

BALLYMENA ACADEMY

Parents' Handbook 2015/2016



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89 Galgorm Road
Ballymena
Co. Antrim
BT42 1AJ

Phone: 028 2565 2782/3
Fax: 028 2565 0855

Email: info@balacademy.ballymena.ni.sch.uk
Web: www.ballymenaacademy.org.uk

MISSION STATEMENT

Ballymena Academy cares for the individual and inspires learning and achievement.

In Ballymena Academy we value the important role you play in supporting the work and ethos of the school. We hope that throughout your daughter/son's school career our partnership will strengthen as we work together in nurturing their values and interest in learning and in developing their knowledge and skills.

This handbook aims to provide you with a range of information about many aspects of school life. In addition, at the beginning of each year you will receive a pamphlet outlining key features of the year ahead, for example, term dates, the curriculum structure, the pastoral team, co-curricular activities and a calendar of events.

We hope that you will find this publication helpful and would welcome any comments or suggestions regarding its content and format.

SCHOOL AIMS

The school aims to provide a caring environment in which pupils can realise their full potential and pursue excellence in all their activities.

Moral & Spiritual	To encourage the growth of moral and spiritual awareness so that our pupils may become responsible and tolerant citizens.
Personal	To develop in our pupils such personal qualities as confidence, respect and independence.
Social	To help all pupils to live a fuller and more abundant life through forming relationships and participating in co-curricular activities. To ensure that each pupil follows a broad and balanced curriculum which will be responsive to the needs of the individual.
Intellectual	To provide for each pupil experiences which are enjoyable and challenging, using methods and materials appropriate to the subject and level of study. To achieve high levels of success in public examinations.
Vocational	To develop in our pupils the academic and social skills, concepts and attitudes which will enable them to cope with the demands of life now and in the future.
Cultural	To foster within each pupil a sense of pride in Ballymena Academy. To develop an aesthetic appreciation, an interest in and enthusiasm for creative and artistic endeavour

THE CURRICULUM

The School aims to provide a curriculum for all of our young people which:

- fulfils statutory requirements;
- is characterized by breadth, balance, coherence, relevance and progression;
- is responsive to the needs of the individual and society.

Information about the curriculum structure for each year group will be provided in pamphlet form at the beginning of each academic year.

Key Stage 3

In the first three years, pupils follow the Northern Ireland Curriculum and

Art	I.C.T
Careers Education	Local and Global Citizenship
Drama	Mathematics (with Financial Capability)
Education for Employability	Music
English (with Media Education)	P.E
French	Personal Development
Games	Religious Education
Geography	Science (Physics, Chemistry, Biology)
History	Technology
Home Economics	

At the end of Year 8 pupils choose a second language - German or Spanish.

experience a wide range of subjects –

Key Stage 3 is completed at the end of Year 10. Pupils also make their choice of GCSE subjects at this stage - an extensive range of subjects is available. The following are offered in addition to those subjects offered at Key Stage 3 - Additional Mathematics, Business Studies, Classical Civilisation, Construction, Economics, English Literature, Media Studies and Religious Studies.

Through study of the above subjects pupils will have the opportunity to develop the following skills and personal capabilities - Communication; Using Mathematics; I.C.T.; Managing Information; Thinking, Problem Solving, Decision Making; Being Creative; Self-Management; Working with Others.

Key Stage 4

Years 11 and 12 prepare pupils for GCSE examinations. Normally pupils will enter for examinations in nine subjects.

Sixth Form

In Year 13, the number of subjects studied, in preparation for 'AS' examinations, is reduced to four. Pupils have access to a range of enrichment activities developing knowledge and skills which prepare them for adult life.

At the end of Year 13, pupils sit 'AS' modules. The final 'A2' modules which make up the complete 'A-Level' are taken in Year 14.

SCHOOL CAREER

Broad and Balanced Curriculum

	Year	
Key Stage 3	8	
	9	
	10	GCSE subjects chosen End of Key Stage
Key Stage 4	11	G.C.S.E Modules in some subjects
	12	GCSE Examinations
Sixth Form	13	AS Level Examinations
	14	A2 Level Examinations

Co-Curricular Activities Pastoral Support and Careers Guidance

PASTORAL CARE

Pastoral support provided by a dedicated staff ensures that respect for the individual and care for the overall well-being of each pupil are at the heart of our school community. A caring commitment permeates all aspects of school life. Teachers actively guide and support their pupils. The academic and social welfare and development of pupils is managed by a Head of Year, assisted by a Pastoral Adviser and a team of Tutors.

The Head of Year (HOY)

The HOY is in daily contact with the Pastoral Adviser and Tutors and will follow up any matters of concern brought to his/her attention. Parents should feel free to contact the HOY if they have any concerns about their child's welfare and/or progress.

The Pastoral Adviser

The Pastoral Adviser liaises with the Tutors and the HOY and provides additional support for pupils, if necessary. It is hoped that pupils will find the Pastoral Adviser and indeed all members of the Pastoral Care Team approachable and realise that advice and guidance will always be available to them.

The Tutor

Each pupil is assigned to the care of a Form Tutor. The Tutor is responsible for registration each morning of his/her tutor group and hence will be in daily contact with each pupil. The Tutor conducts a weekly meeting of the tutor group, following guidelines provided by the HOY, which help establish good standards of work, behaviour and appearance and help secure good relationships and rapport with pupils. It is hoped that a pupil will feel free to approach his/her Tutor about any matter.

At important transition points Information Evenings are provided for parents. These events enable the school to provide parents with important information and an opportunity to discuss various issues with relevant staff.

YEAR 8: September
YEAR 10: January
YEAR 11: October
YEAR 13: November

HOME / SCHOOL PARTNERSHIP

We value the important role parents play in supporting the work and ethos of the school. The strong home/school partnership that exists helps to provide your son/daughter with every opportunity to fulfil his/her potential. The following are ways in which we seek to inform and work in consultation with you.

Parents' Consultation Evenings (details of precise dates will be forwarded). Parents of pupils in Years 8, 10, 11, 12, 13 and 14 will be invited to visit the school to meet with subject teachers and discuss the progress of their children.

Year 8	: February	Year 12	: November
Year 10	: January	Year 13	: March
Year 11	: March	Year 14	: October

Reports

A report on the work and progress of each pupil is sent to the parent or guardian normally twice a year for pupils in year 8-11 and annually for pupils in year 12-14 :

- at Christmas (Years 8-10);
- after the January examinations (Years 11-14);
- at the end of the summer term (Years 8-11)

Where there is cause for concern, a pupil's progress and/or behaviour may be monitored on a daily or weekly basis.

