

Education Authority

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BANBRIDGE HIGH SCHOOL

PRIMROSE GARDENS

BANBRIDGE

CO DOWN

April 2016

ANNUAL REPORT 2014/2015

CHAIRPERSON'S STATEMENT

Dear Parents/Guardians

As Chairperson of the Board of Governors I am pleased to send you our Annual Report. We as Governors recognise the significant role parents and guardians play in the education of their children.

By reading the Annual report you will see what our school provides to all our pupils.

The Curriculum our school provides shows what your children can achieve academically and with extra curricular activities .

Our motto at our school is 'Leading to Success'. We as Governors would like to congratulate staff and pupils who continue to Lead our School to Success.

This year three teachers retired, Mr Leslie Currie after 38 years, Mrs Lidia Beattie, 34 years and Mr Walter Scott, 13 years . On behalf of the Governors we would like to thank them for their excellent teaching and service to our school and wish them a healthy retirement.

We take this opportunity to wish our staff and pupils continued Success.

Yours sincerely

Margaret Mayne

Chairperson

THE RESPONSIBILITIES OF THE GOVERNORS

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

Their responsibilities include:

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

THE BOARD OF GOVERNORS 2010-2014

BOARD REPRESENTATIVES:

Mrs M Mayne - Chairperson
Mrs C Stewart - Vice Chairperson
Cllr J McCrum
Mr I Wilson

CONTRIBUTORY PRIMARY SCHOOL REPRESENTATIVES

Cllr I Burns
Mrs S Henry
Mrs M E Jess
Mr S Hoey
Mrs R McBride
Rev A Watson Resigned

PARENTS' REPRESENTATIVES

Mrs N Houston
Mrs A McDowell
Mrs A Phibbs
Mrs F Robinson

TEACHERS' REPRESENTATIVES

Mr D Adams
Mrs L Beattie

SECRETARY

Mr A Bell - Principal

Number of Governors' Meetings in the year 8

THE BOARD OF GOVERNORS 2015-2018

BOARD REPRESENTATIVES:

Mrs M Mayne - Chairperson
Mr S Hoey - Vice Chairperson
Ald J McCrum
Mr D Waring

CONTRIBUTORY PRIMARY SCHOOL REPRESENTATIVES

Mr S Walker
Mr G Henry
Mrs M E Jess
3 Vacancies

PARENTS' REPRESENTATIVES

Mrs E Carleton
Mrs T Heslip
Mrs N Houston
Mrs F Robinson

TEACHERS' REPRESENTATIVES

Mrs R Nolan
Mrs N Wilson

SECRETARY

Mr A Bell - Principal

Number of Governors' Meetings in the year 5

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

Admission Criteria
Banbridge Area Learning Community
Budgetary Control
Curriculum Planning
Entitlement Framework
ETI Governance Self Evaluation
Examination Results
Formation of Sub Committees
Internal Promotion Allowances
PRSD
School Policies Staffing
Shared Education
Redundancies

STAFFING

The staffing for 2014/2015 was as follows:

Principal	1
Vice Principals	2
Teachers (full-time)	32
Teacher (part-time)	9
Teachers (Signature Project)	2
Clerical Staff	4
Technicians	7
Librarian	1
Classroom Assistants	10
Domestic Assistant	3
Caretakers	2
Supervisory Assistants	13

SENIOR MANAGEMENT TEAM

Mr A Bell	-	Principal
Mr A Waddell	-	Vice Principal, Head of Senior School
Mrs L Mann	-	Vice Principal, Head of Junior School
Mr L P Currie	-	Head of French, School Improvement Manager

A variety of issues were considered and discussed including:

General Management and Administrative Issues

Examination Results

Performance Review and Staff Development (PRSD)

Budget Reports

Home School Teacher Liaison Meetings

Child Protection Structures

School Improvement Issues

School Development Planning

Examination Targets

Mentoring Years 11-14

Baseline and Predictive Data - Years 11 - 14

Years 10 and 13 Options

Baseline Testing - PIE and PIM

Banbridge Area Learning Community

Staffing Issues

Post 16 Provision

Whole School Self Evaluation

Parent Consultation Afternoons

Revised Senior Management Structure

STAFF DEVELOPMENT

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

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

INSET 2014/2015

School Based/In-house Training

10 Days

Staff engaged in professional training and departmental work.

