



SULLIVAN UPPER SCHOOL

**INFORMATION FOR PARENTS
BOOKLET**

2016/2017

SEVERE ALLERGIC REACTIONS – NUTS, NUT PRODUCTS AND LATEX

A number of pupils who attend Sullivan Upper School suffer from very severe allergies. For these children exposure to the substance that triggers their allergy can be very dangerous and indeed fatal.

We have taken steps in school to eliminate the occurrence of all nuts, foodstuffs which contain nut products and all latex products and, as you would expect, we have emergency procedures in place to deal with cases in which exposure actually occurs.

It would help a great deal if you would co-operate by **never allowing your son or daughter to bring nuts, products containing nuts, products containing nut extracts and products containing latex (such as balloons) to school.**

We will be explaining the situation directly to the children in school but your understanding and support is vital in making the policy work.

PARKING

The safety of our pupils is our number one priority and the traffic management system in place is designed to allow for pick-up/drop-off whilst not impeding or endangering pedestrians, some of whom are very young and small. In the interests of all, please abide by all signs and markings and do not park in a space designated for other users (please see **page 10**).

CONTENTS

	Page
Severe Allergic Reactions – Nuts, Nut Products and Latex	2
Parking	2
Contents	3
Letter from Headmaster	4
SECTION 1 CONTACT INFORMATION	5
Year 8 and Other New Pupils	6 and 7
SECTION 2 ADMINISTRATIVE INFORMATION	
The First Few Days, Daily Routine	8
Key Dates 2016/17	9
Arriving and Leaving the School Grounds, Buses	10 and 11
Absences and Requests for Absence, School Lunches	11 and 12
Lockers, Personal Belongings and Lost Property	12
Illnesses and Medical Matters	12
School Uniform Suppliers	12
Boys Uniform [2016/2017]	13 and 14
Girls Uniform [2016/2017]	15 and 16
School Rules	17 to 19
Games, Clubs and Societies	19
Sullivan Upper Parents' Association (SUPA)	19
Complaints	19
SECTION 3 CURRICULUM MATTERS	
The Role of the Curriculum Manager	20
Curriculum 2016/17	20 and 21
Homework	21
Homework Diary	21
Books and Stationery	21
School Examinations	21
Revision for Examinations	21 and 22
Special Consideration for Examinations	22
School Reports	22
Parental Consultations with Subject Teachers	22
Pupil Progress File	22
Music	22
SECTION 4 PASTORAL CARE ARRANGEMENTS	
The Form Teacher	23
The Year Head	23
The Pastoral Vice-Principal	23
Special Educational Needs	23
The Pastoral System	23
Child Protection	23
Anti-Bullying	23
Counselling Service	23 and 24
Drugs Education Policy	24
House System	24
Discipline and Sanctions	24 and 25
Use of Pupil Images Policy	25
APPENDICES	
Appendix 1 ParentMail	26
Appendix 2 Partnership with Parents Policy	27 and 28
Appendix 3 Child Protection Policy	29 to 31
Appendix 4 Mobile Phone Policy	32
Appendix 5 Homework Policy	33 and 34
Appendix 6 Anti-Bullying Policy	35 to 37
Appendix 7 Charging and Remissions Policy	38 to 41
Appendix 8 Frequently Asked Questions about Biometrics	42
Appendix 9 Healthy Eating Policy	43
Appendix 10 Silver Robin Menu Price List	44



May 2016

Dear Parent/Guardian

The purpose of the booklet is to help you understand how the school works by providing information about a range of procedures and policies which affect your children on a regular basis.

The booklet contains information about:

- how parents of new pupils can help their son/daughter adjust to Sullivan;
- routine administrative matters eg key dates, buses, absence from school, lunches;
- academic matters eg the curriculum, examinations, reports, homework;
- pastoral matters eg child protection, bullying, the role of the Form Teacher.

At Sullivan, we regard the links between parents and school as vital to both and we very much want to work in partnership with you.

We share a common objective - we both want to see your children do as well as they can, achieving the best possible results.

We will attempt to provide your son or daughter with opportunities to learn and develop and we will also do our best to keep you informed about the progress that your child is making and about developments in school generally.

In return we see the role and responsibilities of parents as being:

- to support their children in their efforts to learn at school and at home;
- to encourage their children to be well organised;
- to encourage their children to complete homeworks and assignments on time and to accept the consequences for the quality of their learning if they do not do so;
- where relevant and appropriate to inform school of any matters which may affect their children's ability to learn or their pastoral well-being.

If you have concerns or complaints, please do not hesitate to let us know. We take such matters seriously, recognising that, however hard we try, we can always improve.

We value our association with you very much and look forward to working closely with you in the years ahead.

We use a service called ParentMail2, which is used by over 2,500 schools across the UK to communicate with parents by email and text message. This method of communicating is not only more cost effective, but is also quick and should enable us to provide up-to-date information on a more frequent basis during the school year. If you have not already done so, I urge you to sign up to this service by completing the relevant section on the Data Collection Form available from the school office. Please be assured that any information of a confidential nature will continue to be sent directly to you (see **APPENDIX 1** on **page 26** for further information).

Yours sincerely

A handwritten signature in black ink, appearing to read 'C J W Peel'.

C J W PEEL
Headmaster

SECTION 1 - CONTACT INFORMATION

Address: Sullivan Upper School
Belfast Road
HOLYWOOD
Co Down
BT18 9EP

Telephone Number: 028 90428780

Fax Number: 028 90427644

Email Address: info@sullivanupper.hollywood.ni.sch.uk

Website <http://www.sullivanupper.co.uk>

Copies of all
school policies are
available from
the school office

Chair, Board of Governors		Mr B Cave
Headmaster		Mr C J W Peel
Vice-Principal Teaching and Learning		Mrs W McBrien
Vice-Principal Pastoral		Miss E A Dines
Bursar – all financial matters		Dr C M Byrnes
Facilities Manager		Mr S J Graham
Examinations Officer		Mrs P A Milligan
School Nurse		Mrs M McAvoy
Special Educational Needs Coordinator (SENCO)		Mrs J Kelly
Headmaster's PA		Mrs A J Graham
For all general enquiries contact the school office School Office Manager and MIS Coordinator		Mrs A D Middleton
Heads of Year – for Pastoral Matters	Year 8	Mrs C Dorman
	Year 9	Mr M E Beggs
	Year 10	Mrs L Webb
	Year 11	Mrs C Henry
	Year 12	TBC
	Head of Sixth Form	Mrs S A Hollywood
	Year 13	Mrs S Torrens
	Year 14	Dr L Moore

CHILD PROTECTION (see **APPENDIX 3** on **page 29**)

Designated Teacher for Child Protection	Miss E A Dines
Deputy Designated Teacher for Child Protection	Mr C J W Peel
Designated Governor for Child Protection	Mrs J McIlroy

YEAR 8 AND OTHER NEW PUPILS

1. THE NATURE OF THE CHANGE

The change from the last year of primary school to the first year of grammar school is a big one.

There are all sorts of changes to take account of

- new subjects
- new teachers
- new buildings
- new class-mates
- new activities.

We will be doing all we can to make this change as easy and effortless as possible. We want every boy and girl to be as well-prepared for it as they can and we hope that we can help them all to make the best possible start.

2. SOME OF THE IMPORTANT ISSUES FOR THE FIRST TERM

Our experience tells us that the following are likely to emerge as important issues for pupils in the first few months of the new school year:

- finding their way round the school
- coming to terms with a new and more varied timetable and with the demands this will make
- learning to live with new class-mates and making new friends
- coping with the speed and level of the work
- preparing for tests and examinations
- organising homework and revision.

We will be doing a lot ourselves to help pupils manage these challenges successfully, but we cannot do everything and, as you will know anyway, some pupils will find the changes easier to deal with than others.

3. FIRST DAY OF TERM

On the first day of term Year 8 pupils report to the School Hall. Form Teachers will meet pupils at 9.00 am and take them to Form Rooms. Please see **page 8** for dates the school starts in September 2016.

4. WHAT CAN PARENTS DO TO HELP?

There are no easy answers to this, but we would suggest the following:

(a) **Change from Primary School**

Be aware that the change from primary school to grammar school can be a big one for many children and can seem daunting to some of them; they need opportunities to talk about any worries they might have, especially before they actually start, and it helps if those opportunities can be made available.

(b) **Help with Organisation**

Understand that one of the major differences between where they have been and what they are coming to is an organisational one and that this means that they have to be well-organised; they will have frequent changes of classes and subjects, a good deal of movement and a lot to remember.

One of the keys to doing well at school (and to coping with the challenges it provides) is to be well-organised, and parents can help with this in various ways:

- make a copy of the weekly timetable and keep it at home;
- note the days when there are PE classes, Home Economics, games or other activities that require additional items or equipment;
- encourage careful packing of the school-bag the night before;
- check from time-to-time that everything needed for the coming day's work is ready;
- liaise with the Form Teacher if persistent problems arise.

(c) **Recommended Equipment for Starting Year 8**

Starting a new school can be daunting enough without having to worry in the last few weeks of the Summer about having all the correct books/equipment too. Pupils will be provided with textbooks and class work/exercise books by their subject teacher and in some cases folders. Below is a list of general items which pupils should have with them everyday to school for all subjects.

General

Pens (black/blue and red)	Pencils	Glue	Scissors
Colouring Pencils (good range of colours)	Eraser	Ruler	Highlighters

In addition to the above, here is a list of items for certain subjects that we recommend pupils try and get but pupils may wish to wait until they start as there may be the possibility of purchasing them at school.

Art	2B pencils Poster/Watercolour paints (primary colours and black & white) Fine Paintbrush (size 4 or 6) Black Finline Pen
English	A supply of good writing pens in black or blue
History	Expanding organiser file (13 part)
Home Economics	Plastic container with tight fitting lid (1 litre capacity) with name clearly labelled in indelible ink Pack of tinfoil pie dishes (deep sided and 22 cm diameter)
LLW	Newspaper/Magazine cuttings at various times of year
Mathematics	Protractor Compass Scientific Calculator CASIO fx-83 or fx-85
Science	Calculator Red pen Display book (20 pocket)
Technology	2B pencils 30°-60° Set Square

(d) **Recognise that making new friendships can sometimes be difficult**

There is not a lot that parents can do to help here, but it is important for them to talk to their children about this aspect of their experiences and to listen to what they are saying and it is very important for them to contact the Form Teacher if they have any serious concerns.

(e) **Take an informed interest in homework**

Each pupil will have a specially designed homework diary for noting all the homeworks set. We would like you to read this regularly, to look at what is recorded and how, to initial it to show that you have read it and to use it as a means of communicating with teachers.

We would also like you to stress the importance of homework (and not just written homework) and to encourage a disciplined and planned approach to it (see **page 21**).

(f) **Keep the lines of communication open - take time to talk**

What matters more than anything else, perhaps, is that you try to find time to talk about school and learning and everything that is going on, this is the way in which you will show your interest in your child's progress and development, but it is also the way in which you will find out what is really happening.

It is important, too, to maintain contact with the school. The Form Teacher is your link with us and all enquiries, notes, requests for information and the like should be addressed, in the first instance, to him or her. (For the Partnership with Parents Policy, see **APPENDIX 2** on **page 27**).

(g) **School Website**

This provides a lot of useful information which is regularly updated to keep parents involved. This can be accessed at www.sullivanupper.co.uk.

(h) **Parent Consultations**

During the first term of Year 8 an opportunity is provided for parents to meet their son's/daughter's Form Teacher. This is a general interview to discuss how their child is settling in and any problems they might have.

Also during the first term of the school year there will be a 'Pastoral Evening', held in school. At this, parents will receive more information about the pastoral system in school and the Learning for Life and Work programme, and will have an opportunity to ask questions about pastoral matters.

Later in the school year there is a Year 8 Parental Consultation afternoon with subject teachers. Each year group has a similar parental consultation session with subject teachers. These dates will be forwarded to parents via Parentmail and will also be available on the school's website from September 2016.

SECTION 2 - ADMINISTRATIVE INFORMATION

1. THE FIRST FEW DAYS

Day	Years	Activities	Start	Finish	Lunches	Buses
Friday 26 August 2016	Yr 8 only	Form Base	09.00	12.30	X	X
Monday 29 August 2016	-	Holiday	-	-	-	-
Tuesday 30 August 2016	Year 14 only	Form Base	09.00	12.30	X	X
Wednesday 31 August 2016	Yrs 8-13 only	Form Base	09.00	12.30	X	✓
Thursday 1 September 2016	All pupils	Timetabled	08.45	3.30	✓	✓

2. DAILY ROUTINE

8.45 am	Warning bell	
8.50 am – 9.00 am	Morning Registration	
9.00 am - 9.30 am	PERIOD 1	[30 minutes]
9.30 am - 10.05 am	PERIOD 2	[35 minutes]
10.05 am - 10.35 am	PERIOD 3	[30 minutes]
10.35 am - 11.10 am	PERIOD 4	[35 minutes]
11.10 am - 11.35 am	Assembly and Break	[25 minutes]
11.35 am - 12.05 pm	PERIOD 5	[30 minutes]
12.05 pm - 12.40 pm	PERIOD 6	[35 minutes]
12.40 pm - 1.10 pm	1st Lunch (Years 11-14) PERIOD 7A	[30 minutes]
1.10 pm – 1.20 pm	Gap (Non-Teaching)	[10 minutes]
1.20 pm – 1.50 pm	2nd Lunch (Years 8-10) PERIOD 7B	[30 minutes]
1.50 pm – 2.25 pm	PERIOD 8	[35 minutes]
2.25 pm – 2.55 pm	PERIOD 9	[30 minutes]
2.55 pm - 3.30 pm	PERIOD 10	[35 minutes]

KEY DATES FOR 2016/2017

TERM 1

Induction Day	Year 8 only	Friday 26 August 2016	9.00 am – 12.30 pm
Holiday		Monday 29 August 2016	
Induction Day	Year 14 only	Tuesday 30 August 2016	9.00 am – 12.30 pm
	Years 8-13 only	Wednesday 31 August 2016	9.00 am – 12.30 pm
All Pupils in School		Thursday 1 September 2016	
Half Term Holiday		Monday 31 October – Friday 4 November 2016	
Term Ends		Tuesday 20 December 2016 at 12.00 noon	

TERM 2

Term Starts	Tuesday 3 January 2017
Half Term Holiday	Monday 13 – Friday 17 February 2017
Term Ends	Friday 7 April 2017

TERM 3

Term Starts	Monday 24 April 2017
May Day Holiday	Monday 1 May 2017
Term Ends	Friday 30 June 2017 at 12.00 noon

5 Exceptional Closure Days: (Staff only – no pupils)	Thursday 29 September 2016 Friday 30 September 2016 Tuesday 3 January 2017 Wednesday 1 March 2017 Monday 29 May 2017
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3. **ARRIVING AND LEAVING THE SCHOOL GROUNDS**

Parents who bring their children to school (or collect them) by car are **advised** to drop off/pick up their children outside the school grounds. However, many parents prefer to drive into the school grounds where we operate a one-way system at the start and end of the school day. At these times, traffic must enter by the main Belfast Road and leave by the Abbey Ring gates. Please note, however, that such has been the increase in vehicular traffic that the school driveway can be very congested at these times and that delays are likely. Drivers who choose to enter the school grounds should exercise great care, drive slowly, obey the parking regulations and give way to pedestrians. Pupils should be dropped off at the War Memorial Pavilion and **NOT** outside the school entrance. Special care, consideration and patience is needed when dropping children off, picking them up and when parking and pulling out. During the bulk of the school day and in the evenings only the main entrance is open and a two-way system is in operation. Drivers are asked to drive very carefully at these times. The closure of all other entrances to the school grounds is in accordance with school security advice from the police.