Careers Guidance

All pupils in Years 10, 12 and 14 have one-to-one guidance interviews with a careers tutor to discuss option choices at key transition points of their school career. Parents are welcome to attend these interviews.

Year 10	: January / February
Year 12	: February / March and August
Year 14	: September – December

General Information

Information is forwarded to parents throughout the year about events and other matters. The Board of Governors' Annual Report to Parents is distributed in October/November. Parents are invited to attend the Annual General Meeting in November where they have an opportunity to meet with members of the Board of Governors and discuss school issues. Parents may contact the school at any time should they have any concerns regarding their child's welfare and/or progress.

THE SCHOOL DAY

TIME	PERIOD	
9.00 - 9.05 9.10 - 9.20		Religious Education Registration Whole School Assembly, Form Assembly, or Tutor Group Meeting Religious Education is a component part of the curriculum in each year group in accordance with statutory requirements.
9.20 - 9.55	1	Parents may request withdrawal of their child from Religious Education and/or collective worship on grounds of conscience by writing to the Principal.
9.55 - 10.35	2	
10.35 - 10.50		Homework Homework forms an essential part of the school curriculum and to this end the school seeks to work in partnership with parents.
10.50 - 11.30	3	Learning Organiser Pupils will normally have some work to do each evening. This work should be recorded in their learning organiser.
11.30 - 12.10	4	
12.10 - 12.50	5	Parents are encouraged to see that homework is completed with care and asked to sign the organiser at the end of each week.
12.50 - 1.30	6	
1.30 - 2.10	7	
2.10 - 2.45	8	
2.45 - 3.25	9	School ends at 3.25
3.25 - 5.00		Co-curricular activities

SCHOOL LIBRARY

The Fullerton Library provides an information service for pupils and staff and houses a growing collection of useful resources. Pupils have access to library facilities during mid-morning break, lunchtime and after school. The library remains open until 4.45 pm Monday - Thursday and until 4.30 pm on Friday.

Facilities: Daily newspapers, a range of periodicals, fiction and information books available for loan, comprehensive reference section with a selection of encyclopedia collections and supervised filtered Internet access.

A full-time librarian works closely with pupils and teaching staff to ensure that library resources meet the needs of the school.

I.C.T. ACCESS

Apart from use during class time, pupils may use the I.C.T. resources in the library after school hours. I.C.T. resources in the Sixth Form Centre can be used by pupils in Years 13 and 14 before, during and after school. The school has filtered broadband internet access. Pupils are required to sign a responsibility contract before using this resource.

CO-CURRICULAR ACTIVITIES

Pupils are actively encouraged to develop their moral, social, physical and intellectual selves through participation in a range of sporting, cultural, environmental and community-based activities.

The enthusiasm and dedication displayed by both pupils and teachers towards developing 'the whole person' is one of the key aspects of the school's ethos.

Details of the co-curricular activities available to specific year groups are published in the Information Pamphlet for Parents which is distributed at the beginning of each Autumn term.

PUPIL WELFARE

Attendance

There is a high correlation between attendance at school and the realisation of the school's aims, which are designed to enable pupils to achieve their full potential. It is our intention, in partnership with parents, to encourage full attendance and punctuality in order that pupils may take full advantage of educational and developmental opportunities and also develop positive attitudes which will prepare them for adult and working life. A copy of the relevant sections of the school's Pupil Attendance Policy is included on pages 16-17 of this handbook. A full copy is available to parents on request.

Child Protection

The school has a detailed policy on Child Protection based on guidelines issued by the Department of Education. This policy is available for parents on request. Separate summary guidelines have been issued by the Board of Governors to assist staff, parents and pupils in the implementation of this policy. The guideline summary for pupils can be found in their Learning Organisers. The guideline summary for parents is included on pages 18 and 19 of this handbook.

Anti-bullying Policy

Bullying involves the wilful, conscious desire physically or mentally to hurt, threaten or frighten someone. It is a form of anti-social behaviour which is unacceptable. It is wrong and has no place within the school. A copy of the school's Anti-bullying Policy along with Guidelines and Advice to Parents can be found on pages 20-23 of this handbook.

PUPIL WELFARE

Self-service Cafeteria

The school operates a cafeteria system in the Dining Hall where pupils have the opportunity to select from quite an extensive menu. Payment is made by use of a Biometric System, to which he/she may credit money via 'revaluator' machines at designated points in the school. These machines accept either £10 or £5 notes and also £1 and 50p coins. Cash is not accepted in the Dining Hall. On the first day it is important that pupils bring with them sufficient money with which to credit account. It is suggested that at least £5 is credited initially to cover the first few days.

The school continues to promote healthy eating - this is reflected in the menus available. We cannot however dictate to pupils when it comes to their own choice of food items. The school will provide, on request from a parent, a history of purchases made by his/her son or daughter over a period of time.

Food is also available to senior pupils in the Sixth Form Centre at break and lunch time.

Packed lunches may be brought to school and consumed in the Dining Hall.

The Medical Room

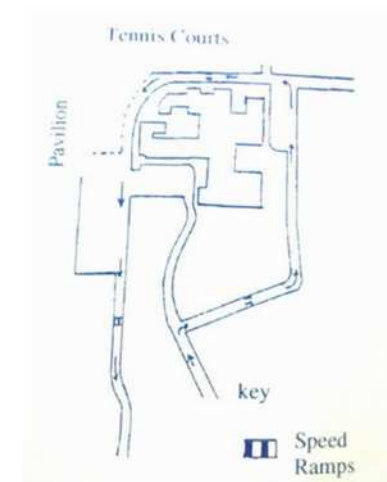
This school has a first aid area with designated trained staff, who, in the event of illness or injury are available to assess and care for the pupil. In the event of serious injury, the emergency services and parent/guardian will be notified as soon as possible. A pupil who is feeling so unwell that they are unable to return to class will remain in the medical room until parent/guardian has been notified and arrangements made for their collection.

TRAFFIC WITHIN THE SCHOOL GROUNDS

Arrangements have been made to try to ensure, as far as possible, the safety of pupils and the safety and convenience of all users of the grounds.

Access is provided from the Bus/Train Station to a path within the school grounds which ensures that pupils do not have to use the busy Galgorm Road. **Pupils should never use this path while alone or, even in small groups, after dark.**

In the interests of safety all cars delivering or collecting pupils should turn right at the foot of the hill on the main drive and proceed past the rear of the Dining Hall Kitchen. Girls will disembark or embark at the entrances opposite the tennis courts; boys will disembark or embark at the entrances opposite the pavilion. Cars should then proceed straight down the 'back' avenue leaving the grounds by the gate on the Old Galgorm Road. **Only before 8.30 a.m. and after 5.00 p.m.** may pupils be left or picked up at the front entrance of the school buildings.