Areas covered included :

PIE and PIM Administration

PRSD Planning

Resource Development for Active Learning and Effective Questioning

Development and Evaluation of a Form Class Pastoral Programme

Primary School liaison work

Self Harm and Suicide Awareness

The Role of the Head of Department, Middle Management Training.

THE CURRICULUM

In the academic year 2014/2015 Banbridge High continued to offer a wide range of subjects to our students in line with the Northern Ireland Curriculum.

Key Stage 3 Years 8, 9, 10

All pupils study the following subjects:

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

Learning for Life and Work includes Personal Development, Local and Global Citizenship, Employability and Home Economics

Key stage 4 Years 11 and 12

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

All students will study English, Mathematics, Science, Learning for Life and Work, R.E., P.E. and Careers.

Subjects marked* will be taught in another school or at the Southern Regional College.

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

Post 16 Provision

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

Customary Pathway.

Duration: 2 Years

Study: Choose 3 subjects to study at AS/A2/BTEC Level over the two years.

Entry requirement: 8 points from GCSE/BTEC Level 2 in a range of five subjects AND at least a Grade C in English and Mathematics

Enrichment Pathway

Duration: 3 Years

Study: Year 1 A combination of GCSE/Level 2 and on AS/BTEC Level 3

Year 2 Complete one A2 and start two further AS/BTEC L3 subjects

Year 3 Complete two A2 levels

Entry requirement 4 points from GCSE/BTEC Level 2 in a range of subjects.

In 2014/2015 the school offered:

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

BTEC Level 3 Subsidiary Diploma in Child Care
BTEC Level 3 Subsidiary Diploma in Creative Media Production
BTEC Level 3 Subsidiary Diploma in Engineering
BTEC Level 3 Subsidiary Diploma in Performing Arts
BTEC Level 3 Subsidiary Diploma in Sport

Level 2/GCSE (Enrichment Pathway)

BTEC Level 2 Child Care
BTEC Level 2 Media

GCSE English
GCSE Mathematics

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

Special Educational Needs

From 1 September 2005 the Special Education Needs and Disability (Northern Ireland) Order (SENDO) makes changes to the existing legislation for children with Special Educational Needs. Therefore, the schools existing Special Needs Policy is being reviewed and updated following SENDO awareness training organised by the Southern Education and Library Board's Special Education Field Support Service.

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

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

Learning Support Centre

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

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

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

Years 8 -10 are integrated with their peers for Science, Music, Technology, Physical Education, Art, Information Technology and Home Economics.

Years 11- 12 with the exception of English, Religious Education and Mathematics are fully integrated. They have the options of studying for GCSE or equivalent qualifications - Occupational Studies/Princes Trust xl Programme.

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

Assessment and Reporting

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

Homeworks set in Key Stage 3 were monitored using the Merit Books - these matched the information given in the Homework Policy.

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

POLICY ON DRUGS EDUCATION

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

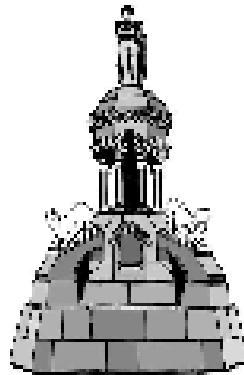
Through it pupils should only acquire the knowledge and understanding to enable them to consider the effects of drugs and other substances, but also develop the values and skills to make informed and responsible decisions about their use.

COUNSELLING

Two professional counsellors are available to provide individual support. The Counsellor aims to make personal contact with pupils who are experiencing problems for whatever reason, with the view to helping them cope with their situation.

All aspects of the work are strictly confidential, within the confines of The Child Protection Policy, but if any child is suffering from a particular disadvantage or involved in a personal crisis, the teachers concerned are alerted and their co-operation is sought in dealing with the situation.

