club; and Warhammer Club.

Educational visits and exchanges are an important part of extracurricular activities. Pupil-exchanges with schools in France 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.





# Addressing Bullying Policy

## SECTION 1: STATUTORY CONTEXT & GUIDANCE

### Introduction

At Banbridge Academy we acknowledge that bullying type behaviour exists in all schools and wider society and can impact on the lives, mental health, and well-being of those involved. This policy aims to help create, maintain, and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

In Banbridge Academy, we believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.).

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- outline monitoring and review processes

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours please refer to the school complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI) Act).

The Addressing Bullying Type Behaviour Policy applies:

- while students are on school premises during the school day
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. on a school trip or playing for a school team
- Education provision arranged on behalf of the school and provided away from the school premises e.g. Exceptional Teaching Arrangements

### Ethos and Values

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. We are a Controlled School, open to those of all faiths and none, reflecting the diversity of the community we serve.

**Our central aim is for everyone to be happy at school, known personally and cared for individually.**

- **Belong:** To create a community by nurturing a sense of belonging and identity through a diverse extra and co-curricular programme.
- **Aspire:** To create an inclusive and tolerant community where pupils can achieve personal fulfilment, happiness, physical and spiritual well-being and make a valuable contribution to wider society.
- **Achieve:** To create a community of pupils who aspire to achieve their full potential and attain academic success.

We seek 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. In Banbridge Academy we aim 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 and are committed to a preventative, relational and restorative ethos.

We at Banbridge Academy recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. Therefore, we value, respect and consider the views and contributions of children, young people and the wider school community.

### Links to Other Policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the school website or from the school office by request. These policies include but are not limited to:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct/Staff Handbook
- Pupil Attendance Policy
- (Positive) Behaviour Policy
- Health and Safety Policy







# Addressing Bullying Policy

- Online Safety Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Relationships and Sexuality Education
- Pastoral Care Policy

## Consultation

We value and respect the views and contributions of our school community. Therefore, as part of this policy development and review, and in compliance with Article 19 of the 2003 Education (NI) Order and the 2016 Addressing Bullying in Schools Act (N.I.), we have consulted with pupils, parents/carers, and staff.

- Pupil consultation involved sharing of EA ABSIT pupil guide and focus group discussion with School Council.
- Parents and carers consultation involved the sharing of a draft policy, sharing of EA ABSIT parent guide and focus group discussion with Banbridge Academy Association.
- Staff consultation involved the sharing of the draft policy and focus group discussion with Year Heads and Heads of School.

## SECTION 2: WHAT IS BULLYING TYPE BEHAVIOUR?

'The Addressing Bullying in Schools Act (N.I.) 2016' provides schools with a legal definition which **must** be used by all schools to assess reported concerns of bullying type behaviour.

### Addressing Bullying in Schools Definition of "bullying"

- (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.

The law states that in all schools,

***'Bullying' includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose.***

## TRIP

While the legal definition, as set out in the Act, is the primary definition, we also use the mnemonic **TRIP**. This helps to build a shared understanding across our school community of the difference between socially unacceptable and bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed:

- T** When the behaviour is **TARGETED** at a specific pupil or group of pupils.
- R** When the behaviour is **REPEATED** over time.
- I** When the behaviour is deliberately **INTENDED** to cause harm.
- P** When the behaviour causes **PSYCHOLOGICAL/EMOTIONAL** and/or **PHYSICAL** harm.

While an 'imbalance of power' has not been included in the legal definition, the Board of Governors have agreed to incorporate this criterion to help determine if bullying type behaviour was **targeted**. An 'imbalance of power' is present when **someone seen with lesser power**, is identified as an object of negative attention. It will be used to validate and confirm the final TRIP decision.

Although incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria.

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

A **one-off electronic communication** can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post





# Addressing Bullying Policy

The 2016 Act requires school to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In Banbridge Academy, we will consider the following when assessing **TRIP**.

The pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

**Omission** will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc causing potential **psychological harm**. Pupils do not have to be friends in this school, but friendly.

## Language

We recognise that all behaviour is communication and should be addressed through a learner centred lens for those who display and experience socially unacceptable or bullying type behaviour. We will address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance. We refer to the behaviour not the pupil and use the following:

- **pupil displaying bullying type behaviour** rather than the 'bully'
- **pupil experiencing bullying type behaviour** rather than the 'victim'
- **socially unacceptable behaviour** rather than 'bad behaviour' or 'serious/gross misconduct etc'

Any incident(s) which do not meet the legal definition and TRIP

criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding and Pastoral policies.

