



BALLYCASTLE HIGH SCHOOL

A Guide for Parents / Carers of
Pupils in Year 14





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** full copies of our school policies may be found on our school website –

www.ballycastlehigh.org.uk



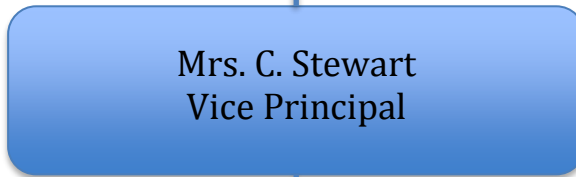
WELCOME TO YEAR 14

Year 14 is a very important year for students, when together we will prepare them for life after school, whether that be further study at university, an apprenticeship or employment. We encourage students to put a lot of effort into their studies, but also get involved with school life through the many and varied extracurricular activities offered. This will enable them to get the most out of our school both academically and socially.

LEADERSHIP TEAM



Mr. I. Williamson
Principal



Mrs. C. Stewart
Vice Principal



Miss J. Elliott
Senior Teacher

Mr. M. Rafferty
Senior Teacher

Mr. J. McPeak
Senior Teacher





PASTORAL CARE

At Ballycastle High School we seek to create a caring and supportive community in order that the young people in our care can develop self confidence, self-respect/self-esteem and respect for others. We also aim to develop the skills and qualities needed by young people living in the 21st Century. The ethos of Ballycastle High School is created and sustained by warm and positive relationships among pupils and staff. This generates a positive climate within the school community where every individual feels valued and cared for at all times.

We cannot underestimate the significant contribution within relationships between pupils and teachers can make in this whole process. The School's relationship with parents is also vital in making this happen.

Implementation

Each class has a Form Teacher and a Head of Year operates within the school with the support of the Head of Pastoral Care, Vice Principal and Headmaster.

Every classroom teacher has a responsibility for Pastoral Care.

Pupils have 10 minutes with their form teacher each morning as well as a dedicated pastoral lesson every fortnight. Each week pupils are expected to attend a full school assembly and an assembly with their Head of Year.

Roles and Responsibilities

Parents

Parents will be encouraged to participate in school life. Parents will be informed through meetings, correspondences and student planners of the school's aims and policies relating to Pastoral Care and of their responsibility in supporting



them. Parents will be informed of their child's progress and of any concerns which may arise. Parents will be informed of their legal duty in ensuring that their children attend school regularly and on time and of their legal duty in ensuring that their children do not cause injury or damage to others or to property.

Pupils

Pupils will be encouraged in the skills of self discipline, acceptable standards of behaviour and to have proper regard for authority. Pupils will have instruction on Health Education, Careers Education and Study Skills. Personal and Social Skills will also be developed through Learning for Life and Work and Sentinus programmes. Pupils will have the opportunity to participate in other enrichment programmes.

Teachers

All teachers have the responsibility for promoting and implementing the Aims of the Pastoral Care Policy. This means that all teachers should have a caring commitment to guide and advise pupils either formally or informally, on personal, educational and vocational matters.

Interviews

You are always welcome to discuss matters with your son / daughter's Head of Year, the Head of Pastoral Care or Vice Principal. You can do this both on the phone, or if necessary, make an appointment to meet with the appropriate member of the Pastoral team. Appointments are essential as all members of this team are full time teachers. To make an appointment please contact the school secretary.



ATTENDANCE

Ballycastle High School aims to ensure that every child will want to attend school. This will be achieved by creating an ethos in which staff and pupils can work together in an atmosphere of enjoyment, endeavour and mutual respect. Regular attendance at school is essential if an individual is to maximise his/her progress.

However, every single day a child is absent from school equates to a day of lost learning.

Attendance percentages can be misleading

100% attendance	0 days missed	Excellent
95% attendance	9 days of absence 1 week and 4 days of learning missed	Satisfactory
90% attendance	19 days absence 3 weeks and 4 days of learning missed	Poor
85% attendance	28 days of absence 5 weeks and 3 days of learning missed	Very Poor
80% attendance	38 days of absence 7 weeks and 3 days of learning missed	Unacceptable
75% attendance	46 days of absence 9 weeks and 1 day of learning missed	Unacceptable

When through illness or other cause, your child is absent for one day or more an explanatory note should be brought on the day of return, signed by you stating the reason for absence.

Your child's class should be noted on such letters. Although we would encourage you to telephone the school office if your child is off, we still require a written



explanation of absence on your child’s return to school. A note is required for each separate period of absences. In the event of infectious or contagious diseases, the Principal must be informed immediately and you must not return to school until a doctor’s consent has been obtained.

Sample note:

Date (of day you are writing letter)

Dear Form Teacher,

My son / daughter _____ was absent on _____ (date of absence) due to _____ (reason for absence).

Yours Sincerely,

_____ (Parent / Guardian)

The School Day:

MONDAY	
ASSEMBLY & REGISTRATION	9.00 – 9.20
Period 1	9.20-10.06
Period 2	10.06-10.53

TUESDAY – FRIDAY	
REGISTRATION	9.00 – 9.10

PERIOD	START	FINISH
1	9.10	10.01
2	10.01	10.53
BREAK	10.53	11.12
3	11.12	12.03
4	12.03	12.55
LUNCH	12.55	1.40
5	1.40	2.35
6	2.35	3.30

THURSDAY	WEEK 1
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PERIOD	START	FINISH
form	11.10	11.40
3	11.40	12.20
4	12.20	1.00
LUNCH	1.00	1.40
5	1.40	2.35
6	2.35	3.30



EDUCATION MAINTENANCE ALLOWANCE

Education Maintenance Allowance is a weekly Government allowance of £30 given to help 16-19 year olds with the costs of further education.

