

METHODIST COLLEGE BELFAST



ANNUAL PROSPECTUS

2021-2022

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METHODIST COLLEGE BELFAST

Methodist College Belfast seeks to educate its pupils to take their place as young adults in society by providing a safe learning environment in which individual knowledge, capabilities, attitudes and standards of behaviour can be developed and mutual tolerance fostered. This prospectus provides detailed information about the day to day running of the College. Further information may be obtained on the College website or by contacting us using the contact details below.

Principal	Mr S Naismith MA, Dip Ed Leadership, PGCE
Chairman of Board of Governors	Rev Dr J Unsworth
Address	1 Malone Road Belfast BT9 6 BY
Contact details	Telephone: 028 90 205205 E-mail: principal@methody.org
Type of school	Voluntary Grammar Co-educational Day pupils Preparatory department
Age range of pupils	Secondary department: 11 - 18 Preparatory department: 3 - 11
Number of pupils (2020 - 21)	Secondary department: 1803 Preparatory department: 228
Attendance rate (2020-21)	96.7%
Capital Fee and College Fund	Parents/Guardians are responsible for the payment of a Capital Fee of £140.00 per annum. Parents/guardians are also asked to make a voluntary contribution to the College Fund. This voluntary contribution helps to support the educational and extra-curricular provisions within the College. The suggested contribution for session 2021-22 is £590.
School hours	Monday to Thursday: 8.45 - 15.15 Friday: 8.45 – 15.00
Lunch arrangements	School lunches are available from the Canteen. Hot food is also provided in the Deli Bar.
School holidays 2021-22	Autumn Term: 26 August - 17 December (Half Term: 25 - 29 October) Spring Term: 3 January – 8 April (Half Term: 14 - 18 February) Summer Term: 25 April - 30 June (May Day: 2 May) (Platinum Jubilee: 3 June)

AIMS and VALUES

Founded by the Methodist Church in 1865 the College is a non-denominational, co-educational grammar school, where pupils of all faiths and none are welcomed into a safe, supportive and inclusive environment.

We aim to provide equal opportunities for all and the diverse talents of each of our pupils are appreciated, nurtured and celebrated. The development of intellectual curiosity, critical debate, active and independent learning, and the pursuit of excellence are all valued.

Through curricular and extra-curricular activities we support and promote our belief in the importance of developing the whole child. Our pupils are encouraged to be enthusiastic, confident and tolerant young people, who have respect for themselves and for others.

At Methodist College we seek to:

- challenge, inspire and support our pupils as individuals to grow intellectually, personally and spiritually, and to achieve their potential;
- promote high academic standards and the development of diverse skills and capabilities through a variety of curricular and extra-curricular activities;
- encourage a questioning approach which searches for truth through reason, research and debate based on freedom of thought and expression;
- encourage creativity as a way of nurturing the human spirit and improving the quality of life;
- work for the benefit of the school and the local community, while promoting the concept of service to all communities, national and international;
- encourage environmental awareness, recognising our responsibility for the welfare of the planet;
- prepare our pupils to be responsible citizens and leaders, who respect the value of cultural diversity and our common humanity in a fast-changing and complex world;
- promote social justice and to counter prejudice and intolerance by encouraging mutual respect and understanding;
- provide opportunities for pupils to work together to develop an understanding of the importance of forgiveness, reconciliation, recognition and renewal in order that individuals, communities and society may flourish;
- recognise that learning is a life-long process by which we seek to gain not only qualifications but also humility and wisdom.

By the time they leave the College the pupils should be ready and able to contribute to society in the spirit of John Wesley's challenge to:

*"Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can."*

THE CURRICULUM

Junior School Curriculum Overview

In the first year, all pupils study a broad, balanced curriculum in un-streamed sets. The subjects currently offered are: Art, Drama, English, Food and Nutrition, French, History, Geography, History, Latin, Mathematics, Science, Technology, Food and Nutrition, Music, Religious Education, Information Technology, Games and Physical Education. Thereafter, other subjects e.g. German, Russian, Spanish and Classical Civilisation are available. Science is taught as three separate subjects, Biology, Chemistry and Physics, from Form 3 (Year 10). In addition, pupils follow a programme of Personal Development, Citizenship and Employability.

Middle and Senior School Curriculum Overview

At GCSE, we currently offer our pupils 30 courses to choose from. The majority of pupils are entered for 10 GCSE subjects: 7 from the core group of subjects and 3 chosen from the additional list.

The great majority of pupils continue into Sixth Form, to study 3 or 4 A Levels, selecting from the 32 courses on offer. Access to alternative AS and A Level courses is also available through other providers in the Local Area Learning Community. Opportunities to access enrichment courses completes the curriculum that provides our pupils with an excellent preparation for University and the world of work. More information on subjects offered is available on our website.

Interviews with Careers staff help pupils to make informed choices of GCSE and A Level subjects in relation to ability, performance, possible future occupation and place of further education or training.

Religious Education

Religious Education is taught to every pupil in the College through independent research, projects, discussions, developing analytical skills, use of ICT and reflective thought on key issues.

In Religious Education we aim to help pupils:

- Think for themselves, formulate and justify opinions on moral and religious issues;
- Explore matters of religious belief, including areas on which people of religion disagree;
- Gain knowledge of the Bible stories, centering on the life and teachings of Christ;
- Understand the beliefs and practices of religious traditions other than their own in an open-minded and tolerant way.

Further information about the arrangements for collective worship and Religious Education may be obtained from the Head of RE or the Principal's office.

Organisation of Classes

In general, the College policy is not to stream classes.

There is no streaming of pupils in Forms 1, 2 and 3.

In Forms 4 & 5, there is some banding in a small number of subjects.

In Forms L6 & U6, there is no streaming.

Homework

A homework timetable is drawn up for each Form; pupils in Forms 1-3 are normally expected to spend 1-1½ hours per evening doing homework while those in Forms 4-U6 should spend 2-2½ hours.

Each pupil is issued with a Homework Diary in which homeworks should be carefully noted down. Teachers may from time to time write comments for parents in the Homework Diary. Heads of Department formulate the departmental homework policy and ensure that homework is productive, structured and relevant to the course of study.

The College requirements with regard to the nature, length and frequency of homework must be observed.

CURRICULUM POLICY

1. The College recognises that pupils are entitled to a curriculum which not only meets the requirements of the Educational Reform Order (N.I.) 2007 and ensures progression, but is also characterised by breadth, balance, coherence, relevance and differentiation. These terms are defined as follows:

Breadth: a broad curriculum which brings pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, linguistic, literary, mathematical, moral, physical, scientific, social, spiritual and technological).

Balance: a balanced curriculum which ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence: a coherent curriculum which is planned as a whole and embraces the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

Relevance: a relevant curriculum which takes account of the previous learning of pupils, their readiness for new experience and the demands of the worlds of work and study after compulsory education.

Differentiation: a curriculum which has to satisfy two seemingly contradictory requirements. On the one hand, it has to reflect the broad aims of education which will hold good for all children, whatever their capabilities. On the other hand, it has to allow for differences between pupils of the same age and often within the same class. Differentiation involves matching tasks to pupils and balancing challenge with likelihood of success for each pupil. It implies a need for variation in teaching approaches and in classroom organisation.

2. The broad aims of the College are reflected in the curriculum which enables pupils to:

- grow intellectually, personally and spiritually, and to achieve their potential;
- attain high academic standards and develop diverse skills and capabilities through a variety of curricular and extra-curricular activities;
- adopt a questioning approach which searches for truth through reason, research and debate based on freedom of thought and expression;
- embrace creativity as a way of nurturing the human spirit and improving the quality of life;
- work for the benefit of the school and the local community, while recognising the concept of service to all communities, national and international;
- become environmentally aware, recognising our responsibility for the welfare of the planet;
- develop as responsible citizens and leaders, who respect the value of cultural diversity and our common humanity in a fast-changing and complex world;
- promote social justice and counter prejudice and intolerance by encouraging mutual respect and understanding;
- work together to develop an understanding of the importance of forgiveness, reconciliation, recognition and renewal in order that individuals, communities and society may flourish;
- recognise that learning is a life-long process by which we seek to gain not only qualifications but also humility and wisdom

3. The College promotes the view that the experience of learning should be enjoyable, challenging, stimulating, rewarding and confidence-building. It is the policy of the College to provide an enriched curriculum to all pupils offering, not only optional subjects as appropriate, but also a wide range of extra-curricular activities. Valuable learning experiences can take place outside the classroom and educational trips and visits which support and enhance pupils' learning are encouraged in accordance with the Educational Trips and visits policy.

4. The College is committed to meeting the needs of all learners as effectively as possible so that they can achieve their full potential. The SEN policy and Gifted and Talented policy give details on our approach to tackling underachievement and barriers to learning.

DETAILED CONTENT OF THE CURRICULUM

Key Stage 3 (Forms 1-3)

Pupils in Forms 1-3 follow the Northern Ireland Curriculum incorporating Assessment for Learning, Thinking Skills and Personal Capabilities and the Cross Curricular Skills across the Areas of Learning.

Table showing the subjects taught and the number of periods allocated per fortnight

SUBJECT	FORM 1	FORM 2	FORM 3
ENGLISH	7	7	6
MATHS	7	7	6
RE	3	3	3
GEOGRAPHY	4	4	4
HISTORY	4	4	4
SCIENCE	6	6	9
ART	3	3	3
FOOD AND NUTRITION	3	3	3
TECHNOLOGY	3	3	3
MOD LANG	5	4	4
EXTRA LANG*	3	4	4
PE	2	2	2
MUSIC	2	2	2
DRAMA	1	1	2
IT	1	1	0
LLW	2	2	1
GAMES	4	4	4
TOTAL	60	60	60

* The extra language in Form 1 is Latin for all pupils. In Form 2 pupils choose 2 languages from French, Spanish, German, Russian and Latin.

Key Stage 4 (Forms 4- 5)

Pupils will follow the Northern Ireland Curriculum. Detailed descriptions of all GCSE courses can be found in the Form 3 Course Information Booklet issued to pupils in Form 3 as part of their Employability / Careers programme

The majority of pupils are entered for 10 GCSE subjects. All pupils take English Language, English Literature, Mathematics, Religious Education and either 1,2 or 3 Sciences (Biology, Chemistry, Physics). Most students will take either a Modern or Classical Language. However, some will take LLW instead of the Language option.

Pupils can then choose from the following additional subjects

The additional subjects available are:

Art and Design	German
Business Studies	History
Classical Civilisation	Latin
Digital Technology (Multimedia or Programming)	Moving Image Arts
Drama	Music
Economics	Motor Vehicle Road User Studies
French	PE
Food and Nutrition	Politics
Further Mathematics	Russian
Geography	Spanish
Geology	Technology and Design

Other Examinations

Chinese, Arabic, Polish and Islamic Studies are offered for examination but are not taught. Pupils for whom English is not the first language may also enter for IGCSE English as a Second Language.

Key Stage 5 (Forms L6-U6)

The curriculum in the Sixth Form consists of:

3 (or 4) subjects chosen for A Level

Games (optional)

Enrichment Programme

Supervised Study

Tutorial Programme

In Lower Sixth, subjects which are modular consist of an AS Level with external exams at the end of L6th. All CCEA A Levels are modular and will count towards 40% of the final A Level Grade. Subjects which follow an English examination board specification are linear. For these subjects the AS is a separate qualification and as such will not count towards the final A Level grade at the end of U6th. Pupils taking linear courses will not be entered for the AS examination in these subjects.