Again, in the interests of safety, the Speed Limit of **15** m.p.h. within the grounds must be strictly observed by all users and great care taken at all times.

All pedestrians must use the footpath beside the main driveway.

Only in unavoidable circumstances should pupils be on the school premises before 8.30 am or after 5.00 pm and, in these cases, they should remain in the front entrance hall. There are, of course, circumstances where pupils can be on the premises while taking part in an organised activity under the supervision of a member of staff. The locations of pupils at other times are explained in the Pupil Regulations.

THE SIXTH FORM CENTRE

The aim of the Centre is to provide a facility where pupils may develop self-discipline, responsible attitudes and leadership qualities which prepare them for the transition from secondary to tertiary education: it is also intended that pupils acquire improved research and study skills and take on increasing responsibility for their own learning.

The Centre is managed by a Senior Teacher together with the members of the Sixth Form Committee.

The Centre contains a large recreation area with servery facilities, a locker area, two classrooms, a Silent Study area and a Quiet Study area. It is for the exclusive use of our Sixth Form pupils.

The Silent Study area is supervised by staff and pupils in Year 14 are required to register their attendance at study. This is monitored by the Centre Manager.

A car park, specifically for sixth formers, is situated behind the Centre. Sixth Form Pupils may use this facility by registering their vehicle with the Centre Manager.

SIXTH FORM AGREEMENT

Before enrolling as a member of the Sixth Form, pupils and their parents are required to read and agree to the rules and regulations laid out in the Sixth Form Agreement, the Sixth Form Constitution and the Guide to the Sixth Form. The Sixth Form Agreement is the basis of membership of the Sixth Form.

PUPIL REGULATIONS AND CODE OF CONDUCT

Pupil Regulations are designed to ensure, as far as possible, that:

- the work of Ballymena Academy proceeds in an orderly and effective manner;
- the school environment is safe and pleasant for all who work in it;
- pupils feel secure, and confident of what is expected of them.

The success and enjoyment which pupils can obtain from their time in a school depends on every element of the school community, from the most senior governor to the most junior pupil, meeting their obligations.

Pupils, therefore, have their responsibilities, like every other group, and the continued support of parents in helping their children take these responsibilities seriously is deeply appreciated.

A copy of these regulations can be found on pages 24-32. As these documents are updated yearly, copies of the most recent version can be found in the Homework Diary/Learning Organiser.

DOCUMENTS FOR REFERENCE

The school has policy documents detailing school policies and procedures covering a spectrum of school life. The policies taken together occupy a very substantial amount of paper and are not normally issued in bulk to parents. Individual policies are available on request and all policies are available for inspection by parents in the school office. It is important that at the beginning of your child's grammar school career he/she fully understands our basic requirements concerning attendance, discipline and personal behaviour towards others. For this reason the relevant policies have been included in the next section of this handbook along with other important documents.

Attendance Policy

Child Protection Policy

Anti-Bullying Policy

Code of Conduct

Pupil Regulations

Discipline Policy

Careers Education and Guidance Policy

Games Provision

Drugs Policy - summary

PUPIL ATTENDANCE POLICY

There is a high correlation between attendance at school and the realisation of the school's general aims, which are designed to enable pupils to achieve their full potential.

AIMS

It is our intention, in partnership with parents, to encourage full attendance and punctuality of arrival at school in order that pupils may

- take full advantage of their educational and developmental opportunities
- establish good patterns of attendance and punctuality which may be carried forward to employment
- be discouraged from truancy, which may lead to anti-social or criminal behaviour.

In addition, it is hoped, through attendance at assemblies, tutor groups and registration, to

- foster an awareness of the school community and instil a corporate identity
- develop a sense of belonging as a basis for social interaction with both peers and tutors
- facilitate effective communication within the school.

It is also our aim to

- be proactive in identifying and resolving any problems or potential problems of which absence or lateness may be an indicator or precursor.

OBJECTIVES

In pursuance of these aims, it will be considered normal good practice to

- keep detailed records of pupil attendance in school daily and in each class during the day
- inform parents as quickly as possible, where appropriate, if a pupil fails to attend school/class
- identify patterns of non-attendance at an early stage and work to resolve any personal/social difficulties
- inform the Educational Welfare Officer (EWO) when pupil attendance is deemed unsatisfactory
- keep a record of lateness to school and, where appropriate, inform parents.

IMPLEMENTATION

The implementation of this policy depends upon pupils and their parents and a wide range of staff, each with their specific roles:-

Parents/Guardians should:

- ensure that their child attends school regularly
- ensure that their child arrives on time
- require that their child attends all classes
- avoid, if at all possible, taking their child on holiday during term time
- notify the school if a pupil is likely to be absent for more than three days
- provide a letter to tutor explaining absence on the first day pupil returns to school
- provide a letter to Head of Year (HOY) at least two days before a planned absence
- sign and return, when required, pro-formas regarding absence or lateness
- co-operate with the school in seeking to overcome problems of non-attendance or lateness.

Pupils should:

- make every effort to attend school regularly and not take days off unless it is unavoidable
- make every effort to arrive at school in time for registration
- fulfil their timetable by attending every class punctually
- where absence has occurred, bring to their tutor a letter of explanation from their parent/guardian on the first day back after absence
- ensure subsequently that they show their absence slip to those teachers whose classes they have missed
- where absence is planned (e.g. for an appointment), bring a letter from their parent/guardian to their HOY at least two days in advance
- ensure subsequently that they show their planned absence slip to those teachers whose classes they will miss
- where lateness has occurred, sign in on arrival at the appropriate place (Late Room/Office) and explain their lateness to their tutor at their next registration
- when issued with a Confirmation of Attendance slip, have it completed and returned promptly to their HOY
- avoid using class time, where possible, for dental/medical appointments
- never leave school at any time during the school day without first receiving permission from their HOY or, failing that, a Vice-Principal or the Principal. In the case of illness, permission may be given by the person in charge of the medical room. In all cases the Office should be informed by the member of staff.

CHILD PROTECTION - PROCEDURE SUMMARY

How a parent can make a complaint in the context of possible child abuse

If

you, as a parent, have a concern about your child's safety,

you may speak to the Head of Year
Telephone 028 2565 2782

or

you may speak to the designated teacher for child protection

Mr. R. Ross
who is also Vice-Principal i/c Pastoral Care

or

the deputy designated teacher for child protection

Dr. C. Donnelly
Telephone 028 2565 2782

or

you may speak to the Principal
Telephone 028 2565 2782.