CHILD PROTECTION and SAFEGUARDING POLICY



Banbridge High School

leading to success

Designated Teacher:

Mrs Mann

Deputy Designated Teachers:

Mr Waddell
Mrs Hodgett

1. Child Protection Ethos

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

2. Principles

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

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

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

3. Other Relevant Policies

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

- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Sex Education
- Use of Mobile Phones/Cameras
- ICT and access to the internet/cyber bullying
- Substance Use and Abuse
- Bereavement and Loss
- Crisis Incident Management plan.
- **These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school office.**

School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher **Mrs L Mann**
- Deputy Designated Teachers **Mr A Waddell and Mrs M Hodgett**
- Principal **Mr A Bell**
- Designated Governor for Child Protection **Mrs L Stewart.**
- Chair of the Board of Governors **Mrs Mayne**

5. Roles and Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

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

5.2 The Principal

The Principal must ensure that:-

- DENI 1999 / 10 is implemented within the school
- That a designated teacher and deputy are appointed
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

5.3 The Designated Governor for Child Protection

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

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

5.4 The Chair of the Board of Governors

The Chair of the Board of Governors must:

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

5.5 Other Members of School Staff

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

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

The member of staff must:

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

In addition the Class Teacher should:

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

5.6 Parents

Parents should play their part in Child Protection by:

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

5.7 The Board of Governors

Board of Governors must ensure that:

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

6. What Is Child Abuse?

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

6.1 Definition of Abuse

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

6.2 Types of Abuse

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

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

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

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

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

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

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

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

Emotional Abuse

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

Neglect

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

6.3 Signs and symptoms of abuse ~ Possible Indicators

Sexual Abuse

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

7. Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. Confidentiality and Information Sharing

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

10. Record Keeping

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

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

11. Vetting Procedures

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

12. Code of Conduct for All Staff Paid Or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach.

The school's code of conduct is available on request.

13. Staff Training

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

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

14. The Preventative Curriculum

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

Other initiatives which address child protection and safety issues:

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

15. Monitoring and Evaluation

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

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

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

Appendix 1

**Banbridge High School
Child Protection Incident Report**

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

Details of Incident/Disclosure*

Name of Person completing the report:_____

Designation:_____

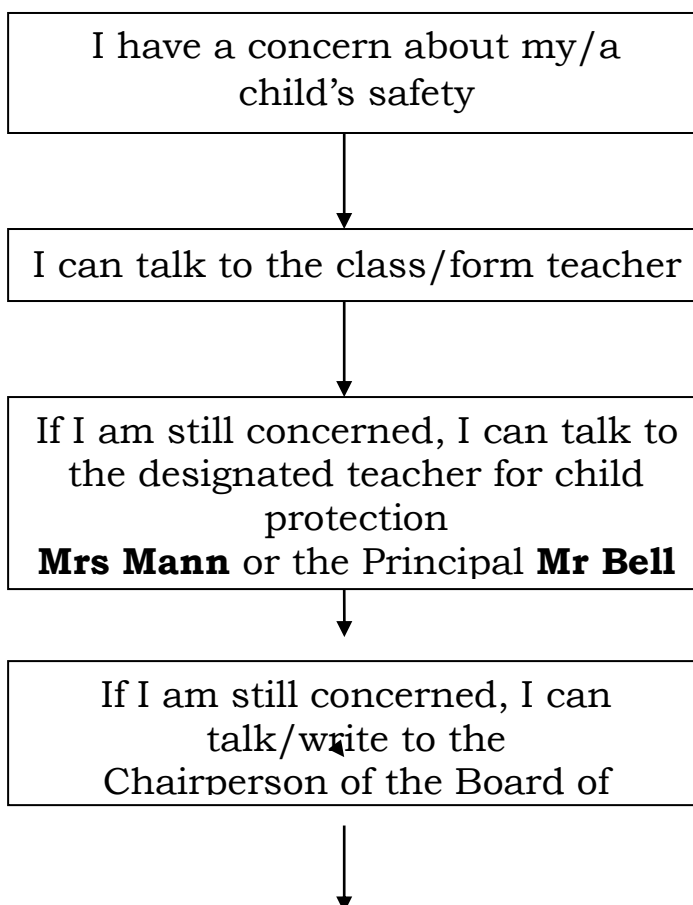
Signature:_____

Date:_____

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

Appendix 2

How a Parent can make a Complaint



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

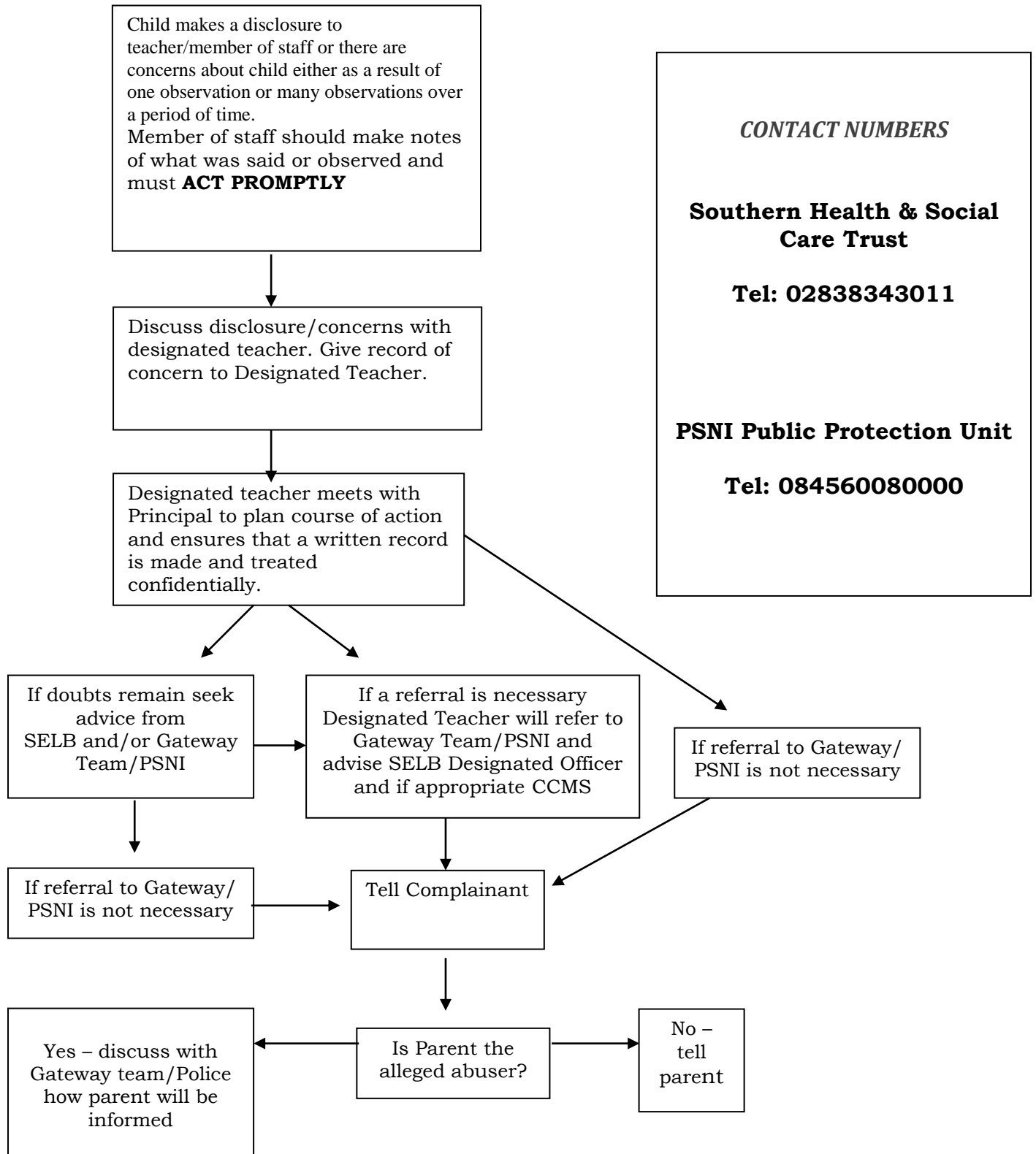
Gateway Team **Tel: 0800 7837745**

or the