Pupils must not enter any school building before 8.00 am unless given specific permission to do so and accompanied by a member of staff (eg early morning sports training in the Sports Hall). Pupils who arrive before 8.00 am should remain outside, eg, at the War Memorial Pavilion. From 8.00 am to 8.30 am pupils may enter the main building but must wait in the corridor beside the Reception/School Hall. From 8.30 am pupils may proceed to their Form Base and wait outside the room for their Form Teacher. Upper Sixth pupils may go to their Common Room. The school will not accept responsibility for pupils still on the premises after 4.00 pm unless they are taking part in an activity supervised by a member of staff.

4. **BUSES**

Some pupils who live more than 3 miles from school may be entitled to bus or train passes. These are distributed in school, usually on the first day of term. Parents should contact the Education Authority Regional Office relevant to the area in which the pupil lives for information and application form for Transport Assistance for Post Primary Pupils. Further information is available at www.eani.org.uk.

If your child travels to Comber they may obtain a school pass to get out of class five minutes early - please see Miss Dines.

If a pupil loses their bus or train pass, they should inform the school office. They will be issued with a temporary pass which is valid for one week. They will also get an application form for a new pass which parents need to fill in and send together with £20.00 and a passport size photograph of the pupil to :

Translink Pass Office, Milewater Road, BELFAST, BT3 9BG

Many pupils travel to and from school by bus operated by Translink. Provided below are details of the main services.

SULLIVAN UPPER SCHOOL, HOLYWOOD				
AM	From BANGOR (Brunswick Road)	0752	0752 Brunswick Road, 0800 Crawfordsburn, 0802 Helens Bay, 0813 Craigdarragh Road, 0820 Sullivan Upper School.	Bangor Mo-Fr 711
AM	From BANGOR	0750	Bangor Bus Station (Stand 6) 0755 Rathmore Road, 0800 Crawfordsburn, 0816 Sullivan Upper School	Bangor Mo-Fr 7FF1
AM	From BANGOR	0750	Bangor Bus Station (Departs Stand 8), 0752 Brunswick Road, 0800 Crawfordsburn, 0815 Sullivan Upper School.	Bangor Mo-Th 7P3
AM	From Belmont Road	0813	Belmont Road (Gelston's Corner), 0815 Old Holywood Road, 0817 Redburn Estate (Firmount Crescent), 0818 Redburn Clinic, 0820 Jacksons Road, 0821 Belfast Road, 0822 Abbey Ring, 0826 Sullivan Upper School.	Europa Mo-Fr BG13
AM	From Belmont Road	0815	Belmont Road (Strathearn School), 0817 Old Holywood Road, 0820 Redburn Estate (Firmount Crescent), 0822 Jacksons Road, 0828 Sullivan Upper.	Newtownards Mo-Fr 6P4
PM	To BELFAST Laganside Buscentre	1540	Sullivan Upper School (Abbey Ring), 1542 Belfast Road (Main Road), 1545 Holywood Road, 1550 Albertbridge Road, 1600 Belfast Laganside Buscentre.	Europa Mo-Fr BG03
PM	To BELFAST Laganside Buscentre	1540	Sullivan Upper School (Abbey Ring), 1542 Belfast Road (Main Road), 1545 Holywood Road, 1548 Albertbridge Road, 1555 Belfast Laganside Buscentre.	Europa Mo-Fr BG05
PM	To BALLYGOWAN	1540	Sullivan Upper School, 1541 Belfast Road (Main Road), 1542 Jacksons Road, 1543 Old Holywood Road, 1550 Belmont Road (citybus stop), 1551 Belmont Church Road, 1554 Upper Newtownards Road (Cabin Hill School), 1605 Dundonald Grahamsbridge Road, 1615 Comber By-pass, 1620 Comber Killinchy Street, 1622 Comber High Street, 1624 Comber Ardagh, 1639	Europa Mo-Fr BG13

SULLIVAN UPPER SCHOOL, HOLYWOOD				
			Ballygowan Depot. Show Killyleagh on destination; Uplift and set down passengers on route; Let Sullivan pupils stay on bus and drop off along Upper Newtownards Road; Operate service bus to Comber via Belmont Church Road, uplifting at Cabin Hill and along the route; Operate via Comber By-pass to Depot and then Comber Bus station via railway street.	
PM	To COMBER	1540	Sullivan Upper School (Abbey Ring), 1541 Main Road, 1542 Jackson's Road, 1543 Old Holywood Road, 1550 Belmont Road, 1551 Belmont Church Road, 1554 Upper Newtownards Road, 1605 Dundonald (Grahamsbridge Road), 1620 Comber (Bus Station), 1630 Comber (Railway Street), 1632 Comber (Killinchy Street), 1635 Comber Cemetery (New Roundabout) <i>Onward service to Ballygowan 1639</i>	Europa Mon-Fri BG13
PM	To BANGOR	1535	Sullivan Upper School, 1545 Crawfordsburn, 1553 Brunswick Road, 1555 Bangor Buscentre.	Bangor Mo-Fr 7FF1
PM	To BANGOR	1550	Sullivan Upper School, 1600 Crawfordsburn, 1608 Brunswick Road, 1610 Bangor Buscentre.	Bangor Mo-Fr 721
PM	To BANGOR	1610	Sullivan Upper School (Holywood), 1620 Craigdarragh Road, 1625 Helens Bay Village, 1630 Crawfordsburn, 1635 Brunswick Road, 1640 Bangor Buscentre	Bangor Mo- Fr 716

The above information is subject to change depending on pupil numbers and Translink.

5. **ABSENCES AND REQUESTS FOR ABSENCE**

Parents are asked to assist the school in a number of ways.

- (a) When a pupil has been absent and then returns to school he/she is required to **bring a note** from his/her parents on the day of his/her return explaining why he/she was away from school. Notes should be addressed to the Form Teacher and sent in a sealed envelope.
- (b) On the **first day of a pupil's absence** the parents should contact the school office with a brief explanation.
- (c) Requests for pupils to be absent should be sent as far ahead of the event as possible and should be addressed to the Year Head. Parents are asked to arrange dental and medical appointments outside school hours if they possibly can. Notes requesting permission to be absent should state the time at which the pupil will have to leave school and, where appropriate, the time at which he/she will return.
- (d) Parents are particularly asked not to take their children on holiday during term time. The pressure of work in the school is intense. It is difficult for children to catch up what they miss, even after a few days' absence. It is also difficult for the school to do its best for the pupils if they miss more classes than they need to. Coursework and practical assessment, for example, must fit into a tight schedule, and changes in our arrangements cannot be made to accommodate additional holidays.
- (e) Please note that if the school organises for pupils to be absent during the course of the day on an approved educational visit, then the pupil will be marked present using the appropriate code on their registration certificate. However, if parents remove children from school, then the pupil will be marked absent.
- (f) No pupil is permitted to leave the school buildings or grounds during the course of the school day unless he or she has formal permission to do.

6. **SCHOOL LUNCHES**

The overwhelming majority of pupils remain in school at lunchtime. Pupils are not allowed to leave the school site unless a specific written request is received from a parent detailing a special arrangement. These arrangements would normally involve pupils going home for lunch where there would be a responsible adult.

Pupils may bring packed lunches to school and eat them under supervision in the upper floor of the Silver Robin where some snacks are also available. The school's self-service restaurant, the Silver Robin, provides a wide range of hot and cold meals and snacks in a supervised environment (see **page 44** for current menu price list).

The school operates a biometric cashless system which means that pupils do not need to carry a card to top up their balance or pay for school meals. Instead a scan of their finger is taken and this is used instead of a card.

Parents can send cheques into the accounts office to be allocated to their son/daughter's card. Parents may also remotely top up their child's school meals account by credit or debit card through their Parentmail account and receive reminders to top up when the balance is low – this has proved a very popular payment option with parents since its launch last year. Pupils may also add cash to their account through two revaluation machines located within the school.

During the first few days in school, a biometric image of one or more finger for each pupil will be taken. The image stored does not contain a fingerprint but a string of data. The information that is stored cannot be used to recreate an image of the child's fingerprint. Parents are referred to the section "Frequently Asked Questions about Biometrics" (see **APPENDIX 8** on **page 42**). Pupils will also be shown how to put money on to their school meals account - for those who wish their children to use the restaurant we suggest that you send cash or cheques (made payable to Sullivan Upper School) to school on one of these days.

The school has a Healthy Eating Policy which builds upon the important connection between a healthy diet and a pupil's ability to learn effectively (see **APPENDIX 9 on page 43**).

7. **LOCKERS, PERSONAL BELONGINGS AND LOST PROPERTY**

All pupils are asked to have their personal belongings (including PE and Games kit) clearly marked with their own names. They are expected to take responsibility for the safe-keeping of their property. The school provides most pupils with a locker at no cost (though repairs or the removal of locks have to be paid for) and encourages them to use these lockers effectively. Property must not be left in school overnight unless it is locked in a locker.

Lost property and anything left at the end of a term are collected and deposited in the school's lost property office, which is looked after by a member of staff and run by sixth formers.

In order to minimise the risk of loss, **pupils are asked not to bring ipods or other similar items of equipment to school**, unless specifically asked to do so by a member of staff. Please read the e-safety, ICT Acceptable Use and Digital Media Policy which is available from the school office or on the school website (www.sullivanupper.co.uk).

Mobile phones should not be brought into school unless formal permission has been obtained to do so in advance. Particular care should be exercised if mobile phones are brought into school. The school accepts no liability for damage or loss of a mobile phone (see **APPENDIX 4 on Page 32**).

Valuables and sums of money which have to be brought to school may be left either with the school Accounts Office, the pupil's Form Teacher or another member of staff. Large amounts of money should not be brought to school at all, if possible.

8. **ILLNESSES AND MEDICAL MATTERS**

The school has the services of an experienced nurse, Mrs McAvoy. Pupils may go to the school nurse at break and lunch-time or, with the permission of a member of staff, during class. Pupils must not contact parents about illness before seeing the school nurse, who will contact parents if necessary.

Please be aware that according to EHSSB guidelines, head lice are not a serious health problem; we do not send out alert letters if we are aware of a pupil with head lice. It would be advisable, therefore, to routinely check your child's hair.

If a pupil becomes seriously ill and requires immediate medical attention it may be necessary for them to be transported to hospital. In this case the school nurse will inform parents as soon as she can and she may need to arrange for the parents to meet her and their child at the hospital instead of school. In less serious cases it may be necessary for her to ask parents to collect their children from school due to illness or to take them to hospital if they are injured.

It is important that parents keep the school nurse updated if there is any change to their child's health or medication. Parents should contact the school nurse if their child is required to follow particular courses of treatment and needs to keep supplies of tablets or other medicines in school. Parents are advised to contact the school nurse if they have any medical issues they wish to discuss about their child.

9. **SCHOOL UNIFORM**

SUPPLIERS OF UNIFORM

The items on the Uniform Lists are normally available from the following suppliers, who have agreed to try to maintain a stock of uniform items approved in consultation with the school.

Baillie's
23-27 High Street
BANGOR
BT20 5BG
☎ 028 91270412

C A Gowdy Ltd
121-131 Woodstock Road
BELFAST
BT6 8AB
☎ 028 90459052

Littles
254/256 Woodstock Road
BELFAST
BT6 9DN
☎ 028 90458372

Lion Sports
King House
39 High Street
HOLYWOOD
BT18 9AB
☎ 028 90421542

Roberts School Wear
24 Central Avenue
BANGOR
BT20 3AF
☎ 028 91270516

J Wood Stuart Ltd
(Boys only)
50 Upper Arthur Street
BELFAST
BT1 4TJ
☎ 028 90326448

Warnocks (1982)
791-793 Lisburn Road
BELFAST
BT9 7GX
☎ 028 90381828

School Days NI Ltd
16 Holywood Road
Holywood Arches
BELFAST
BT4 1NT
☎ 028 90471995

Shoes are available at

Clarks Shoes
(any branch)

Cordners
13 Conway Square
NEWTOWNARDS
BT23 4DA
☎ 028 91813144

Inn Shoes
Carrduff Shopping Centre
61a Saintfield Road
CARRYDUFF
BT8 8HL
☎ 028 90790783

Sports clothing is available to purchase through the school's PE Department.

UNIFORM FOR BOYS**[2016/17]**

These regulations have been designed for the benefit of parents, pupils and the school. You are asked to co-operate and conform in order to maintain reasonable standards for every pupil. If you have any problems or difficulties in purchasing uniform please contact Miss A Dines [Vice-Principal] at school. We thank you for your co-operation in this important matter.

A INDOOR WEAR

- Shoes** Plain, black laced leather shoes of traditional style with rounded toes. Boots should not be worn. Heels no higher than 3 cms. Shoes should be regularly polished.
- Socks** Fine plain dark grey or black socks.
- Trousers** Plain black flannels. Fashion trousers should not be worn.
- Shirt** Plain white shirt. A t-shirt worn beneath the shirt must not be coloured or patterned.
- Tie** Regulation school tie.
- Pullover** Regulation school grey, plain, fine, machine-knitted, wool pullover with V-neck and [Years 8-12] school colours at the neck band.
- Blazer** Regulation school blazer with badge, in Melton cloth.

B OUTDOOR WEAR

- Coats** Plain navy, black or dark green outdoor coat free of motif or decoration OR plain navy, black or dark green waterproof nylon jacket.
- Scarf** Regulation school scarf.

C BOYS IN SIXTH FORM

- Pullover** Plain, fine and neat-fitting machine-knitted, mid-grey or black V-neck wool pullover or cardigan with a school badge, but no school colours at the neck band.
- Shoes** Slip-on shoes, which otherwise conform, are regarded as acceptable alternatives.
- Tie** Special sixth form tie available from the Accounts Office.

D POINTS ABOUT APPEARANCE AND UNIFORM

- Hair** All boys are expected to keep their hair clean, neat and tidy. It should be above the eyebrows and above the ears and no longer than the shirt collar at the back. Hair which falls over the eyes when the head is bowed should be cut. Boys should be clean shaven; side-burns to the bottom of the ear-lobe. Extreme hairstyles and colours should not be worn.
- Shirts** Should be worn tucked into trousers.
- Make-up** Make-up should not be worn with school uniform at any time.
- Jewellery** No jewellery is to be worn except a plain signet ring and ONE badge (non-sectarian, non-political). There should be no piercings or visible tattoos.