If you are still concerned you may speak to, or write to,
the Chairman of the Board of Governors,
c/o Ballymena Academy.

At any time you may talk to a Social Worker
Telephone 028 2563 5640

or

The Local Police Care Unit
Telephone 028 2565 3355

Parents should be aware that once informed of a complaint or allegation in regard to Child Protection certain procedures must be followed by the school.

The Principal is informed.

Where the complaint is about possible abuse by a member of the school staff, the Principal may need to seek discreet preliminary clarification. It is not, however, the responsibility of the school to investigate suspected abuse or make extensive enquiries.

Once satisfied that a bona fide complaint has been made the Principal will immediately

- inform the designated teacher who will initiate the record of the complaint.
- consult, in confidence, the designated officer of the Education & Library Board to form an initial assessment as to whether or not sufficient substance exists in the allegation to warrant further action.
- consult the Chairman of the Board of Governors.

In the light of advice taken, the Principal, in consultation with the Chairman of the Board of Governors, will decide that

- the allegation is without substance and no further action is necessary

OR

- an immediate referral to the Social Services or the Police is warranted

OR

- the allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.

ANTI-BULLYING POLICY

INTRODUCTION

The school is committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is totally unacceptable and has no place in the school. Everyone has the right to feel safe in school, and on the way to and from school.

A close, working partnership between home and school is encouraged in the prevention, detection and elimination of bullying.

1.1 What is bullying?

Bullying is persistent, unacceptable behaviour which causes someone else to feel hurt, threatened or frightened.

Bullying can be

- (a) **Physical:** pushing, kicking, hitting, punching and any other forms of violence, or threats of the same.
- (b) **Verbal:** name-calling, sarcasm, spreading rumours, insults, persistent teasing, abusive or threatening notes/text messages/phone calls/emails.
- (c) **Emotional:** tormenting, humiliating, excluding.
- (d) **Racist or Religious:** racial or religious taunts, graffiti, gestures.
- (e) **Sexual:** unwanted physical contact, or abusive comments.
- (f) **Damage to property or theft:** clothing, school books or other personal property may be hidden, damaged or stolen.

1.2 Why do people bully?

Some people become bullies because they

- like the feeling of power;
- are selfish or spoilt, and expect everyone to do what they say;
- feel insecure, inferior, or humiliated;
- have been abused and/or bullied in some way;
- are under pressure to succeed at all costs;
- do not fit in with the other pupils; or
- feel no sense of achievement.

1.3 The effects of bullying

Bullying can result in

- insecurity,
- loss of confidence,
- depression,
- low self-esteem,
- shyness,
- poor academic achievement,
- isolation, and
- threatened or attempted suicide.

2. Recognising possible signs of bullying

A child may indicate by his/her behaviour that he/she is being bullied. If your child shows some of the following signs, bullying may be occurring, and you may want to ask if someone is bullying or threatening him/her.

Children may

- be frightened of walking to or from school,
- change their usual routes,
- not want to go on the school bus,
- beg you to drive them to school,
- be unwilling to go to school (they may even be school-phobic),
- feel ill in the mornings,
- begin truanting,
- begin to do poorly in their school work,
- come home regularly with clothes or books destroyed,
- come home starving (bully has taken packed lunch/dinner pass).
- become withdrawn, start stammering, lack confidence,
- become distressed and anxious; stop eating,
- attempt or threaten suicide,
- cry themselves to sleep; have nightmares,
- repeatedly "lose" their possessions and/or money,
- ask for money or begin stealing money (to pay the bully),
- refuse to say what is wrong (too frightened of the bully),
- have unexplained bruises, scratches, cuts,
- begin to bully other children or siblings,
- become aggressive and unreasonable, or
- give improbable excuses to explain any of the above.

3. What to do if your child is being bullied

If you are worried about your child,

- do not ignore the problem;
 - encourage your child to talk to you about his/her feelings - tell your child that you are always willing to listen, and that you want to help and support him/her whatever the problem is;
 - take whatever your child says seriously and find out exactly what has been going on;
 - try not to over-react, even if you are furious - it may frighten your child into silence, and victims should be encouraged to talk, not retreat;
 - do not promise to keep the bullying secret, but reassure your child that you will help him/her sort out the problem;
 - reassure him/her that the bullying is not his/her fault and make sure that he/she feels protected;
 - discuss possible ways of changing the situation, and try to minimise opportunities for bullying;
 - advise your child not to resort to the same tactics as the bully since that can make matters worse;
 - build up his/her self-confidence with plenty of praise and affection. Encourage him/her to do something he/she is particularly good at;
 - encourage your child to develop new hobbies or interests which may lead to a supportive group of friends, both in and out of school;
 - take any threats of suicide or other desperate pleas seriously and seek help - better safe than sorry. Young people sometimes go to extremes if they are miserable. It is vitally important that the school is made aware of any such circumstances. Any information given in this regard will be treated in the strictest confidence;
 - try to sort out the bullying at first as quietly and constructively as possible
- (1) Contact the Head of Year immediately and discuss the problem. If necessary, request a meeting and provide detailed background information. Your complaint will be taken seriously and appropriate action will follow.
 - (2) Arrange a follow-up appointment to discuss both the results of any investigations, and the action taken.
 - (3) Try to give the situation time to change.
 - (4) If there is no improvement, make an appointment to see the Principal. If you feel that the bullying incident is very serious, you may wish to speak to the Principal at the outset.

4.1 What to do if your child is bullying

If you learn that your child is a bully,

- Try to stay calm and not become angry and defensive.
- Ask exactly what your child has been doing.
- As if he/she has behaved like this before.

Talk to teachers, and to other parents. The more you can find out about what has been going on, the easier it will be to work out why your child has been bullying, and what can be done about it.

4.2 Helping your child to stop bullying

- Ask your child if he/she can explain what has happened, and why - try not to be too judgemental at this point.
- Reassure your child that you still love him/her - it is his/her behaviour you disapprove of.
- Talk with your child and find out if there are ways you can work together to stop his/her behaviour.
- Explain that the bullying must stop, and that the situation may become worse if it does not.
- Explain how frightening the bullying is for the victim, and try to encourage empathy.
- Work out a way for your child to make amends for the bullying.
- Tell your child that you know he/she can change the bullying behaviour. Give your child the confidence to try to change.
- Look for good behaviour from your child and praise it when it occurs. Create opportunities for him/her to shine.
- Set limits. Stop any show of aggression immediately, and help the child find other, non-aggressive ways of reacting.
- Explain that getting away from a situation where he/she can feel himself/herself losing his/her temper, or things getting out of hand, is not weakness. It is a sensible way of ensuring that the situation does not get worse.
- Try to spend as much time with your child as you can, especially listening to his/her concerns. Sometimes children bully other children as a way of getting attention.
- Make it clear that you do not accept bullying behaviour, and that there will be consequences at home, such as loss of privileges, if the bullying does not stop.
- Talk to the school staff. Explain that your child is making an effort to change his/her behaviour. Ask what ideas they have to help.