Payments are made every 2 weeks as long as you continue to meet the attendance requirements of:

- Maintain an attendance rate of 95% or above.
- Provide written parental reason for all absences.

There are also 2 performance-based bonuses of £100 normally paid out in January and June. Getting EMA won't affect any benefits you or your family already receive. There are a few conditions that need to be met in order to apply for EMA. These are highlighted within the application pack which is available from the school office.



UNIFORM EXPECTATIONS

It is essential that each pupil should wear school uniform. It has many advantages to commend it. Pupils should be proud of our school and our uniform and appear in school daily, neat, tidy and clean.

Girls	Boys
Compulsory:	Compulsory:
Black blazer with school badge	Black blazer with school badge
Grey <u>knee length skirt</u> with four 6 inch pleats / grey school trousers	Black trousers
Turquoise blouse – revere collar & short sleeves	White shirt & school tie (sixth form tie available from school office)
Royal blue V-neck jumper	Grey jumper
Plain black tights or grey knee length socks	Black socks
Black shoes (**not canvas shoes)	Black shoes (** not canvas shoes)
Optional:	Optional:
School regulation scarf (although no other scarf will be permitted)	School regulation scarf (although no other scarf will be permitted)
School shower-proof jacket with crest OR plain dark navy / black jacket	School shower-proof jacket with crest OR plain dark navy / black jacket
School half-zip may be worn over jumper (and under blazer) in colder weather – outside only.	School half-zip may be worn over jumper (and under blazer) in colder weather – outside only.

Pupils are not permitted to wear a t-shirt or sports top under their shirt, and hoodies will be confiscated.



PE Uniform – Girls	PE Uniform - Boys
Girls school PE shirt (plain black base layer may be worn when outdoors)	Boys school PE shirt (plain black base layer may be worn when outdoors)
School skirt or school shorts	School shorts
Black socks	Black socks
Trainers with a rubber sole	Trainers with a rubber sole
Shin guards – essential for football and hockey	Shin guards – essential for football and hockey
Plain black leggings are also permitted (outdoors only)	Plain black tracksuit bottoms may be worn (outdoors only)

In addition, half-zip jumpers with the school crest may also be worn in both PE lessons and extra-curricular activities. These can be purchased directly from the school.

- All items of your school uniform should be marked clearly with your name
- **Full school uniform must be worn by all pupils. If there is a really valid reason why a pupil is not in full uniform, he / she should have a letter of explanation from their parents/carers.**

Suppliers of school uniform and P.E. uniform:

S & T Moore, 28 Railway Road, Coleraine

S & T Moore, Sperrin Business Park, Ballycastle Road, Coleraine

R. H. Gault, Church Street, Ballymoney

Heart & Home, 11 High Street, Ballymoney

You may be entitled to a grant towards the cost of school uniform. Please contact the EA North Eastern Region (Tel: 028 25 662571/2/3). **Applying early for the grant is always advised.**



PUPIL PRESENTATION

We want our pupils to wear their uniform well, show a pride in our school and in their own appearance.

The following rules regarding pupil presentation apply:

Jewellery:

- ✓ One stud in the lower lobe
- ✓ No other piercings in view
- ✓ Necklaces, wristbands or bracelets should not be visible
- ✓ No rings
- ✓ Watches are permitted

Nails:

- ✓ Only natural coloured French polish, or clear nail varnish permitted (no gel / false nails)

Make- up

- ✓ Years 8 & 9 no make-up permitted
- ✓ Years 10 and above – only light foundation permitted
- ✓ No eye make-up, no lipstick / coloured lip gloss, no false eyelashes
- ✓ No tattoos should be visible

Any breach of the above rules will result in a series of sanctions being applied depending on the number of offences.



CURRICULUM

Homework

These will be set regularly in all subjects. Any homeworks set are expected to be completed carefully and handed in on time. Homework is not always written; it may be reading, learning or finding out. If you have any concerns with regard to homework please contact your child's Head of Year.

Practical Subjects

As with all practical subjects, there are specific healthy and safety procedures for pupils to follow. These are clearly communicated with pupils at the start of term. Pupils with long hair are required to bring a bobble to school so that hair can be tied back during practical lessons.

Extra-Curricular

There are a wide range of extra-curricular activities that take place either at break and lunchtimes, or after school. Please encourage your child to get involved in something new, or something that interests them.



Access Arrangements

What are Access Arrangements ?

Access arrangements are “reasonable adjustments” for pupils who have a disability or a special educational need that **has a substantial** effect on their performance in examinations.

Access arrangements are based on need and must reflect the pupil’s normal way of working on a regular basis when taking tests and exams as observed in school over a period of time.

Where possible, access arrangements which enable a young person to work independently are encouraged e.g. using a computer reader instead of a reader. This also helps prepare for further education.

What are Reasonable Adjustments?

The Joint Council for Qualifications (JCQ) bases its guidance on the Equality Act (UK) 2010. This requires that awarding bodies to make a **reasonable adjustment** where a candidate who is disabled would be at a **substantial disadvantage** in comparison to someone who is not disabled without a reasonable adjustment being made.