Detailed descriptions of all AS/A2 courses offered and any specific entry requirements can be found in the "Sixth Form Courses Information Booklet 2021-22" given to all 5th Form pupils.

The Entitlement Framework

It is possible for a pupil to study a subject not on the list and not delivered by the College but offered by a school in the South Belfast Area Learning Community or by Belfast Metropolitan College. Such arrangements are made in consultation with the Entitlement Co-ordinator.

The academic requirements for entry into the Sixth Form are:

1. A minimum of 6 GCSE subjects at Grade 'C' or above (all taken by the end of Form 5.)
2. Students are expected to take 3 subjects to A Level. This means that a minimum of 3 B Grades and 3 C Grades at GCSE will be required for the majority of students to gain entry to Lower Sixth, including English Language and Mathematics.
3. Grade 'B' or above in each of the subjects to be taken at A level (or in a related subject if the A Level subject is first available at that level), unless otherwise stated in the subject choices booklet.
4. Students may request to take a 4th subject if they:
 - Intend to apply for a university course that requires 4 A Levels or
 - Intend to study Medicine, Veterinary Studies or Dentistry
 - Are studying Mathematics and Further Mathematics at A Level or
 - Have another compelling reason to study an additional subject.

Constraints on choice of optional subjects

While the College aims to offer pupils the widest possible choice of subjects, there may, on occasions, have to be some restriction. The financial viability of a course will be considered when deciding whether or not to offer it in a particular year. If a particular course is oversubscribed the College reserves the right to allocate the available places based on an assessment of the pupil's proven aptitude for the subject or area of study.

The non-examination package

This consists of:

- Games (2 periods)
- Enrichment Classes – (Arabic, Mandarin, Music, Philosophy, Innovation Team)
- Supervised study
- Tutorial (1 period): this encompasses areas such as Careers Education, Information and Guidance (CEIAG) and study skills.

Lower Sixth pupils will spend one week on Work Shadowing placement.

RELIGIOUS EDUCATION

Religious Education is taught to every pupil in the College through independent research, projects, discussions, developing analytical skills, use of ICT and reflective thought on key issues.

In Religious Education we aim to help pupils:

- Think for themselves, formulate and justify opinions on moral and religious issues;
- Explore matters of religious belief, including areas on which people of religion disagree;
- Gain knowledge of the Bible stories, centering on the life and teachings of Christ;
- Understand the beliefs and practices of religious traditions other than their own in an open-minded and tolerant way.

Further information about the arrangements for collective worship and Religious Education may be obtained from the Head of RE or the Principal.

Parents who wish to withdraw their child(ren), on grounds of conscience, from attendance at Religious Education classes or at collective worship (Article 21[5] of the 1986 Order) should contact the Principal in writing.

CAREERS

The Careers Service in the College has two functions: careers education and careers guidance. Throughout their time at Methodist College, pupils are provided with support and advice to help inform decisions about their future. Guidance on course choices is given to all pupils by a team of specially qualified staff. Before making GCSE choices in third year pupils are helped and encouraged to assess themselves, their character and abilities. This is followed up by interviews involving the pupils, parents, careers and other senior staff.

There is another opportunity for discussion with careers staff in the fifth year when appropriate courses in the sixth form are discussed. Booklets of guidance are issued and training is given in the use of computer databases of careers information. All of our sixth formers are given guidance and help in choosing a place of higher education or entering a profession. Support is also provided when GCSE and A Level results are published. Apart from these important times of decision, members of staff are always available for consultation or discussion.

Outside expertise is brought in as required and pupils are given experience in interview techniques from representatives of the media and business world and other professions. In addition, during the first year of the A Level course a short period of work shadowing is arranged for all our students.

Each year the College hosts a range of careers events, including a Law Conference, Medical Symposium and an Engineering Conference. Pupils also have the opportunity to visit the NI Higher Education Exhibition.

In recent years almost all Sixth Form leavers have proceeded to full-time education. Methody is the NI hub school for the Cambridge University HE+ programme and every year we prepare students for Oxford and Cambridge entrance.

Destination of school leavers	U6
Total number of leavers	263
Destination	
Higher Education, UK & abroad, including deferred entry	212
Higher Education, UK	203
Further Education	13
Gap Year	33
Employment	4
Other	1

Further information about the Careers Service may be obtained from Mrs A Stott.

ARRANGEMENTS FOR DISCUSSING EDUCATIONAL PROGRESS

Parents may contact the school at any time. The first point of contact should normally be the Tutor, though parents may also contact the Head of Form, the Head of Section or a Head of Department.

Teaching staff will make contact with parents, when necessary, following the internal reporting procedures in October and March, and in January and June after the internal examinations.

Consultation sessions with teachers are arranged each year for the parents of pupils in all Forms.

Parents of pupils in Forms 1-4 receive two formal reports per year. For pupils in Forms 5-U6, who sit public examinations in May and June, a formal school report is issued in February.

PASTORAL CARE

The College has a long tradition of commitment to pastoral care and places great emphasis on the moral and social welfare and development of our pupils as well as their intellectual, physical and cultural needs. The staff are aware of the concerns that may come from attending a large school and so everything possible is done to create a family atmosphere.

There is a close working relationship between the academic structure of the College and the members of staff involved in pastoral care as we believe that effective pupil support is dependent on the contribution of all members of staff. There is a **Vice-Principal** responsible for pastoral care together with a **Head of Pastoral Care and a team of teaching staff** involved in the Form System. A school nurse is on site to assist with pupils' medical issues.

Tutor groups meet each morning providing staff and pupils with the opportunity to establish a relationship which allows tutors to gauge the general welfare and demeanour of the children and young adults, to show interest in the progress, activities and achievements of individuals, to offer guidance and encouragement and to build a sense of community within the College.

The Pastoral Care system in the College plays a central role in reinforcing the ethos and general aims of the school and it contributes to an atmosphere in which all pupils are confident that they are cared for, valued and respected, and where they can receive the guidance and support necessary to reach their full potential. Further information may be obtained from Mrs A Logan or by clicking on the following link: <https://www.methody.org/beyond-the-classroom/educational-services-clone/pastoral-care>

LEARNING SUPPORT DEPARTMENT

At Methodist College, we strive to provide the highest possible standard of support for pupils with special needs. The Learning Support Department consists of a number of staff including our Learning Support Co-ordinator (LSCo), Deputy Learning Support Co-ordinator, Learning Support Mentors, classroom and general assistants and an on-site Sister. Our aim is to care for each pupil's specific requirements; these include educational, physical, behavioural, emotional and social needs. Each pupil is assigned a Learning Support Mentor whose job is to make the child feel included, comfortable and happy within the school environment, and to help them with any problems that may arise throughout the school day.

Each pupil with special needs will have an Individual Education Plan (IEP), detailing the specific areas in which the child requires help. The IEP is devised through consultations between the LSCo, teachers, parents, pupils and outside agencies relating to the child's individual requirements. The IEP is then given to each of the pupil's class teachers and to their Learning Support Mentor as a guide for helping the child in the most appropriate way.

The IEP is regularly reviewed in order to assess how the child is progressing throughout their school life and changes can be made when deemed necessary. The school prides itself on addressing unexpected circumstances and finding a way to accommodate the need. This includes access arrangements for examinations. With each individual we begin by identifying the problem, creating a tailored plan and ensuring they have access to the necessary facilities needed in order for them to flourish and reach their full potential in a safe environment. In order to be effective in doing this, our team liaises with a number of outside agencies.

ASSESSMENT AND EXAMINATIONS - ENTRIES AND OUTCOMES for 2020- 21

KS3 – due to Covid-19 there are no reported outcomes

%	A*	A*A	A*-B	A*-C
	9	9-7	9-6	9-4
UK	NA	28.9	NA	77.1
NI	14.9	40.5	62.0	89.1
MCB	36.7	66.8	87.0	98.7
Girls	43.5	76.1	93.2	99.6

GCSE Level Historical Comparison

	2018	2019	2020	2021
A*	25.2	26.1	27.9	36.7
A	35.1	35.5	36.6	30.1
B	24.0	19.4	21.4	20.2
C*	NA	9.5	8.7	6.7
C	12.4	6.0	4.6	5.0
A*A/9-7	60.3	61.6	64.5	66.8
A*-B/9-6	84.3	81.0	85.9	87.0
A*-C*/9-5	NA	90.5	94.6	93.7
A*-C/9-4	96.7	96.5	99.2	98.7

The number in brackets includes English and Maths.

10+A*A	22.2	24.9	32.0	32.0
7+ A*A	52.4	53.8	58.2	58.2
7+A*-B	79.8 (75)	74.9 (73.3)	80.6 (79.1)	83.6 (81.3)
7+A*-C*	NA	89.8	94.9	97.3
7+A*-C	96.4	95.3	97.6 (97.6)	97.3 (96.9)
5+A*-B	88.5 (81.7)	87.1 (80.0)	89.7 (86.6)	91.4 (86.3)
5+A*-C	99.2	98.0 (97.3)	99.2 (99.2)	99.2 (98.4)

GCSE Grade distribution 2021

	A*	A	B	C*	C	D	E	F	G	U	Total
all pupils	918 36.7	754 30.1	505 20.2	167 6.7	125 5.0	22 0.9	9 0.4	0 0.0	4 0.2	0 0.0	2504
boys	389 30.4	357 27.9	297 23.2	119 9.3	86 6.7	20 1.6	6 0.5	0 0.0	4 0.3	0 0.0	1278
girls	529 43.5	397 32.6	208 17.1	44 3.6	34 2.8	2 0.2	2 0.2	0 0.0	0 0.0	0 0.0	1216

Statistics for those entered for 5 or more GCSE's

	5+ A*	10+ A*/A	9+ A*/A	8+ A*/A	7+ A*/A	7+ A*/B	7+ A*/B inc En Ma	7+ A*/C*	7+ A*-C	7+ A*/C inc En Ma	5+ A*-B	5+ A*/B inc En Ma	5+ A*-C	5+ A*/C inc En Ma	total
all pupils	98 38.3	82 32.0	106 41.4	126 49.2	149 58.2	214 83.6	208 81.3	233 91.0	249 97.3	248 96.9	234 91.4	221 86.3	254 99.2	252 98.4	256
boys	41 31.1	34 25.8	45 34.1	51 38.6	61 46.2	101 76.5	97 73.5	115 87.1	125 94.7	124 93.9	116 87.9	107 81.1	130 98.5	128 97.0	132
girls	57 46.3	48 39.0	61 49.6	75 61.0	88 71.5	113 91.9	111 90.2	118 95.9	123 100.0	123 100.0	118 95.9	114 92.7	123 100.0	123 100.0	123
FSM	4 22.2	3 16.7	5 27.8	7 38.9	7 38.9	11 61.1	10 55.6	12 66.7	15 83.3	15 83.3	12 66.7	11 61.1	17 94.4	17 94.4	18
SEN	1 3.0	1 3.0	4 12.1	4 12.1	10 30.3	22 66.7	21 63.6	27 81.8	29 87.9	29 87.9	29 87.9	27 81.8	32 97.0	32 97.0	33