## Journey To and From School

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling **to and from school**. To this end, in our school we:

- 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.
- Communicate consistently the expectation to include and respect individual rights and diversity.
- Reinforce positive behaviour expectations through the preventative curriculum.
- Take measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school e.g. Prefect training
- Have regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Engage with School Council about experiences on the journey to and from school
- Ensure there is appropriate deployment of staff to support the transition from school day to journey home eg. staff bus duty
- Address concerns reported in relation to travel to and from school

## Electronic Communication

The Addressing Bullying in Schools Act enables school to take steps to help prevent and address online bullying type behaviour involving registered pupils during term time. We acknowledge that negative online behaviour occurring either in or out of school hours, can harm a pupil's education and emotional well-being, and we will support affected individuals. At Banbridge Academy we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The Addressing Bullying Policy is one of several school policies



# Addressing Bullying Policy

that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite.

In Banbridge Academy we aim to prevent electronic bullying type behaviour by

- Addressing key themes of electronic online behaviour and risk through curriculum content.
- Engaging with statutory and voluntary sector agencies and resources (e.g. Safeguarding Board NI, PSNI, Public Health Agency, Safer Schools App) to support the promotion of key messages and online safe digital use.
- Participating in Safer Electronic/Online/Cyber Campaigns to promote key messages.
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Providing reporting mechanisms for school and wider community to report concerns confidentially e.g. concerns box
- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training

## SECTION 3: METHODS AND MOTIVATIONS OF SOCIALLY UNACCEPTABLE OR BULLYING TYPE BEHAVIOUR

The following are methods of socially unacceptable behaviours which, when **targeted, repeated, intentional** and causing **psychological/physical harm**, may be considered as bullying type behaviour:

**Physical Acts:** Physical - negative physical contact, material harm such as damaging or taking possessions without permission

**Verbal or Written acts:** Verbal or written - unpleasant comments, written, verbal, gestures.

**Social/Relational:** Negatively influencing the actions of others to cause psychological or physical harm

**Omission (Exclusion):** Excluding someone/others from e.g. game, activity, group work etc

**Electronic Acts:** Misuse of online platforms or other electronic communications to cause psychological upset

*(Please note the list is not exhaustive)*

Our school acknowledges various motivations for bullying type behaviour which we address through our preventative curriculum and responsive approaches. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998.

Motivations include but are not limited to:

- Ability
- Age
- Appearance
- Child Looked After (CLA)/Care experienced
- Community background
- Cultural
- Disability
- SEN
- Family circumstances (pregnancy, marital status, young carer status)
- Gender/Gender identity/Perceived Gender
- Newcomer/Migrant Status
- Peer relationship breakdown
- Political affiliation/sectarianism
- Race
- Religion
- Sexual orientation
- Other\_\_\_\_\_

## SECTION 4: RIGHTS, ROLES AND RESPONSIBILITIES

In this school, we believe that all members of our school community have the right to be educated in a safe, supportive, learning environment. We acknowledge that all members of our community have a role to play and responsibility to prevent and address bullying type behaviour.

The Vice Principal (Pastoral), Heads of School and Learning Support Coordinator have been assigned specific responsibility within their role for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to Safeguarding and SEND legislation. They will support the Principal and Board of Governors with the ongoing review processes.



# Addressing Bullying Policy

## SECTION 5: PREVENTATIVE MEASURES

The Addressing Bullying in Schools Act (N.I.) 2016, requires schools to focus on preventative measures to help reduce bullying type behaviours. The focus of this section is to set out the approaches taken by our school to help prevent bullying type behaviour effectively.

In Banbridge Academy we promote a positive, relational learning environment where all members of the school community feel safe, included and valued. Our preventative measures help avoid bullying type behaviour and contribute to support plans for pupils. They are evident in all domains of school life and include, but are not limited to:

### Whole School

- SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care policies
- Visible school ethos e.g. displays, celebrations, positive expectations
- School Council
- Focused Assemblies to raise awareness
- Adults modelling self-regulation, inclusive language and positive relationships
- Restorative Practice approaches embedded through staff training
- Celebration of diversity, equity and inclusion
- Parent education e.g. workshops, letters etc
- Shared education projects, events, assemblies, key campaigns e.g. Anti-bullying week

### Classroom

- Curriculum: PD/RSE
- Structured form time to promote belonging, connection and positive relationships
- Cross-curricular activities
- E-safety
- Collaborative Learning/Problem Solving
- Bystander/Upstander Education
- Agile groupings and seating arrangements
- Online apps and resources on the school website

### Non-Classroom

- Supervision and transition arrangements e.g. including buses
- Buddy strategies for new pupils
- Social and extra-curricular opportunities
- Professional Development/Training (including for non-teaching and supervision staff)
- Fully trained School Pupil Welfare Auxiliary
- Designated Pupil Hub
- Structures to facilitate reporting concerns e.g. concern boxes

### Peer Support

- Student Leadership e.g. student council, Pupil Wellbeing
- Ambassadors, Prefects, House-captains, Form Prefects
- Pupils trained and supported by staff regarding roles, responsibilities
- Peer mentoring training programme
- Pupil led/directed extra-curricular activities

### Professional Development of Staff

In Banbridge Academy we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

- ensuring that all staff and Governors complete relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools training, including those provided by the Education Authority.
- reviewing and amending the content of the Addressing Bullying Policy following training, complex case review or as directed by Department of Education.
- keeping and regularly updating continued professional development records.