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

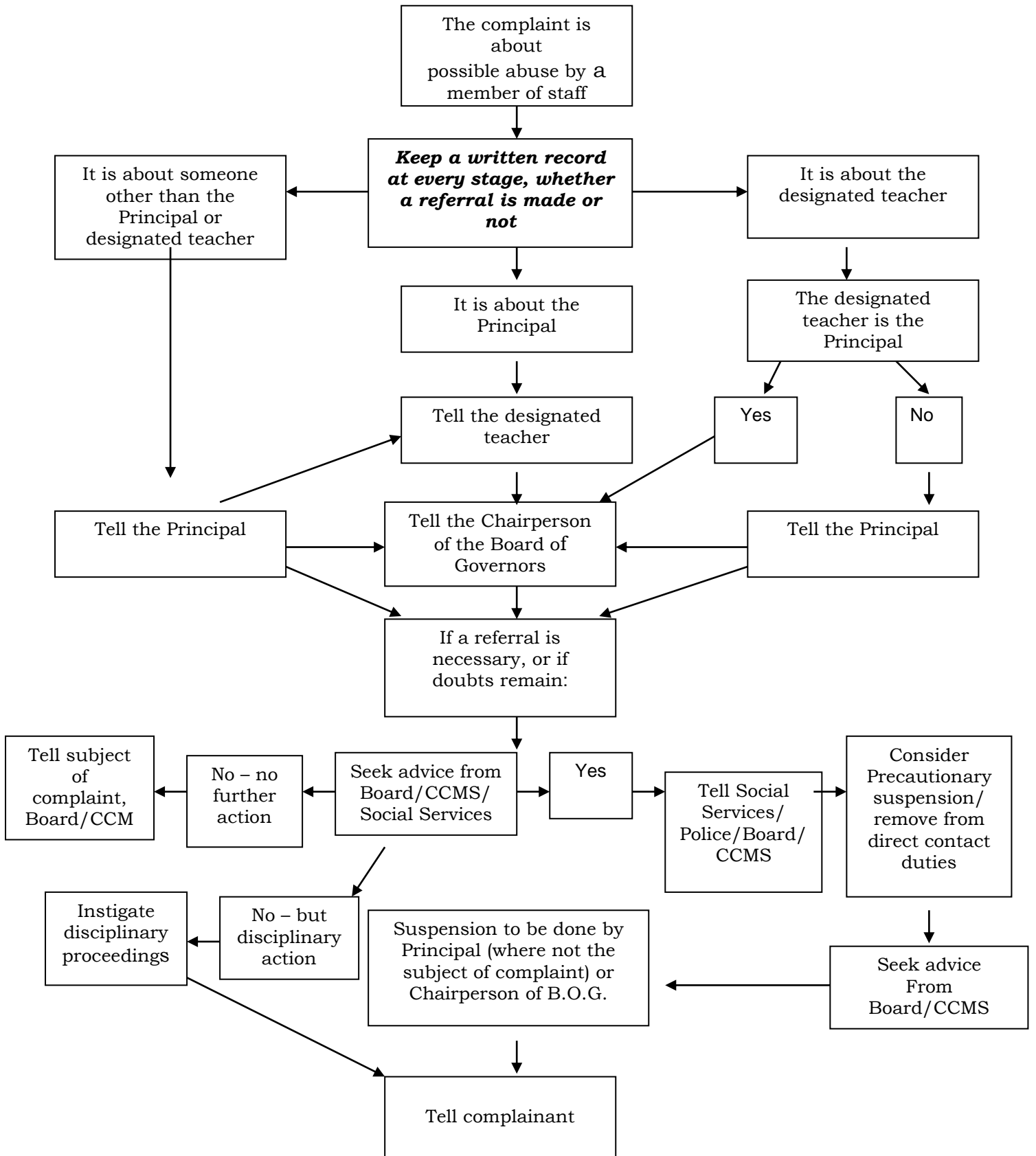
Appendix 3

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



Appendix 4

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



SCHOOL EVENTS AND OCCASIONS 2014/2015

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

Curriculum	Community Contact
Geography Fieldwork , School Examinations Sports Day, Work Experience GCE Advanced/AS/GCSE/BTEC Examinations Display of Art and Design and Technology Departments - Pupils' Work Careers Visits STEM visits CRED visits	CRED Residential Inter-School Sports Use of school facilities by Special Olympics, Young Farmers' Scarva Street Presbyterian Church Girls' Brigade, SELB Governor Training STEM Visit by Royal Aviation Society