Parents can help by controlling their own aggression, and by making it clear that violence is always unacceptable. The school provides support and counselling for both victims and bullies.

PUPIL CODE OF CONDUCT

The following Code of Conduct is provided to help pupils understand the standard of behaviour expected of all pupils attending Ballymena Academy. It should be read in conjunction with Pupil Regulations, of which it is an important component.

Courtesy and Respect

Courtesy and respect are to be shown to all members of the school community.

Pupils should:

- Be polite and co-operate fully with members of staff at all times.
- Give way to members of staff and visitors at doors and in corridors.
- Knock before entering a classroom when delivering a message.
- Always address staff in a courteous manner, using the appropriate title.
- Never address a member of staff while standing with hands in pockets or slouching against a wall.
- Co-operate fully with prefects on duty.
- Accept the right of others to hold views and express opinions which may differ from their own.

Behaviour

During Class

Pupils should:

- Arrive at class punctually and wait outside until any previous class has left.
- Have the books and materials necessary for the lesson.
- Enter the room quietly and sit in the usual seat (seating is at the discretion of the teacher).
- Immediately open books ready for work, without having to be told.
- Get on with work in an orderly manner.
- Remain seated during the lesson unless otherwise directed.
- Observe the usual norms of politeness (e.g. keep quiet while the teacher is talking; put up hand in response to general questioning and wait until invited to answer).
- Not eat or chew, or drink anything other than water, during class.
- Not leave any litter or indulge in graffiti.
- Note details of homework in Learning Organiser.
- When instructed to do so pack up books and ensure working area is tidy.
- Leave class in an orderly fashion.

Mobile Phones or any other Mobile Electronic Devices must not be used in class unless permission is specifically given.

In all Classrooms

Pupils should not:

- Touch any special equipment or items on the teacher's desk in any room.
- Interfere with wall displays.
- Sit on top of desks with feet on the seat.
- Sit on teacher's table/chair, cupboard tops, computer benches or heaters.
- Sit on window sills or lean out of windows.
- Write on white/blackboards.
- Tamper with curtains.
- Leave litter.

In Dining Hall and Lunch Recreation Rooms

Pupils should:

- Be well-mannered and co-operate fully with the dining hall staff and teachers on duty.
- Use allocated rooms for quiet recreation.
- Leave the rooms neat and tidy five minutes before the end of lunch-time.

In Corridors

Pupils should:

- Walk, not run, on the right hand side of the corridors and staircases.
- Queue in an orderly manner outside classrooms in single file.
- Place all litter in the bins provided.
- Avoid leaving schoolbags in such a way as to cause a hazard.

Appearance

Pupils should:

- Take pride in their appearance
- Wear regulation uniform only, both in school and on the way to and from school.
- Be neat and tidy in appearance (ties must be properly knotted, collars buttoned, shirts and blouses tucked in; blazers should be worn in corridors except in very warm weather).
- Be well groomed. Hair must be kept tidy and of a style and length acceptable to the school. For guidance it should not be worn over the eyes or obscure vision at any time, boys' hair should be no longer than the top of the blazer collar. Extremes are to be avoided and bleaches or dyes that are in blatant contrast to the hair's natural colour are not permitted. Boys should be clean shaven.

Nail varnish and artificial nails are not allowed. Discreet make-up is acceptable only in Sixth Form.

Pupils may wear:-

- One watch, one signet ring and, at most, one stud or small sleeper per ear.
- **Lapel Badges** - no more than three from official school badges, B.B., Scouts, Girl Guides, Duke of Edinburgh, S.U., sports participation (Province, Ireland), Blood Donor.
- **Ear cuffs and all facial jewellery are unacceptable.** [Pupils are advised that this also applies to sleepers and so sufficient time during holiday periods should be allowed for healing after a piercing.]

Property

Pupils should:

- Secure all personal belongings in their lockers or take them home.
- Keep their locker bays neat and tidy.
- Never borrow another pupil's property without permission.
- Respect school property and report any damage immediately.

Graffiti on pupil property (e.g. bags, notebooks, files) is not acceptable.

Unacceptable Behaviour

Pupils must not:

- Use offensive language at any time or in any place while in school, travelling to and from school or taking part in any school activity.
- Engage in any form of bullying.
- Possess or use in school, or on the way to or from school, any tobacco product (including electronic cigarettes or similar products), alcoholic drink, illicit substances, pornographic material, offensive weapon, fireworks or laser pointers.
- Engage in behaviour which is likely to endanger self/others.
- Engage in behaviour which is likely to bring the name of the school into disrepute (such behaviour may result in exclusion).

This code of conduct will be implemented by all members of the school community and, where necessary, sanctions will be imposed by staff and/or prefects in accordance with the school's Discipline Policy. This code of conduct has been framed to be fair and to provide clear guidance to pupils. It is not possible, however, to be specific about all circumstances which may arise, or to cover all eventualities. In situations not explicitly mentioned in this code of conduct the Principal will exercise professional judgment on what is the reasonable way to proceed, in light of the provisions of this and other school policies, including the Disciplinary Policy and Pupil Regulations.

PUPIL REGULATIONS

1. Time-keeping

- 1.1 Pupils are expected to arrive at school in good time to use lockers before registration. There should be no loitering at Bus Stops or at the Bus Station.
- 1.2 Pupils who arrive after registration (9.00 a.m. - 9.05 a.m.) should report to the central stairwell. Pupils who are regularly late during the year will be subject to the staged process of Interventions and Escalating Sanctions.
- 1.3 After 9.20 a.m. pupils must report directly to the main office for registration. Pupils failing to register will be marked absent and a letter of explanation required.

2. Entering and Leaving the Building

- 2.1 Pupils are asked not to use the front door during the school day, leaving it free for the use of visitors and staff.
- 2.2 In the interests of safety, pupils coming to or leaving school alone should use the main drive and not the bus path.