To this end:

- Key Leadership staff have completed EA Addressing Bullying in Schools Leadership Training (Level 3), together with the local Area Learning Community
- All members of the Board of Governors have completed EA Addressing Bullying in Schools training
- Year Heads have completed additional training on systems and processes
- Teaching Staff will regularly complete EA Addressing Bullying in schools Level 1 training



# Addressing Bullying Policy

## SECTION 6: STATUTORY SYSTEMS AND PROCESSES FOR REPORTING, RESPONDING AND RECORDING.

As a school we recognise that reporting a concern of bullying type behaviour can be difficult. For this reason, we have systems in place to enable pupils, parents, and any other person to share concerns discreetly and efficiently with a trusted adult. All concerns of bullying type behaviour will be responded to in line with legislative processes as outlined in this policy.

### Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally sharing with a staff member
- By writing a note to a staff member
- By sending an email to a teacher/using private message on Google classroom etc
- Placing the note in the 'Concerns Box'
- Speaking with one of the pupil Wellbeing Ambassadors
- Raising a concern via the alert button on the 'My School' homepage

All pupils are encouraged to share concerns regarding socially unacceptable or bullying type behaviour that they experience, display or witness. They should not view this as 'telling' but rather 'talking about concerns' with the emphasis on 'getting help'. ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

### Parents/Carers or Others Reporting a Concern:

In the first instance, parents/carers or others report concerns to their son/daughter's Form Teacher in one of the following ways:

Speaking with the Form Teacher through agreed channels e.g. by

- requesting a telephone call back via the school office or general email [info@banbridgeacademy.banbridge.ni.sch.uk](mailto:info@banbridgeacademy.banbridge.ni.sch.uk)
- By writing a note to the Form Teacher
- By sending an email to the Form Teacher

Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general school email address.

Should you continue to have concerns following contact with your son/daughter's Form Teacher please contact the Year Head/Head

of Key Stage (Senior Teacher)/Vice Principal/Principal (stepped response).

Please note in the first instance teaching and support staff including Teaching Assistants, Lunchtime Supervisors, Office staff etc should also report any concerns directly to the child's Form Teacher in a timely manner as above.

### Responding to and Recording a Bullying Type Concern

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart.

Records will be maintained in line with our Data Protection Policy in a private folder within central records only open to key personnel e.g. SLT.

Upon receipt of a concern of bullying type behaviour, designated staff will:

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff (Form Teachers, Year Heads, Heads of Key Stage, VP) ensure that parts 2-4 of the BCAF are completed will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).





# Addressing Bullying Policy

- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

Please note details of support and intervention plans cannot be disclosed to anyone other than that pupil and their parents/carers.

## SECTION 7: MONITORING AND REVIEW OF POLICY

The Act places responsibility on the Board of Governors, in consultation with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda of the Safeguarding Team meeting, where a report on bullying type behaviour is presented.
- appoint a lead Governor (Chair of Safeguarding Team) to liaise with the Principal
- minute the incidents outlined in the report.
- identify trends and patterns to inform future policy and practice development and review.
- record written responses to relevant pupils, parents/carers when appropriate.


The Addressing Bullying Policy will be reviewed in consultation with all school community stakeholders:

- at intervals of no less than four years
- following any complex incident which highlights the need for such a review,
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.


A copy of this policy is available online on the school website. Parents/carers can also request a hard copy by contacting the School Office on 4062 3220.



# Addressing Bullying Policy



## Addressing Bullying Type Behaviour in Schools



### PARENT GUIDE

#### What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

The law states that in all schools:

*"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose."*

To support a relational and solution focused approach, we no longer use the words 'bully' or 'victim'.

Instead we talk about:


*"pupil displaying bullying type behaviour"*  
AND  
*"pupil experiencing bullying type behaviour"*

Behaviour that does not meet TRIP is referred to as **socially unacceptable behaviour**.

Whether socially unacceptable OR bullying type behaviour, school will support all young people involved to address the behaviour effectively.

#### Signs that my child could be experiencing bullying type behaviour

Your child may behave differently or show some of the following signs if experiencing bullying type behaviour.