For the purpose of access arrangements, **schools must comply with JCQ procedures.**

Access arrangements do not change the skills or knowledge being tested and must **not give a pupil an unfair advantage**. An access arrangement should “level the playing field”.

What is the definition of Disability?

The Equality Act (UK) 2010 defines disability as a physical or mental impairment that has both a **substantial and a long term effect** on the ability of someone to carry out their day to day activities. This statutory guidance states that disability is **more than** the normal differences in ability that exists between young people.



Who decides access arrangements in GCSE and A Level examinations?

The evidence of need required by JCQ, is based on teachers' observations, evidence must be collated by the SENCo before the school applies to JCQ for access arrangements. The SENCo stores the evidence gathered for each pupil and is required to produce this evidence for the JCQ Inspector.

JCQ annually publishes regulations and guidance relating to access arrangements.

All schools and colleges are bound by JCQ and their stipulations must be adhered to.

JCQ regulations state that schools must be able to demonstrate a history of need and consistent use of reasonable adjustments to support formal applications for a pupil's access arrangements.

Does the pupil need to be assessed by an Educational Psychologist to qualify for Access arrangements?

An assessment by an Educational Psychologist is **not** a requirement. The SENCo is normally the school's designated qualified assessor. The SENCo takes the lead on the access arrangements process within school. Teaching staff support the SENCo in identifying, determining and implementing appropriate access arrangements.

If a pupil has a SEN, a Medical Diagnosis or physical condition—are they automatically entitled to access arrangements?

A determination of SEN or a medical diagnosis/physical condition itself, does not automatically entitle a pupil to access arrangements. The pupil will need to have been observed as being substantially disadvantaged in taking school tests and exams to be awarded access arrangements. The teachers in school will have observed and recorded the pupil's normal way of working over a period of time, not just before external exams.

A letter from a GP cannot be accepted by JCQ for verifying the impact of a pupil's disability, this evidence must be from a specialist in the area of the disability.



Private Psychologist's Assessments

GL and AQE primary transfer tests are not regulated exams, therefore any private psychologist's report submitted for transfer purposes cannot be used as evidence to support access arrangements in post primary school .

Private assessors cannot complete JCQ documentation

The post primary school must be able to demonstrate evidence from over a period of time in order for a pupil to qualify for access arrangements. The school is under no obligation to follow any advice or recommendations from private reports which in the SENCo's professional opinion (and the school's experience of working with the young person), conflicts with the presentation of the pupil in school.

JCQ would consider the school submitting a private report that has been commissioned by the parent prior to the exam, and that is not consistent with the pupil's normal way of working in school, to have the potential to constitute malpractice which may impact on the candidate's results .

Please be aware that all schools must comply with JCQ regulations .



TRACKING

Tracking pupil progress is something that we place great emphasis on in Ballycastle High School. We want to ensure that your child is performing to the best of their ability. Tracking allows us to monitor how your child is working and offer support, if appropriate, to ensure that they fulfill their potential. This leaflet explains briefly how we set target grades for your child and explains some of the terms you may see on reports throughout the year.

An explanation of terms appearing on reports.....

All Reports

Target Grade:

All pupils will discuss their target grade with their subject teacher. The grade set will be 'aspirational', i.e. it will give the pupil a challenging target to aim for.

This is not a predicted grade.

This aspirational grade will be set based upon the pupil's performance in Year 13 and any AS results achieved.

In January of Year 14, the target grade will be reviewed according to how your child has performed in the first term of the year. This will be discussed with your child and any grade change will be evident on your child's winter report.

Progress:

Your child will either be 'Above Target', 'On Target' or 'Below Target' (A, O or B)

This is a cumulative indication of where your child is in relation to their target grade, based on all work that they have completed since September. **It is not based on one single assessment.**



It is important to remember this when looking at Tracking 3 , when pupils have sat a specific assessment for reporting purposes - where they lie in relation to their target grade for the single assessment may differ from the cumulative progress they have made.

Effort:

This is a numerical score on a scale from 1– 4. These scores are defined as:

- 1 - Consistently excellent
- 2 - Generally good
- 3 - Room for improvement
- 4 - Requires urgent attention

'H' may also be present, indicating that there is a problem with homework in that subject.

***Sample Tracking
Report:***

	Target Grade	Progress	Effort
English	A	Below Target	2 H

This pupil has an *aspirational* target grade of an 'A' – remember this is **not** a predicted grade. The teacher feels that the pupil could achieve this with full attendance and 100% effort! The pupil, on average across the term, has not been working at this grade - hence they are 'Below Target'. The pupil's effort in class is generally good but there is an issue with homework in this subject.



Full Written Reports only (Tracking 3)

Mock Grade:

This is the grade achieved in the mock examinations at the end of January. This grade is not affected by any other work completed throughout the term.

The Mock Examination Grade will be the most accurate assessment of your child's current performance.

AS Grade:

The official grade achieved in August of Year 13. Some subjects are two year courses and will not have this grade. Generally, only CCEA examinations will have an AS grade.

Predicted GCE Grade:

This gives an indication of the grade you child is likely to achieve in August, if they continue working at the same level. It will take into account the results of any external modules or controlled assessment already 'banked', with the correct percentage weightings applied.

Full written reports will also contain a written comment from the class teacher.