3. Pupil Location

- 3.1 Before classes: Pupils should not arrive before **8.30 a.m.**, unless this is unavoidable. Any pupil who does, should enter by the front door and wait in the entrance hall until the 8.30 a.m. bell before going to the cloakroom. Pupils may occupy classrooms under general supervision, unless directed otherwise.
- 3.2 At Break: Pupils may go outside, use cloakrooms or period three classrooms under general supervision (but not laboratories, workshops, Art/Home Economics rooms, gyms or Drama/Music Suites - unless a teacher is present). Pupils should go inside once the warning bell has sounded, collect books from their lockers and move to period 3 classes.
- 3.3 At Lunch Time: Packed lunches should be eaten in the Dining Hall or Sixth Form Centre. Rooms are also assigned for quiet recreation, but, if the weather is fine, pupils are encouraged to go outside. Pupils may normally use these designated rooms and the following areas: Cloakrooms; boys' entrance area; Home Economics and Technology corridors. Boys are not allowed in the Girls' locker bays and vice versa.

Pupils are not to use any other corridors.

Once the warning bell has sounded, all pupils should collect books from their lockers and move to classes.

- 3.4 After 3.25 p.m. It is expected that pupils should leave the school premises by 3.45 p.m. unless participating in supervised activities. General supervision is provided in school until 5.00 p.m. Pupils involved in games periods or team practices should not stay out beyond the time of Staff supervision. **After games, pupils should change into regulation uniform before leaving school unless being collected from within the school grounds.** Pupils who need to wait for late transport may use room 19 (girls) or room 20 (boys); they should not wander around the building nor loiter in the cloakroom areas.
- 3.5 After 5.00 p.m. Any pupil inside the building waiting to be collected should go to the front entrance hall. Pupils are not to wait elsewhere in the building for lifts after 5.00 p.m., when staff supervision ends.
- 3.6 Between the hours of 6.00 p.m. and 8.00 a.m. and at weekends. Pupils are not permitted on any part of the school premises unless attending a staff-supervised school activity.
- 3.7 Areas out of bounds unless permission is given
 - (a) The school grounds, apart from designated play areas - playground and, in better weather, pitches on the plateau and tennis courts.
 - (b) The Sixth Form Centre and the area adjacent to its entrance (Years 8-12).
 - (c) Locker bays (except before registration, during break and lunch times, after school and when collecting and returning P.E. bags).

4. Safety

- 4.1 Pupils should walk on the right hand side of the corridors and staircases. There should be no running.
- 4.2 Queues outside classrooms should be in single file.
- 4.3 Window sills are not to be sat on.
- 4.4 Leaning out of windows is forbidden.
- 4.5 Special activity rooms (e.g. gyms and laboratories) should only be entered when a teacher is present or gives permission.
- 4.6 The railway crossing and the pond area are out of bounds to all pupils.
- 4.7 Cycling by pupils is not permitted within the school grounds.
- 4.8 In the event of a person suffering an injury pupils should seek help from the nearest member of staff or from designated first-aid staff whose names are given on every school noticeboard. If the casualty is unable to walk, he/she should not be moved.
- 4.9 In the event of an emergency requiring evacuation, the instructions provided in each room should be obeyed, with pupils leaving the building via the nearest safe exit and assembling at the appropriate place.

5. Attendance

- 5.1 Absence from school should be explained by a letter from Parent/Guardian. This should be brought on the first day back and given to the Class Tutor, who will provide an absence slip. The slip should be shown to Class Teachers for initialling.
- 5.2 Planned Absence: It is expected that pupils will not absent themselves from school for trivial reasons. However, if a real need arises, a letter should be brought to the Head of Year at least two days before the planned absence (e.g. medical/dental appointments, driving test, interviews at/visits to Universities, attendance at a wedding). Once the absence has been agreed, the Head of Year will give the pupil a permission slip and inform the school office. The pupil should then ensure that his/her subject teachers know in advance.
- 5.3.1 Pupils need specific permission to leave school at any time during the school day (including the lunch break). The Head of Year should be consulted or, failing that, a Vice-Principal or the Principal. (In the case of illness refer to section 6).
- 5.3.2 When leaving school for an appointment during the school day, pupils should sign out at the school office. Pupils should also remember to sign in again at the school office if they return before 3.25 p.m.
- 5.4.1 Pupils unable to take part in games through illness, injury etc. should have a letter of explanation from Parent/Guardian and show this to the teacher in charge for signing. They should then go to a Supervised Study room and give the letter to the supervising teacher. Supervised Study for these pupils will finish at 3.25 p.m.
- 5.4.2 Pupils not participating in games for other reasons (e.g. forgotten kit) should also report to the teacher in charge and then go to a Supervised Study room until 3.25 p.m. Pupils who repeatedly forget their kit will be appropriately disciplined.
- 5.5 Family Holidays: Permission will not be granted for family holidays other than in very exceptional circumstances. (Any request should be made in writing to the Principal.) Absences due to family holidays will be regarded as unauthorised absences and recorded on pupil records.
- 5.6 In the event of a pupil wishing to withdraw from the School, an appointment should be made to discuss the matter with the Principal. Any withdrawal of a pupil should then be confirmed in writing by the Parent/Guardian. Texts and other school property should be returned.

6. Illness during the school day

- 6.1 In the interests of safety, pupils should always follow the instructions of the School Nurse or First-Aid staff.

During class time

- 6.2 Pupils should ask permission from their class teacher before reporting to the School Nurse at the medical room.
- 6.3 Pupils should not enter the medical room without permission from the School Nurse or a member of the First-Aid staff.
- 6.4 Pupils should follow instructions of the School Nurse or First-Aid staff with regard to returning to class, staying in the medical room or going home. They should collect a signed medical slip to show to their class teacher(s). They should not leave the medical room without permission.

Break/lunch times and after school

- 6.5 Pupils should report to the School Nurse (up until 3.45 p.m.) or the First- Aid Staff. If incapacitated, pupils should send to the School Nurse or First-Aid staff for assistance.

7. Pupil property

- 7.1 Lockers are provided for all pupils. These should not be left unlocked. Any loss of key or damage to the locker should be reported immediately to the teacher in charge. Under special circumstances, e.g. where there is a reasonable suspicion that the locker may contain stolen property or materials forbidden under school regulations, members of staff reserve the right to search pupils' lockers.
- 7.2 The Owner's name should be written on all books, files, bags and items of clothing - preferably in more than one place.
- 7.3 Pupils are reminded that they are responsible for their money and other valuables at all times. These should not be left in the pockets of coats hanging in the cloakroom. Items are left in lockers at the owner's risk.
- 7.4 Particularly valuable items should not be brought to school unless it is essential to do so. In that event, they should be left in the School Office for safe-keeping.
- 7.5 Mobile Electronic Devices (MEDs) must not, under any circumstances, be used to take photographs/videos in school.
- 7.6 During Games, P.E. and extra-curricular activities valuables should not be left in the changing room but placed as directed by the supervising Member of Staff.