#### Preventative Measures


Schools aim to create and maintain a safe, nurturing, learning environment. Measures are put in place to protect and support those children and young people experiencing or displaying bullying type behaviour to tackle the problem effectively.

All members of the school community have a responsibility to prevent and address bullying type behaviour, whether in person and/or online, as outlined in the school Addressing Bullying Type Behaviour Policy.

School staff work with pupils, parents and carers to agree a relational, solution focused plan to support those experiencing the behaviour and a separate plan for those displaying the behaviour.

The legislation enables schools to address online bullying type behaviours occurring outside school, and/or on the journey to and from school where there is impact on the child's learning.

#### When is it Bullying Type Behaviour?



When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, TRIP criteria are confirmed:

##### Targeted

When the behaviour is **TARGETED** at a specific pupil or group of pupils.

##### Repeated

When the behaviour is **REPEATED** over a period of time.

##### Intentional

When the behaviour is deliberately **INTENDED** to cause harm.

##### Psychological/Physical

When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** or **PHYSICAL** harm.

A significant One-off incident can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

#### How do I report my concern?

Details of concern are shared

Staff record the concern electronically e.g. may complete a Bullying Concern Assessment Form (BCAF) for all pupils involved.

Behaviour assessed against the legal definition and TRIP criteria activated. Parents/Carers informed.

##### Legal definition of bullying type behaviour NOT met

Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy.

##### Legal definition of bullying type behaviour IS met

Bullying type behaviour is supported using Addressing Bullying in School Policy.

Relational supports for all pupils involved are agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

Complaints

Parents and carers can access the school's Complaints Policy on the school website or on request from the school office.

#### What should I do if my child is experiencing bullying type behaviour?

- Stay calm, listen and reassure your child.
- Report concerns to school staff directly.
- Agree a support plan with staff and your child.
- Review and amend the plan with your child and school staff in response to outcome at agreed intervals.

#### Imbalance of Power, Motivation and Methods

When TRIP is fully evidenced, schools can consider the non statutory, imbalance of power, as a criteria to confirm their decision.




##### Motivation




Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.


##### Method

Bullying type behaviour can present as relational, verbal or physical and can take place online or offline.


Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.







## Addressing Bullying Type Behaviour in Schools



### POST PRIMARY

#### What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

The law states that in all schools:

*"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose."*

To support a relational and solution focused approach, we no longer use the words 'bully' or 'victim'.

Instead we talk about:

*"pupil displaying bullying type behaviour"*  
AND  
*"pupil experiencing bullying type behaviour"*

Behaviour that does not meet TRIP is referred to as **socially unacceptable behaviour**.

Whether socially unacceptable OR bullying type behaviour, school will support all young people involved to address the behaviour effectively.

#### What to do if you need help?

**Speak to an Adult You Trust**  
Speak to a family member, Form Tutor, Head of Year, Head of Pastoral Care or other safe adult who will listen and agree a support plan.


**Keep a Record**  
Keep a record of what's been going on. Report inappropriate online communication to the social media company and block the user. Don't reply.

**Identify opportunities to meet new friends.** Try morning, lunch or after school activities. You may want to contact a free, confidential helpline e.g. Childline 0800 11 11

**Stay Positive**  
You have done the right thing in coming forward. Focus on the positives in your life. Celebrate your unique qualities. Find healthy ways to relieve stress such as exercise, meditation, positive self-talk, join a sports club and do things you enjoy.

**Other things to do in school:**  
Speak to your student council about setting up a peer support scheme; or a student diversity, equity and inclusion committee.

#### When is it Bullying Type Behaviour?



When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, TRIP criteria are confirmed:

##### Targeted

When the behaviour is **TARGETED** at a specific pupil or group of pupils.

##### Repeated

When the behaviour is **REPEATED** over a period of time.

##### Intentional

When the behaviour is deliberately **INTENDED** to cause harm.

##### Psychological/Physical

When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** or **PHYSICAL** harm.

A significant One-off incident can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

#### What will happen when I report my concern?

Pupils can report concerns confidentially. Staff will support concerns relationally in line with statutory guidance.

Concerns are reported to school staff.

Staff gather information and record the concern digitally e.g. they may use a Bullying Concern Assessment Form (BCAF).

The legal definition and TRIP criteria used to assess behaviour. Parents/Carers consulted.

##### Legal definition of bullying type behaviour NOT met

Socially unacceptable behaviour identified is supported using Positive Behaviour Policy.

##### Legal definition of bullying type behaviour IS met

Behaviour, Safeguarding and Pastoral Policies.

Bullying type behaviour identified and supported using the school Addressing Bullying Policy.

Solution orientated supports for all pupils involved agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

#### If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.




Minimise. Focus solely on what you are being told and show you are listening without giving your opinion.