Labels All items must be clearly labelled with the owner's name.

Outdoor Wear The Blazer is to be worn to/from school and to/from class. Outdoor coats and scarves are to be worn to/from school only and not during the school day.

School hooded tops are part of extra-curricular wear and as such should be worn for PE, Games and specific extra-curricular activities only. During periods of cold weather (normally from the start of December to the end of February) pupils may be given permission to wear the school hooded top (green or black) to/from school as an alternative to an outdoor coat.

Non-school hooded or tracksuit tops are not to be worn at any time. School hooded tops in colours other than green or black are to be worn only for the activity for which they were purchased (eg ski trip).

E **MOTOR CYCLISTS AND SCOOTERS** [Sixth Form]

Pupils with permission to come to school on motor cycles or scooters should wear appropriate clothing, including safety helmets.

F **SPORTSWEAR** – where indicated, sports clothing is purchased from the PE Department – this is currently under review.

PE ■ White polo-shirt with crest
 ■ Black shorts
 (*purchase above from PE Department*)

Swimming Fitted swimming trunks (black, not beach shorts)

Rugby and Hockey ■ School rugby shirt
 ■ School black shorts
 ■ School rugby socks
 (*purchase above from PE Department*)
 ■ Gum shield
 ■ Studded boots appropriate to the sport (rugby – rugby/football boots; hockey – trackshoes [as below] or rubber-studded trackshoes)

Other Items ■ School tracksuit [bottoms and green Sullivan hooded top]
 (*purchase above from PE Department*)
 ■ Trackshoes for outdoors and/or trackshoes for indoors/outdoors with non-marking soles
 ■ Hockey Stick (*may be purchased from PE Department*)
 ■ Sports bag

There are occasions when pupils are permitted to wear their school sports kit during the school day, outside PE lessons/Games. This is to avoid unnecessary delay and, therefore, to maximise time spent on the sporting activity and applies particularly when pupils have Games and/or after school practice or a fixture off-site and when Year 11/12 pupils have a single period of PE.

PUPILS ARE EXPECTED TO TAKE RESPONSIBILITY FOR THEIR OWN BELONGINGS. THEREFORE ALL ITEMS MUST BE CLEARLY MARKED WITH THE OWNER'S NAME.

UNIFORM FOR GIRLS**[2016/17]**

These regulations have been designed for the benefit of parents, pupils and the school. You are asked to co-operate and conform in order to maintain reasonable standards for every pupil. If you have any problems or difficulties in purchasing uniform please contact Miss A Dines [Vice-Principal] at school. We thank you for your co-operation in this important matter.

A INDOOR WEAR

Shoes Plain black laced leather shoes (not patent) with rounded toes. Boots should not be worn. Shoes must have a heel, but no higher than 3 cm. Shoes should be regularly polished.

These styles of girls' shoes **are** acceptable

			
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These styles of girls' shoes are **NOT** acceptable

		
NO stiletto heels	NO kitten heels	NO flimsy ballet pump style shoe

Please make sure that heels are of a "block style" with at least a 3.5 cm base

Socks Regulation school socks with coloured bands or black tights should be worn.

Skirt Regulation six-gored mid-grey skirt of suitable length, the hem should be to the knee (see photograph)

OR plain dark-grey trousers [available from Warnock's, Lisburn Road].



Blouse Plain white shirt or blouse.

Optional Summer Uniform [Easter to Hallowe'en]

A white open-neck, short-sleeved blouse with reverses OR a white short-sleeved shirt/blouse with tie.

Tie Regulation school tie.

Pullover Regulation school black, plain, fine, machine-knitted, wool pullover with V-neck and [Years 8-12] school motif.

Blazer Regulation school blazer with badge, in Melton cloth.

B OUTDOOR WEAR

Coats Plain navy, black or dark green outdoor coat free of motif or decoration OR plain navy, black or dark green waterproof nylon jacket.

Scarf Regulation school scarf

C GIRLS IN SIXTH FORM

Pullover Plain, fine and neat-fitting machine-knitted, mid-grey V-neck wool pullover or cardigan with a school badge, but no school colours at the neck band.

Shoes Slip-on shoes, which otherwise conform, are regarded as acceptable alternatives.

Tie Special sixth form tie available from the Accounts Office.

D POINTS ABOUT THE WEARING OF UNIFORM

- Hair** Hair should be neat and of a style suitable for wearing with a smart, tailored uniform. In the interests of appearance, hygiene and safety, shoulder-length hair or longer should be tied back in appropriate classes. Fringes should not cover the eyebrows. Fastenings, if used, should be small and inconspicuous ie black or green. Extreme hairstyles or colours should not be worn.
- Blouse** Should be worn tucked into skirt.
- Make-up** Make-up should not be worn with school uniform at any time in Years 8-10. Unobtrusive make-up is permitted in Years 11-14.
- Jewellery** No jewellery is to be worn except a plain signet ring, ONE badge (non-sectarian, non-political) and one pair of plain stud earrings [not hoop] worn in the traditional way. There should be no additional piercings or visible tattoos.
- Labels** All items must be clearly labelled with the owner's name.
- Outdoor Wear** The Blazer is to be worn to/from school and to/from class. Outdoor coats and scarves are to be worn to/from school only and not during the school day.
- School hooded tops are part of extra-curricular wear and as such should be worn for PE, Games and specific extra-curricular activities only. During periods of cold weather (normally from the start of December to the end of February) pupils may be given permission to wear the school hooded top (green or black) to/from school as an alternative to an outdoor coat.
- Non-school hooded or tracksuit tops are not to be worn at any time. School hooded tops in colours other than green or black are to be worn only for the activity for which they were purchased (eg ski trip).

E MOTOR CYCLES AND SCOOTERS [Sixth Form]

Pupils with permission to come to school on motor cycles or scooters should wear appropriate clothing, including safety helmets.

F SPORTS WEAR - where indicated, sports clothing is purchased from the PE Department – this is currently under review.

- PE**
- White polo-shirt with crest
 - Black skort
- (purchase above from PE Department)*
- Swimming** Plain black bathing costume, swimming cap
- Hockey**
- White hockey shirt
 - Black skort
 - Green hockey socks
- (purchase above from PE Department)*
- Other Items**
- School tracksuit [bottoms and green Sullivan hooded top]
- (purchase above from PE Department)*
- Trackshoes for outdoors and/or trackshoes for indoors/outdoors with non-marking soles
 - Hockey Stick *(may be purchased from PE Department)*
 - Sports bag

There are occasions when pupils are permitted to wear their school sports kit during the school day, outside PE lessons/Games. This is to avoid unnecessary delay and, therefore, to maximise time spent on the sporting activity and applies particularly when pupils have Games and/or after school practice or a fixture off-site and when Year 11/12 pupils have a single period of PE.

PUPILS ARE EXPECTED TO TAKE RESPONSIBILITY FOR THEIR OWN BELONGINGS. THEREFORE ALL ITEMS MUST BE CLEARLY MARKED WITH THE OWNER'S NAME.

10. **SCHOOL RULES****ATTENDANCE**

All pupils are expected to attend school regularly and punctually, and to be punctual for each class they attend in the course of the school day.

A record of each pupil's attendance and punctuality is kept and those who are persistently late for registration [ie more than 4 times in a calendar month] will be required to attend initially a one hour Monday detention, but, if lateness persists, a special Friday detention (3.45 pm to 5.00 pm).

Pupils arriving in school late must report to the school office so that their arrival can be recorded and no pupil may leave the school buildings or grounds in the course of the day without specific permission (eg permission to go home for lunch).

CONDUCT AND GENERAL BEHAVIOUR

A record of each pupil's conduct and general behaviour is kept and all breaches of the school rules will be recorded.

- (a) All pupils are expected, not only when they are in school but also on their way to or from school, when involved in official school activities and when interacting with members of the public (including staff) outside school, to behave appropriately, to show courtesy and consideration to others and to have due regard for the person, property, views and opinions of others as well as for their own.
- (b) Pupils must never engage in any form of attack against or abuse of another person (including physical, verbal or electronic).
- (c) Pupils are expected to follow instructions given by members of staff relating to school rules and routines.
- (d) Pupils moving around the school between classes are to do so quietly, in single file, at walking pace and on the left hand side of the corridors. They are not to run, shout, or move in a reckless or dangerous manner. They are not to carry bags in a dangerous fashion and they are not to linger or loiter in corridors or elsewhere between classes.
- (e) Boys should give way to girls and all pupils should give way to members of staff and visitors to the school when moving around the school.
- (f) If the Headmaster, other member of staff or visitor enters the classroom, pupils are to carry on with their work in silence.
- (g) All pupils are expected to use the school's buildings, grounds, equipment and furniture with care and consideration, reporting accidental damage immediately to a member of staff. Pupils responsible for causing damage or loss will be expected to pay the costs of repair or replacements.
- (h) All pupils are to make every effort to keep the school's buildings and grounds tidy and free of litter, and to note that those responsible for causing litter will be punished. All litter should be placed in the bins provided.

SAFETY

- (a) Only those pupils who have permission to do so may leave the school buildings or grounds during the course of the school day, including lunchtime.
- (b) All clothing, private property and belongings brought into school by pupils must be clearly marked with the owners' name and kept in the appropriate place when not in use.
- (c) Pupils are not to bring into school items such as cameras, iPods, electronic games, laser pens or MP3 players or other electronic equipment unless given permission or specifically directed to do so by a member of the staff.
- (d) Mobile telephones should not be brought into the school unless formal permission has been obtained to do so in advance. The Mobile Phone Policy must be adhered to. Mobile phones must be switched off in school as per the Mobile Phone Policy.
- (e) Pupils must not tamper with the fire-prevention and fire-fighting equipment. The school will take a very serious view of any breaches of this rule.
- (f) Pupils must not leave their school bags and other belongings on corridor floors where this causes an obstruction.
- (g) Where possible, valuable items or large amounts of money should not be brought into school. The school will take no responsibility for valuable items or property not adequately secured by pupils or, where applicable, given to a member of staff for safe-keeping. Smart cards and bus passes should be properly

looked after.

- (h) Bicycles are not to be ridden on any of the paths in or around the school's grounds or along the main school drive-ways and pupils who bring bicycles to school are to ensure that they are left, properly locked and secured, in the designated area.
- (i) **Sixth Formers who wish to come to school by car must not park in the school grounds. Pupils are advised to park at Spafield; if they choose to park in Abbey Ring or My Lady's Mile they should do so legally and with due consideration for residents and other road users. Limited space is available in the CCMS car park and places will be allocated upon application to the Headmaster.** Sixth formers who wish to come to school on motorcycles must have their parents' consent and prior approval from the school. Letters of application should be sent by parents to the Headmaster and give full details, including registration numbers. Pupils will be instructed where to park.

Parents are advised to ensure that cars or motorcycles are fully insured, taxed and, where required, have current MOT certificates and that insurance companies are aware that the vehicle is being used by the pupil for commuting to and from school and, where relevant, to carry passengers. The school can accept no liability for damages or injury caused by pupils travelling in private cars or motorcycles.

- (j) Pupils walking to or from the school must use the designated pathways or footpaths. Pupils should exercise care and attention when crossing roads. Courtesy should be shown to members of the public using the footpath. Pupils are not allowed on CCMS premises without permission.
- (k) Ball games are not to be played on the pathways or footpaths around the school or within 10 metres of the school's buildings unless permission to do so is given.
- (l) Pupils must not climb fences, walls, trees or any other structure on the school premises.
- (m) Any pupil who loses or finds any article or item is to report this to a member of staff without delay and pupils who have lost belongings are expected to check the lost property office (located in the Technology Department) on a regular basis.

UNIFORM AND GENERAL APPEARANCE

- (a) All pupils are expected to take care with and pride in their appearance and to follow the school's directions as to uniform. Pupils will be issued with a uniform card at the beginning of each school year.
- (b) Full school uniform is to be worn to and from school and at all school functions and events, unless otherwise directed by a member of staff.

OTHER MATTERS

- (a) All pupils are expected to take good and proper care of all textbooks and other equipment issued to them, to keep files and folders safely and free of offensive decoration and to return textbooks to teachers at the end of each year or course of study. Those who lose textbooks or damage them or fail to return them when asked to do so, will be required to pay the cost of replacing the books concerned. (See **Appendix 7** on **page 38**).
- (b) All pupils are expected to keep their homework diaries up-to-date and to enter details of all homework set in them. Pupils are also expected to have these homework diaries available for inspection at any time.
- (c) Smoking (including e-cigarettes), the drinking of alcohol and the use of illegal drugs or other similar substances are all strictly forbidden and the school will take a very serious view of any breaches of this rule.
- (d) The chewing of gum is strictly prohibited.
- (e) Taking/borrowing property or belongings of others without their permission will be treated as theft and dealt with accordingly.
- (f) Only those pupils who have permission to do so may leave the school buildings or grounds during the lunchtime break. All other pupils must go to the Silver Robin (or Common Room in the case of Year 14) at the designated times.
- (g) All pupils are expected to remember that the normal school rules about good conduct and behaviour and about the proper care and use of the school's buildings and grounds apply during the morning break and lunch-time break just as much as in the rest of the school day.
- (h) Pupils must not enter the school buildings before 8.00 am, unless given specific permission to do so and accompanied by a member of staff (eg early morning sports training in the Sports Hall). Pupils who arrive on the school grounds before 8.00 am should remain outside eg at the War Memorial Pavilion. From 8.00 am to 8.30 am, pupils may be allowed to enter the main building but must wait in the corridor beside the

reception/school hall. From 8.30 am pupils may proceed to their Form Base and wait outside the room for their Form Teacher. Upper Sixth pupils may go to their Common Room.

Pupils are expected to have left the school premises by 4.00 pm unless they are taking part in a recognised school activity which is supervised by a member of staff.

The school will not take responsibility for the care and safety of pupils before 8.30 am or after 4.00 pm unless involved in a supervised activity.

- (i) Pupils must request permission from their subject teacher prior to being absent for a music lesson.

11. GAMES, CLUBS AND SOCIETIES

All pupils who are medically fit are expected to take part in school games. The main winter games are rugby and hockey (for boys) and hockey and netball (for girls). The main summer games are athletics and tennis (for boys and girls) and cricket (for boys). The school also has a swimming pool and junior school pupils will have an opportunity to swim during their PE periods.

There is a very wide range of societies and clubs, most of them meeting in the afternoons when classes have finished. Pupils are encouraged to take an active interest in at least one of them.

Below is a list of extra-curricular activities. Pupils can find out about these activities from announcements in Morning Assembly and various noticeboards around the school. Form Teachers may also be able to provide information. Information about extra-curricular activities is also available on the school's website www.sullivanupper.co.uk.