- 7.7 If Mobile Electronic Devices such as personal music players and games consoles are brought to school they **must be switched off during lessons and when doing examinations**. If such equipment is operated inappropriately it will be confiscated and may be collected from the School Office at the end of the school day. Repeated inappropriate use of such equipment will result in disciplinary action.
- 7.8 In the interests of safety, pupils should not use mobile phones, personal music players or games consoles when moving between classes, in busy corridors and on stairs.
- 7.9 During study time, pupils may listen to music, provided it cannot be heard by others, but may not use games consoles or use mobile phones to communicate.
- 7.10 Pupils should report loss of property to staff immediately.

8. Biometric System

- 8.1 Pupils should only use the system to purchase food for themselves in the Dining Hall / Sixth Form Centre.
- 8.2 Use of other pupils' pin codes is strictly forbidden.
- 8.3 Pupils should ensure that they have sufficient money on their system account before attempting to purchase food in the Dining Hall / Sixth Form Centre.
- 8.4 Pupils exceeding the limit on their account will have their name taken by the till operator and this will be passed to the Head of Year.
- 8.5 Pupils exceeding the limit on the account must place funds in their account before attempting to make further purchases.
- 8.6 Pupils exceeding the limit on their account, on more than one occasion, will be reported to their Head of Year and parents informed. Disciplinary action will be taken on the 3rd and subsequent occasions.

9. Care of the school environment

- 9.1 Liquid white erasers should not be brought to school.
- 9.2 Chewing of gum is banned.
- 9.3 In the event of food or drink being spilled, pupils should report the matter to the duty teacher or the School Office in order that the spillage may be cleaned up.
- 9.4 All lunches should be eaten in the Dining Hall or Sixth Form Centre.

10. Behaviour

- 10.1 The Pupil Code of Conduct details expected behaviour and, as such, is an important component of Pupil Regulations.
- 10.2 Disciplinary sanctions will be employed in respect of pupils who are reported for misbehaviour in school, on the way to or from school, or during participation in Academy out-of-school activities.

The school reserves the right to employ the following disciplinary sanctions in response to breach of the Pupil Regulations and/or Code of Conduct:- verbal admonition, written imposition, lunch-time/after-school detention(s) (which will normally include completion of appropriate tasks), withdrawal from class, suspension and expulsion.

Regulations are kept under continual review and are therefore subject to change in order to ensure the welfare of all. It is expected that pupils will exercise goodwill in the interpretation of these regulations.

DISCIPLINE POLICY

Introduction

Positive discipline is a fundamental condition for the effective realisation of the school aims and objectives. The establishment of good standards of behaviour is a whole-school matter - a corporate responsibility of all staff and pupils in partnership with parents.

Aim

To promote an environment for the whole school community which is

- caring;
- safe and secure;
- pleasant to live and work in;
- conducive to effective teaching and learning;
- conducive to personal and social development, including the acquisition and maintenance of self-discipline.

Responsibilities of Pupils

Pupils are expected to be wholly co-operative and well-mannered, and also to show respect for themselves, others and the school, as outlined in the Code of Conduct.

Pupils are expected to abide by the Pupil Regulations, a copy of which is issued to all parents.

Responsibilities of Teaching Staff

Reaction is a prominent feature of discipline. Success in achieving the above aim depends on appropriate **proaction** and it is important to keep this to the fore.

Teaching Staff are expected to:-

Create and maintain a positive and effective learning atmosphere. Treat pupils with courtesy and respect.

Set an appropriate example to pupils in such matters as

- preparation and organisation;
- time-keeping;
- interpersonal relationships - being polite and considerate, refraining from sarcasm and belittling, being fair and consistent, praising more than blaming;
- classroom "housekeeping" - expecting and maintaining high standards.

State clearly the boundaries of acceptable behaviour and respond promptly and firmly to pupils who test these boundaries.

Ensure consistent, fair and firm application of Pupil Regulations and Code of Conduct.

Foster personal, social and academic development of pupils.

All members of staff have a role to play in trying to ensure that every pupil

- experiences some measure of success;
- has the opportunity to shoulder some responsibility.

Such experiences promote the development of self-esteem and self-discipline.

Intervene whenever and wherever pupil misbehaviour is witnessed.

Members of staff are expected to maintain pupil discipline both inside and outside the classroom. Disruptive and disorderly behaviour should not be permitted. The offending pupil(s) should be reprimanded and/or reported to the Head of Department (HOD)/Head of Year (HOY)/Vice-Principal/Principal according to the nature and seriousness of the offence.

Take bullying seriously. (See Anti-bullying policy.)

Responsibilities of SLT

SLT should provide support for staff to ensure that this policy is effectively implemented.

Procedures for dealing with pupil misbehaviour

In school, as in the family, admonition or reprimand is often both adequate and successful. However, for the more serious or repeated misbehaviour, a graded series of interventions and sanctions is available according to the context of the offence. It should be remembered that sanctions must always be just and fair. Their application should be prompt, consistent, and should result in defusing rather than escalating the situation.

Sanctions available to Class Teachers, HODS and HOYS are detailed in the Staff Handbook (Section D:1.2) and in the school interventions, escalating sanctions and guidance materials. A copy of these sanctions is available to parents on request.

Very serious offences or repeated misbehaviour will be brought to the attention of one of the Vice-Principals in charge of discipline and/or the Principal. The Principal may, after discussion with the parents and consultation with senior colleagues, implement the suspension of the pupil from school in accordance with the "Schools' (Suspension & Expulsion of Pupils) Regulations (Northern Ireland) 1995." The pupil's return to school will be permitted on the understanding that a further serious breach of regulations could, at the discretion of the Board of Governors, result in the total exclusion of the pupil from Ballymena Academy. Use may be made of a written contract.

It should be noted that, according to the seriousness of the offence, the Principal, acting on behalf of the Board of Governors, may set the exclusion procedure in train at whatever stage is thought most appropriate to meet the circumstances of the particular case.

CAREERS EDUCATION AND GUIDANCE

Ballymena Academy gives full recognition to the importance of Careers Education and Guidance as part of the general personal development of the pupil.

An integrated programme of Careers Education and Guidance aims to develop knowledge, skills and personal qualities which will enable pupils to manage their career development effectively - making informed choices at transition points - formulating and implementing personal career plans.