Use Body Language, e.g. nod, make eye contact to show you are listening.

Ask questions and don't rush the conversation as it is important that your friend feels heard and supported.

Approach a staff member if you are concerned about your friend's safety and wellbeing. Encourage them to speak to an appropriate adult.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.





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

## **LEGISLATION AND GUIDANCE**

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

In keeping with requirements we will publish relevant sections of





# Misuse of Substances/Controlled Drugs Education Policy

our Misuse of Substances/Drugs Education Policy in our school prospectus. A copy of the policy may also be obtained from school.

## **THE ORGANISATION & MANAGEMENT of the DRUGS EDUCATION PROGRAMME**

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

The Drugs Education programme is co-ordinated by a Vice Principal and the Personal Development co-ordinator. It is the view of this school that education surrounding drugs/substance misuse should not be taught in isolation, but rather as an integral part of our

curriculum. It is currently delivered at Key Stage 3 and Key Stage 4 as part of the programme of study in a range of subjects and by the involvement of appropriate outside agencies eg visiting drama groups and speakers. Drugs Education modules are delivered by our own staff to all pupils in Years 8, 9 and 11 as part of our Personal Development and LLW programmes, supported by PSNI, REACT and Policing and Community Safety Partnership. External agencies who deliver drugs education in school, are asked to complete a service level agreement.

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







# Positive Behaviour Policy

## 1. RATIONALE

Providing a positive, safe, regulated and supportive environment which facilitates pupils to reach their full personal and academic potential is of paramount importance in Banbridge Academy. Our aim is to nurture and develop young learners who are self-disciplined, responsible and happy as they work towards securing their future goals. The values of honesty, openness, equality, inclusion and respect for each individual as a person are central within our school. At every stage the welfare of individual pupils and the wider school population is considered to be paramount.

Building on our tradition established over many years the school remains committed to our mission statement - At Banbridge Academy we aim to create a caring community where pupils belong and aspire to achieve their full potential.

The outcomes of positive behaviour are significant. 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

## 2. AIMS

- 1 To create a happy and achieving community within a safe, regulated and supportive learning environment.
- 2 To create a climate of effective relationships conducive to teaching and learning.
- 3 To promote self-discipline and encourage an increasing acceptance of responsibility as a preparation for adult life.
- 4 To encourage the development of positive attitudes in an inclusive environment as shown by consideration for others,

tolerance, respect and good manners.

- 5 To enhance each pupils' self-esteem and foster respect for self, others and the environment.

## 3. 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:

- 1 Acceptance by pupils entering the school - and by their parents, of the Pupil Code of Conduct and of school sanctions
- 2 Awareness of the need for self-discipline and respect for others
- 3 Effective home-school liaison
- 4 An approach where sanctions are consistently applied for unacceptable behaviour including bullying
- 5 An effective pastoral care system which recognises and supports the individual needs of pupils
- 6 A relevant curriculum promoting the active development of pupils' social emotional and behavioural skills
- 7 High pupil motivation where all members of the school community help each other to learn in a safe environment
- 8 Good teaching and amicable teacher-pupil relationships
- 9 A pleasant environment where positive behaviour for learning is modelled, celebrated and rewarded
- 10 The need for all members of the school community to work together to challenge unacceptable behaviour

## 4. LEGISLATION AND GUIDANCE

This policy is informed and guided by current legislation, DE and ETI guidance including:

- The Children (Northern Ireland) Order 1995
- The Education (NI) Order 1998
- The Human Rights Act 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (School Development Plans) Regulations (NI) 2010
- Health and Safety at work NI Order 1978
- Special Education Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016



# Positive Behaviour Policy

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 and updates
- Inspection and Self-evaluation Framework 2017

## 5. OUTCOMES AND SOURCES OF EVIDENCE

The school regularly uses established self-evaluation methods such as pupil surveys, School Council etc to ensure that the outcomes of this policy are fulfilled in line with school development planning. To this end the following methods were used in the review of this policy

- Pupil consultation involved focus group discussion with the School Council.
- Parents and carers consultation involved the sharing of a draft policy and focus group discussion with Banbridge Academy Association.
- Staff consultation involved the sharing of the draft policy and focus group discussion with Year Heads and Heads of School.