Army Cadet Force	Drama	Netball
Art Club	Duke of Edinburgh Award	Politics Society
Athletics	Fencing	Public Speaking
Badminton	Golf – Boys & Girls	Rugby Football
Code Club	Hockey - Girls	School Ski Trip
Chess/Trading Card	Hockey - Boys	Scripture Union
Community Service Group	Inter-Schools Quizzes	Tennis
Creative Writing	Mountaineering Club	Warhammer
Cricket	Music - Sullivan Singers, Junior Choir, Orchestra, Band, Jazz Group, Traditional Group, Brass Group, Flute ensembles, String ensembles, Rock groups	Young Enterprise (Year 13)

12. SULLIVAN UPPER PARENTS' ASSOCIATION (SUPA)

SUPA supports the work of the school and runs a number of events during the school year.

How you can help:

- (i) **Attend events** – you can meet other parents and find out what SUPA does. You can also encourage your family and friends to come along to events and be part of school life.

The AGM/first meeting of the Parents' Association is held in September. Look out for the note coming from school or via ParentMail.

- (ii) **Become a committee member** – if you are a good organiser and fundraiser, you might want to join the SUPA committee. If you can organise fashion shows, golf days and May Balls, then we would love to hear from you.

- (iii) **Become a supporter** – you don't necessarily have to sit on a committee in order to support the school. Perhaps your business could sponsor an event or provide a ballot or auction prize at the quiz night or May Ball? Could you help with advertising or printing?

We would urge all parents to become supporters. Our suggested contribution is **£5**. We also welcome donations!

13. COMPLAINTS

Complaints about any aspect of our curricular provision (or indeed complaints about any aspect of the school) should be addressed to the Headmaster at the school. All such complaints if signed and dated and have a sender's address will receive a personal reply. A summary of the Complaints Policy is available on the school's website. A copy of the full policy is available from the school office.

SECTION 3 - CURRICULUM MATTERS

1. **THE ROLE OF THE VICE-PRINCIPAL TEACHING AND LEARNING – MRS W McBRIEN**

The Vice-Principal has responsibility for all matters relating to curriculum, learning and assessment. Parents in need of information about academic matters should consult Mrs McBrien.

2. **THE CURRICULUM 2016/2017**

Key Stage 3 [Years 8-10]

The timetable is organised into a 50 period week and all pupils in Year 8 follow a common curriculum made up of the following subjects with the current period allocation in brackets:

English	[6]	Art	[2]
Drama	[2]	Games	[2]
Mathematics	[6]	Home Economics	[2]
Science [a general balanced course]	[5]	Information Technology	[2]
French	[3]	Music	[2]
German/Spanish	[3]	Physical Education	[2]
Geography	[3]	Religious Education	[2]
History	[3]	Technology	[2]
Learning for Life and Work (LLW)	[3]		

In Year 9 science is taught through the separate subjects of Biology, Chemistry and Physics.

In addition to French, pupils will study a second Modern Language. Two classes in Year 8 will study Spanish and three classes will study German. In Year 9 this arrangement will be reversed with two classes then studying German and three Spanish. In Year 10 all classes will study half a year of Spanish and half of a year of German.

In Key Stage 3 the classes are not streamed.

Pupils are taught in their form groups [of about 30] for English, Mathematics, French, Spanish, German, Geography, History, Religious Studies and LLW. They separate into groups of boys and girls for Physical Education and Games and into groups of about 20 for Science, IT, Technology, Art and Design, Home Economics and Music.

The LLW programme deals with Personal Development and a programme of Citizenship and Employability.

Key Stage 4 Curriculum (Years 11-12)

Pupils in Key Stage 4 study for GCSE examinations. The programme of subjects followed by each pupil attempts to combine a broad and balanced curriculum which enables pupils to keep their options for further study open with as much choice as possible.

i. **Common Core Subjects taken by all pupils:**

English Language	Mathematics	Religious Education (Short Course)
English Literature		

ii. **Optional Subjects:**

a. Pupils choose one subject from each category:

<u>Language</u>	<u>Science</u>	<u>Environment and Society</u>
French	Biology	Geography
German	Chemistry	History
Spanish	Physics	Home Economics

b. Pupils choose a further 3 subjects from the following:

Art	German	Music
Biology	History	Physical Education
Chemistry	Home Economics	Physics
Drama	ICT	Religious Studies (Instead of Short Course)
French	Learning for Life & Work	Spanish
Geography	Moving Image	Technology

Further Mathematics:

Further Mathematics will be made available as an extra GCSE subject for those pupils who are considered strong enough mathematically to take it and who wish to do so. The total number of places will be limited and a decision about this subject will be made on the basis of the end of Year 10 examination results.

All pupils have compulsory, non-examinable periods of Games/Careers/Learning for Life and Work.

Sixth Form Curriculum (Years 13-14)

Pupils in Lower Sixth (Year 13) study for AS Level examinations. The majority will choose 4 from a possible 25 subjects. We have a collaborative arrangement with our close neighbour Priory Integrated College. Pupils from Sullivan may have an opportunity to study at the College and pupils from Priory come to Sullivan to study a variety of subjects. Pupils are encouraged not to confine their choice exclusively to the Humanities or the Sciences/Mathematics.

In addition to their AS Level programme, pupils study Careers, PE, Games and Personal Development.

In Upper Sixth (Year 14) pupils continue with 3 of their AS subjects and study for A Level examinations. A small number of pupils take 4 or 5 subjects to A Level.

The subjects offered at AS and A Level are:

Art	English Literature	ICT	Physics
Biology	French	Mathematics	Politics
Business Studies *	Further Mathematics	Moving Image	Religious Studies
Chemistry	Geography	Music	Spanish
Computing	German	Nutrition and Food Science	Technology
Drama	Health and Social Care *	Physical Education	
Economics	History		

* Taught, when available, at neighbouring Priory Integrated College.

3. HOMEWORK

Homework plays a very important part in the life of all pupils. It is impossible to be precise about the amount of time that should be spent on homeworks. Parents are asked to take an interest in this, to look at what their children do and give them every encouragement in their work. If parents have any concerns about homework, they are asked to contact the Head of Department. Subject Departments' Homework Policies for each year group are available on the school's website (www.sullivanupper.co.uk) (see **APPENDIX 5 on page 33**).

4. HOMEWORK DIARY

Pupils receive a homework diary. This contains their daily timetable and for each day, space to record homeworks, a place for parental signatures and a space for teachers and parents to write a brief note to each other.

Form Teachers provide guidance on how pupils should organise and use their diary. Parents should encourage pupils to use their diary correctly, keep it neat, bring it to school and they should check it.

5. BOOKS AND STATIONERY

The school provides a wide range of textbooks for pupils without charge, but all pupils are expected to look after the textbooks given to them and return them when their courses have finished. Those who lose or cause damage to textbooks will be expected to replace them at their own expense.

The school will also provide pupils with a limited amount of stationery at no cost, but the resources available make it impossible for everything to be supplied. It may be necessary for pupils to buy some of their own materials, such as jotters or file paper.

6. ASSESSMENT

Assessment takes many forms, including homework, class tests, peer- and self-assessment, baseline testing of skills (Year 8 and Year 11)/reading age (Years 8 to 10).

School Examinations

School examinations are held in November and May for Years 8-11.

For Years 8-10 the examination period usually lasts one week. During the examination week the school day ends at about 2.30 pm. Special buses are **NOT** arranged for this time. Pupils either wait in school until the buses arrive at the normal time, or they make their own way home.

Year 11 examinations may last up to 2 weeks. During this time pupils do not attend normal classes. Instead they are allocated to a room where they alternate between revision and examination sessions. Normally pupils complete an examination in the morning and one in the afternoon.

School examinations are held in November for Years 12-14 (who complete public examinations in GCSE, AS or A2 in May/June). In November, the examination period lasts up to seven school days. Year 12 may last 7-12 days. Pupils are in school for the examinations only; revision is undertaken at home.

Pupils receive their results in class usually within ten days of the completion of the last examination.

7. **REVISION FOR EXAMINATIONS**

Pupils will receive advice and guidance about how to organise their revision in the Personal Development class and from their subject teachers.

Parents can help their son/daughter by ensuring that a revision timetable is devised and followed and by encouraging them.

8. **SPECIAL CONSIDERATION FOR EXAMINATIONS**

With regard to public examinations, parents may make a request for special consideration for their son/daughter, on the following grounds:

- the candidate's absence from the examination(s) due to illness;
- medical/family circumstances, prior to or during the examination period, which may have adversely affected the candidate's performance.

In all cases, parents should contact the school's Examinations Officer, Mrs P Milligan. When making a request, the following is required:

- a letter of explanation;
- where possible, a letter from a medical practitioner, corroborating the circumstances;
- any other relevant information or additional evidence.

9. **SCHOOL REPORTS**

A detailed written Annual Report for Years 8-11 is sent to parents following the school examinations in May and for Years 12-14 following the examinations in November. A Statement of Results is sent to parents of pupils in Years 8-11 following the November examinations.

The Annual Report at present contains the examination mark, the year average, an effort grade and a comment for each subject and a brief summative comment by the Headmaster or another member of the Senior Management Team.

Effort grades are awarded for effort in class and preparation for class, ie

- preparation for class includes bringing the correct books and equipment, producing homework which is completed on time and shows signs of time and effort in completing it;
- in class it includes answering oral questions, behaviour, contributions to practical or group work or discussion.

School places a very high value on the effort grade and Year Heads and Form Teachers pay particular attention to it when reviewing reports.

The Statement of Results in December for Years 8-11 contains the examination mark, the year average, and effort grade. Details of dates of parental consultations with teachers in the Spring term accompany the Statement of Results.

10. **PARENTAL CONSULTATIONS WITH SUBJECT TEACHERS**

All year groups will have an opportunity to meet with subject teachers to discuss the progress of their son/daughter. The timing of consultations is staggered. The usual pattern is:

Years 8-10	4.00 pm – 6.30 pm
Years 11-12	4.00 pm – 6.30 pm
Sixth Form	7.00 pm – 9.30 pm

11. **MUSIC**

The school has a lively and vigorous musical tradition both, curricular and extracurricular. Musical events include Carol Services, Spring Concert in the Ulster Hall, informal recitals and musical productions.

There are, in addition, opportunities for pupils to have individual instrumental tuition one period per week. Instruments may be hired, subject to availability, and the cost of the tuition is charged to parents' accounts. The school's Director of Music, Mrs Montgomery, will make arrangements for musical tuition at the beginning of the term.

SECTION 4 – PASTORAL CARE ARRANGEMENTS

1. THE FORM TEACHER

The Form Teacher is a very important person. He or she will be responsible for watching over the attendance, punctuality, behaviour, appearance, progress and general development of the pupils in his or her form. He or she will also normally teach the form and will therefore see the pupils in it regularly as well as meeting them at registration in the mornings and afternoons. The Form Teacher is the member of staff whom pupils go to first when they want information, advice or assistance.

Year 8

An opportunity for the Form Teacher to meet formally with parents of Year 8 pupils is normally organised around the half-term break in October/November.

2. THE YEAR HEAD

Year Heads have an overall responsibility for the behaviour, conduct, progress and development of all the pupils in their year group. The Year Head will be working closely with Form Teachers and parents to ensure that each pupil is encouraged to achieve the best of which he or she is capable.

3. THE PASTORAL VICE-PRINCIPAL

The pastoral Vice-Principal, Miss Dines, has an overall responsibility for the behaviour, conduct, progress and development of all the pupils throughout the school and reviews the way the pastoral system operates in Sullivan in order to best suit the pupils' needs.

4. SPECIAL EDUCATIONAL NEEDS

At Sullivan we aim to ensure that all pupils are given access to a broad, balanced and relevant curriculum, that they have maximum opportunity to participate in all areas of the life of the school and that each pupil is given the appropriate guidance and support to achieve their potential.

Therefore, if a pupil is identified as having a 'special educational need' the school's Special Educational Needs Co-ordinator (SENCO), Mrs Kelly, will work closely with the Year Head, Form Teacher, Subject Teachers, Classroom Assistant (if involved) and the parents to ensure that the most appropriate provision is being made to support the pupil with special needs.

5. THE PASTORAL SYSTEM

The pastoral needs of our pupils are regarded as being of great importance in Sullivan. There is a clear Pastoral structure and a programme of taught Pastoral Lessons [Learning for Life and Work (LLW)]. Miss Dines is the Vice-Principal with responsibility for Pastoral matters and Dr Fox-Roberts is the Head of the Learning for Life and Work (LLW) Department.

One period each week is set aside as a Pastoral Period. Pupils meet with their Form class and Form Teacher to look at important issues.

Much of the Pastoral Programme is delivered by the Form Teacher although, on occasions, 'experts' are invited into school to address aspects of areas such as 'Health Education'.

6. CHILD PROTECTION POLICY – see **APPENDIX 3 on page 29.**

7. ANTI-BULLYING POLICY – see **APPENDIX 6 on page 35.**

8. COUNSELLING SERVICE

The school benefits from an independent counselling service (provided by Familyworks). A Counsellor comes in one day a week for 5 hours and there is a drop-in session at lunchtime 12.50 pm-1.50 pm. Pupils can make a self-referral using the Counsellor's Familyworks's email address; additionally, a concerned parent or member of staff is able to make a recommendation.

From past experience the average number of sessions per pupil is 4-6, with each session lasting up to an hour. The counsellor will email teachers in advance to let them know that a pupil will not be in class and the time of appointments is varied to avoid missing the same class 2 weeks in a row.

Initially, the counsellor will assess the pupil to determine if they are the best person to talk to them and only then will the counsellor proceed to arrange counselling sessions. The counsellor will work closely with the school and other agencies, if necessary. Obviously, the usual guidelines regarding confidentiality and Child Protection will be followed closely. In all cases, matters will be handled with sensitivity and treated in confidence (except where (i) in the counsellor's judgement, it is in the pupil's best interests to advise the Headmaster; (ii) there is a legal obligation on the school to pass on information to the PSNI and/or Social Services).

Please be aware that if your child does disclose to the counsellor that they have contemplated harming themselves, then Miss Dines will be informed and she will be requested to contact parents who will be asked to take their child to the GP for assessment.

9. **DRUGS EDUCATION POLICY**

The school's Drugs Education Policy is reviewed annually and is available from the school office. The following is a summary:

- Sullivan Upper is committed to the health and safety of its members;
- the Board of Governors forbids all pupils (irrespective of the legal position) from smoking, drinking alcohol or taking drugs within the school demesne, ie in school, whilst in school uniform, whilst travelling to/from school, whilst taking part in any school activity including educational trips;
- we recognise the importance of our pastoral role in promoting the development of healthy lifestyles; 'coping' skills; self-awareness and self-discipline; wider social skills;
- the Drugs Education Policy is an integral part of the school's Learning for Life and Work (Personal, Social and Health Education) programme;
- the school follows Education Authority South Eastern Region guidelines on dealing with suspected or actual cases of illegal drug misuse, including informing the PSNI.

10. **HOUSE SYSTEM**

The school has four Houses - Grant, McAlester, Praeger and Speers. All pupils are assigned to a House on entry to the school. Family connections are honoured, where possible.