Cohort	256	100%
5 A*- B	234	91.4%
5 A* - B (incl English & Maths)	221	86.32%
7 A*- B	214	83.59%
7 A* - B (incl English and Maths)	208	81.25%

Distribution of Form 5 GCSE Grades by Subject for 2021

	A*	A	B	C*	C	D	E	F	G	U	Entries A*-C	Av Score	av. Score in all subjects
Art & Design	14	10	3	0	2	0	0	0	0	0	29	7.83	7.58
%	48.3	34.5	10.3	0.0	6.9	0.0	0.0	0.0	0.0	0.0	100.0		
Biology	70	55	52	14	17	2	0	0	0	0	210	7.14	7.37
%	33.3	26.2	24.8	6.7	8.1	1.0	0.0	0.0	0.0	0.0	99.0		
Business Studies	15	19	13	9	7	0	0	0	0	0	63	6.80	6.67
%	23.8	30.2	20.6	14.3	11.1	0.0	0.0	0.0	0.0	0.0	100.0		
Chemistry	73	64	27	15	5	0	0	0	3	0	187	7.47	7.57
%	39.0	34.2	14.4	8.0	2.7	0.0	0.0	0.0	1.6	0.0	98.4		
Class. Civilisation	8	2	6	0	1	1	0	0	0	0	18	7.22	6.74
%	44.4	11.1	33.3	0.0	5.6	5.6	0.0	0.0	0.0	0.0	94.4		
Design and Tech	18	14	11	6	8	0	3	0	0	0	60	6.68	6.77
%	30.0	23.3	18.3	10.0	13.3	0.0	5.0	0.0	0.0	0.0	95.0		
Economics	6	5	5	0	3	2	0	0	0	0	21	6.64	7.15
%	28.6	23.8	23.8	0.0	14.3	9.5	0.0	0.0	0.0	0.0	90.5		
English Language	59	97	77	18	3	0	0	0	1	0	255	7.15	7.34
%	23.1	38.0	30.2	7.1	1.2	0.0	0.0	0.0	0.4	0.0	99.6		
English Literature	78	72	68	32	4	0	0	0	0	0	254	7.19	7.34
%	30.7	28.3	26.8	12.6	1.6	0.0	0.0	0.0	0.0	0.0	100.0		
French	20	27	17	9	11	3	0	0	0	0	87	6.70	7.42
%	23.0	31.0	19.5	10.3	12.6	3.4	0.0	0.0	0.0	0.0	96.6		
Geography	21	39	17	7	3	0	0	0	0	0	87	7.25	7.27
%	24.1	44.8	19.5	8.0	3.4	0.0	0.0	0.0	0.0	0.0	100.0		
German	14	4	12	0	1	0	0	0	0	0	31	7.48	7.57
%	45.2	12.9	38.7	0.0	3.2	0.0	0.0	0.0	0.0	0.0	100.0		
History	37	30	10	5	3	3	0	0	0	0	88	7.55	7.20
%	42.0	34.1	11.4	5.7	3.4	3.4	0.0	0.0	0.0	0.0	96.6		
Home Economics	7	7	9	1	1	1	0	0	0	0	26	6.98	7.16
%	26.9	26.9	34.6	3.8	3.8	3.8	0.0	0.0	0.0	0.0	96.2		
Information Tech	10	12	6	5	2	0	0	0	0	0	35	7.11	7.38
%	28.6	34.3	17.1	14.3	5.7	0.0	0.0	0.0	0.0	0.0	100.0		
IT/Art	4	6	5	0	0	0	0	0	0	0	15	7.40	6.70
%	26.7	40.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0		
Latin	27	8	6	0	2	0	0	0	0	0	43	8.07	7.84
%	62.8	18.6	14.0	0.0	4.7	0.0	0.0	0.0	0.0	0.0	100.0		
Mathematics	110	94	31	5	12	0	2	0	0	0	254	7.71	7.33
%	43.3	37.0	12.2	2.0	4.7	0.0	0.8	0.0	0.0	0.0	99.2		
Maths Further	64	26	12	5	3	0	0	0	0	0	110	8.00	7.95
%	58.2	23.6	10.9	4.5	2.7	0.0	0.0	0.0	0.0	0.0	100.0		
Music	9	3	0	1	0	0	0	0	0	0	13	8.35	7.64
%	69.2	23.1	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	100.0		
Performing Arts	28	6	2	0	0	0	0	0	0	0	36	8.58	7.20
%	77.8	16.7	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0		
PSE	4	6	6	3	0	0	0	0	0	0	19	6.95	5.74
%	21.1	31.6	31.6	15.8	0.0	0.0	0.0	0.0	0.0	0.0	100.0		
Physics	72	52	31	6	11	0	0	0	0	0	172	7.55	7.57
%	41.9	30.2	18.0	3.5	6.4	0.0	0.0	0.0	0.0	0.0	100.0		
Politics	5	9	5	3	1	0	0	0	0	0	23	7.02	7.22
%	21.7	39.1	21.7	13.0	4.3	0.0	0.0	0.0	0.0	0.0	100.0		
Religious Studies	101	58	44	21	18	7	4	0	0	0	253	7.17	7.33
%	39.9	22.9	17.4	8.3	7.1	2.8	1.6	0.0	0.0	0.0	95.7		
Russian	3	1	4	0	0	0	0	0	0	0	8	7.31	7.80
%	37.5	12.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0		
Spanish	27	17	24	0	5	3	0	0	0	0	76	7.15	7.41
%	35.5	22.4	31.6	0.0	6.6	3.9	0.0	0.0	0.0	0.0	96.1		
Sport/PE	10	8	2	2	2	0	0	0	0	0	24	7.50	7.10
%	41.7	33.3	8.3	8.3	8.3	0.0	0.0	0.0	0.0	0.0	100.0		
Total	918	754	505	167	125	22	9	0	4	0	2504	7.34	
%	36.7	30.1	20.2	6.7	5.0	0.9	0.4	0.0	0.2	0.0	98.6		

AS Level results as a percentage of presentations

%	A	A-B	A-C	A-E
UK	35.9	59.8	79.0	89.9
NI	45.5	73.9	91.2	98.9
MCB	60.6	82.7	95.5	99.9

2021: 35 x 4 A passes = 13.2%	83 x 3+A passes = 31.3% of the year group
2020: 27 x 4 A passes = 10.3%	77 x 3+A passes = 29.4% of the year group
2019: 19 x 4 A passes = 6.9%	53 x 3+A passes = 19.2% of the year group

AS Level Historical Comparison

	2018	2019	2020	2021
A	44.0	42.3	52.5	60.6
B	24.1	24.1	25.8	22.1
C	18.2	17.7	15.3	12.8
A-C	86.3	84.1	93.6	95.5
A-E	95.8	92.6	99.9	99.9

Distribution of AS Grades

	A	B	C	D	E	U	Total
all	453	165	96	28	5	1	748
	60.6	22.1	12.8	3.7	0.7	0.1	
boys	202	83	42	17	2	0	346
	58.4	24.0	12.1	4.9	0.6	0.0	
girls	251	82	54	11	3	1	402
	62.4	20.4	13.4	2.7	0.7	0.2	

Levels of Attainment by Gender

	4+ A	3+ A	3+ A/B	3+ A-C	3+ A-E	2+ A-E	total
all	27	77	138	177	200	257	262
	10.3	29.4	52.7	67.6	76.3	98.1	
boys	8	34	62	84	98	123	124
	6.5	27.4	50.0	67.7	79.0	99.2	
girls	19	43	76	93	102	134	138
	13.8	31.2	55.1	67.4	73.9	97.1	

NB Due to the linear nature of the courses and the associated assessment system, pupils studying for English exam board A Levels are not presented for AS Level exams and are not included in these statistics.

Distribution of AS Grades by Subject for 2021

	A	B	C	D	E	U	entries A-E	Average score	av. Score in all subjects
Art & Design %	10 83.3	0 0.0	2 16.7	0 0.0	0 0.0	0 0.0	12 100.0	4.67	4.49
Biology %	66 62.9	24 22.9	14 13.3	1 1.0	0 0.0	0 0.0	105 100.0	4.48	4.54
Business Studies %	31 51.7	17 28.3	9 15.0	3 5.0	0 0.0	0 0.0	60 100.0	4.27	4.14
Chemistry %	56 62.2	21 23.3	9 10.0	4 4.4	0 0.0	0 0.0	90 100.0	4.43	4.70
Design and Tech %	14 66.7	5 23.8	2 9.5	0 0.0	0 0.0	0 0.0	21 100.0	4.57	4.22
Economics %	13 52.0	8 32.0	1 4.0	3 12.0	0 0.0	0 0.0	25 100.0	4.24	4.24
English Lit %	19 57.6	9 27.3	4 12.1	1 3.0	0 0.0	0 0.0	33 100.0	4.39	4.39
French %	3 50.0	1 16.7	1 16.7	1 16.7	0 0.0	0 0.0	6 100.0	4.00	4.43
Geography %	24 44.4	17 31.5	6 11.1	3 5.6	3 5.6	1 1.9	54 98.1	3.98	4.17
German %	8 72.7	2 18.2	1 9.1	0 0.0	0 0.0	0 0.0	11 100.0	4.64	4.75
Health & Social Care %	0 0.0	2 40.0	3 60.0	0 0.0	0 0.0	0 0.0	5 100.0	3.40	3.69
History %	30 55.6	17 31.5	7 13.0	0 0.0	0 0.0	0 0.0	54 100.0	4.43	4.47
Home Economics %	7 77.8	1 11.1	1 11.1	0 0.0	0 0.0	0 0.0	9 100.0	4.67	4.63
IT/Art %	5 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 100.0	5.00	4.54
Mathematics %	95 79.2	14 11.7	8 6.7	3 2.5	0 0.0	0 0.0	120 100.0	4.68	4.56
Music %	6 66.7	3 33.3	0 0.0	0 0.0	0 0.0	0 0.0	9 100.0	4.67	4.62
Physics %	32 55.2	8 13.8	13 22.4	4 6.9	1 1.7	0 0.0	58 100.0	4.14	4.52
Politics %	18 45.0	13 32.5	7 17.5	2 5.0	0 0.0	0 0.0	40 100.0	4.18	4.23
Religious Studies %	4 57.1	1 14.3	1 14.3	0 0.0	1 14.3	0 0.0	7 100.0	4.00	4.13
Science: Environmental %	5 38.5	2 15.4	4 30.8	2 15.4	0 0.0	0 0.0	13 100.0	3.77	3.46
Spanish %	7 63.6	0 0.0	3 27.3	1 9.1	0 0.0	0 0.0	11 100.0	4.18	4.41
Total %	453 60.6	165 22.1	96 12.8	28 3.7	5 0.7	1 0.1	748 99.9	4.38	

A2 Level

The following tables show the percentage of presentations achieving each grade.