## 6. RIGHTS AND RESPONSIBILITIES

### Pupils have a right to:

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

### Pupils have a responsibility to:

- Be punctual, organised and meet all deadlines set
- Use their student planner appropriately
- Respect the views, rights and property of others, and behave safely in and out of class
- Be supportive, respectful and helpful towards pupils and staff
- Be honest and fair in dealing with others
- Engage fully with the curriculum, seeking help if required
- Conform to the conventions of good behaviour and abide by

the Pupil Code of Conduct

- Wear their uniform with pride according to the uniform list
- Accept ownership for their behaviour and learning, and develop the skill of working independently
- Behave in a manner which reflects the aims and ethos of Banbridge Academy

### Staff have a right to:

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

### Staff have a responsibility to:

- Act as positive role models at all times
- Ensure that lessons are well-prepared, making use of available resources and that homework is appropriately set and constructively marked
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice
- 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



# Positive Behaviour Policy

## 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.

## 7. LEARNING BEHAVIOURS

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

Ways in which positive behaviour is encouraged in the classroom are:

- Classrooms have an ethos which is warm and welcoming with positive relationships between pupils and staff
- Pupils are engaged in learning
- Positive reinforcement
- Pupils efforts and opinions are valued. Regular marking of work occurs and positive feedback given to pupils
- Expectation of good behaviour

Ways in which positive behaviour is encouraged throughout the school are:

- Positive relationships modelled by colleagues
- Positive affirmation by all teachers in the classroom and in extra-curricular activities
- Focus on learning
- Regular communication with parents via the Parent App
- A system of rewards and sanctions
- Acknowledgement of the pupil voice in school
- Positive and encouraging comments in reports
- Letters of congratulation/ certificates
- Awards presented on Prize Day and other ceremonies
- Regular announcements and opportunities for

congratulations in Assemblies, daily notices, digital signage, school website and magazine

- System of progression where FTs stay with the same class \ from Year 8-14 and YHs from 9-14.

## 8. CLASSROOM BEHAVIOUR MANAGEMENT PLANS FOR LEARNING

All teachers are expected to discuss and outline their own classroom management plan for learning with students at the start of each year. Their plan will be based on the

- values and principles
- rights and responsibilities
- positive learning behaviours
- rules and routines
- rewards and sanctions outlined in this policy.

Key questions to be considered will be

1. What values will promote a positive learning environment within our classroom?
2. On what rights and responsibilities will our classroom behaviour plan for learning be based?
3. What desirable learning behaviours will enable everyone in this classroom to learn and enable the teacher to teach?
4. What rules and routines do we need in our classroom to ensure that everyone can concentrate and achieve?

## 9. RULES AND ROUTINES

### 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

## 10. REWARDS, REFERRALS AND SANCTIONS

It is the responsibility of all staff to deal with incidents as they arise and to apply appropriate sanctions, as well as encourage and celebrate good behaviour. The aim of this system is the identification of cumulative patterns of unacceptable behaviour and the recognition of achievement and positive behaviour.

Issues of concern such as poor behaviour, arriving in class unprepared, failure to produce adequate work, unpunctuality and uniform violations **will be dealt with in the normal way by staff**, but in addition a note will be kept on the behaviour management system. Similarly, occasions where a pupil makes a significant contribution in class, a marked improvement in work or other important positive achievement will be recorded. In this way, pupils can be congratulated for achievements and issues of concern should improve.

### Rewards

We wish to reward and positively encourage positive behaviour throughout school life. Every effort will be made to support pupils in our endeavour to promote positive behaviour. Pupils are expected to be polite, well-organised, helpful and follow the rules outlined in the Pupil Code of Conduct. In our school context we frequently experience exceptional positive behaviour.

A non-exhaustive list of rewards in recognition of good behaviour includes verbal praise from staff, comments made to parents, selection to positions of responsibility, interviews with the Principal, special mention in Assembly, letters of congratulations and merit certificates.

Other rewards in Junior School may include 'Best Form Class' or vouchers for activities.

Throughout school a system of 'Reward and Recognition' is in place, facilitated by Year Heads and a member of SLT.

### Behaviour Management Points- outcomes

#### Achievements (cumulative per year)

- 5 points Commendation from Form Teacher
- 10 points Certificate from Year Head (alternatively top 3 pupils per Form)

- 30 points Certificate from Vice Principal - House points
- 40 points Letter from Headmaster - House points

#### Behaviour Points (cumulative per term- scores return to zero at the end of each term)

- 5 points Interview with Form Teacher
- 10 points Interview with Form Teacher and targets set, Tuesday lunchtime detention
- 15 points Year Head contacts parents, Friday detention
- 20 points Year Head contacts parents, Daily Report
- 30 points Parental interview with Year Head/ Behaviour IEP
- 40 points Parental contact from Vice Principal  
Withdrawal of lunchtime privileges and/or access to extra-curricular activities/ Daily Report to VP
- 50 points Parental contact from Headmaster

As noted above, behaviour points are not a sanction but a way of noting the frequency of particular behaviour.

Sanctions may also be imposed in line with the Positive Behaviour Policy.