Grant and Speers are named after former headmasters of the school, McAlester is named after Rev Charles McAlester, who was the first [and founding] chairman of the Board of Governors, and Praeger commemorates and celebrates the remarkable brother and sister, Rosamund and Lloyd, who were pupils at the school before going on to become famous in their own particular ways.

Each House has an experienced member of staff leading it. The House system promotes activities and competitions within the school.

There is a special House assembly held once a week on Wednesday instead of normal assembly.

11. **DISCIPLINE AND SANCTIONS**

Discipline is necessary in any school, particularly one as large as Sullivan. Its purpose is to ensure that pupils are given the opportunity to learn effectively and to participate fully in an organised community by being given a clear framework of rules within which to act.

Sanctions are viewed as a last resort and staff are encouraged to use them sparingly.

The major sanctions employed by the school include the following:

- (a) **Impositions:** These are set tasks for pupils to do, usually at home.
- (b) **Detentions:** These are held in school 3.45 pm to 4.45 pm. A distinction is made between general school detentions (Monday detentions) and subject specific detentions.

Special detentions (normally on Friday 3.45 pm to 5.00 pm) are also held, mainly for serious or persistent breaches of the school's rules [pupils are placed in this detention by the Headmaster or a Vice-Principal].

At least 24 hours' notice is given to parents for all the above detentions and parents also receive an explanatory letter setting out the reasons for the detention being given. Occasionally pupils may be detained at the end of break or lunch-time. In this situation there would be no written notification.

- (c) **Report:** Where a pupil's general conduct or progress is giving cause for concern, regular reporting may be used to allow closer monitoring. Parents will be asked to contribute to the reporting process by signing the relevant form on a daily or weekly basis.
- (d) **Suspensions:** Pupils who misbehave in a particularly serious manner may be suspended from participating in particular school activities or events or from attending school for one or more days.

Certain breaches of the school rules commonly lead to immediate suspension from school and could, in particular circumstance, lead to pupils being excluded from school on a permanent basis, their parents being asked to transfer them.

Further details of the school's policy for dealing with suspensions and exclusions are available on request.

12. USE OF PUPIL IMAGES POLICY

Introduction

Pupils may be photographed/videoed during their time as a pupil at Sullivan as they take part in curricular and extra-curricular activities, including school trips. This use of pupil images is fundamental to our commitment to celebrating pupils' talents and achievements; it forms part of the official school records; and it plays a significant role in promoting the school in the local, national and international community.

Policy

1. Pupil images will be used according to the categories listed below.
2. The school recognises its responsibilities in relation to Child Protection and Data Protection and will make every effort to ensure that the use of pupil images does not contravene the Child Protection or Data Protection policies.
3. Authorisation for members of staff to take pupil images must be given by the Headmaster.
4. All members of staff will be made fully aware of the school's policy on the use of pupil images.
5. Parents are asked to give their consent for the use of their child's image in the categories below by signing the appropriate section of the Data Collection Form (issued to all parents).
6. Parents have the right to withdraw, without explanation, their permission for the use of their child's image in any or all of the categories listed below. In such cases a register will be drawn up which members of staff must consult before using any pupil image.
7. Where the possible use of pupil images does not fit into one of the categories listed the separate, explicit permission of the pupil and parent will be sought.

Categories for use of pupil images:

- A. **SCHOOL DISPLAYS** – individual/group photos may be displayed in school, eg on the display boards and/or plasma TV in the foyer; in departments; as framed photos of prefects, sports teams, pupils who have represented their school/country.
- B. **SCHOOL PUBLICATIONS** - individual/group photos may be published in the school magazine, newsletters, Prospectus or other promotional material.
- C. **SCHOOL WEBSITE** – group photos may be displayed on the school website; individual photos will only be put on the website with the separate, explicit permission of the pupil and parent.
- D. **PRESS** – individual/group photos may be published in local newspapers (eg County Down Spectator) or magazines (eg Ulster Tatler). These photographs may be taken by a member of staff or an external photographer (assigned by the company).
- E. **VIDEO FOOTAGE (INTERNAL)** – taken by a member of staff (or in some cases a pupil under the direct supervision of a member of staff), eg of a sports final, a musical or other school event, for use in school only or to be shared with pupils involved and their parents.
- F. **VIDEO FOOTAGE (EXTERNAL)** – from time to time, a TV/media company will request permission to film an item of interest. If the school agrees, then the separate, explicit permission of pupils and their parents will be sought where pupils are identifiable.
- G. **SCHOOL TRIP PHOTOS/VIDEO FOOTAGE** – taken by a member of staff as a record of a trip.

PARENTMAIL2

Better Communication

As you know we try to keep parents regularly informed about what's going on in school; sending information home using school-bag post, however, can be a rather 'hit and miss' affair with letters often going astray en route or being discovered weeks or months later! We are also increasingly aware of the substantial cost and environmental impact associated with the amount of paper and photocopying involved in school mailings. Historically we have also taken cash or cheque payments but we appreciate many people now pay for things online.

Therefore, in order to improve these areas, I am delighted we now use a service called ParentMail2, which is used by over 2,500 schools across the UK to communicate with parents by email/text message and collect payments from millions of parents.

Benefits

ParentMail2 will be beneficial to you because:

- messages will get to you reliably by email;
- we can send messages directly to mums and dads at the same time;
- you will quickly know about important or urgent messages (the text messaging facility will be used sparingly, for example in emergency situations such as school closures due to weather or to alert parents of pupils on a school trip about a significant delay in pick-up time);
- we can tell you more about what's going on at the school;
- parents may remotely top up their child's school meals account by credit card or debit card through their Parentmail2 account and receive reminders to top up when the balance is low.

Our aim is that, eventually, only pupils' annual report, their statement of results (Yrs 8-11) and, of course, confidential or personal mail relating, for example, to pastoral matters, will be posted home.

If you do not have access to email, we will, of course, make alternative arrangements to ensure that you continue to receive communications from school.

How to Register

Registering on ParentMail2 is simple, only takes a minute and can be done from a PC or mobile phone.

To use ParentMail2 we need to collect your email address and mobile number and we would ask you to **complete a Data Collection Form** (available from the school office) and return it to child's Form Teacher.

From PC/Mac or mobile device visit www.parentmail2.co.uk/register, then just follow the instructions on the screen and enter the unique code which is emailed to you once you have given your email address and mobile phone number to school.

I Already Have a ParentMail2 Account

You can link to other communities (ie another School, Club or Nursery) that use ParentMail2. To do this, log into your account, select 'Add new child/school' at the top of the screen and enter the code at the top of this letter. If your community has not yet upgraded to ParentMail2 you will need to continue using your existing ParentMail2 account for that community.

One other family member, guardian or carer can also register to receive information via ParentMail2 using the registration code; just hand them the registration code and ask them to follow the process above.

Important **The activation code will work for 8 weeks after being sent to you - please register as soon as possible after receiving the unique code.**

ParentMail2 email messages will be sent from messages@parentmail2.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.

Please be assured that ParentMail2 is registered with the Data Protection Registrar who guarantees that all information you provide will be kept private and will not be passed on to any other organisation.

If you have any queries about this service, then you should visit their website at www.parentmail2.co.uk or contact Miss A Dines (Vice-Principal) at school.

APPENDIX 2

PARTNERSHIP WITH PARENTS POLICY (dated January 2011)

Principles

It is firmly believed that the interests of children are best served when parents and professionals work together in partnership, and therefore:

- 1.1 We recognise that a considerable amount of education happens in the home and that parents and teachers have differing, but complementary educational and social roles which must operate in harmony in order to be effective;
- 1.2 To ensure effective provision for children with Special Educational Needs we embrace the principle of partnership as outlined in the Code of Practice;
- 1.3 We wish to support and strengthen the perception of education and life long learning as a means of meeting individual, family and community needs within an environment of equal opportunity and racial awareness;
- 1.4 We wish to promote the effective education of young people through the involvement, co-operation and partnership of appropriate agencies, groups and individuals.

(‘Parents’ is used throughout this document to refer to parent, parents or prime carer).

Schools as Partners

By working closely with parents and pupils, the Headmaster, teachers and governors should consider how they will:

- 3.1 Create an atmosphere in which parents feel secure, valued and welcomed at all times;
- 3.2 Acknowledge and value parents as co-educators;
- 3.3 Work with parents to raise levels of expectations and achievement;
- 3.4 Encourage the involvement of parents in their child’s education during the whole of his/her school career;
- 3.5 Encourage on-going openness and joint involvement of parents and young people through opportunities to be involved in planning, review and development;
- 3.6 Give clear, regular information about progress and performance with sensitivity and a due regard for confidentiality; if the school has been informed in writing that information needs to be sent to each parent separately, then the school will endeavour to do so.
- 3.7 Give early warning of problems whether associated with work, relationships or discipline;
- 3.8 Produce quality information about the school’s aims, values, organisation, policies and governance through the school prospectus, the governors’ annual report to parents, post-inspection action plans, together with personal letters which are clearly written;
- 3.9 Make appropriate use of services and provisions from appropriate outside agencies.

Parents as Partners

By working closely with the Headmaster and staff in the school, parents should endeavour to:

- 4.1 Create an atmosphere in which staff feel secure, valued and respected at all times.
- 4.2 Acknowledge and value teachers as educators.
- 4.3 Develop a partnership with the school which involves the sharing of information, (including confidential information) and the building of trust on both sides, leading to an effective two-way communication with the school; however it is accepted that, in the event of a child protection incident arising and because the welfare of the child is paramount, it may be impossible for the school to share information with parents at all times;
- 4.4 Support codes of conduct and school policies including those of equal opportunities and respect for all persons;
- 4.5 Support the ethos and values of the school;
- 4.6 Take an interest in and actively support their child’s education;
- 4.7 Encourage a positive attitude to learning;
- 4.8 Ensure their child’s regular and punctual attendance at school;
- 4.9 Ensure that their child meets the homework commitments required by the school and provide facilities and support for home learning;
- 4.10 Ensure their child is suitably dressed and has appropriate equipment;
- 4.11 Attend meetings at the school on a regular basis, such as parental consultation afternoons and evenings;
- 4.12 Take an active interest in the functions held within the school such as concerts or SUPA meetings.

NB The rights of parents, pupils and staff are listed in the Appendix attached to this document.

Procedure

- 5.1 If staff need to contact parents, then they will telephone and make an appointment at a time mutually convenient to both parties.

- 5.2 Likewise, if parents need to contact the school about a matter and to avoid disappointment, they should do so by making an appointment, with the appropriate member of staff, through the School Office, and not simply arrive in the school building expecting to see someone.
- 5.3 Staff will make contact within 24 hours and endeavour to set up a meeting as soon as possible.
- 5.4 The meeting should be conducted in an open, clear and respectful way with everyone present being given an opportunity to express their opinions. If a parent attending the meeting does not use English as their first language and has difficulty understanding what is being discussed, then the school will endeavour to obtain an interpreter.
- 5.5 A record of the meetings will be made within 24 hours and kept by the relevant member of staff and a copy placed in the pupil's file. Minutes of all meetings will be retained for a period of three years after the pupil leaves the school or until the pupil is twenty one years old.
- 5.6 Every effort will be made to resolve issues through negotiation, but in the event of an impasse being reached, the matter will be referred to the appropriate member of staff within the school hierarchy and only, if necessary, finally to the Headmaster.
- 5.7 If at any point during the meeting anyone feels uncomfortable with the direction that the meeting is taking, in terms of the comments or tone or actions of another party, then they have the right to express their discomfort and ask for another meeting to be arranged at a future date.
- 5.8 Where appropriate, records of discussion over the telephone or written correspondence will be kept by the relevant member of staff for future reference.

Consultation and Links to Other Policies

This policy has been formulated through consultation with staff, parents and governors and will be updated in the future, when necessary. It has links to other policies including the Positive Behaviour Policy, Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy, Complaints Policy and Protecting Staff at Work Policy.

APPENDIX TO PARTNERSHIP AND PARENTS POLICY

BALANCING THE RIGHTS OF ALL

YOUNG PERSON/PUPIL	PARENT	STAFF
To be educated in a physically, emotionally, socially, spiritually safe, stimulating and well managed environment,	To have a physically, emotionally, socially, spiritually safe, stimulating and well-managed environment for their child's education	To work in a physically, emotionally, socially, spiritually safe, stimulating and well managed, environment.
To be provided with opportunities to develop to his/her full potential, receiving help when requested.	To work in partnership with the school.	To express their views, to contribute to policies and procedures which they are required to reflect in their work.
To experience a broad, balanced and suitable differentiated curriculum and, to have special needs identified and met.	To receive respect, support and co-operation from all school staff.	To be valued, respected, treated fairly, consistently and with equality by colleagues, parents and pupils.
To be valued, respected, treated fairly, consistently and with equality by peers and teaching and non-teaching staff.	To be informed of any issues pertaining to the young person's health and safety whilst at school,	To be treated in accordance with all employment legislation and directives.
To be consulted with matters that affect him/her and have views listened to and as far as is reasonably possible, acted upon.	To be well informed of the young person's progress through reports, meetings etc	To have a suitable career structure and opportunities for professional development.
To raise a complaint if the school is not meeting its educational obligations and duty of care.	To be well informed of school rules and procedures and to have access to copies of all school Policies and Procedures.	To have access to support and advice from senior colleagues and external bodies.
	To have enquiries and concerns dealt with efficiently and sympathetically by the school.	To have access to adequate and appropriate accommodation and resources.
	To raise a complaint if the school is not meeting its educational obligations and duty of care.	

BALANCING THE RESPONSIBILITIES OF ALL

The rights identified in the appendix are associated with corresponding responsibilities which all parties need to accept and discharge to create a properly balanced partnership.

CHILD PROTECTION POLICY (dated November 2014)

In this document staff refers to all persons working with children and young people in either a paid or unpaid capacity and other adults working school.

1. INTRODUCTION

This school document has been written in accordance with advice contained in the Department of Education Circulars and the booklet entitled "Pastoral Care in Schools - CHILD PROTECTION" which was produced by the Department of Education for Northern Ireland and published by The Stationery Office Northern Ireland in 1999 (<http://www.deni.gov.uk/dc1999-10-5.pdf>) This comprehensive booklet contains the most current and authoritative statement available for schools on their responsibilities in relation to child protection. It includes advice on the action to be taken by schools to enable cases of suspected abuse to be properly considered and pursued and also guidance on how complaints against school staff should be handled. It is expected and required that all teachers and non-teaching staff will have read the DENI booklet and will be familiar with its contents, specifically as to how the advice given relates to their own particular duties and responsibilities in dealing with events and concerns linked to child protection issues.

This school policy statement includes a summary of some of the more important points and is primarily a working document which is designed to ensure that these difficult and sensitive issues are dealt with properly, consistently and effectively by the relevant staff. The guidance contained in this policy is designed to protect the pupils of our school and to enable the staff to discharge their legal obligations to look after the safety and welfare of the children in their care.