Charity	Fieldtrip/Recreational
Collections for Macmillan, Action, Cancer, Poppy Appeal, Cancer Focus, Lifeboats, Marie Curie, Hounds for Heroes, MS Sponsored Walk Governors/Staff Board of Governors Meetings Staff Training Days Inauguration of Prefects	PD Visit to Belfast Activity Centre School Christmas Parties, Prefects Formal Educational Visits - Germany, Bulgaria Visits to Dublin, Stormont, Carrickfergus, W5, Boyne Geography Department - River Study

Parents	Religious
Parents Afternoons Prize Days - Junior and Senior Open Night Induction Day Year 8 Information Evening Years 11 and 12 Information Evening Post 16 Information Evening <u>Parents' Association</u> Christmas Fayre Cookery Demonstration Bun Sales Non Uniform Day	Harvest Service Carol Service Gideon Presentation to Year 8 Speakers from : Leprosy Mission Mission to Mexico CEF, LIFE, <u>Scripture Union :</u> Various visitors to SU throughout the year Trip to Castlewellan Craft Day Games and Pizza afternoon Visit to the Zoo

Cross Curricular Themes

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

Education for Mutual Understanding

During 2014/2015 Banbridge High School pupils continued to be given opportunities to develop self-respect, whilst displaying mutual understanding towards one another and to members of the school community. Many pupils participated in the following events.

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

CAREERS

Careers Department Report 2014/15

CEIAG continues to be delivered to all students in all year groups across the school.

Staff, Resources and Facilities

Ms Haines and Mr Waddell completed delivery of the Careers & Employability programmes for KS4, with further embedding of Employability within the LLW program at KS3. The delivery mode adopted in 2013-14 was reviewed and agreed as an appropriate way forward. It continues to include a variety of methods are used to deliver a meaningful programme, through modular work, team teaching, presentations by professionals/educational establishments and cross-curricular involvement.

Ms Haines continues to manage the resources available within the budget.

Careers Interviews & DEL Provision

Due to timetable constraints there has been no movement on the availability of a more robust guidance provision at the key transition stages; as with all schools in the ALC there is no timetabled time available for suitably trained staff to do this. This continues to be a priority in order to fulfil the CEIAG offer.

Rachel Cruickshank and Cherith Quinn have continued in their roles as DEL Careers Advisors assigned to our school. They have worked to ensure that the Service Level Agreement was effectively implemented. This work has included:

- Interviews for all year 12
- On-demand interviews for all other students who requested an interview
- Transition presentations to Year 10, 12, 13 and 14.
- Dedicated time and support for LSU
- Participation in LSC Annual Review Interviews

Work Experience

Work Experience was once again successful for Years 12 and 13. Students actively participated in the programme, and reviewed their learning. Staff again gave of their time to assist with the completion of visits to placements; this is very much appreciated.

ALC

Ms Haines sits continues to sit on the ALC Careers Group, and has engaged in area planning in relation to common strands for the delivery of careers education and sharing of good practice.

STEM Careers Day

The end of the year was celebrated with a very successful STEM Day, during which the Ulster Aviation Society came along with 7 volunteers and a Spitfire! The day encompassed all students, departments and staff, who participated in workshops from Sentinus, Army, Ulster Aviation Society and 25 local employers and professionals who took part in a speed networking event with Year 11.

The day was a great success and pupils benefitted greatly from the advice and information received from those present.

Conclusion

The Careers Department continues to work to provide the basis on which young people can be informed to make sound decisions for their futures.

CIVIC ACTION

Civic-Action is a group who get together to look at issues affecting young people in their local area that are currently making the headlines. The group decide on action that they can take in order to get a message across to those involved.

The programme meets the needs and interests of the individual participants enabling progression in the skills, attitudes and behaviours needed to develop mutual understanding. It provides opportunities for the participants to work within the community to improve their understanding of it and to contribute positively to it.