### Referral

Persistent or serious matters should be referred as follows:

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

### Sanctions

In the event of behaviour which is contrary to the values of the school or contravenes the Code of Conduct, sanctions will be applied. The rationale behind the use of sanctions is to intervene at an early stage in an attempt to educate pupils in personal responsibility, to encourage self-discipline and to change future unacceptable behaviour.

- For minor offences sanctions such as extra work or lunchtime





# Positive Behaviour Policy

detention will be imposed, at the discretion of the teacher concerned.

- Lunchtime detention will be supervised on a departmental/ Year Head basis. Repeated lunchtime detentions may lead to a Friday afternoon detention.
- Friday Detention (3.30 - 4.30) will be used for serious or repeated offences. Parents will be notified of all Friday detentions 24 hours in advance. After three Friday detentions the pupils will be placed in a Saturday morning detention.
- 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. Three Saturday morning detentions may lead to suspension.
- 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.
- 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.
- 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 in accordance with EA procedures.
- 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 Positive Behaviour Policy will be applied to all pupils including those with Special Educational Needs in accordance with the Special Educational Needs and Disability Order (2005).

Pupils who are displaying significant social, behavioural and emotional wellbeing (SBEW) concerns will be supported in conjunction with the Learning Support Team and a risk assessment process including Individual Behaviour Plans (IBP) and Risk Reduction Action Plans (RRAP) may need to be employed. (cf SEN Policy)

## 11. ANNUAL REPORT TO THE BOARD OF GOVERNORS

The Board of Governors approves the Positive Behaviour Policy and regularly reviews the policy and associated policies. The Annual Report to the Board of Governors will continue to ensure the policy aims of encouraging positive attitudes, reducing unacceptable behaviours, promoting sound relationships and creating and sustaining an effective learning environment.

## 12. CONTINUING PROFESSIONAL DEVELOPMENT

There is a continuing need amongst staff for professional development in this area for staff.

## 13. MONITORING AND REVIEW OF POLICY

This policy will be reviewed every three years, or when required. The Vice Principal (Pastoral) will take the lead in the review of the Positive Behaviour Policy. The school will consult with pupils, staff and parents/guardians to inform and guide ongoing policy development and review.

## 14. RELATED SCHOOL POLICIES

The Positive Behaviour Policy actively works together with the suite of safeguarding policies i.e. Safeguarding and Child Protection, SEN and Anti-Bullying Policies to promote the welfare and wellbeing of all the pupils. As such it should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Addressing Bullying Policy
- Misuse of Substances /Controlled Drugs Policy
- Special Educational Needs Policy
- Attendance Policy
- Online Safety Policy
- Reasonable Force/Safe Handling Policy
- Complaints Procedures



# School Uniform

The school requires all pupils to adhere strictly to the uniform requirements which help to maintain a good corporate spirit and tidiness in personal appearance. All items must be named. The school uniform for 2025/2026 is listed below - please note due to the new legislation the uniform will be reviewed and updated for 2026/2027:

## 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
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 Black Crested Waterproof Jacket (Optional)

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

## P.E. KIT GIRLS

White and red crested T-shirt  
Black skirt  
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 - no logos permitted 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 Black Crested Waterproof Jacket (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.**

**Please note full school uniform should be worn as normal each day. The only exception will be for pupils in Years 8-10 on the days when they have timetabled PE lessons, on these days, your son/daughter should come to school already changed in their school sports kit, including tracksuit bottoms and/or crested school leggings. Pupils across all year groups will change into their PE kit after lunch on Games afternoons.**

*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 based on a 20-minute lesson, 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 2025 are set out in the following tables.





# Public Examinations

## GCSE RESULTS 2025

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	29	8	10	6	2	3	0	0	0	0	0	29	29
Biology	118	43	54	18	3	0	0	0	0	0	0	118	118
Business Studies	44	5	20	9	6	2	1	1	0	0	0	42	44
Chemistry	118	54	46	14	4	0	0	0	0	0	0	118	118
Computer Science	30	6	15	6	3	0	0	0	0	0	0	30	30
Digital Technology	10	1	3	4	0	1	0	1	0	0	0	9	10
Double Award Science	164	22	61	38	23	13	6	1	0	0	0	157	164
Economics	13	0	4	3	4	2	0	0	0	0	0	13	13
English Language	200	64	103	24	8	1	0	0	0	0	0	200	200
English Literature	200	59	93	37	7	3	1	0	0	0	0	199	200
Food & Nutrition	41	13	15	7	5	0	1	0	0	0	0	40	41
French	83	16	38	12	5	9	3	0	0	0	0	80	83
Further Mathematics	81	37	33	9	2	0	0	0	0	0	0	81	81
Geography	69	16	31	11	6	4	1	0	0	0	0	68	69
History	63	6	32	12	8	4	0	1	0	0	0	62	63
Mathematics	200	83	85	30	2	0	0	0	0	0	0	200	200
Motor Vehicle Studies	15	3	5	3	2	1	1	0	0	0	0	14	15
Moving Image Arts	10	1	2	2	3	1	0	1	0	0	0	9	10
Music	12	1	6	4	0	1	0	0	0	0	0	12	12
PE	27	8	9	5	4	1	0	0	0	0	0	27	27
Physics	118	36	46	24	11	0	1	0	0	0	0	117	118
Religious Studies	50	10	30	8	1	1	0	0	0	0	0	50	50
Spanish	112	26	52	19	8	5	2	0	0	0	0	110	112
Technology & Design	42	9	22	6	3	2	0	0	0	0	0	42	42