%	A*	A*A	A*B	A*-C
UK	19.1	44.8	70.3	88.5
NI	15.8	50.8	79.84	94.6
MCB	30.8	67.0	85.0	94.2

2021: 129 pupils achieved 3+A*A (49.4% of the year group). 42 3+A*

2020: 94 pupils achieved 3+A*A (34.9% of the year group). 30 3+A*

2019: 64 pupils achieved 3+A*A (24.8% of the year group). 15 pupils achieved 3+A*

2018: 63 pupils achieved 3+A*A (24.8% of the year group). 12 pupils achieved 3+A*

A2 Historical Comparison

	2018	2019	2020	2021
A*	13.4	15.2	24.0	30.8
A(A*)	40.2	42.3	56.9	67.0
B	31.7	30.0	23.9	18.0
C	17.7	18.7	15.7	9.2
A*-C	89.6	91.0	96.5	94.2
A*-E	98.8	99.4	99.9	99.8
3+A*	4.7	6.2	11.2	16.1
3+A*A	24.8	25.6	34.9	49.4
3+A*B	52.0	55.0	62.1	71.6
3+A*C	76.4	81.0	89.2	82.8

Distribution of A2 Grades

	A*	A	B	C	D	E	U	Total
all	247	290	144	74	37	8	1	801
	30.8	36.2	18.0	9.2	4.6	1.0	0.1	
boys	105	134	70	39	23	5	1	377
	27.9	35.5	18.6	10.3	6.1	1.3	0.3	
girls	142	156	74	35	14	3	0	424
	33.5	36.8	17.5	8.3	3.3	0.7	0.0	

Levels of Attainment by Gender

	3+ A*	2+ A*	4+ A*/A	3+ A*/A	3+ A*/B	3+ A*-C	3+ A*-E	2+ A*-E	total
all	42	74	23	129	187	216	242	261	261
	16.1	28.4	8.8	49.4	71.6	82.8	92.7	100.0	
boys	21	30	14	55	81	95	111	123	123
	17.1	24.4	11.4	44.7	65.9	77.2	90.2	100.0	
girls	21	44	9	74	106	121	131	138	138
	15.2	31.9	6.5	53.6	76.8	87.7	94.9	100.0	

A2 GRADES 2021

	A*	A	B	C	D	E	U	entries A*-E	Average score	av. Score in all subjects
Art & Design	6	3	2	1	1	0	0	13	9.85	9.03
%	46.2	23.1	15.4	7.7	7.7	0.0	0.0	100.0		
Biology	35	26	16	6	4	0	0	87	9.89	9.79
%	40.2	29.9	18.4	6.9	4.6	0.0	0.0	100.0		
Business Studies	9	16	10	8	2	0	0	45	8.98	8.78
%	20.0	35.6	22.2	17.8	4.4	0.0	0.0	100.0		
Chemistry	24	46	16	7	2	0	0	95	9.75	10.35
%	25.3	48.4	16.8	7.4	2.1	0.0	0.0	100.0		
Classical Civilisation	0	2	0	0	0	0	0	2	10.00	8.25
%	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0		
Computer Studies	2	2	0	2	1	0	0	7	8.57	9.00
%	28.6	28.6	0.0	28.6	14.3	0.0	0.0	100.0		
Design and Tech	4	6	2	1	0	0	0	13	10.00	9.71
%	30.8	46.2	15.4	7.7	0.0	0.0	0.0	100.0		
Drama	3	6	4	1	0	0	0	14	9.57	9.16
%	21.4	42.9	28.6	7.1	0.0	0.0	0.0	100.0		
Economics	5	11	7	4	1	0	0	28	9.07	9.05
%	17.9	39.3	25.0	14.3	3.6	0.0	0.0	100.0		
English Lit	14	7	7	1	1	0	0	30	10.13	9.76
%	46.7	23.3	23.3	3.3	3.3	0.0	0.0	100.0		
French	3	5	4	0	2	0	0	14	9.00	9.60
%	21.4	35.7	28.6	0.0	14.3	0.0	0.0	100.0		
Geography	5	20	7	2	3	2	0	39	8.82	9.38
%	12.8	51.3	17.9	5.1	7.7	5.1	0.0	100.0		
German	1	4	0	1	0	0	0	6	9.67	10.00
%	16.7	66.7	0.0	16.7	0.0	0.0	0.0	100.0		
HSC	0	5	3	3	0	0	0	11	8.36	8.75
%	0.0	45.5	27.3	27.3	0.0	0.0	0.0	100.0		
History	12	20	7	7	3	0	0	49	9.27	9.42
%	24.5	40.8	14.3	14.3	6.1	0.0	0.0	100.0		
Home Economics	5	3	3	2	1	0	0	14	9.29	9.48
%	35.7	21.4	21.4	14.3	7.1	0.0	0.0	100.0		
ICT	1	1	1	1	0	1	0	5	7.60	7.20
%	20.0	20.0	20.0	20.0	0.0	20.0	0.0	100.0		
IT/Art	3	1	0	1	0	0	0	5	10.40	9.86
%	60.0	20.0	0.0	20.0	0.0	0.0	0.0	100.0		
Mathematics	45	52	16	4	3	2	0	122	10.07	9.90
%	36.9	42.6	13.1	3.3	2.5	1.6	0.0	100.0		
Maths Further	16	5	1	1	1	0	0	24	10.83	10.87
%	66.7	20.8	4.2	4.2	4.2	0.0	0.0	100.0		
Music	3	2	0	0	0	0	0	5	11.20	10.67
%	60.0	40.0	0.0	0.0	0.0	0.0	0.0	100.0		
Physics	24	18	12	9	0	1	1	65	9.54	10.13
%	36.9	27.7	18.5	13.8	0.0	1.5	1.5	98.5		
Politics	3	6	6	3	1	0	0	19	8.74	8.47
%	15.8	31.6	31.6	15.8	5.3	0.0	0.0	100.0		
Psychology	7	4	7	4	6	1	0	29	7.93	8.07
%	24.1	13.8	24.1	13.8	20.7	3.4	0.0	100.0		
Religious Studies	2	8	3	1	4	1	0	19	8.00	8.17
%	10.5	42.1	15.8	5.3	21.1	5.3	0.0	100.0		
Russian	2	0	0	0	0	0	0	2	12.00	12.00
%	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0		
Science	0	1	1	0	1	0	0	3	7.33	7.33
%	0.0	33.3	33.3	0.0	33.3	0.0	0.0	100.0		
Science: Environmental	2	5	5	1	0	0	0	13	9.23	8.53
%	15.4	38.5	38.5	7.7	0.0	0.0	0.0	100.0		
Geology	1	2	1	1	0	0	0	5	9.20	9.07
%	20.0	40.0	20.0	20.0	0.0	0.0	0.0	100.0		
Spanish	10	3	3	2	0	0	0	18	10.33	9.72
%	55.6	16.7	16.7	11.1	0.0	0.0	0.0	100.0		
Total	247	290	144	74	37	8	1	801	9.52	
%	30.8	36.2	18.0	9.2	4.6	1.0	0.1	99.9		

CLUBS AND SOCIETIES OFFERED IN THE COLLEGE

The College encourages all pupils to be actively engaged in extra-curricular clubs, society and sports. Getting involved helps to enhance their mental and physical well-being, and allows them to develop the characteristics, skills and dispositions that will serve them well in their adult lives.

Our staff put a considerable amount of time and effort into providing a range of opportunities for pupils to extend their learning and experience beyond the classroom and the curriculum and value the benefits that this brings. It should be noted that the provision of a particular activity is dependent on the availability of suitably experienced and qualified staff as well as access to appropriate facilities.

EXTRA CURRICULAR: Afro-Caribbean Society, Arabic Club (Junior), Art Club (Junior), Astronomy Club, Biology Society, Birdwatching Society, Book Group (Senior), Chess Club, Christian Union (Junior and Senior), Christians in Sport, Classics Society (Junior and Senior), Community Service Group, Computing Club, Computer Assisted Design Club, Debating Society (Junior and Senior), Dramatic Society (Junior and Senior), Duke of Edinburgh Award Scheme, Earthquake Club, ECO Society, Electronics Club, Entertainments Group, Environment Society, Equestrian Club, Earthquake Club, Film Club, French Club, Geography Society, Geology Society, Hewitt Society (Junior and Senior), India Society, Law Society, Bar Mock Trial (Junior and Senior), LGBTQ+ Society, MCB News Team, Model United Nations, Modelling Club, Moneybox Committee (charities), Natural History Film Club, Politics Club, Psychology Society, Robotics Club, Romania Society, Russian Club (Junior and Senior), Science Club (Junior), Sentinus Engineering, Sewing Club, Technology Club, Young Enterprise

MUSIC: Chapel Choir, Junior Choir, Junior Singers, Girls' Choir, Senior Choir, Band, Junior Orchestra, Senior Orchestra, Irish Traditional Group, Jazz Band Junior, Music Club Lunchtime Recitals (open to all musicians).

SPORTING: Athletics, badminton, basketball, cricket, cross-country, dance team, football, golf, hockey, netball, rowing, rugby, squash, swimming, tennis, water polo.

Pupils are also encouraged to engage in supra-mural activities such as Linguistics, Mathematics, Chemistry and Physics Olympiads, French & German Debating, Chinese (Mandarin), Philosophy, Salters Sterling Outreach, Generation Innovation and the Cambridge University Higher Education+ project.

Before School Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Music	Girls' Choir Forms 4 – U6 8.30 – 9.10am G22 (LVR)	Senior Choir Forms 4 – U6 (Full) 8.30 – 9.10am F9 (RMC)	The Band Forms 1 – U6 8.30am G22	Senior Choir Forms 4 – U6 (Boys) 8.30 – 9.10am F9 Girls' Choir Forms 4 – U6 8.30 – 9.10am	Jazz Band All Forms 8.25am G22 Junior Choir Forms 1 – 3 8.30 – 8.55am F9 (LVR)
Sports	Swimming Club Forms 1 – U6 Swimming Pool 8 – 8.40am Boys' Senior Rowing Forms 5 – U6 7am Training FR (NGT) Girls' Rowing Training 7.30am SH (EM)	Senior Rugby Training Forms 5 – U6 LG (NKW/SEL/TC) Swimming Club Forms 1 – U6 Swimming Pool 8 – 8.40am Girls' Rowing Training 7.30am FR (EM)	Swimming Club Forms 1 – U6 Swimming Pool 8 – 8.40am	Senior Rugby Training Forms 5 – U6 LG (NKW/SEL/TC) Swimming Club Forms 1 – U6 Swimming Pool 8 – 8.40am Boys' Senior Rowing Forms 5 – U6 7am Training FR	Swimming Club Forms 1 – U6 Swimming Pool 8 – 8.40am Girls' Rowing Training 7.30am FR (EM)
Clubs/Societies	Romania Society (Break-time) L6 Students M3 (APG)	Chemistry Clinic Forms 1 – U6 S1, 8 – 8.40am (MRJD)		Chemistry Clinic Forms 1 – U6 S1, 8 – 8.40am (MRJD)	