This pupil is targeted at a Grade B. They have been working at this level across the term and so are described as being 'On Target'. However, they did not achieve the target grade in their mock exam and it is important for both parents and teachers to ask 'why?' so that support can be put in place. The lower AS grade achieved in Year 13 will have an impact on the overall GCE grade – most AS grades are worth 40% of the overall grade.

Tracking reports will be sent home with your child and require a reply slip to be returned to school, confirming that you have received it. Only full written reports will be posted.

If you have any concerns about your child's progress or about the Tracking and Reporting process, please contact the Head of Year, Mrs Topping, or the Vice-Principal, Mrs Stewart. We will be happy to talk through any concerns you may have.

Please telephone the school office on:
(028) 2076 2254



UCAS

Why higher education?

Making the decision about going to university involves all the family, so it's important that everyone, including parents, guardians, foster parents and grandparents, know about the benefits.

While your son or daughter is at university they'll have the opportunity to:

- study a subject that they are passionate about
- achieve a qualification that will lead to their chosen career
- learn to be an independent thinker for all aspects and challenges of life
- develop important skills that will widen their prospects
- become more independent and self-confident
- make lifelong friends

Once they have their degree, your son or daughter will have:

- the opportunity to follow their career path
- better job prospects
- higher earning potential

Ultimately, going to university will equip your son or daughter with skills and experiences they can use in their career and in their personal life.



What is UCAS?

UCAS is the organisation that processes applications to study full-time courses at universities and colleges in the UK.

To support this, they provide a wide range of valuable information and supporting services for young learners, applicants and their parents. Using their website, www.ucas.com, your son or daughter will be able to find out more about how to get started, research course options, make their application and track the progress of their course choices. There's information especially for parents and guardians at www.ucas.com/parents, including details about the application process and lots of helpful video guides.

We recommend that you go onto this website and become familiar with this process.



However, maybe you are already thinking that university is not the route that your child will follow, and that is, of course, fine. But as a school we want to prepare each child as best we can. So, even though they might not want to apply to a university, the process of writing an application, as well as a personal statement is a useful experience. Therefore, everyone in Year 14 will write an application to UCAS, as well as a personal statement. Not everyone may wish to submit their application. We believe this process in itself, can help pupils even in future years – knowing what exam boards have set exams, things to include / not include in a personal statement – these are all very useful for the future.

As far as support that is provided in school, we endeavour to do the following:

- Pupils will be guided through the application form – filling in the personal details early in September.
- Pupils will have access and time to research possible university courses in September. (They were encouraged to do this last year, and to do further research and preparation over the summer.)
- By the end of September their personal statement should be written.
- Final submission of UCAS application by **Friday 25th October 2019.** *Don't Miss the*
- We know that the UCAS website has a later deadline; however we have lots of administration to do before it is submitted. **DEADLINE!**
- After this date, the school will not be able to offer any further support.
- Following receipt of payment the school will check and submit the online application. (The school will not check courses and university selection. This is the responsibility of the student.)
- Please note, that the university will communicate directly with the pupil – the school will not receive information from the university. It is therefore crucial that the pupil regularly checks email.
- Pupils must ensure that they register on time for specialist tests (eg. HPAT). Again, communication of these dates is directly to the pupil, not through school.



Starting work on their personal statement

Many applicants find writing their personal statement the most difficult part. Starting with a blank sheet and writing 4,000 characters about you is a bit scary! Taking a positive approach, and enough time to do a good job, it really can make your son or daughter's application stand out from the competition.

Where to start?

Get them to:

- think about what makes them stand out – in a good and positive way.
- list words that come to mind when describing them (e.g. mind-map) anything that shows why they are really excited about the courses they are applying for.

Keep it positive.

- remember why they said 'Wow – that's what I want to do!' Was it when they read an article, heard someone talking about their work, or even somewhere they went?
- list supporting evidence to back up why they are so excited about the courses they have chosen; include work experience or out of school activities.
- think about the relevant skills which they can use on the course and at university; leadership, communication, playing music, for example.
- ask you and their friends for more ideas.

Pulling it together

Taking all the ideas and turning them into their winning statement is the next step. Make sure it has a structure:

First part – create a punchy opening paragraph showing their commitment and understanding of what the course is all about.

Middle part – this is where the evidence to support their interest for the course needs to be. Relevant skills, work experience, inspirational moments will all take their place here.

Final part – this is where they write about themselves, what they are interested in and what they can contribute to life at university.



Closing paragraph – end with a concise statement that leaves the reader with a clear understanding of why the course is right for your son or daughter, and why they are perfect for the course.

For more help and to find our personal statement video go to www.ucas.com/personalstatement.





School Rules

As a pupil of Ballycastle High School I will....

1. Respect pupils, staff and property.
2. Be courteous and mannerly at all times.
3. Attend school every day and be punctual to all classes.
4. Be motivated to always do my best and help my classmates and peer group to succeed in all aspects of school life.
5. Engage positively with our school community, local community and partner schools.
6. Wear my school uniform with pride.
7. Use bins and recycle where possible.
8. Come to class prepared to learn and with all the equipment I need.
9. Value myself, and others, by refraining from such activities as smoking or possessing cigarettes (or other prohibited items)
10. Adhere to all school routines and policies.

These rules apply at all times when I am in my uniform, including travelling to or from school.