Number of Year 12 Pupils on 31 October 2024 200

Number with a statement of Special Educational Needs: 6

## GCSE RESULTS 2025 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
200	100	99.0	99.5	0



# Public Examinations

## A LEVEL RESULTS 2025

Subject	Entries	A*	A	B	C	D	E	U	A* - C	A* - E
Health & Social Care	18	0	9	7	2	0	0	0	18	18
Biology	72	10	16	25	14	6	0	1	65	71
Chemistry	69	15	27	19	7	1	0	0	68	69
Physics	31	9	7	1	12	0	2	0	29	31
Mathematics	68	20	23	13	9	3	0	0	65	68
Further Mathematics	8	6	2	0	0	0	0	0	8	8
SSD	7	1	4	2	0	0	0	0	7	7
Digital Technology	4	0	0	2	2	0	0	0	4	4
Business Studies	26	1	2	7	11	1	3	1	21	25
Nutrition & Food Science	12	1	3	7	1	0	0	0	12	12
Art & Design	15	5	4	4	2	0	0	0	15	15
Geography	37	6	14	8	9	0	0	0	37	37
History	21	4	4	12	1	0	0	0	21	21
Economics	16	1	5	3	5	2	0	0	14	16
Religious Studies	6	3	1	2	0	0	0	0	6	6
Politics	25	4	4	12	4	1	0	0	24	25
Psychology	25	3	7	5	9	1	0	0	24	25
English Literature	37	7	12	14	4	0	0	0	37	37
Drama	11	0	2	8	1	0	0	0	11	11
French	7	1	3	2	1	0	0	0	7	7
German	1	1	0	0	0	0	0	0	1	1
Spanish	15	1	4	7	2	1	0	0	14	15
Music	2	1	1	0	0	0	0	0	2	2
PE	10	2	4	3	1	0	0	0	10	10
Technology & Design	5	1	3	1	0	0	0	0	5	5

## A LEVELS 2025 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
178	88.8	100	100



# Public Examinations

## PERFORMANCE IN PUBLIC EXAMINATIONS<sup>1</sup> 2020/21 to 2024/25 – Grammar Schools

Performance Indicator	2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
	School	NI Average	School	NI Average	School	NI Average	School	NI Average	School	NI Average
% Achieving 7+ GCSEs at Grades A*-C (or equivalent) <sup>1</sup>	98.4	N/A	99.5	N/A	99.0	94.4	98.9	91.4	99.0	N/A
% Achieving 5+ GCSEs at Grades A*-C (or equivalent) <sup>1</sup>	99.5	N/A	100	N/A	100	97.6	98.9	96.6	99.5	N/A
% Achieving 3+ A levels at Grades A*-C (or equivalent) <sup>1</sup>	92.1	N/A	90.7	N/A	89.9	83.8	77.1	79.9	88.8	N/A
% Achieving 2+ A levels at Grades A*-E (or equivalent) <sup>1</sup>	100	N/A	100	N/A	100	99.6	100	99.6	100	N/A

<sup>1</sup> Excludes pupils with statements of Special Educational Needs





# Public Examinations

## SCHOOL LEAVERS' DESTINATIONS 2024/2025 (FROM YEARS 12, 13 & 14)

Number of Leavers 2024/25: 212

### % of Leavers to:

	Higher Education	Further Education	Another School	Job Skills	Employment	Other
Year 12 - 14	83.4%	12.2%	2.4%	1.5%	0.5%	0.0%
Year 14	96.1%	3.4%	0.0%	0.6%	0.0%	0.0%

This figure represents the % of all School Leavers entering Higher Education from Years 12-14 in 2024/2025 . In practice, only Year 14 students enter Higher Education directly. In 2024/2025, 96.1% of Year 14 Leavers secured a place in Higher Education.

### Annual attendance rate (all pupils)

Total days attended by all pupils on roll as a % of total possible days of attendance: 95.9%



# 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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