PP Pirrie Park/**SH** Sports Hall/**LG** Large Gym/**FR** Function Room

Lunchtime Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Arts			Junior Debating Society Forms 1 – 4 (Alternate weeks)	Hewitt Society Creative Writing L6 & U6 M1 (SMW)	
Music	Jazz Band All Forms G22	Chapel Choir Forms 4 – U6 1.25 – 1.50pm Chapel/G1 (RMC)	Recorder Group Forms 1 – U6 1.20pm G1	Chapel Choir Forms 4 – U6 1.25 – 1.50pm Chapel/G1 (RMC)	Lunchtime Recital Chapel of Unity 1.20 – 1.40pm
Sports			U12 Rugby Training 1.15 – 1.50pm	U14 Girls' Hockey Training SH 12.20 – 12.45pm	U15 Medallion Rugby Training SH
Clubs/ Societies	Pupil Librarian All Forms (Form 1 after Easter) Rota Basis Library (EP) Young Enterprise L6, B4 (EAL & JAL) Form 1 Russian Club E4 (AAK) Geology Society Forms 1 – U6 L4 (KP) Modelling Club All Forms T2/T3 (NGT/JLM) Engineering Education Scheme Form L6 T1/T2 (JLM) L6 Study Clinic C8 & N9 (KEM/RPC/C GM) Greek Club	Pupil Librarian All Forms (Form 1 after Easter) Rota Basis Library (EP) Young Enterprise L6, B4 (EAL & JAL) Entertainments Group Meeting All Forms 1.30pm J1 (JVB) Chess Club Forms 1 – U6 E2 (MJD) Environmental and Conservation Organisation (ECO) Forms 1 – U6 N2 (FAQ/CWF) Natural History Society Forms 1 – U6 (One Tues per half term) N2 (FAQ/CWF)	Pupil Librarian All Forms (Form 1 after Easter) Rota Basis Library (EP) Young Enterprise L6, B4 (EAL & JAL) Technology Club Forms 1 – 3 T5 (BRB) Form 1 Drop-in Centre F6 (Assistant L6 Prefects) MUN N2 (NMR) BT Young Scientist Team (Sep – Dec) N2 (FAQ)	Pupil Librarian All Forms (Form 1 after Easter) Rota Basis Library (EP) Young Enterprise L6, B4 (EAL & JAL) Russian Junior Homework Club Forms 2 & 3 E4 (TNM) L6 Study Clinic C8 & N9 (KEM/RPC/C GM) Psychology Society Forms 4 – U6 K6 (GMK/LDW) Form 1 Drop-in Centre F6 (Assistant L6 Prefects) India Society K4 (GMK/PDK/LDW)	Pupil Librarian All Forms (Form 1 after Easter) Rota Basis Library (EP) Young Enterprise L6, B4 (EAL & JAL) Modelling Club All Forms T2/T3 (NGT/JLM) Senior CU L6 & U6 G1 (GMK/SNL/SEL) Form Council (Meet twice a term as announced with H.O.F.) School Council (Meet each term in Boardroom with HM, VP & Head of

PP Pirrie Park/SH Sports Hall/LG Large Gym

After School Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Arts		Junior Art Club Forms 1 – 3 3.45 – 4.30pm (until Easter)		MCB News Team Forms 1 – U6	
Music	Senior Orchestra Forms 4 – U6 3.45 – 4.45pm Whitla Hall	Girls' Choir Forms 4 – U6 3.45 – 4.45 Chapel/G22 (LVR)			Chapel Choir Forms 4 – U6 3.30 – 4.45pm Chapel/G1 (RMC)
Sports	Senior Rugby Training Forms 5 – U6 PP (NKW/SEL/TC) Girls' Volleyball Forms 4 – U6 4 – 5.15pm SH Boys' Volleyball Forms 5 – U6 4 – 5.15pm SH (NW) U13 Rugby U13A & BXV's Bottom Quad 3.10 – 5pm (MRJD/A PG) Boys' Senior Rowing Forms 5 – U6 3.30pm Training	Boys' Senior Rowing Forms 5 – U6 3.30pm Weights Training LG (NGT) U14 Rugby Training 3.20 – 4.30pm Bottom Quad (THC) U12 Rugby Training 3.30pm – 5pm Deramore/PP (DW/IKG/AHW) U14 Girls Hockey 4.00 – 5.15pm Deramore (CO)	Netball Forms 1 - 3 3.30 - 5pm SH (CAH) Forms 4 – 6 4 – 5pm SH Kayak Club Form 2 (Forms 3 & 4 in summer term) 3.15 – 4.30pm SP (SM/JEM/LFH) Boys' Senior Rowing Forms 5 – U6 3.10pm Rowing @ Boathouse (NGT) Junior Boys' Hockey 4.00 – 5.00pm Deramore (RM/CDM)	Senior Rugby Training Forms 5 – U6 PP (NKW/SEL/TC) Boys' Senior Rowing Forms 5 – U6 3.30pm Weights Training LG (NGT) Medallion Rugby Training Bottom Quad/Grass/SH 3.20 – 5pm (CGM) Senior Boys' Hockey Deramore 4 – 6pm (CJW/SL) U15 Girls' Hockey 4 – 5.15pm	Ski Lessons Forms 4 – L6 (for beginners travelling on Senior Ski Trip) Craigavon Golf & Ski November only Badminton Club All Forms (Rota) 3.30 – 4.30pm SH (LDW/TNM/JG W) Boys' Senior Rowing Forms 5 – U6 3.30pm Rowing @ Boathouse &
Clubs/Societies	French Debating Team L6 & U6 3.30 – 5pm E1 (Differing times of year) Duke of Edinburgh	Duke of Edinburgh (Day Varies) Form L6 K4 (PEH) Bar Mock Trial L6 & U6, 3.45 – 5.30pm F8/F9/Drama		Senior Debating Forms 5 – U6 K2 (BD/WML) Bar Mock Trial L6 & U6, 3.45 – 5.30pm F8/F9/Drama Studio (Sep – Nov) (JEM)	Russian Circle Middle & Senior School (Spring & Summer Terms) SH (TNM)

PP Pirrie Park/SH Sports Hall/LG Large Gym/SP Swimming Pool/FR Function Room

CONTRIBUTION TO THE LOCAL AND GLOBAL COMMUNITY

Those pupils involved in the range of charitable works of the school learn the value and impact of service to others. They use communication skills to convince others to donate to their cause and then give of their time to visit and support projects in Belfast, India and Romania. They learn about overcoming adversity, the importance of perseverance and how to put their own problems into perspective.

Moneybox is a charity group within the College which organises a range of different events throughout the year, from which all proceeds go to various charities chosen by the Moneybox Committee.

The **Entertainments Group** is open any budding performers – dancers, singers, actors, musicians etc. in the College. The group stages concerts at the end of each term in day centres.

The **Community Service Group** is a timetabled option for pupils in Sixth Form who can choose it in lieu of doing Games on a Wednesday afternoon.

Pupils are placed in various locations. Examples of work undertaken by pupils include:

- helping with Cubs and Brownies in a local special school;
- helping in classrooms with special needs pupils in a local special school;
- helping with old people receiving day care in a Belfast day centre;
- assisting in charity shops and offices around this area;
- until recently, working with old people in two local hospitals.

The **College India Society** raises money to help the ASHA Slum Project in Delhi. The Society meets on Thursdays at lunchtime in K4. Main activities include:

- Planning fundraising for ASHA
- Making cards using designs provided by the women in the slums
- Finding out more about India and the work of ASHA in the slums.

Every two years a group of students and teachers go to India to help with the Project.

Romania Society: Methody has been involved in a project with the charity **School Aid Romania** from 1990 and each year a group of students and staff from the College go to Romania to visit some of the projects. These include orphanages, an Old Peoples' home, TB hospital, a school for the deaf and care homes for children with disabilities. This is a cross-community project and we work closely with St Patrick's College in Maghera and Ballyclare High School.

Salters Sterling Outreach project.

The College is involved with RBAI and Victoria College in an outreach project with three Primary Schools in the Sandy Row/Village area, initiated by Dr Salters Sterling and Senator Martin McAleese. The aim is to promote an appreciation of the value of education and its' role in enhancing opportunity. By growing Community self-confidence, extending the range of life-time options for individuals and encouraging community leaders to continue the journey away from violence, through peace, to reconciliation, it will hopefully bring cultural and economic benefits to the area.

FACILITIES

Sports Hall (38m x 22m) – opened in 1995 by Sir Roger Bannister this superb facility can accommodate up to three P.E. classes at the one time by separating the hall with full width curtains.

The hall incorporates:

6 Badminton Courts; 3 Practice Basketball Courts; 1 Full Size Basketball Court; 3 Practice Volleyball Courts; 1 Full Size Volleyball Court; 1 Full Size Netball Court; 2 Indoor Cricket Nets.

2 Fitness Suites/Weights Rooms – Located in the Sports Hall complex these facilities contain a range of modern cardio vascular and resistance weight stations.

Swimming Pool (25m x 10m x 1m) – an excellent purpose built teaching facility used for curricular PE and Swimming Club.

1 multi-purpose quadrangle – used for curricular PE and after school practices.

1 multi-purpose grass area – used for curricular PE and after school practices.

1 large gymnasium (21m x 14m) – used for curricular PE, including gymnastics, dance and aerobics as well as after school clubs.

1 multi-purpose indoor area – shared with Drama and Music and also used for dance.

Off School Sites

Pirrie Park (Playing Fields) – located 3 miles from the College and set in approximately 38 acres. Pirrie is used five afternoons per week for timetabled games as well as extra-curricular practices and Saturday morning fixtures. The facility currently comprises:

9 Rugby pitches (5 Full size); 1 Floodlit Training area/Soccer Pitch for Preparatory Department; 2 Hockey pitches (gravel) which converts into a 300m Athletic track; 6 Netball courts; 11 Tennis Courts; 2 Cricket pitches (1 artificial/grass square); 2 Cricket Nets; 3 separate changing facilities including the David Wells Pavilion opened in 2008.

Deramore Park – located 2 miles from the College, Deramore accommodates our full size Astro turf Hockey pitch which is used for timetabled games, after school practices and Saturday morning fixtures.

Boathouse – built in 2005 this excellent facility is home to our considerable fleet and is used for rowing during curricular games time, before/after school and Saturday mornings.

Other Off School Facilities Used

Belfast Boat Club – Squash and Tennis

- Mary Peter Track – Athletics
- QUB PEC/Olympia Leisure Centre – Netball
- QUB – ‘DUB’ Astro turf Pitch – Hockey
- Ashfield Girls School - Hockey
- Ormeau Park - Soccer



PARENTS TEACHERS ASSOCIATION

The PTA in Methodist College exists to encourage parents and guardians, through social and educational events, to enter more fully into the life of the School; to support the College in keeping them up-to-date on the status of grammar schooling in the Province; and, in the face of increasing Government cutbacks, to make sure that parents and other interested friends and bodies are aware of the School's financial needs.

The PTA holds an annual welcome evening to provide an opportunity for parents new to Methody to meet other parents and to find out a bit more about the history of the College.

Follow this link for more details: <https://www.methody.org/fundraising-alumni/methody-collegians>

METHODIST COLLEGE BELFAST

1 Malone Road

Belfast BT9 6BY

Telephone No: 028 9020 5205**E-mail:**

info@mcb.belfast.ni.sch.uk

Web-site: www.methody.org**Principal:** Mr S Naismith MA**Chair of Board of Governors:** Rev Dr J Unsworth**Voluntary Grammar School****Co-****Educational Non-****Denominational****Age Range:** 11-18**Admission No:** 240**Enrolment No:** 1810**OPEN EVENING INFORMATION**

Due to Covid-19 restrictions, the College will be holding a virtual Open Evening and information will be posted on the College website.

CAPITAL FEE: £140 per annum.

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS TO THE SCHOOL

The responsibility for selecting applicants for places on the basis of the following criteria is delegated by the Board of Governors to an Admissions Sub-Committee, which includes the Principal. These criteria have been approved by the Board of Governors of Methodist College Belfast (referred to herein as 'the College', see note 3 below for further explanation). Any reference herein to the term the Board of Governors includes any Committee or Sub-Committee appointed by the Board of Governors for the purposes of applying the Admission criteria set out herein.