School Routines

Sixth form:

- Sixth form are not allowed out of the school grounds at breaktime – lunchtime only (on foot!).
- Appropriate permission forms must be completed if pupils wish to bring their car to school or indeed travel in another pupils' car.
- Where pupils bring their car into school, they are not permitted to go out in it during the school day.
- Year 14 may eat their break / lunch in the upstairs study
- Year 13 may eat their break / lunch in the mobile or Room 19
- Hot takeaway food should not be brought into school.

Leaving during the school day

- The only pupils who are allowed out of school at lunchtime are sixth form.
- If you wish to go home for lunch, you will need a pass from the school office.
- If you need to leave school for an appointment, you should have a note from your parent/carer. Notes should be handed in at the office and you will be issued with an exeat slip. The yellow exeat slip should be given to another member of the class to let teachers know that you have left school.



PARENTMAIL

We try very hard to keep parents regularly informed about what's going on at the school, however, sending paper letters home can be rather 'hit and miss' with letters often going astray along the way.

We are also increasingly aware of the substantial cost, time and environmental impact associated with the amount of paper and photocopying involved with this.

To help make improvements in these areas we have decided to use a service called ParentMail, which is used by over 6,000 schools across the UK to communicate with 4.5 million parents by email and text message.

ParentMail will be beneficial to you because:

- Messages will get to you reliably
- We can send messages directly to mums and dads at the same time
- You will quickly know about important or urgent messages
- We can tell you more about what's going on at the school

To use ParentMail we need to collect your email addresses and mobile numbers and we would use this information from the 'data collection form' which you have completed.

Please be assured that ParentMail is registered with the Data Protection Registrar and guarantees that all information you provide will be kept private and will not be passed on to any other organisation.

Important – When we start using ParentMail, email messages will be sent from messages@parentmail.co.uk. Please add this address to your email address books (or approved sender list) to prevent messages from being blocked by your SPAM/JUNK filters.



COLLABORATION WITH CROSS AND PASSION COLLEGE

What is the purpose of the partnership?

- To enhance educational opportunities for all young people in post primary education in North Antrim – enhancing choice – promoting quality
- To improve outcomes for young people at Key Stages 4 and 5
- To make the best use of educational resources available
- To promote and nurture mutual respect and understanding as well as community cohesion
- To provide the local and wider community with young people who have the knowledge, skills and attitudes to make value contributions to the economic and community life the area



Advice for Parents:

The partnership:

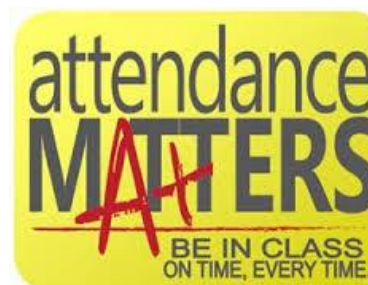
- is all inclusive
- caters for young people of all abilities and aptitudes
- respects and promotes the unique identity and ethos of each school
- reflects the needs and aspirations of the wider community
- is pupil centred – the needs and well-being of young people at the centre
- reaches out to and supports young people who are marginalised and vulnerable
- embraces the richness of difference
- promotes excellence – high standards
- has the absolute confidence of the community



- enables each young person to have a strong sense of loyalty to and pride in their own school
- enables each young person to have a strong loyalty to and pride in the partnership.

- Please encourage your son/daughter to attend school regularly (at least 95% of the time).

- Contact us (home school) as soon as possible to tell us why your child is absent, and when you expect them to return – we will pass this on to their teacher(s) in the partner school.



- There are regular meetings between Heads of Year and Senior Teachers to plan, recognise success and to affirm good behaviour and commitment to work. Any concerns will also be addressed.

- Pupil Progress Meetings are joint ventures where you may meet the corresponding school's teachers and Head of Year.

- **Should you need to speak to your child's teacher throughout the year, please contact the Head of Year in your own school first of all.**

- The rules, procedures and practices of your child's school will apply in the partner school re behaviour, appearance, application, mobile phones etc.

- If there is a problem/issue e.g. missed deadline, attendance, relationships etc, contact your son / daughter's own Head of Year.

Please do not contact the teacher or the Head of Year in the partner school directly.



To all staff and students,

In order to help students and teachers to prepare for success this school year, **every student and Teacher is provided with Microsoft Office free of charge.** With Office 365, you will now have access to the latest version of Word, for writing; Excel, for spreadsheets; PowerPoint, for presentations; OneNote, for organization and note taking; and much more.

- Install on up to 5 compatible PCs and Macs, plus 5 tablets (including iPad!)
- Gain valuable skills on the world's most popular productivity software
- Office subscription lasts for as long as the student/teacher remains in school and the programme continues

Follow these simple steps to get Office:

1. For PC and Mac:

- Visit <http://portal.office.com>
- Login with your C2k username and password
 - username must be in the format **username@c2ken.net** (please note the @c2ken format – the usual @c2kni.net format will not work)You will be asked again for your credentials a second time
- On the installation page select your language and click Install-Run
 - You will be asked to sign in 1 more time (username@c2ken.net and password)

2. For iOS and Android:

- Download from your app store
 - iPad: Word, Excel, PowerPoint
 - iPhone
 - Android
- Sign in with your school credentials for full editing capability

C2k Implementation & Communications



A SUMMARY OF THE MOBILE PHONE POLICY

(** copies of the whole policy can be viewed on the school website – www.ballycastlehigh.org.uk)

WE STRONGLY RECOMMEND THAT MOBILE PHONES ARE NOT BROUGHT

However, if you feel that it is essential for your child to have a mobile phone in school, it is our policy to allow this under the following conditions:

PUPILS ARE NOT PERMITTED TO TAKE OUT OR USE A MOBILE PHONE ON THE SCHOOL'S PREMISES/GROUNDS DURING THE SCHOOL DAY

(including break time and lunchtime).