2. BASIC PRINCIPLE

Enshrined in the Children [Northern Ireland] Order 1995 is the fundamental principle that it is the welfare of the child which must be the paramount consideration. This principle then underpins our response to the challenge of ensuring child protection and is the cornerstone of this policy document. That is to say when decisions are taken as to the appropriate course of action in a given set of circumstances then it is the **welfare of the child** that should guide the decision making process.

3. DESIGNATED TEACHERS

Every school is required to designate a teacher to have specific responsibility for child protection matters. For Sullivan Upper School the Designated Teachers are:

SECONDARY DEPARTMENT:	Miss Dines
PREPARATORY DEPARTMENT:	Mrs Smith

If the appropriate Designated Teacher is not available then Mr Peel will fulfil that role in the secondary department and Mrs Galway in the Preparatory Department.

4. CATEGORIES OF ABUSE

Abuse of children can and does take many forms. There are currently 4 categories of abuse that are generally recognised although it should be recognised that more than one type can occur simultaneously in any given case. The 4 categories are actual or suspected.

NEGLECT : PHYSICAL INJURY : SEXUAL ABUSE : EMOTIONAL ABUSE

[see Appendix 2]

5. DOMESTIC VIOLENCE

If a member of staff has reasonable cause to suspect that a child is affected by domestic violence, then they should discuss the matter with the Designated Teacher. Domestic violence is dealt with under Child Protection procedures because merely witnessing an act is likely to be harmful to a child.

6. IDENTIFYING SIGNS OF ABUSE

As school staff are in day-to-day contact with children they are uniquely placed to observe changes in appearance, behaviour, learning pattern or development that may indicate that abuse is taking or has taken place. Moreover as staff have positive relationships with the pupils and are trusted by them they are also likely to be chosen as adults to whom disclosure of abuse can be made. It is also clear that the first step in being able to recognise abuse is to entertain the possibility that abuse may be taking place.

There is a summary of identifying signs of possible abuse on Pages 10 and 11 of the 1999 DENI booklet.

7. RESPONDING TO SIGNS OR DISCLOSURE OF ABUSE

IT IS THE DUTY OF STAFF TO REPORT IMMEDIATELY TO THE DESIGNATED TEACHER FOR CHILD PROTECTION THE DETAILS OF ANY SUSPECTED OR DISCLOSED INCIDENT OF CHILD ABUSE. PLEASE

USE THE LILAC FORMS PROVIDED. [SEE ATTACHED "PROCEDURE FOR REPORTING AN INCIDENT OF SUSPECTED/DISCLOSED CHILD ABUSE IN SCHOOLS" - APPENDIX 1]

8. **ADVICE TO STAFF CONCERNED ABOUT POSSIBLE SIGNS OF ABUSE**

- Observe the child.
- Observe the staff (if appropriate)
- Talk to the designated teacher.
- DO NOT INVESTIGATE
- IF IN DOUBT REPORT USING THE PROCEDURE TO THE DESIGNATED TEACHER.

9. **ADVICE TO STAFF ON RESPONSE TO DISCLOSURE**

- STAY CALM, LISTEN, TAKE NOTES USING THE CHILD'S WORDS
- DO NOT ASK LEADING QUESTIONS
- REFLECT BACK WHAT YOU HAVE HEARD
- REASSURE THE CHILD, for example,
 - using the child's words
 - "I am glad you have told me"
 - "I am sorry this has happened to you"
 - "It is not, nor ever was your fault"
 - "We are going to do something together about this"
- DO NOT PROMISE CONFIDENTIALITY
but explain that you have to inform the designated teacher
- REPORT TO THE DESIGNATED TEACHER USING THE LILAC FORM [Appendix 1]

10. **GENERAL PROCEDURE TO BE FOLLOWED THEREAFTER**

- [a] A member of staff who suspects abuse or who receives a disclosure of abuse from a child informs the Designated Teacher.
- [b] The Designated Teacher informs the Headmaster. Social Services or other appropriate agencies may be contacted for advice. A decision is taken whether or not the matter should be referred. NB Where there is doubt a referral will always be made. If the decision is made to refer then the Headmaster will immediately notify:
- [i] The Designated Officer for child protection in the Education Authority South Eastern Region
 - [ii] The Social Services or Police.
- [c] In discussion with the Social Services an early consideration will be to agree how, when and by whom the parent[s] will be informed. Where the Headmaster decides not to make a referral, the parent[s] and the complainant will be informed as soon as possible of this decision and of the information which the school was given. They will also be advised that if concerns persist or re-emerge the matter will be raised with the appropriate authorities.
- [d] The Headmaster will ensure that all proper records are kept in an appropriate fashion and will advise the person who initially raised the matter whether or not the complaint has been referred to an investigating agency.
- [e] The Chairperson of the Board of Governors will be informed of the matter at the earliest opportunity.

11. **PROCEDURE TO BE FOLLOWED WHERE A COMPLAINT IS MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF STAFF**

If the complaint has not been made directly to the Headmaster it should be referred to the Headmaster by the person to whom it was made. The Headmaster may need to seek clarification of the matter from appropriate sources without however undertaking any investigation into a case of suspected abuse. A complaint having been made, the Headmaster will inform the Designated Teacher [who will initiate the record], will then consult with the Designated Officer of the Education Authority South Eastern Region and will inform the Chairperson of the Board of Governors.

In consultation with the Chairperson of the Board, the Headmaster will decide whether or not further action is necessary or an immediate referral to Social Services, Education Authority South Eastern Region or the Police is necessary or whether the allegation concerns inappropriate behaviour which needs to be considered under disciplinary procedures. In each and every case the Headmaster will advise the member of staff concerned, the designated officer in the Education Authority South Eastern Region and the complainant and will keep and make all appropriate records as specified in the DENI booklet.

- NB If the original complaint is against the Headmaster all aspects of the above procedure will be followed but the role of the Headmaster will be exercised by the Chairperson of the Board of Governors. If the original complaint is against the Designated Teacher then he or she will not be asked to initiate the record of the complaint which will in this case be done by the Headmaster.
12. **CODE OF PRACTICE FOR STAFF**
A specimen code of practice for employees within the education sector whose work brings them into contact with children/young people has been drawn up and agreed through Teachers' Negotiating Machinery. This code provides useful advice on the conduct of interviews and meetings, physical contact with pupils, the choice and use of teaching materials and attitudes and relationships between staff and pupils. This code has been adopted by the staff of Sullivan Upper School. [See Appendix 3]
13. (a) **THE PASTORAL PROGRAMME – SECONDARY DEPARTMENT**
The Learning for Life and Work programme will include appropriate Relationships and Sexuality Education (RSE) and age-related issues regarding safety and child protection. Appropriate training and the development of relevant teaching and learning methods will be kept under review. Details of the current programme are published elsewhere and will include reference not only to the risks of different kinds of abuse but also development of the skills children need to stay safe in a variety of contexts. Use will be made of relevant advice and available programmes including the booklet "Integrating Personal Safety Programmes into the Curriculum" published by CCEA in 1999.
- (b) **THE PASTORAL PROGRAMME – PREPARATORY DEPARTMENT**
The Pastoral Programme in the Preparatory Department is taught through the Northern Ireland Curriculum guidelines of the Personal Development & Mutual Understanding (PDMU) programme. This area is integrated into all of the Areas of Learning for example: the Arts where drama can be used to explore aspects of personal safety; Language & Literacy where activities can develop a vocabulary to discuss emotions and feelings; Mathematics & Numeracy where statistical data can be used to inform children about PD&MU issues; PE where they develop an understanding of relationships between physical activity and good health; and the World Around Us where children can explore their insights and experiences with others in the wider community.
14. **COMMUNICATION WITH PARENTS AND CHILDREN**
Parents and pupils of the school will be informed of the school's Child Protection Policy. The Policy is included in the Information for Parents booklet issued annually to parents in the Secondary Department and copies will be available from the school office and on the school website.
- In the Preparatory Department, details of procedures are given to new parents and then all parents on an annual basis. The school's Child Protection Policy will also be available from the school office and on the school website.
15. **BULLYING**
Bullying constitutes a form of abuse by another child or young person although in most cases it would not set in train the child protection procedures described in this policy document. The school condemns bullying, will treat all allegations of bullying seriously and will investigate them thoroughly and take appropriate and effective action.
- In the secondary department, a more detailed outline of the school's policy with respect to bullying, including cyber bullying, is found in our Anti Bullying Policy and in the Positive Behaviour Policy.
- In the Preparatory Department, policies are available on the school website or from the Prep office. These policies include Anti Bullying and Positive Behaviour.
16. **ANXIETY, SELF-HARM AND EATING DISORDERS**
If a member of staff has reasonable cause to suspect that a child is suffering from high anxiety which is having a severe negative impact on their behaviour, or is self-harming, or suffering from an eating disorder, then they should discuss the matter with the designated teacher.
- Where necessary, the next step in the procedures is to contact parents and ask them to take their child to the GP for an assessment.
17. **RECRUITMENT OF PERSONS WORKING WITH CHILDREN AND YOUNG PEOPLE IN EITHER A PAID OR UNPAID CAPACITY AND THEIR SUPERVISION**
Recruitment procedures will include steps to identify unsuitable individuals in line with DE guidance. These will include as a matter of routine, checks for criminal records of all persons who are appointed and who will by the nature of their duties have access to children. All volunteers working with children in Sullivan are closely supervised.

APPENDIX 4

MOBILE PHONE POLICY (dated October 2011)

Introduction

Mobile phones are part of everyday life, both as a means of communication and as a source of information and entertainment. Whilst we acknowledge the benefits of mobile phones, we must also be mindful of the potential dangers and this policy has been drawn up with child protection as the paramount consideration.

The level of technological sophistication of the latest 'smart' phones means that unchecked internet access is readily available and photographic and video images are of the highest quality. It is also clear that, by and large, young people are much more au fait with this technology than their teachers or parents.

Policy

The school recommends that pupils do not bring mobile phones to school. We understand, however, that for some pupils (eg those who live in remote areas or those who regularly stay late for after-school activities) and in some cases (ie emergencies) a mobile phone is useful.

The school permits pupils to bring mobile phones to school under the following conditions:

- 1) the consent section of the Data Capture Form has been completed by a parent;
- 2) the phone is switched off (not just on 'silent' mode) and out of sight from the moment the pupil enters the school building in the morning until he/she is released from class at the end of school (normally 3.30 pm);
- 3) the phone is never used to record images (photographic or video) of other pupils or staff without their express permission;
- 4) the phone is not brought into any school or public examination.

Exceptions:

- (a) In an emergency, pupils may use their mobile phone to contact a parent, the emergency services or the school office. *NB When pupils fall ill in school, they should follow the procedures and report to the School Nurse who will then arrange contact with parents if necessary.*
- (b) If, for any reason, a pupil feels that he/she needs to use their mobile phone during the school day to contact parents (eg informing a parent of a change in pick-up time due to the cancellation of rugby practice; sensitive family matters), he/she should request permission from the Form Teacher, Head of Year or a member of the Senior Management Team. The Headmaster may, in exceptional circumstances, give permission for a pupil to have his/her mobile phone switched on during the school day.
- (c) Sixth Formers are permitted to use the ipod facility of their phone (with headphones) during supervised study periods. Such permission may, on occasion, be granted in other classes, eg Art, by the Head of Department.
- (d) With the specific permission and guidance of a teacher, pupils may be permitted to use the camera facility on their phone, eg in order to photograph their project in Technology.

Sanctions for breaches of this policy

1. If a mobile sounds (or a member of staff discovers it to be switched on) between classes or at break/lunch (eg in a corridor or playground), the member of staff will instruct the pupil to switch the phone off and put it away and will enter the pupil's name on the register either in the C2k staff folder or in the staffroom. Year Heads can check the register on a regular basis and, if a pupil's name appears more than twice, will place the pupil in a detention.
2. If a mobile phone sounds in class (or a member of staff discovers it to be switched on), it will be confiscated by the member of staff who will enter the information in SIMS and place the pupil in Monday detention. The phone will be given in to the school office [placed in an envelope with the pupil's name on it] and stored until the end of the school day, when the pupil may reclaim it. If the pupil does not reclaim the phone at the end of the day, then the school cannot guarantee its security, though every effort will be made to do so. A register will be kept of phones handed in and passed regularly to Year Heads who will monitor occurrences and take appropriate action (including withdrawing a pupil's permission to bring the phone to school).
3. If a person's image (photographic or video) is taken without their permission, passed on to other mobile phones or downloaded onto a computer or website (such as Facebook or other social network site), then that person is entitled to pursue the matter with the help of the police and/or legal services. Any such image, even if deleted, leaves an electronic footprint and can be traced. The school takes a very serious view of such behaviour (including where this occurs outside school grounds or hours but which has a direct impact on any member of the Sullivan community) and will punish severely any pupil found to be responsible.
4. The policy of the Examination Boards is that it is an offence to bring a mobile phone into an examination room. A breach of their regulations in this regard may be deemed malpractice, leading to disqualification from the examination, the subject or the entire series of examinations.

Security

Mobile phones are valuable items and should be looked after carefully. They should not be left unattended in a blazer pocket or schoolbag. Pupils should keep their mobile phone with them during the day, except during PE or Games when all valuables should either be placed in a locker or given to PE staff who will store them securely. However, all mobiles must be reclaimed at the end of the session as the school cannot guarantee their safe-keeping overnight.

The school accepts no liability for pupils' mobile phones (except where the phone is in the possession of a member of staff as outlined above).

HOMEWORK POLICY (updated January 2016)**1 THE IMPORTANCE OF HOMEWORK**

The school believes that homework has a very important contribution to make to the learning and academic progress of every pupil.

The school regards homework as having the following specific benefits:

- reinforcing work already done in school;
- extending or developing work begun in school;
- providing opportunities for practice in tasks, activities or skills on which work has started in school;
- enabling preparations to be made for work to be done in school;
- providing time for revision for tests and examinations;
- helping pupils to develop their own study skills and to manage the use of their time effectively;
- promoting among pupils the idea that learning is something that is valuable for its own sake;
- helping teachers to assess pupils' progress and performance and assisting pupils to develop a better understanding of their strengths and weaknesses.

2 WHAT HOMEWORK INVOLVES

Homework comes in many forms. A sense of the many possibilities is provided in the examples which follow:

- completing a specific exercise or set of exercises eg in Mathematics;
- reading specified materials, answering questions on them and/or making notes from them eg in History;
- completing or writing up notes on work done in school eg in Chemistry;
- learning some specific materials for a test eg in Biology or French;
- writing a piece of coursework or an essay on a designated topic eg in English or Geography;
- drawing, painting, taking photographs, sketching or working with a computer eg in Art & Design or Technology or Information Technology;
- speaking in order to practise pronunciation eg in German or Spanish;
- practising with an instrument or other equipment eg in Music;
- preparing for work to be done in school eg preparing ingredients for practical work in Home Economics;
- preparation for Controlled Assessment tasks and coursework.