ADMISSIONS POLICY

ADMISSIONS CRITERIA FOR ENTRY TO FORM 1 (YEAR 8) 2022 – 2023

Section 1. Introduction:

- 1.1 The Governors of Methodist College Belfast intend to apply academic criteria to the applications received and so will accept the score awarded by AQE in the Common Entrance Assessments. If only one assessment was taken because of illness, self-isolation or other unforeseen circumstances, a claim under Special Circumstance should be submitted, which should include the raw score for the AQE paper sat along with additional evidence of academic ability. The Board of Governors will also give due consideration to other claims for Special Circumstances or Special Provisions as explained in Section 3 and Section 4 of this policy.

The candidate number and the score in the AQE CEA should be entered in the online post-primary Transfer Application. Parents/guardians must also upload the notification of the result issued by AQE to their child's online post-primary Transfer Application.

The score awarded in the AQE CEA will be used as follows:

Applicants will first be placed in rank order based on their results in the CEA. Higher scores will precede lower scores. Applicants will then be sub-divided into bands of 5 marks. All applications will be carefully considered, and any claim for Special Circumstances or Special Provisions will be given due weight using the process outlined in sections 3 and 4 below. The 5 mark bands the College uses for admission purposes are as follows:

Band	Score
1	125 +
2	120 – 124
3	115 – 119
4	110 – 114
5	105 – 109
6	100 – 104
7	95 – 99
8	90 – 94
9	85 – 89
10	80 – 84
11	75 – 79
12	70 – 74
13	65 – 69
14	60 – 64
15	55 – 59
16	50 – 54
17	45 – 49
18	40 – 44
19	35 – 39
20	30 – 34
21	25 – 29
22	20 – 24
23	15 – 19
24	10 – 14
25	5 – 9
26	0 - 4

1.2 Applicants who will be resident in Northern Ireland at the time of their proposed admission to the College will be selected for admission before any such applicants not so resident.

1.3 The number of places available is limited to the admissions number set by the Department of Education for Northern Ireland; this is currently 240 places. **The cut-off for admission will therefore be the 240th place.**

Section 2. The admissions criteria will be applied in the following order:

2.1 Those applicants in the bands down to and including the 240th place based on the applicant's performance in the AQE Common Entrance Assessment

In the event of over-subscription in the band containing the 240th place then the following sub criteria will be applied in order:

2.2 Applicants who are entitled to Free School Meals (FSME) (see note 1 below for further explanation);

2.3 The children of Methodist Ministers in accordance with the terms of the Methodist College Act (see note 2);

- 2.4 Present members of the College in its Preparatory Department (see note 3);
- 2.5 Those with sibling(s) who is/are at present enrolled in the Secondary Department of the College or has/have already been offered a place;
- 2.6 The remaining applicants.
- 2.7 If after applying all sub criteria (an applicant may have more than one sub criterion e.g. criterion 2.2 and criterion 2.5 and would be placed ahead of an applicant with 2.2 only), the number of applicants in any of the above groups within each category exceeds the remaining number of places available, the applicants will be further ranked for acceptance on the basis of a computerised random selection process. (see note 4 below for further explanation).

If, following the application of criterion 2.1, all the available places have not been filled, the College will consider for admission any pupils without a CEA. Allocation of these remaining places will be made by applying criteria 2.2 to 2.7.

Section 3. Procedure for Special Circumstances:

- 3.1 Methodist College has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE Common Entrance Assessment (CEA) and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note, if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted, the College may take into account the fact that the applicant was granted Special Access arrangements for those matters.

Parents who wish to apply to the College under Special Circumstances should complete Form SC22 obtainable from the College or AQE, and upload it with appropriate documentary evidence to the online post-primary Transfer Application. It is the responsibility of the parent to provide the evidence as detailed in Form SC22.

- 3.2 Details of Medical or Other Problems

Where it is claimed that an applicant's performance in the CEA has been affected by a medical or other problem, it is the responsibility of the parents to set out in the Form SC22 precise details of the problem and upload evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the applicant only at the time of the CEA, the College will give greater weight to evidence that the applicant was examined by a medical practitioner in relation to the illness at the time of the assessment.

Where the problem is of a non-medical nature the parents should upload appropriate evidence.

It should be noted that in all cases independent evidence will carry greater weight.

- 3.3 The following Educational Evidence will be considered:

- 3.3.1 The score awarded in the AQE Common Entrance Assessment, if any.
- 3.3.2 The results for the applicant of any standardised tests conducted in Year 5, Year 6 and Year 7, with the exception of diagnostic tests which will not be accepted, and the results in any end of year tests in English and mathematics in Years 5 and 6 (see note 5 below).
- 3.3.3 The results (without names) for other pupils in the applicant's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7, the results in any end of year tests in English and mathematics in Years 5 and 6, and where available, the respective AQE CEA scores.
- It is the responsibility of the parent to provide the educational evidence. Where such information is unavailable for good reason, the Governors reserve the right to make a decision based on the information available.
- 3.4 A panel appointed by the Governors will consider the application for Special Circumstances. Where Special Circumstances are accepted, the panel will determine, on the basis of the information available, a band for the applicant. [In coming to its decision the panel will use whatever data it deems appropriate and helpful in forming a judgement. This may include comparative and historical data.](#) Such applicants will then be considered with all other applicants who have received a CEA score and the admissions criteria applied.

Section 4. Procedure for Special Provisions:

4.1 Special Provisions will apply for:

- a) children whose parents wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;
- c) children, entered for the AQE Common Entrance Assessments, who because of unforeseen and **serious** medical or other problems were unable to participate in the Common Entrance Assessment.

It is expected that all those seeking admission should sit the AQE CEA, with the exception of those applicants who take up residence in Northern Ireland after the start of Year 7.

Parents who wish to apply to the College under Special Provisions should contact the College as soon as possible. In addition, they should complete Form SC22, obtainable from the College or AQE, stating the precise reason why they believe the applicant is eligible for consideration under Special Provisions and provide appropriate independent documentary evidence, including any educational evidence as detailed under Special Circumstances above and that might assist the panel to determine an appropriate score. A copy of the Form SC22 and all the documentary evidence should be uploaded to the online post-primary Transfer Application.

For those pupils whose parents wish them to transfer from schools outside Northern Ireland, applications for Special Provisions should be received by the College by 9 March 2022. (see note 6 below).

4.2 A panel appointed by the Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:

- a) The College will consider any assessment information, with the exception of diagnostic test results, and may choose to assess the applicant's ability in English, mathematics, verbal reasoning and non-verbal reasoning.
- b) A panel appointed by the Governors will determine, on the basis of the information available, a band for the applicant. [In coming to its decision the panel will use whatever data it deems appropriate and](#)

[helpful in forming a judgement. This may include comparative and historical data.](#) Such applicants will then be considered with all other applicants who have received a CEA score and the admissions criteria applied.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's online Transfer Application.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LIST POLICY

Should a vacancy arise after 21 May 2022 all applications for admission to Form 1/Year 8 that were initially refused, new applications, and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2023. Should a place become available for your child by this method, the College will contact you. Your child's name will be automatically added to the list. Please contact the College if you wish your child's name to be removed from the list.

Notes:

1. "entitled to Free School Meals" will mean pupils who are listed on the Education Authority register as entitled to Free School Meals at the date on which their parent or guardian has completed their online post-primary Transfer Application, or at any date up to and including 9 March 2022, no later than 4 pm.
2. Methodist Ministers must be in full connexion with the Methodist Church in Ireland and provide verification from the General Secretary of the Methodist Church in Ireland.
3. The College has two constituent parts: the Preparatory Department and the Secondary Department.
4. The random selection process referred to in criterion 2.7 above is carried out by means of a computer program which, for each applicant, generates a random number. The result, for any given applicant, is not affected by the details of any other applicant. Applicants with the lowest random number will be given places up to the number of places available. The operation of the process will be independently monitored by the Senior Vice Principal or a Vice Principal if the Senior Vice Principal is unavailable.
5. Parents can obtain information about the educational attainment of their child by contacting or writing to the Primary School Principal. Parents are entitled as of right to such information. In the unlikely event that this information is not forthcoming further advice can be obtained from the Information Commissioner's Office. A link to this advice can be found in the Admissions section of the College website.
6. The parents of pupils who wish them to transfer from schools outside Northern Ireland, must complete the online Transfer Application process, in advance of the Transfer Office deadline of 9 March 2022, no later than 4 pm, beyond which any new/additional preferences received by the Transfer Office will not be processed until after 21 May 2022.
7. Anyone requiring further information about the Admissions Criteria or the application of the Admissions Criteria should contact the Principal or Admissions Officer of the College.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or uploaded with the online Transfer Application. Parents should ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the online Transfer Application or uploaded to it.

Applications and Admissions

Year	Admissions No	Total Applications <i>ie. All preferences</i>	Total Admissions
2019/20	250	364	250
2020/21	242	369	244*
2021/22	240	599	240

* One application upheld on Appeal and one application upheld by Exceptional Circumstances Body

Criteria for Admission to Forms 2 – L6

The criteria for admitting pupils to places in Forms 2 to Lower Sixth have been approved by the Board of Governors of Methodist College Belfast. The application of the criteria is delegated to an Admissions Panel consisting of the Principal, the Vice Principal (Pastoral) and the Admissions Officer. Consideration will be given to any medical or other problem that may have temporarily affected a student's academic performance. This needs to be supported by appropriate documentary evidence. A pupil will be admitted only where their admission will not prejudice the efficient use of resources.

Entry to Forms 2 to 4

The decision of the Admissions Panel will be based on the following evidence of academic ability, if available:

1. The two most recent school reports;
2. An assessment set by the College;
3. Any other appropriate evidence of academic ability and/or potential.

Please note that only in exceptional circumstances (e.g. a family move necessitating a change of school) will new pupils be admitted to Form 5.

Entry to Sixth Form

The academic requirements for entry into Sixth Form are as follows:

1. A minimum of 6 GCSE subjects at Grade 'C' or above (all taken by the end of Form 5)
2. Students are expected to take three subjects to A Level. This means that for the majority of students, entry to Lower Sixth will require them to have achieved a minimum of 3 B Grades and 3 C Grades at GCSE including English Language and Mathematics.
3. Grade 'B' or above in each of the subjects to be taken at A Level unless otherwise stated in the 6th Form entry booklet. If the A Level subject is not available at GCSE then a Grade B or above in a related subject will be accepted. (A related subject is a subject taken at GCSE which requires comparable skills to a proposed A Level subject).

4. Students may request to take a 4th subject if they:
 - Intend to apply for a university course that requires 4 A Levels or
 - Intend to study Medicine, Veterinary Studies or Dentistry
 - Are studying Mathematics and Further Mathematics at A Level or
 - Have another compelling reason to study an additional subject.

It is anticipated that all students will progress to Upper Sixth. However, if a student is significantly underachieving in the Lower Sixth Year then a meeting will be arranged with Head of Sixth Form and/or the Senior Vice- Principal to discuss and identify alternative pathways of progression.

Pupils coming from an education system which does not use GCSE / IGCSE will have to provide evidence of having achieved at an equivalent standard. They may also have to complete entrance assessments set by the College.