- ✓ Phones are not to be visible, in your hand or on a desk during a lesson.
- ✓ Phones are not to be switched on during the school day.
- ✓ In the case of extra-curricular activities, off-site trips, visits and exchanges, and other off-site activities, their use is not allowed unless specifically permitted by the teacher in charge.
- ✓ In very unusual circumstances, such as a family emergency, pupils should seek assistance from staff who will advise them about contacting home. Otherwise communication between home and pupils should be made via the school office.

Any breach of school rules will result in the phone being confiscated and a series of sanctions will be applied depending on the number of offences. Second offences will require parents/guardians to collect the mobile phone from the Principal.

Mobile phones must never be taken into a room where public examinations are taking place.

In the event of a pupil becoming ill, responsibility for contacting parents rests with the school nurse. Pupils are never asked to ring home on behalf of the school nurse requesting that a parent collect them because they are unwell. The school cannot accept liability for loss of or damage to pupils' phones.



A SUMMARY OF THE SUPPORTING PUPILS WITH MEDICATION NEEDS POLICY

(** copies of the whole policy can be viewed on the school website – www.ballycastlehigh.org.uk)

Please note: members of staff in school are not under a contractual obligation to dispense medicines and that parents should keep their children at home if they are acutely unwell or infectious. It should also be noted that we will not dispense medicines for common ailments (e.g. painkillers). In this case parents are advised to obtain slow release medication from their doctor.

Only in exceptional circumstances will senior staff volunteer to administer any medication, and this will be at the discretion of the Principal.

Any parent requiring supervision or administration of medication must complete an AM2 form (on policy document on website – appendix 1) and this should be submitted in person to Miss Elliott, Head of Pastoral Care, along with the medication.

Any parent requiring their child to carry medication of any kind (e.g. headache tablets, antibiotics etc.) should complete an AM3 form (See Appendix 2 on the pol). This form should be handed into the school office on the first day that medication is brought to school. All medication should be in original packaging. Any pupil found with medication not in original packaging or without submission of an AM3 form, will have the medication removed and parents will be informed.



ILLNESSES, ACCIDENTS AND SIGNING OUT

Illness and Accidents

If a pupil feels unwell or has an accident they must tell a teacher straight away. If they are too ill to remain in school or if hospital treatment is necessary, then you will be contacted to make suitable arrangements.

Under no circumstances should the pupil leave school or go home without permission.

Signing out

Where possible, medical appointments should be made outside school hours.

If a pupil has to leave school during the day for any reason please provide them with a letter and ask them to present it at the school office. Your son / daughter will be issued with an exit-slip; one copy should be retained by the pupil and the second copy given to your class monitor.



A SUMMARY OF THE CHILD PROTECTION POLICY

(** copies of the full school policy can be viewed on the School website – www.ballycastlehigh.org.uk)

We, in Ballycastle High School, have a primary responsibility for the care, welfare and safety of the pupils in our charge.

We aim to provide a caring, supportive and safe environment in which individuals are valued for their unique talents and abilities, so that all our young people can learn and develop to their full potential.

One way in which we seek to protect our pupils is by proactively helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school has also adopted a Code of Practice for our behaviour towards pupils.

The purpose of the procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school.

Identifying signs of possible abuse

Due to their day-to-day contact with individual children, school staff - especially teachers, but also non-teaching staff, are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes however they may be due to child abuse. Symptoms may give rise for concern but are not in themselves proof that abuse has occurred.

School procedures in suspected cases of child abuse

The procedure when the school has concerns, or has been given information, about possible abuse by anyone other than a member of the school's staff.

Beyond initial clarification it is not the responsibility of teachers to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family.