All pupils, throughout the key stages, follow a structured time-tabled programme of Careers Education taught by a team of nine Careers teachers. Using a variety of strategies and resources pupils are given an opportunity to develop knowledge and understanding of themselves; the world in which they live; the employment and career opportunities that are available so that they can effectively manage transition from school to adult life; further and higher education, employment and training.

Formal careers guidance interviews are an important component of the school's careers programme. All pupils at 'transition points' i.e. Years 10, 12 and 14, have the opportunities to benefit from careers interviews which are conducted in school by their careers teacher, and/or the Department of Employment and Learning (DEL) Careers Adviser. They are impartial, carefully planned and include advice focused on the career needs of individual pupils. Careers teachers and the Careers Adviser are available throughout the year for consultation.

Personal Career Planning is very much a central part of the school's Careers Education and Guidance Programme. This is a continuing and evolving process - introduced in Year 10 - involving documented self-awareness, decision-making, planning and research pertinent to the pupil's individual needs.

Many subjects have the potential to make valuable contributions to each pupil's general vocational development and emerging occupational interests. The cross-curricular components of careers which flow naturally and realistically from the content and methodology of each subject help pupils to appreciate the coherence of their total curriculum.

As an integral part of their Careers programme, pupils have ready access to a comprehensive range of careers information, including interactive computer programs and databases, on-line Internet Careers resources, catalogues, books, pamphlets and DVDs. It is held in a purpose-built careers suite comprising four interview rooms and a well-stocked careers library. All pupils have the opportunity to take advantage of the short term borrowing facility.

The careers programme is enhanced by purposeful links developed with staff from Further and Higher Education, the Department of Employment and Learning and employers. The Careers Adviser normally visits the school one day per week to conduct guidance interviews and contribute to careers lessons.

Careers information is supplemented by a careers convention and by visiting speakers from further and higher education (DEL) and occupations which reflect a full range of career interests of the pupils.

Pupils in Year 13 have the opportunity to spend time work shadowing which informs their decision-making in relation to their general vocational and specific occupational interests.

Throughout the Sixth Form pupils attend university and college open days.

In Year 10 parents are invited to an information evening about the options available for GCSE. In August, after the publication of GCSE results, Year 12 pupils and their parents are invited to discuss post-GCSE options with a careers teacher. A series of talks on Higher and Further Education informs parents of pupils in Year 13 about UCAS, CAO and other matters relating to tertiary education. Other opportunities to meet with careers teachers and the careers officer arise during Parents' Evenings and the Careers Convention.

GAMES PROVISION

Aim

In promoting and developing skills, fitness and enthusiastic participation, the school aims to develop excellence in a wide variety of sporting activities.

Thanks to the commitment, enthusiasm and expertise of the teaching staff, and indeed a number of involved parents and former pupils, the school is able to offer a wide and varied selection of sporting activities.

As part of the Curriculum throughout the school, physical education and general fitness are encouraged with P.E. and Games allocated at least three periods per week for all pupils in Years 8-14.

P.E. and Games develop fitness, overall co-ordination, perception and strategic awareness along with personal and social skills. The interests and needs of pupils are accommodated through a wide range of activities - indoor, outdoor, individual, team, competitive or purely recreational - each offering the opportunity for pupils to fulfil their potential. Although traditionally the major sports in Ballymena Academy have been hockey and rugby, ample opportunity is available to participate in and explore many other activities including Aerobics, Athletics (track or field), Badminton, Canoeing, Chess, Cricket, Cross-Country, Dance, Duke of Edinburgh Award Scheme, Fishing, Golf, Gymnastics, Netball, Showjumping, Soccer, Squash, Swimming, Table Tennis and Tennis.

Pupils are encouraged to develop a sense of loyalty and commitment to the school and those selected to represent the school, whether as individuals or as members of a team, are expected to make themselves available for training and matches, including those played on Saturdays.

On-site facilities

Ballymena Academy's own on-site facilities include two gymnasia, Minor Hall, three all-weather hockey pitches, two grass football pitches, six rugby pitches, three cricket squares, five tennis courts and three outside netball courts.

Off-site facilities

Pupils have opportunities to enhance their games skills not only in school but also at the Seven Towers Leisure Centre, Ballymena Rugby Club, Ballymena Ladies' Hockey Club, Ballymena and Antrim Athletics Club, Ballymena Tennis Club, Ballymena Cricket Club, Ballymena Swimming Club, Churches' League Badminton - depending on their specialism(s).

Sportsmark and Goldmark Awards

The school has been awarded the Sportsmark Award and the Goldmark Award in recognition of its outstanding progress in fulfilling sporting aims and the high level of commitment given to developing sport in partnership with the local community.

DRUGS EDUCATION POLICY: SUMMARY

Ballymena Academy recognises that the care, welfare and protection of all pupils is of central importance.

Curricular material is delivered as part of the Personal Social and Health Education programme (KS3) or Personal Development programme (KS4) or through Healthy Living Module 1 in Year 13 and enables pupils to make informed judgements and choices.

Above all, Ballymena Academy seeks to create a supportive and caring school environment through which confident and fulfilled pupils are unlikely to be tempted into drug misuse in wider society.

Aspects of drug education programme

Pupils develop their knowledge and understanding of the use, misuse, effects and risks of drugs and other potentially harmful substances. Legal implications are also considered.

Pupils' social skills are enhanced so that they may counter and resist those attempting to embroil them in drug-related activities.

Moreover, the school's Drugs Education Co-ordinator ensures that the teaching staff are fully conversant with initiatives and materials emanating from the Police Service, voluntary and statutory agencies.

Drugs Education Policy Document

The Drugs Education Co-ordinator will be pleased to explain to parents full details of the school's policies on the management of prescribed medicines in school; procedures related to the safe management of solvents in schools; procedures and personnel pertinent to an emergency drugs-related situation; procedures and sanctions specific to suspected drug misuse; obligations and procedures concerning possession or dealing of drugs on school premises.

These procedures are included in the overall Drugs Education Policy Document which is available to parents on request.

Inculcating Positive Attitudes and Behaviour

Those parents who wish to consult the main Drugs Education Policy Document will be reassured that Ballymena Academy seeks to inculcate attitudes and reinforce behaviours which will deter drug experimentation and abuse.

OTHER POLICY DOCUMENTS

The school has over 30 policy documents relating to a wide variety of aspects of school life including Child Protection, Special Educational Needs and Mobile Electronic Devices. Copies of individual policies are available on request.



Ballymena Academy

89 Galgorm Road
Ballymena
Co. Antrim
BT42 1AJ

Phone: 028 2565 2782/3
Fax: 028 2565 0855

Email: info@balacademy.ballymena.ni.sch.uk
Web: www.ballymenaacademy.org.uk