Should the number of applicants mean that school's enrolment number would be exceeded if they were all admitted to the Sixth Form then students will be selected using the following criteria which are presented here in order of priority:

1. Those students who were students of Methodist College in Form 5 and who meet the above entry criteria.
2. Those students of Methodist College in Form L6, who need to repeat the year due to significant pastoral or medical issues.
3. In rank cumulative GCSE score order, those students from other Post Primary schools who have completed an application form by the date of formal application and who meet the above entry criteria and are able to be coursed subject to availability, until the school's enrolment number is reached.

PUBLICATION OF POLICIES

Each year parents receive a copy of the following documents:

- Safeguarding and Child Protection Policy
- Acceptable Use of ICT Resources
- Management of Concussion and Other Head Injuries Policy
- Charging Policy
- Parental contact with the school about concerns or problems (complaints policy)

These policies are included in this prospectus along with the College's Anti-Bullying Policy and Substance Mis-use policy.

Other documents that the College is required to keep available for parents are available on the school website

<https://www.methody.org/beyond-the-classroom/educational-services-clone>

or may be obtained from the Principal's Office on request.

CHARGING POLICY

Board of Governors' Policy Statement on Charging

In accordance with the requirements of the Education Reform (NI) Order 1989,

A it is the policy of the Board of Governors to:

1. make a capital charge (supplementary fee) within the limits set by the Department of Education for Northern Ireland;
2. charge in respect of tuition and all other costs in the case of 'excepted pupils' (i.e. those not entitled to a non-fee-paying place);
3. charge for individual music tuition;
4. require payment from parents/guardians for damage to or loss of College property caused wilfully or negligently by their children;
5. charge for the provision and use of lockers;
6. charge for the supply of the annual school magazine;
7. charge for meals taken in the school canteen;
8. reserve the right to charge for other supplies and services provided to pupils which are beyond the curriculum.

B the Board of Governors may at their discretion

1. charge, except where pupils are entitled to statutory remission, for all board and lodging costs on residential trips;
2. charge for activities wholly or mainly outside school hours which are not part of the Northern Ireland curriculum, statutory religious education or in preparation for a prescribed public examination.

C the Board of Governors will not

1. make any charge for examination entries, except where:
 - (a) the College has not prepared the pupils in the year for which the entry is made, or
 - (b) a pupil has failed, for no good reason, to complete the requirements of the examination, or to attend for it;
2. make any charge in respect of books, materials, equipment, instruments or incidental transport provided in connection with education during school hours or the College's curriculum, or for statutory religious education or in preparation for a prescribed public examination prepared for by the College, except where parents/guardians have indicated in advance their wish to purchase the product.

The Board of Governors will request voluntary contributions from parents/guardians in the event of the amount of grant from the Department of Education being insufficient to maintain the facilities, the courses, and the activities at the standard customarily available at the College. This will be referred to as the College Fund payment. This Fund will be used solely for implementing the aims of the College.

In cases where parents/guardians are unable to meet any of the statutory charges referred to above, they may apply to the Board of Governors to have the charge met on their behalf. A pupil will not be excluded from an activity solely by reason of the inability or

unwillingness of parents/guardians to make a voluntary contribution; certain activities may, however, be able to take place only if there is sufficient voluntary funding.

The Board of Governors delegates to the Principal the authority

- (i) to decide the proportion of the costs of an activity which should be charged to public or non-public funds, and
- (ii) to determine the action to be taken in any individual case arising from the implementation of this policy.

It is not the intention of the Board that this policy should be repeated in full to parents/guardians on each occasion when a charge (which will be called a 'fee') is made, or a voluntary contribution (which will be called a 'payment') is requested. It will, however, be referred to on each such occasion.

Note: An 'excepted pupil' is defined as:

- (i) a grammar school pupil who is not resident in Northern Ireland;
- (ii) a grammar school pupil whose parents are not resident nor EC nationals;
- (iii) a pupil in a grammar school preparatory department.

Capital Fee and College Fund

Parents/guardians are responsible for the payment of a Capital Fee and are also asked to contribute to the College Fund; any other expenses are of a personal nature. A copy of the Board of Governors' policy statement on charging is enclosed, as required by the Education Reform (Northern Ireland) Order 1989. Details of arrangements for payment of the above are sent to parents/guardians separately.

The Capital Fee, currently £140.00* per annum, is charged by the College in respect of each pupil. This fee is payable because the College, as a Voluntary Grammar School, is responsible for part of capital building costs, even though it is grant-aided by the Department of Education.

The College Fund payment is a separate contribution from parents/guardians. It is a voluntary payment which was introduced some years ago by the Board of Governors in the belief that, despite government under funding, parents/guardians would not wish to see any reduction in the quality or breadth of educational provision in the College. A leaflet explaining the College Fund is sent separately to all parents. The level of contribution is currently £590. The College is confident that parents/guardians will support this Fund to ensure that all the pupils continue to receive the best possible education. Parents will not be asked to contribute to the College Fund for more than two children at any one time.

The Board of Governors encourages parents/guardians to make the College Fund payment with Gift Aid. This means that the College, as a charity, is able to recover from the Inland Revenue income tax amounting to 25p per pound on top of each contribution, at no additional cost to the parent/guardian. Further information and Gift Aid forms will be sent to parents/guardians in due course. Please note it is not possible to Gift Aid the Capital Fee.

Lockers: For pupils wishing to have the use of a locker the annual rental charge is currently £35. Pupils' belongings should always be stored in their lockers, except valuables such as money and phones.

DISCRETIONARY FUNDING

Support is available from the College to help pupils from financially disadvantaged backgrounds participate in the life and work of the College. This Discretionary Fund is disbursed by the Principal and financed by annual contributions from the Methodist Collegians (Former Pupils). The list at the end of this policy provides an indication of how this money is used, but is by no means comprehensive.

How to apply for funding

Requests for funding should be made in writing to the Principal using the *Discretionary Funding application form* ([Word Document](#) or [PDF](#)). Applications will be considered by a panel consisting of the Principal, a Vice-Principal and a member of the Board of Governors.

The following information must be provided to allow an informed decision to be made:

- Details of how the funding will be used (e.g. uniform, school trip).
- Detailed costs.
- Evidence of household income (e.g. pay slips, bank statements, benefits statements)

Applications for assistance will be considered at any time but should, where possible, be made between mid-August and the end of the first term.

Level and allocation of funding

The total amount of funding available will vary from year to year depending on the level of contributions from the FPA, any funds remaining from the previous year and the number of applications made. Once it has been allocated it will not be possible to consider any additional requests until the following academic year.

The level of assistance provided will be at the discretion of the Principal. He/she will be guided by the average annual UK salary (currently £25,900 according to the Office for National Statistics) and will give priority to those applications where the household income (before tax) is less than or equal to 75% of this amount (ie £19,425).

The amount of assistance provided may be up to, but not exceeding, 2/3 of the itemised cost.

A receipt for items purchased must be provided to the College.

Priority will be given to requests for assistance towards the cost of essential items of school uniform.

Application for assistance with the cost of an extra-curricular trip or visit may only be made once during a pupil's time at the College.

Examples of Assistance

- Purchase of essential items of school uniform.
- Travel and residential costs incurred when representing the College as an individual, as part of a group or as part of a team.
- School trips, visits and tours.
- University visit.
- Additional examination administration.



Methodist College Belfast
Complaints Policy and Procedure
March 2021

1. Introduction

At Methodist College Belfast we take all complaints seriously. We have the best interests of all our pupils and their families at the centre of all we do. In this regard we encourage anyone with a concern to speak to us as soon as possible and we will make every effort to resolve matters as quickly as possible.

2. Informally raising a concern

Many issues can be addressed informally by talking to the relevant staff in school who will be happy to help. Open communication and regular engagement between the school staff and parents or the wider school community is vital to the effective management of the school.

It is normally appropriate to communicate promptly directly with your pupil's Form Tutor.

If your concern is of a particularly serious or sensitive nature you may prefer to discuss it with a member of staff responsible for the area you are concerned about, for example a Head of Form, Head of Department or Deputy Head of Pastoral Care. This may be by letter, by telephone or in person by appointment requested via School Reception.

Many concerns can be resolved by a simple clarification or the provision of information and it is anticipated that most complaints will be resolved at this informal stage. Members of staff will make sure that they understand what you feel went wrong and will explain the College's actions to you. This does not mean that in every case they will come round to your point of view but it will help both you and the College to understand both sides of the issue and may prevent a similar problem arising again.

If you are dissatisfied with the response you receive, you can informally bring the matter to the attention of the senior member of staff with responsibility for the particular area in which you have a concern, either the Head of Department, the Head of Section or the Head of Pastoral Care. You may be invited to come into school to discuss your concern and it may be appropriate for another member of staff to be present. The senior member of staff will carry out an investigation where this is necessary or would prove helpful and will seek to resolve the matter to your satisfaction.

If you are uncertain about who to contact seek advice from School Reception.

If you wish to make a formal complaint, please follow the procedure described within this document.

3. Scope of the Complaints Procedure

A complaint is defined as an expression of dissatisfaction with our work.

The College will not normally investigate an anonymous complaint, unless deemed by the Chair of the Board of Governors to be of a very serious nature. The decision to deal with such complaints will be at the discretion of the Chair of the Board of Governors.

A number of complaints have separate, established external procedures. This procedure should not be used for complaints with separate established procedures, however if your complaint relates to the College's failure to correctly administer any of these procedures then you may complain by means of this procedure.

Some examples of statutory procedures and appeal mechanisms are listed below. This list is not exhaustive.

Admissions / Expulsions / Exclusion of children from the College	Contact the Education Authority's Director of Operations and Estates via www.eani.org.uk
Statutory assessments of Special Educational Needs (SEN)	Contact the Education Authority's Director of Children and Young People's Services via www.eani.org.uk

Child protection / Safeguarding	Contact the Education Authority's Director of Children and Young People's Services via www.eani.org.uk
School development proposals	Contact the Education Authority's Director of Education via www.eani.org.uk

4. Aims of the Complaints Procedure

When dealing with complaints the College aims to:

- Encourage resolution of all concerns as quickly as possible;
- Provide timely responses to concerns and complaints;
- Keep you informed of progress;
- Ensure a full and fair investigation of your complaint where appropriate;
- Have due regard for the rights and responsibilities of all parties involved;
- Respect confidentiality;
- Fully address complaints and provide an effective response;
- Take appropriate action to rectify the issue and prevent it happening again where appropriate;
- Be responsive to learning from outcomes which will inform and improve practice within the College.

5. Complaints procedure

After raising an issue informally, if you are dissatisfied with the outcome the following procedure should be followed.

Time limit

Unless there are exceptional circumstances complaints will only be considered within 6 months of the date of the incident(s) about which you are complaining.

Formal Stage One

When making a complaint, contact the College Principal who will arrange for the complaint to be investigated. If the complaint is about the Principal proceed to Stage Two. The College requires complaints to be made in writing. Where this presents difficulties, please contact the College which will make reasonable arrangements to support you with this process.

Please provide as much information as possible, including:

- Name and contact details;
- What the complaint is about, try to be as specific as possible;
- What you have already done to try to resolve the complaint informally;
- What you would like the College to do to resolve your complaint.