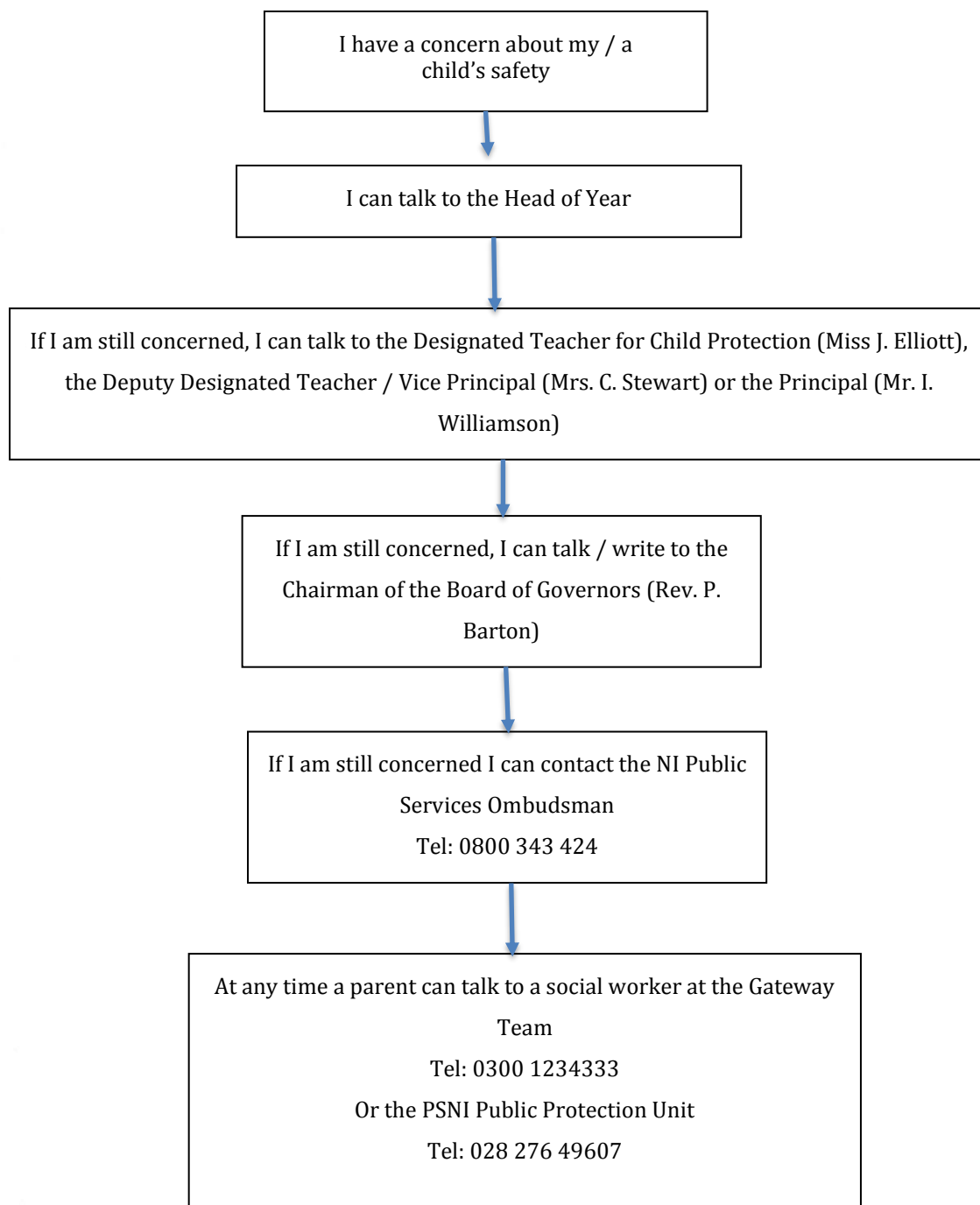


Role of the Designated Teacher

Designated Teacher:	Miss. J. Elliott
Deputy Designated Teacher:	Mrs. C. Stewart
Designated Governor:	Rev. D. Ferguson

In all cases of suspected abuse members of staff should report the information to the designated teacher.

How a Parent can raise a concern





A SUMMARY OF THE ANTI-BULLYING POLICY

(** copies of the whole policy can be viewed on the school website – www.ballycastlehigh.org.uk)

** this policy is due to be revised in September – October 2019**

In Ballycastle High School we recognise every pupil's right to receive his or her education free from humiliation, fear and abuse. It is therefore the responsibility of all members of staff to play their part in creating an atmosphere, which is caring and protective. Every member of staff in Ballycastle High School has a vital role to play in assuring pupils and parents of our commitment to detecting and dealing with bullying in school.

"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes or texts, abused in a social networking chat room and when no-one ever talks to them. It is also bullying when a pupil is teased repeatedly in a nasty way. These incidents can happen frequently and it is difficult for the pupil being bullied to defend himself or herself. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying." (from 'Bullying' an advisory pack devised by the Department of Education).

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms, but five common types are:

1. Physical e.g. pushing, hitting, kicking, spitting, theft, damage to belongings.
2. Verbal, for example, threats, name-calling, teasing, taunting, spreading rumours, passing malicious notes.
3. Indirect, for example, excluding someone from the social group, tormenting, hiding other pupils' belongings, being unfriendly, making threatening gestures, staring.
4. Cyber bullying which may include misusing mobile phones/ computer and internet programmes to humiliate, threaten and isolate another as well as bullying through Social Network Sites, messaging and chat rooms.
5. Pupils may be targeted on the basis of race, religion, culture, gender, homophobic bullying including perceived sexual orientation or identity.

**Policy areas:**

- ✓ Prevention of Bullying
- ✓ Procedures for staff
- ✓ Guidance and procedures for parents / carers
- ✓ Guidance for pupils

Some useful websites:

- [The Anti-bullying Network](http://www.antibullying.net) – provides information for teachers and other professionals who work with young people (www.antibullying.net)
- [Kidscape](http://www.kidscape.org.uk)- advice for young people on how to respond to cyberbullying (www.kidscape.org.uk)
- NSPCC – lots of advice here about keeping children safe online. (www.nspcc.org.uk)
- [Childnet International](http://www.childnet.org) - plenty of advice and teachers' resources. Look for the 'Prank or Pain' link through their 'Know it All' project link. (www.childnet.org)
- [Internet Watch Foundation](http://www.iwf.org.uk) - support website with information on filtering, protection, and an area to report illegal content. (www.iwf.org.uk)
- [Kidsmart](http://www.kidsmart.org.uk) - part of the Childnet stable of websites, dealing with Internet safety programmes for schools, young people and parents. (www.kidsmart.org.uk)
- [Cyberbully](http://www.stopbullying.gov.uk/cyberbullying) - contains links to useful online documents such as a guide to cyber-bullying and an educator's guide. (www.stopbullying.gov.uk/cyberbullying)



A SUMMARY OF THE HEALTHY EATING POLICY

(** copies of the whole policy can be viewed on the school website – www.ballycastlehigh.org.uk)

Ballycastle High School is dedicated to providing an environment that promotes healthy eating and enabling pupils to make informed choices about the food they eat. We believe that what you eat affects how you learn, how you feel and how you behave.