Being part of this group enhances pupil confidence and is good for their personal development. The group members are very motivated in their work for the project and take pride in it. Their social and communication skills are further developed, with many being confident in an interview situation.

CHARITIES and COMMUNITY SERVICE

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

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

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

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

Charities supported throughout 2014/2015 included:

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

Extra Curricular Activities

2014/2015

Non Sporting Activities

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

Sporting Activities

ATHLETICS
BADMINTON
FOOTBALL
GOLF
HOCKEY (Boys and Girls)
NETBALL
RUGBY
SHOW JUMPING
VOLLEYBALL

Musical Activities

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

EXAMINATION RESULTS

Subjects followed leading to GCSE

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

BTEC's Level 2/Occupational Studies

Construction	Countryside and Environment
Engineering	Information Technology
Media	Sport

Other Examining Bodies

NICCEA	EDEXCEL
AQA	WJEC
OCR	

KEY STAGE 3 Levels of Progression Report

Communication (English)

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

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

Communication Level	Percentage of Pupils achieving this level
Working towards Level 1	0
1	0
2	6
3	8
4	20
5	44
6	16
7	6

In our school,

66% of our Year 10 pupils have attained the expected level of 5 or above in Communication.

34% of our Year 10 pupils are working towards the expected level in Communication.

1% of our Year 10 pupils were exempted from assessment of Communication.

Using Mathematics

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

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

Using Mathematics Level	Percentage of pupils achieving this level
Working towards Level 1	0
1	0
2	4
3	15
4	18
5	38
6	25
7	0

In our school,

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

37% of our Year 10 pupils are working towards the expected level in Using Mathematics.

1% of our Year 10 pupils were exempted from assessment of Using Mathematics

Performance in Public Examinations 2012/13 to 2014/15

Performance	2012/2013		2013/2014		2014/2015	
Indicator	School	NI Average	School	NI Average	School	NI Average
% Achieving 5+ GCSEs at Grades A* - C (or equivalent)	69.0	63.7	66.7	70.6	80.1	**
% Achieving 2+ A levels at Grades A-E (or equivalent) *	85.2	98.1	100	95.4	93.2	**

**** NI Average for 2014/2015 was not available at time of printing**

Examination Results 2014/2015

YEAR 12 GCSE or Equivalent

Number of Pupils in Year 12 **111** Number of these **15**
with a statement of Special Educational Needs

GCSE Results Overall – 111 students entered for GCSE or equivalent

No Entered for 5 or more Subjects	No Entered for 1- 4 Subjects	No Achieving Grades A - C		No Achieving Grades A - G		No Achieving No Grades A - G (ie those not entered)
		5 or more	1 -4	5 or more	1 -4	
111	0	89	21	111	0	0

BTEC Year 12

Subject	D*D* (equiv. A*A*)	DD (equiv. A A)	MM (equiv. to BB)	PP (equiv. CC)	P (equiv. to C)
Child Care	1	3	1	4	
Engineering			2	3	5
I.T.	32	3	14	25	5
Media			1	3	
Performing Arts				3	
Sport	1	1	1	5	

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

GCE ADVANCED COURSES – Year 14

Subject	A*	A	B	C	D	E
Art				1		
Biology			1	3		1
Applied Business			1	4	3	2
Health and Social Care		1	2	2	1	
Drama				1	1	
English Literature				5		1
Geography		2	1	6	1	1
History		1	5	1		
Home Economics			1	2		
Applied ICT		3	5	9	8	
Mathematics			1	1	1	3
Psychology						2

GCE Double Award

Subject	AB	BC	CC	DD	DE	EE
Health & Social Care Double Award		1		4	1	

BTEC – Year 14

Subject	D*	D	M	P
Engineering				2
Sport	2	3	3	8
Media			2	

SCHOOL LEAVERS' DESTINATIONS 2014/2015

Number of Leavers 2014/15	DESTINATIONS							
	Number of Leavers to							
	Higher Education	Further Education	Other School/ Emigrated	Grammar School	Jobskills/ Training	Employment	Seeking Employment Gap Year	Long Term Illness
137	13	75	3	6	21	11	8	0

PUPIL ENROLMENT - 12 October 2015

Year	8	9	10	11	12	13	14
Mainstream	72	68	72	83	81	56	34
LSC	4	7	6	7	14		

Annual Attendance Rate (All Pupils) Total days attended by all pupils on roll as % of total possible days of attendance in 2014/2015 was **90.9%**

PARENTS' ASSOCIATION 2014/2015

The Parents' Association had another successful year under the leadership of our chairperson, Mr Gary Barlow, with bun sales, a Christmas Fair, a non uniform day and a quiz.