Homework can therefore be regarded as anything that extends, enriches or develops work which pupils are doing in school.

Homework also involves regular and systematic revision of work done in school each week and regular reading, whether formally set by teachers as homework or not and it includes learning homeworks as well as written ones.

3 THE SCHOOL'S AIMS

These are as follows :

- to ensure that each pupil is given appropriate homework and that the tasks assigned are relevant to the work that pupils are doing in school;
- to ensure that any written work that pupils are directed to hand in is annotated, marked and returned promptly, a record of the marks being kept by the teacher concerned;
- to ensure that pupils are given sufficient time and assistance to revise the work they have done in school and to prepare properly for tests and examinations;
- to help pupils to acquire appropriate study skills;
- to ensure pupils develop good, self-management skills.

4 SUBJECT DEPARTMENTS AND HOMEWORK POLICIES

It will be the responsibility of each subject department to ensure that statements of homework policy are included in their department handbooks, that these statements are consistent with the school's general statement of policy and that clear guidance is given in them as to the types of homework tasks that are to be set, the frequency with which homework is to be set and the arrangements for dealing with any special points such as revision for tests or examinations.

NB Subject Departments' Homework Policies for each year group (giving detailed information of homework in each year group) are available on the school's website.

5 TIME ALLOCATIONS FOR HOMEWORK

It is impossible to state with any certainty how much time each pupil should spend on homework or which subjects should have homework set on particular days. Some pupils will be able to complete a given task in

a short time while others in the same class may need to take much longer. Subject teachers have found from experience that homework timetables are unhelpful, leading to homework being set for its own sake and not because it is constructive and there will be times in the school year, just before examinations, for example, when there will be a good deal more for pupils to do than at others.

However, if a very rough guide helps, we can make the following recommendations:

- * pupils in Years 8-10: between 5 and 10 hours per week;
- * pupils in Years 11-12: between 10 and 15 hours per week;
- * pupils in Years 13-14: 15 hours per week as a minimum.

6 **HOMEWORK AND ASSESSMENT FOR LEARNING**

When pupils are asked to do something for homework to hand in or to allow them to be tested, their teachers will mark their work, hand it back with the marks (and/or comments) on it and record the marks awarded as a means of helping them to form a picture of the progress and performance of each pupil. Comments should suggest, where possible, how a pupil might improve their performance and may, at times, suggest learning targets.

Together with other evidence, such as the results of formal examinations, these marks will form the basis of the assessments which teachers will make of each pupil's progress and which they will in due course report to parents.

Teachers will be expected to:

- mark homework carefully and promptly and keep a record of the marks given;
- annotate work where appropriate with suggestion for improvement;
- consider strategies to support under achieving pupils and to make provision for gifted and talented pupils.

Pupils are expected to:

- keep a record of all homework set in their homework diary;
- plan how to use their time in order to complete homework;
- complete all homework tasks to the best of their ability and hand them in on time;
- develop study skills and self-management skills.

Parents are expected to:

- support their son's/daughter's learning by checking and signing the homework diary on a weekly basis and ensuring that enough time is set aside for homework;
- read the comments on pupils' homework and encourage pupils in their endeavours.

7 **DIFFERENTIATION**

Homework may be set to support learning or to stretch and challenge and so homework tasks may be differentiated according to the needs of the learner.

8 **DIFFICULTIES WITH HOMEWORK**

Difficulties arise from time to time, not only for pupils and parents but for teachers too. Unless there are special circumstances, a pupil will be given one warning if a homework is not completed, before a departmental detention is issued.

The nature of the curriculum, particularly because of Controlled Assessment, is such in many subjects that it is no longer quite so easy to set traditional homework tasks and teachers do not want to set homework for its own sake.

Furthermore, there will be times in the year, especially in the periods just after school examinations, when teachers are very busy marking and writing reports and so cannot be expected to set homework which requires further marking in addition.

If difficulties or worries arise, and especially if pupils have difficulties with the homework set, parents should seek clarification from the teacher or teachers concerned directly, by writing a simple note or recording their concerns in the Homework Diary.

If parents are worried about the amount of time their children are spending on homework, either because it seems too little or too much, they should write to the Year Head responsible for their children in the first instance and, if this does not lead to a resolution of their worries, they should then write to the Vice-Principal for all matters relating to the curriculum.

ANTI-BULLYING POLICY (dated May 2012)**1. Anti-Bullying Policy Statement**

This school (which means the Board of Governors and all members of staff) condemns bullying of any kind. We will not tolerate bullying, whatever defences or excuses may be offered in an attempt to justify it, and will punish severely those who engage in bullying behaviour.

This policy reflects the school aim of maintaining a safe, caring and happy environment for all pupils and adults.

2. Policy

The school will do everything within its capacity to:

- encourage a whole-school approach to bullying, so that effective teaching and learning can take place for all in a safe and secure environment;
- prevent bullying from occurring, through its pastoral provision, classroom management and curriculum;
- support and protect any pupil who is the victim of bullying;
- have a consistent approach to dealing with incidents of bullying swiftly and effectively, prioritising an assessment of the risk to the victim;
- identify and take appropriate action (including severe punishment) against those responsible for bullying, particularly those who persist in bullying behaviour.

3. Definitions

Bullying is defined broadly, to include any form of harassment, physical, written or verbal. It involves everything from assault to verbal abuse. In other words, any pattern of actions which is deliberately intended to wound, intimidate, dismay, hurt, upset annoy or provoke another pupil will be regarded as bullying and attempts to frighten or cajole pupils into keeping quiet about such harassment will be regarded as bullying.

In recent times a different form of bullying has emerged, namely cyberbullying. Cyberbullying is defined as an aggressive, intentional act carried out by a group or an individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

4. Action to be taken

It is the school's view that the most effective way of dealing with bullying is through the persistent and determined action of all members of staff.

In addition to making it clear to pupils on a regular basis and in a public way that the school will not tolerate bullying in any form, we must also ensure that those who are, or believe themselves to be, the victims of bullying know that they not only can, but should, tell members of staff about this in the knowledge that they will be supported and protected.

Teachers will emphasise in Form Base and during pastoral periods that those who are responsible for bullying will be dealt with very firmly. They can expect to be suspended in serious cases and may even be asked to leave the school altogether. The Learning for Life and Work programme includes units on bullying and cyberbullying, the purpose of which is to raise pupils' awareness and understanding of bullying and the consequences it can have.

5. Individual Responsibilities

It is important that everyone recognises the difficulties which may be encountered in implementing the anti-bullying policy. In this regard:

Staff should:

- * take reports of bullying seriously
- * log incidents
- * give feedback to all concerned in line with agreed procedures
- * participate in regular training
- * celebrate good behaviour

Pupils should:

- * report incidents of bullying
- * act in a supportive and respectful manner to fellow pupils
- * adhere to and promote the school's anti-bullying policy and procedures

Parents should:

- * stress to their children the importance of positive social behaviour
- * report concerns to the school
- * actively support the school's anti-bullying policy

6. **What are the possible signs of bullying?**

Young people may:

- * be frightened of walking to or from school.
- * be unwilling to go to school.
- * beg a parent to drive them to school.
- * begin doing poorly in their school work.
- * come home regularly with their books or clothes destroyed.
- * become withdrawn - start stammering.
- * Become distressed - stop eating.
- * Cry themselves to sleep.
- * Have nightmares and even call out 'leave me alone'.
- * Have unexplained bruises, scratches or cuts.
- * Have their possessions go missing.
- * Refuse to say what's wrong.
- * Constantly complain of headaches or seem anxious.
- * Give improbable excuses to explain any of the above.

7. **What can parents do?**

Take a sensible approach. Listen and investigate. The young person must be told that he or she is undoubtedly not the only victim and that there is nothing wrong with him or her. It is essential that parents are particularly understanding towards their bullied child. Every opportunity should be taken to enhance their self-esteem and bullied children should not be encouraged to hit back. Young people must be encouraged to tell their parents and then the young person or the parent must tell the Form Teacher or Year Head.

8. **Helping the bully**

While it is distressing for parents to discover that their young person is the victim of bullying it can be equally upsetting for the parents to learn that their child is a bully. The bully is usually an insecure person and he or she needs help.

9. **Procedures for Investigating Alleged Incidents of Bullying**

- [a] All reports of bullying will be investigated, initially, depending on the circumstances, by the Form Teacher, Year Head or Vice-Principal. Appropriate action will then be taken.
- [b] A record of all allegations made by pupils or parents will be kept in the school's 'Bullying Incident Book' which is retained by the Vice-Principal in charge of Pastoral Care and the Headmaster will be informed.
- [c] Parents of victims and parents of bullies will be informed of any reported incidents so that they will be in a position to help and support their son/daughter.
- [d] In any alleged incidents of bullying the Form Teacher, Year Head or Vice-Principal will speak separately to the pupils involved (including potential witnesses) and will make written notes of the details given in an attempt to get both sides of the story. Pupils will be asked to write their account of the incident. Questions such as the following will be asked:
- * What kind of bullying has taken place?
 - * Where did the incident take place?
 - * When did the bullying happen?
 - * Who did the bullying?
- [e] Should more than one person be involved in the bullying incident, each child will be interviewed individually and then the Form Teacher or Year Head may meet with the group. Each member of the group will again be asked for his or her account of what happened to make sure that everyone is clear what everyone else has said.
- [f] If it is concluded that a pupil has engaged in bullying behaviour it will be made clear to him or her the seriousness of this breach of the school rules. The parents of the child will be contacted by the school and asked to meet with the Vice-Principal (and/or Headmaster) and the Year Head involved. An appropriate punishment will be given.
- [g] The Vice-Principal and the Year Head will act to support the young person who has been bullied and not to make the situation worse. They will attempt to help the bully see the situation from the victim's point of view and encourage the bully to desist from their activities. They will set in motion appropriate disciplinary action.

[h] In some cases it may be necessary to refer the victim and the bully for specialist counselling to overcome the effects of the bullying behaviour they have experienced or have inflicted on others.

[i] Separate follow-up meetings will take place with the bully and the victim to ensure that there is no further bullying.

10. **Links with other policies**

To increase the effectiveness of the anti-bullying policy, links with other policies including the Pastoral Care Policy, the Positive Behaviour Policy, ICT Policy and the Child Protection Policy have been established.

11. **Evaluation Procedures**

The following will be measured and analysed in order to assess the effectiveness of this policy:

- * the number of reported incidents of bullying;
- * the age and gender of those involved in incidents;
- * the consequences of bullying eg absenteeism;
- * the academic progress and performance of victims.

12. **Cyberbullying**

Cyberbullying has been defined as the "use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner".

The following are some categories of cyberbullying:

- inappropriate text messaging;
- insulting/embarrassing material/pictures/video clips via mobile phone camera;
- silent or abusive messages;
- email bullying;
- chat room bullying;
- inappropriate instant messaging;
- inappropriate use of websites including web logs (blogs), social networking and online polling sites.

Many of these categories will not be accessible to pupils through school, but however they are accessed, the pupils may well feel the impact at school and will be dealt with accordingly through the School's Anti-Bullying and Discipline policies.

13. **Some Helpful Addresses**

Kidscape

Helpline: 08451 205 204

Telephone: 020 7730 3300

www.kidscape.org.uk

They provide free leaflets and booklets for parents, children and teenagers about bullying.

Childline

Freephone: 0800 1111

www.childline.org.uk

A 24-hour helpline for children and young people in danger or distress or with any problems. They also welcome calls from young people who are bullies and want to talk to someone about their behaviour.

NSPCC National Child Protection Helpline

Freephone: 0800 800 5000

www.nspcc.org.uk/Helpline

A 24-hour helpline for anyone concerned about a child at risk of abuse [including bullying]. Children may use this facility themselves.

Parents' Advice Centre

Freephone: 0808 8010 722

Telephone 028 9031 0969

www.parentsadvicecentre.org

This is a service for parents and young people in Northern Ireland. It offers listening support, in addition to guidance and counselling relating to any family problem.

British Association of Counselling and Psychotherapy

Telephone: 01455 883300

www.bacp.co.uk

Members of BAC have experience of a wide range of counselling. Write enclosing a SAE for a list of counsellors in your area.

Anti-Bullying Campaign

Helpline: 020 7378 1446

They produce leaflets and information for parents.

CHARGING AND REMISSIONS POLICY (dated May 2015)**1. BASIC PRINCIPLES**

This policy statement has been prepared in conformity with the Education Reform (NI) order 1989 and in accordance with the Grammar Schools (Charges) (Amendment) Regulations (Northern Ireland) 2008.

2. CAPITAL FEE

Sullivan Upper School is a Group A Voluntary Grammar School and therefore charges a Capital Fee of £140 per annum in respect of each pupil enrolled within the limits set by the Department of Education for Northern Ireland (DENI). The money raised by the Capital Fee is used for the purpose of meeting expenditure on the provision or alteration to school premises or for equipment provided in connection with the provision or alteration to school premises.

In accordance with the Guidance issued by DENI, the Board of Governors may consider a deduction and/or waiver of a part or all of the capital fee if:

- a. the pupil or parent is in receipt of Income Support or Income-Based Job Seekers' Allowance; or
- b. where the parents receive the Child Tax Credit and are ineligible for the Working Tax Credit because they work less than 16 hours per week; and have an annual taxable income not exceeding an amount determined by the Department of Education for the school year in question; or
- c. where the pupil is the child of an asylum seeker supported by the Home Office National Asylum Support Service (NASS).

Any application for waiver should be made in writing, as soon as the parent is in receipt of such benefit(s) or should have been aware of the circumstances entitling them to seek a deduction/waiver on the grounds outlined above. The application must be made in writing to the Chair of the Board of Governors. Such application must be accompanied by official documentation confirming that the qualifications (listed above) have been met.

The Board of Governors reserves the right not to consider such an application, if it has not been brought promptly or has not been accompanied with the relevant supporting documentation. A deduction/waiver cannot be made for the past fees if the application has not been made in time.

3. VOLUNTARY CONTRIBUTIONS

Sullivan Upper School offers educational materials over and beyond the statutory requirements and is proud of its wide range of extracurricular activities. This cannot be done by relying on government funding and the regulations published by the Department of Education allow schools to ask parents to make voluntary contributions. The Board of Governors of Sullivan does make such a request and asks parents to make a voluntary contribution of £275 per pupil per annum to ensure that there is not a reduction in the quality or breadth of educational provision in the school. This has become an indispensable element of the school's Finances and the majority of parents support the school in this way. These contributions are made voluntarily and the way in which pupils are treated have no connection with whether or not their parents have opted to make such contributions.

The Board of Governors would also encourage parents to make payments of voluntary contributions by Gift Aid. Gift Aid is a scheme that allows the school, as a registered charity, to claim back the basic rate tax already paid on donations by the donor and is currently worth 25p for every pound donated by UK taxpayers.