Food and Drink

All snacks provided at the school are nutritious, avoiding large quantities of sugar, salt, saturated fats, additives, preservatives and colourings. Menus are planned in advance and food offered is fresh, wholesome and balanced.

The school encourages parents and carers to provide children with healthy packed lunches using the principles of the BOGH (Balance of Good Health). Children are also taught these principles.

Availability of water

We have fresh drinking water and suitable cups readily available for children and staff.

Special dietary needs and food allergies

We are sensitive to the catering needs of children with specific dietary needs, including religious considerations. Parents will be asked about any special dietary requirements their child has before their child starts school. Parents of children who have special diets (for example a gluten-free diet) or who have food intolerances are responsible for providing the school with information about their diet and choices available to the child. We update our records regularly.

We would ask that parents **avoid including nuts or peanut butter** as part of their child's lunch or break time snack. If an allergic pupil comes into contact with nuts, or traces of nuts, they will suffer a severe anaphylactic reaction. At worst this reaction can be life threatening and at best will causes severe discomfort. We appreciate your support as we attempt to ensure that our school is a safe place for all of our children.



A SUMMARY OF THE RELATIONSHIPS & SEXUALITY EDUCATION POLICY

(** copies of the whole policy can be viewed on the school website – www.ballycastlehigh.org.uk)

All young people have a right to an education which adequately prepares them for adult life and good Relationships and Sexuality Education plays an integral part. Many young people are maturing earlier and parents tend to allow young people increased independence during their years at post primary school and greater freedom to participate in a wider range of social activities.

Relationships and Sexuality education is a lifelong process where there is a need to acquire information and develop attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with parents/ carers, and continues throughout their school and adult life.

Sharing Responsibility for Relationship and Sexuality Education.

Our school believes that the responsibility for relationships and sexuality education should be appropriately shared between teachers, male and female; parents and the school community as a whole. Its effectiveness depends on a collaborative process involving teachers, parents, governors and other educational and health professionals. Teachers will have training on delivering the RSE program.

The involvement of Parents

Many parents/carers are keen that their children are well prepared to handle situations around relationships and sexuality. Whilst the classroom teacher has a significant role to play in the implementation of RSE in school, this role cannot be considered in isolation to the role of the parents and should ideally be additional and complementary.

There is no statutory parental right to withdraw a child from classes in RSE. The school will consider any parental concerns expressed and will as far as possible try to arrive at a mutually acceptable solution.



A SUMMARY OF THE E-SAFETY POLICY

(** copies of the whole policy can be viewed on the school website – www.ballycastlehigh.org.uk)

Ballycastle High School has a clear, progressive e-safety education programme as part of the ICT curriculum / Pastoral curriculum. In addition, such topics may be covered as part of whole school assemblies, year assemblies and pastoral lessons. This covers a range of skills and behaviours appropriate to their age and experience, including:

- to STOP and THINK before they CLICK
- to develop a range of strategies to evaluate and verify information before accepting its accuracy;
- to be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be;
- to know how to narrow down or refine a search;
- [for older pupils] to understand how search engines work and to understand that this affects the results they see at the top of the listings;
- to understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private;
- to understand how photographs can be manipulated and how web content can attract the wrong sort of attention;
- to understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments;
- to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have



turned-on privacy settings;

- to understand why they must not post pictures or videos of others without their permission;
- to know not to download any files – such as music files - without permission;
- to have strategies for dealing with receipt of inappropriate materials;
- [for older pupils] to understand why and how some people will 'groom' young people for sexual reasons;
- To understand the impact of cyberbullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying.
- To know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.



School Policies

A full copy of each school policy is available on the school website:

www.ballycastlehigh.org.uk

➤ Navigate to '*SCHOOL INFO*' and choose '*Policies*' from the menu.

<i>Safeguarding Policies</i>	<i>Curriculum Policies</i>
Anti-bullying Policy Attendance Policy Bereavement Policy Child Protection Policy Drugs Policy E-Safety Policy Pastoral Care Policy Promoting Positive Behaviour Policy Relationships and Sexuality Policy Supporting Pupils with Medication Needs Policy Use of Reasonable Force Policy Visitor's Policy	Assessment Policy Curriculum Policy Educational Visits Policy Examination Evacuation and Contingency Policy Examinations Policy Homework Policy Internal Appeals into Examination Coursework and Units of Assessment Policy Learning and Teaching Policy Literacy Policy Numeracy Policy SEN Policy
<i>ICT Policies</i>	<i>Staff Policies</i>
BYOD Policy ICT Policy iPads: Acceptable Use Policy	Beginning Teachers Policy ICT Staff Acceptable Use Policy PRSD Policy Staff: Code of Conduct
<i>Other</i>	
Admissions Policy and Remissions Policy Complaints Policy Data Protection Policy Fire Safety and Fire Safety Procedures Healthy Eating Policy Health and Safety Policy Management of Critical Incidents Policy Mobile Phone Policy Privacy Notice Smoke Free Policy Uniform Policy	