Progress File

In the academic year 2014/2015, all pupils in school made use of Progress File materials. With the aid of Form Teachers, and using Progress File, each pupil was required to set target, twice each term. .

In April 2015. all pupils in Years 12 and 14 were presented with their Progress File. Contents included a Personal Statement, a C.V. and a sample letter of application as well as certificates collected by pupils during their time at school. Pupils In Year 14 were invited to attend an informal reception in the Elliott Library after the presentation ceremony and had the opportunity to speak to the guest speaker and teaching staff, past and present.

Maintenance 2014/2015

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

Contract Cleaning

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

FINANCIAL REPORT 2014/2015

April 2014 - March 2015

<u>INCOME</u>		<u>EXPENDITURE</u>	
Budget	2,406,787.00	Teachers Costs	1,953,440.00
Other Income	114,686.00	Non-Teaching Staff	334,618.00
Income ie use of facilities	4,921.00	Non Staff Costs	398,439.00
Deficit Balance 2014/2015	<u>261,334.00</u>	Def.Balance 2013/14	<u>101,231.00</u>
	£2,787,728.00		£ 2,787,728.00

SCHOOL FUNDS - July 2014 - June 2015

School Monies Deposit Account

Russell Memorial Pupils Fund			
Sports Fund No.2			
Squash			
Business Studies			
EMU	29520.92		
Minibus	803.70		
Tuck Shop			
Tuck Shop No.2	32219.67		
Ski Account			
PE Travelling	8651.23		
Romania	5405.09		
Geography	3933.76		
Home Economics	927.17		
Music Travel			
Music Dept	1611.24		
Workshop Funds	3288.36		
Charity	3850.81		
European Awareness	261.87		
Outdoor Pursuits	627.54		
Drama	2434.32		
Penny Bank	35007.21		
Soccer	114.06		
History	1358.84		
ICT	2.97		
General Cheque Account	6926.68		
BALC	<u>10000.00</u>		
Opening Balance	146945.44		
Lodgements	34888.01	Withdrawals	43457.41
Interest	<u>312.17</u>	Closing Balance	<u>138688.21</u>
	182145.62		182145.62

Audited by: Mr S Vint.

Funding Allocated to TSN

USE OF FUNDS ALLOCATED FOR TSN 2014/2015		£
	Income	
1	Allocated for Special Educational Need	66,413.00
2	Allocated for Social Deprivation	49,158.00
	TOTAL	115,571.00
	Use of Funds (estimated where necessary) - for example:	
1	Extra staff to:	
	a) create smaller class sizes in English (1 day per week)	9,251.00
	(b) provide specialist support for learning needs	
	(c) provide pastoral care and home-school liaison	
2	Staff development programmes linked to TSN	
3	Curriculum materials and equipment for additional educational needs	4,000.00
4	Other (please specify) Promotional Allowance (SENCO) Promotional Allowance (PSD Co-ordinator) Promotional Allowance (Literacy Co-ordinator) Promotional Allowance (Numeracy Co-ordinator) Counsellor (1 day per week) Exam Entry for Years 12,13,14 students with Special Educational Needs Employment of Non Teaching Staff as a % of pupils with SEN Fuel as % of pupils with SEN Cleaning/Materials for four Learning Support Centre Rooms	107,073.00
	Estimated total resources	£120,324.00
	Narrative For example specific actions and associated resources used by the school in addressing the social deprivation and or educational underachievement needs of pupils.	

Board of Governors 22nd Annual Report to Parents

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

Outline briefly your point(s)/concern(s) which you wish to raise concerning the Governors 22nd Annual Report.

1. _____

2. _____

3. _____

Signed _____ Date: _____

Office use only:

Date received: _____ (School stamp)