4. EXCEPTED PUPILS

The Board of Governors will also charge tuition fees in respect of excepted pupils. An excepted pupil is:

- (a) a grammar school pupil whose parents are not European Union nationals;
- (b) a grammar school pupil who is not resident in Northern Ireland;
- (c) a pupil enrolled in the school's preparatory department.

5. EXAMINATION ENTRIES

The Board of Governors will not charge examination entry fees for the first sitting of public examinations for courses provided by the school.

The Board of Governors will charge where:

- (a) the pupil has not been prepared by the school for that examination;
- (b) the pupil is re-sitting a public examination [all re-sit entries must be paid for in advance];

- (c) a pupil has failed, for no valid reason, to attend for the examination and/or to complete required coursework/controlled assessment;
- (d) a pupil has requested a late amendment to an examination entry;
- (e) a pupil has requested a late entry or late withdrawal from public examinations after the closing dates;
- (f) a parent has requested to have a pupil's examination results scrutinized or remarked.

6. **SCHOOL MEALS**

It is the policy of the Board of Governors to charge for meals taken in the school canteen.

Assistance with the provision of school meals may be given by application to the Education Authority Regional Office relevant to the area in which the pupil lives. Further information is available at www.eani.org.uk.

The school operates a cashless Biometric system for school meals. This means that pupils will no longer need to carry a card to top up their balance or pay for school meals. Instead a scan of their finger will be taken and this will be used instead of a card. If a parent does not wish the biometric fingerprint images for their child/children to be taken and used in this manner, they must inform the school by writing directly to the Bursar. Arrangements will then be made for the pupil to receive a unique PIN number which must be safely stored and not shared with others.

7. **CLOTHING**

Parents are responsible for the provision of the correct school uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the school.

Parents are also responsible for the provision of correct clothing and equipment for Physical Education and Games.

Assistance with the provision of school uniform and physical education clothing may be given by application to the Education Authority Regional Office relevant to the area in which the pupil lives. Further information is available at www.eani.org.uk.

8. **FIELDWORK**

No charge will be made in respect of transport or the provision of specialist equipment connected with fieldwork, when this is associated with education provided wholly or mainly during school hours. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

9. **CURRICULUM - BOOKS, MATERIALS AND TRANSPORT**

The school makes no charges for:

- (a) the admission of a pupil to school;
- (b) education during school hours (excluding lunch break) for registered pupils at school (excluding individual music tuition – see paragraph 14);
- (c) education wholly or mainly outside school hours required as part of any syllabus for a public examination for which the pupil is being prepared by the school or provided to comply with the statutory requirement to deliver religious education or the curriculum;
- (d) transport provided for pupils where it is essential to the education provided by the school to enable pupils to meet the requirements of an approved examination syllabus for which they are being prepared or to meet the school's obligations in respect of the Northern Ireland curriculum;
- (e) materials, instruments, books or other equipment used by pupils in connection with the Northern Ireland Curriculum or in preparation for prescribed public examinations or courses taught at the school (except for example in Home Economics, Art or Technology as detailed in paragraph 10). Books and instruments remain the property of the school and it is expected that they will be kept in good condition and returned on request. A charge (see paragraph 12) will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required.

10. **INGREDIENTS AND MATERIALS**

When pupils are following courses of study in subjects such as art and design, technology and home economics, for which materials and ingredients of many different kinds may be needed, the school will ask parents to indicate in advance a wish to own the finished products of the pupils work and to assume that they will in consequence supply the materials and ingredients needed themselves.

Where parents indicate that they do not wish to own the finished products, the school will ask them to provide the necessary ingredients or materials voluntarily and without charge.

11. PRINTER CREDITS

At the start of the school year, every pupil is allocated a print allocation for curricular needs. A black and white A4 printout costs 2p and an A4 colour printout costs 10p. Pupils must use this resource wisely. Pupils will be expected to pay for any additional credits they decide to use. A copy of the Printer Credit Policy is available from the school office.

12. REPLACING ITEMS OF SCHOOL PROPERTY

Pupils will be charged for the cost of replacing items of school property lost by a pupil, where such loss is the result of carelessness or negligence.

13. DAMAGE TO SCHOOL PROPERTY

When damage is done to school property through carelessness, negligence or misbehaviour, the school may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

14. MUSIC

A charge will be made in respect of individual tuition in the playing of a musical instrument or singing lessons, either during or outside school hours.

All examination fees connected with individual music tuition will be paid by parents.

A charge will also be made for the hire of any musical instrument owned by the school.

15. EDUCATIONAL VISITS DURING SCHOOL HOURS

No charge will be made for educational visits or trips which take place wholly or for more than 50% of the time during school hours.

16. EDUCATIONAL VISITS OUTSIDE SCHOOL HOURS

In such cases where the educational visit is part of a syllabus for an approved public examination for which pupils are being prepared by the school, no charge for the educational activity will be made. Nor will a charge be made where such visits are necessary to meet statutory requirements to deliver religious education or the curriculum. A charge will be made for board and lodging where a curricular activity involves pupils spending one or more nights away from home. This charge may be waived on application in the case of pupils whose families meet the criteria outlined in paragraph 2.

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, board and lodging, insurance, entrance fees, non teaching staff, materials, books, instruments and equipment. The charge may also include the costs of engaging a teacher, under a separate contract, specifically to provide the optional extra and it may include the cost of providing such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

In all cases, no pupil will be permitted to take part in an optional extra activity if school fees are not fully up-to-date at the time the activity takes place (eg date of travel for school trip). The Board of Governors defines school fees in this instance to be all fees payable by parents/guardians across both secondary and preparatory departments including senior school capital fees, preparatory tuition fees, after school club fees, music examination and music hire fees.

If school fees are not fully up to date, the pupil's place will be forfeited and monies already paid will be forfeited in line with any late withdrawal from that activity to cover costs incurred by the school.

17. TOURS AND HOLIDAYS

The cost, including travel, of tours (including sports and music), holiday trips and visits will continue to be charged to the parents of pupils who attend. Further costs as outlined in paragraph 16 of this policy may also apply.

In all cases, no pupil will be permitted to take part in an optional extra activity if school fees are not fully up-to-date at the time the activity takes place (eg date of travel for school trip). The Board of Governors defines school fees in this instance to be all fees payable by parents/guardians across both secondary and preparatory departments including senior school capital fees, preparatory tuition fees, after school club fees, music examination and music hire fees.

If school fees are not fully up to date, the pupil's place will be forfeited and monies already paid will be forfeited in line with any late withdrawal from that activity to cover costs incurred by the school.

18. THE DUKE OF EDINBURGH'S AWARD SCHEME

Parents of pupils who sign up to the Scheme are charged a contribution towards the running costs, including travel, for participation in the Duke of Edinburgh's Award Scheme. Further costs as outlined in paragraph 16 of this policy will also apply.

Pupils and parents should be aware that signing up for these Awards and payment of the associated fees is viewed as a firm commitment to participation in the scheme. Expeditions, instructors and staff are booked according to the number of pupils signing up and fees are non refundable even if the pupil withdraws at a later stage unless there are exceptional circumstances (eg withdrawal on medical grounds and with supporting medical documentation).

In all cases, no pupil will be permitted to take part in an optional extra activity if school fees are not fully up-to-date at the time the activity takes place (eg date of travel for school trip). The Board of Governors defines school fees in this instance to be all fees payable by parents/guardians across both secondary and preparatory departments including senior school capital fees, preparatory tuition fees, after school club fees, music examination and music hire fees.

If school fees are not fully up to date, the pupil's place will be forfeited and monies already paid will be forfeited in line with any late withdrawal from that activity to cover costs incurred by the school.

19. DELEGATION TO HEADMASTER

The Board of Governors delegates to the Headmaster the authority to decide the proportion of costs of an activity which should be charged to public or non-public funds

20. COLLECTION OF FEES AND CHARGES

- (a) Fees are due in advance at the beginning of each term however the school facilitates payment over ten months by direct debit. There is no reduction for temporary absence.
- (b) All fees for the previous academic year should be settled before a pupil begins a new academic year at Sullivan Upper School.
- (c) If fees have not been paid in accordance with this policy, the school will write two warning letters to the parent(s) informing them of the default.
- (d) After the second letter has been sent, the school will automatically refer the default into the hands of its Solicitors and will ask for Court proceedings to be issued.
- (e) Thereafter the parent(s) must communicate with the school's solicitor regarding the non-payment of fees. The parent(s) will also be liable for any additional legal costs incurred and interest, at the Court rate, on any outstanding sum.
- (f) Each person with parental responsibility for the child is *jointly and severally* liable for the whole of the authorised fees and charges due. This means that either parent could be liable for the full amount of the default, no matter who was responsible for non-payment.

21. REVISION OF CHARGES AND FEES

All charges and fees will be subject to annual revision by the Board of Governors.

FREQUENTLY ASKED QUESTIONS ABOUT BIOMETRICS

BIOMETRICS AND SECURITY

Students, parents and staff can rest assured that the fingerprint images cannot be used by any other source for identification purposes. The system uses an image of the fingerprint to create a mathematical algorithm and then discards the finger image; **only the numbers remain and these cannot be reinterpreted back into a finger image.**

1. **Why do you need to take my child's finger image?**

By taking an image of your child's finger we can turn this information into a digital signature.

2. **Can finger images be used by any other agency?**

No, the software we use turns your child's finger image in to a mathematical algorithm. The image of the finger is then discarded. The information that is stored cannot be used to recreate an image of the child's finger.

3. **What happens when my child leaves the School?**

When a student leaves school all biometric data will be deleted.

4. **How does it work?**

When the child places his/her finger on the scanner, the software matches their finger image with the unique digital signature held in the database.

5. **If I provide my biometric information, who has access to it and the information associated with it?**

The fingerprint value is stored in a database on one computer at the school in a proprietary format (an actual copy of the fingerprint image itself is NOT stored). Only the fingerprint reader and storage computer can recognise this format. Fingerprints and their derived values are not transferred to any other systems.

Biometric data are not stored in the same databases as all the personal information recorded by the school and anyone using those other databases will not have any access to the biometric data.

6. **How secure is the system?**

The biometric data are stored in encrypted form on a secure server in a locked room. Only registered readers with secure keys can be used, which are encrypted and secured for use with a particular installation. Other readers or scanners would not work with the software

HEALTHY EATING POLICY (dated January 2015)**AIM**

Sullivan Upper School recognises that in order for pupils to achieve their full potential there is an important connection between a healthy diet and a pupil's ability to learn effectively which results from improvements in concentration and behaviour. The school also recognises the role it can play, as a part of a wider community to promote family health and believes that a policy which promotes healthy eating will make a significant contribution to the health of our pupils, staff and visitors.

SPECIFIC ISSUESSchool meal Provision

The school meal provision meets the government's new nutritional standards.

Packed Lunches

Parents are encouraged to provide children with healthy packed lunches.

Water Provision

There are drinking fountains in the Silver Robin, Technology Centre, Sports Hall and the Sixth Form Centre, so all pupils have access to water during the school day. Staff have access to bottled water in the Frost Staff Room and filtered mains water in both Staff Rooms. Also pupils are permitted to carry water with them, but for health and safety reasons they should seek permission to drink water during class from their teacher.

Break-time snacks

The Silver Robin offers healthy options such as fruit juice and semi-skimmed milk.

Reward Systems

All staff recognise the need for consistent messages about healthy eating within school and the importance of leading by example. Sweets and chocolate are not used to reward good behaviour or work. However, food treats are permitted on a whole school basis at four designated and negotiated times during the year eg party at the end of term with Form Class.

Charity sales

If a member of staff wishes to sell food for charity or fund-raising purposes, then it happens on Wednesdays in the Silver Robin at break-time, under the supervision of the Silver Robin Catering Manager and the food sold must meet the healthy eating guidelines; a healthy option is also provided. Pupils are not permitted to bring in foodstuffs to sell for personal gain.

School Events

All food sold at school events is discussed with the Silver Robin Catering Manager in advance and meets the healthy eating guidelines.

Nut Allergy

Sullivan Upper School is a nut-free school because of the presence of pupils who are allergic to nuts.

TIPS FOR A HEALTHY SCHOOL LUNCHBOX

A healthy lunchbox should help to improve your child's attention, behaviour and learning throughout the day and into the afternoon. It should provide one third of your child's requirements of nutrients. It should contain:

- a source of protein to keep children alert – make sandwiches or salads using protein fillings such as chicken, egg, tuna or cheese or salad;
- complex carbohydrates for slow release energy and to help concentration – use wholemeal bread for sandwiches, pasta or rice salads make a change from sandwiches;
- calcium, in a recent survey by the Dairy Council, it was found that 2.5 million young people and women were eating too little calcium to build strong bones – include yogurt, cheese, yogurt drinks and milkshakes in your child's lunch;
- fruit and vegetables – offer fresh fruit or vegetables, tinned fruit, fruit drinks or dried fruit for variety.

What to avoid

- Cereal bars: many cereal bars contain more than 40% sugar and 30% fat.
- Flavoured yogurt: yogurts that come with a pack of confectionary to stir in are high in sugar – some have more than 5 teaspoons of sugar in each pot.
- Savoury snacks: most crisps are high in salt and fat.
- Sugary drinks such as cola, lemonade and high sugar squash.
- Sweets, biscuits and cake: check the label of these sweet snacks and choose the lower in fat and sugar options.

APPENDIX 10**THE SILVER ROBIN PRICE LIST 2015/16**

Prices are under review and subject to change

A SELECTION WILL BE AVAILABLE EACH DAY

Hot Food	
Meal of the Day	£2.60
Daily Special	£2.30
Steak Burger and Bap	£1.20
Panini Side Salad	£2.50
Homemade Quiche	£1.05
Homemade Pie/Roast Meat	£1.25
Chicken Goujons (mini fillets)	£1.25
Breaded Plaice/Salmon	£1.20
Homemade Pizza	£1.10
Vegetable Stirfry	£1.05
Chicken Fajita	£1.25
Fish Fingers (3)	£1.25
Oven Roast Potatoes	£0.65
Creamed Potato	£0.55
Baked Potatoes	£0.80
Vegetable Portion	£0.40

Snacks	
Sausage (1)	£0.60
Soup	£0.70
Hot Dog	£1.00
Chips	£1.60
Cream Crackers	£0.40
Scone	£0.50
Speciality Scone	£0.60
Yoghurt	£0.45
Freshly Baked Roll	£0.45

Cold Food	
Salads	£2.15
Tub of Salad	£0.80
Deep Fill Sandwiches	£2.00
Slim Sandwich	£1.90
Filled Baguette	£2.15
Tortilla Wrap	£2.15
Fresh Fruit	£0.45

Drinks	
Bottled Water	£0.90
Small Water	£0.60
Fruice	£0.55
Smoothie (Carton)	£0.65
Milk	£0.35

Desserts	
Dessert	£0.65
Blueberry Muffin	£0.65
Traybake	£0.55
Carrot Cake	£0.65

Extras	
Cheese Portion	£0.50
Jam Portion	£0.12
Sauce Portion	£0.12
Butter	£0.10