The complaint will normally be acknowledged by the College as soon as possible but within 10 school working days. This will be a short response. A final response will normally be made within 20 school working days from receipt of the complaint in writing. This response will be issued in writing and will indicate whether the complaint has been upheld, partially upheld or not upheld. If the complaint takes longer to complete you will be informed in writing of revised time limits and kept updated on progress. These timeframes may need to be reviewed if complaints are ongoing during College holiday periods.

If you are unhappy with the outcome at Stage One, the complaint may be progressed to Stage 2 which is overseen by the Board of Governors.

Formal Stage Two

If your complaint is about the Principal, or is unresolved after Stage One, please write to the Chair of the Board of Governors, care of the College and marked Private and Confidential. Where this presents difficulties please contact the College which will make reasonable arrangements to support you with this process.

Please provide clear information. If your complaint is about the Principal you should include the information listed under Stage One. If you are unhappy with the outcome at Stage One you should include the following:

- Reason(s) why you disagree with the stage one findings;
- Any aspect in which you think that the College's Complaints Procedure was not fully followed.

The Chair will convene a committee to review the complaint.

The complaint will normally be acknowledged by the Chair as soon as possible but within 10 school working days. This will be a short response. A final response will normally be made within 20 school working days from receipt of the complaint in writing. This response will be issued in writing from the Chair of the Committee convened to review the complaint and will indicate whether the complaint has been upheld, partially upheld or not upheld. If the complaint takes longer to complete you will be informed in writing of revised time limits and kept updated on progress. These timeframes may need to be reviewed if complaints are ongoing during College holiday periods.

If following Stage Two you remain dissatisfied with the outcome of your complaint you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO). The response to a Stage Two complaint will in its concluding letter advise that the complaint may be referred to the NIPSO if you remain dissatisfied.

Northern Ireland Public Services Ombudsman (NIPSO)

The Ombudsman provides a free, independent and impartial service for handling complaints about schools in Northern Ireland. You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction.

A complaint should normally be referred to NIPSO within six months of the final response from the College.

Contact details for NIPSO are:

Northern Ireland Public Services Ombudsman
Office of the Northern Ireland Public Services Ombudsman
Progressive House
33 Wellington Place
Belfast
BT1 6HN
Freepost: FREEPOST NIPSO
Telephone 02890 233 821
Free phone 0800 34 34 24
Email: nipso@nipso.org.uk
Web: www.nipso.org.uk

6. What to expect under this procedure

Your rights as a person making a complaint

In dealing with the complaint we will ensure:

- Fair treatment;
- Courtesy;

- A timely response;
- Accurate advice;
- Respect for privacy – complaints will be treated as confidentially as possible allowing for the possibility of consultation with other appropriate parties about the complaint;
- Clear reasons for decisions.

Your responsibilities as a person making a complaint

In making a complaint it is important to:

- Raise issues in a timely manner;
- Treat our staff with respect and courtesy;
- Provide accurate and concise information in relation to the issues raised;
- Use these procedures fully and engage with them at the appropriate levels

Rights of parties involved during the investigation

Where a meeting is arranged the complainant may be accompanied (for example by a spouse, friend, family member or interpreter) but not represented by another person.

This procedure does not take away from the statutory rights of any of the participants.

7. Equality

The College requires complaints to be made in writing. Where this may present difficulties please contact the College which will make reasonable arrangements to support the complainant with this process.

8. Unreasonable complaints

The College is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain.

There will be occasions when, despite all stages of the complaints procedure having been completed and the complaint having been reviewed by the Ombudsman the complainant remains dissatisfied. If they try to re-open the same issue, the Chair of Governors will inform them that the procedure has been completed and that the matter is now closed. If the complainant repeatedly continues to contact the College with the same issue the College will consider this to be a vexatious complaint and will not respond further.

9. Review of procedure

The Complaints Policy and Procedure will be reviewed every four years by the HR Committee to ensure it remains workable and appropriate.

METHODIST COLLEGE BELFAST UNIFORM REGULATIONS

Methodist College takes a genuine pride and pleasure in the appearance of its pupils. When in uniform all pupils are ambassadors of the school and it is important they look and behave appropriately at all times; be it in school, when travelling to and from school or when representing the school at an outside event.

The wearing of a school uniform in Northern Ireland is not governed by legislation but falls to individual schools to determine.

Our policy has been developed in consultation with pupils, parents, staff and relevant outside agencies and with due regard to DENI Guidance to Schools on Uniform Policy.

Aims and Objectives

School uniform plays a valuable role by:

- encouraging identification with and support for the school ethos;
- ensuring pupils of all religions, races and backgrounds feel welcome;
- protecting children from social pressures to dress in a particular way;
- promoting positive behaviour and a sense of pride in the school;
- engendering a feeling of community and belonging.

Compliance with Uniform Regulations

The role of Parents

We ask parents/guardians to support their child and the College by ensuring their child conforms to the uniform regulations.

We believe that parents /guardians have a duty to send their child to school correctly dressed. They should also ensure that the uniform is clean and in good repair.

A request for an exemption from part of the uniform requirements on the grounds of religion, race or a medical condition must be made in writing by the parents/guardians to the Principal. The College balances the rights of individual pupils against the best interests of the school as a whole to ensure the effective delivery of learning and teaching. (Requests for temporary exemption from part of the uniform requirements should be made in writing by parents/guardians to the relevant Head of Year, e.g. someone with a broken arm or leg.)

The role of pupils

Each pupil is expected to wear the school uniform in accordance with College regulations as set out in the Uniform Regulations Booklet, both inside the school, while travelling to and from the school and at all school events.

Pupil should ensure they adhere to PE/Games uniform regulations. PE is a compulsory part of the statutory curriculum up to age 16. A change of clothing and footwear for Games and PE is important for reasons of safety, hygiene and to ensure the clothing is suited to the physical activity.

Each pupil should be aware of the actions which will be taken if uniform regulations are not followed. (Information is available in our *Positive Behaviour Policy* and on notice board and on the website www.methody.org)

The role of Staff

Form staff remind pupils of the regulations during Tutor Group and in Assemblies.

Tutors monitor compliance with regulations at the beginning of the school day and subject teachers reinforce these standards.

Any variation from the Uniform Regulations, which is not sanctioned by the Head of Form, is not accepted and may result in contact being made with parents and disciplinary action.

All staff follow the uniform sanctions and Positive Behaviour Policy.

Travelling to and from School

The College encourages children to cycle or walk to school where it is sensible and safe to do so. The safety of children is paramount.

The website www.road2safety.org provides useful information in relation to the issue of road safety.

Pupils cycling to school are permitted to wear trousers and jackets with a reflective element on the way to and from school.

When cycling to school a helmet is strongly recommended.

Pupils should change into regulation full school uniform on arrival at the College.

Change to the Uniform Requirements

Pupils, parents/guardians, staff and suppliers are consulted about proposed changes to our uniform.

Pupils and parents/guardians are then notified six months in advance, either by email or post, of any amendments to our uniform requirements.

There is a transitional period for phasing out the old style of uniform and introducing the new one of at least one year.

Dissemination of Information about the College Uniform

Details of our uniform requirements are on our website www.methody.org

The Uniform Regulations Booklet is emailed /posted to parents/guardians annually.

It is also available from the College's Reception (028 90205205).

Financial Assistance towards the Cost of the Uniform

Financial assistance is available through the Education Authority's Clothing Allowance Scheme for some pupils towards the cost of school uniforms.

The eligibility criteria are the same as those used for free school meals.

Parents/guardians who require more information contact the Head of Pastoral Care

Links to other College Documents

The Uniform Policy should be read in conjunction with:

Uniform Regulation Booklet

Positive Behaviour Policy

Code of Conduct for Pupils

Review of this policy takes place at least once every three years in consultation with pupils, parents, teachers and other relevant outside bodies.



Methodist College Belfast

Child Protection Policy

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Section A: Code of Practice

I Introduction

- (i) In Methodist College both students and staff are valued and respected as individuals and they are encouraged to develop their unique talents and abilities to their full potential. We seek to create a safe, caring, positive and supportive environment in which pupils have the right to be heard and see staff and volunteers as approachable people who will listen to their concerns about issues inside and outside school and take them seriously.

The Governors and staff of the College recognise the contribution they can make to safeguarding children. They acknowledge that all staff and volunteers have a full and active part in protecting pupils from harm. Child abuse is completely unacceptable and may also be a criminal offence.

- (ii) In *The Children (Northern Ireland) Order 1995* it is clear that “the welfare of the child must be the paramount consideration” in all decisions concerning a child: this overrides all other considerations. Article 3 of *The United Nations Convention on the Rights of the Child* states “In all actions concerning children, whether undertaken by public, private social welfare institutions, courts, administrative authorities legislative bodies, the best interests of the child shall be the primary consideration.”
- (iii) This policy is also informed by the guidance and procedures set out by Department of Education *Pastoral Care in School: Child Protection (1999)*, *Co-Operating to Safeguard Children (2003)*, *Area Child Protection Committee (ACPC) Regional Policy and Procedures (2005)*, ‘Co-operating to Safeguard Children and Young People in NI 2016’, ‘Children who display harmful sexualised behaviours’ (DE Circular 2016/05).

Copies of these publications and other relevant publications can be found at:

http://www.belb.org.uk/teachers/child_protection.asp

<https://www.education-ni.gov.uk/articles/publications-and-guidance-child-protection-issues-schools>

<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

- (iv) The policy applies to all Governors, staff and volunteers and it ensures all adults have clear guidance on the action to be taken where abuse or neglect of a child is suspected or disclosed. The issue of child abuse is not ignored by anyone who works in the College. If a member of staff or volunteer becomes aware of a pupil who may be suffering abuse, then that member of staff or volunteer follows the procedure detailed in Section B to ensure that the matter is addressed fully.
- (v) Everyone in the College has a responsibility to promote and safeguard the welfare of pupils. However, within the school there are key personnel who are delegated with specific responsibility for child protection. Their roles are listed later in this document.
- (vi) As part of the preventative curriculum, the College helps pupils to recognise unwelcome

and unacceptable behaviour in others, to understand appropriate boundaries and to acquire the confidence and skills they need to keep themselves safe. It is made clear that pupils have the right to be treated properly by others and they are reminded of their responsibility to treat other people with respect.

II Safeguarding Team

Chair of the Board of Governors	Mrs J Unsworth
Designated Governor for Child Protection	Mrs H McHugh
Principal	Mr S Naismith
Designated Teacher for Child Protection	Mrs A Logan
Deputy Designated Teachers for Child Protection	Mr A Craig, Mrs Kennedy, Mrs H Parker

III Definition of Abuse

Child Abuse occurs when 'a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger.' (ACPC, 2005)

A child is a person under the age of eighteen years as defined in *The Children (NI) Order 1995*. This policy also applies to vulnerable adults who are registered in the school to the end of their nineteenth year.

IV Types of Abuse

Child abuse is covered under five categories in *Pastoral Care in Schools – Child Protection* (DENI 1999), *ACPC (2005)* and *Co-operating to Safeguard Children and Young People in NI 2016*.

Physical Abuse is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour. (ACPC, 2005)

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse. (ACPC, 2005)

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children to look at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (ACPC, 2005)

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Exploitation¹ is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature[§]. (Co-operating to Safeguard Children and Young People in NI 2016).

§ Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or, (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology.

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

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Methodist College. The *Anti-Bullying Policy* is set out in a separate document. Staff are vigilant at all times to the possibility of bullying occurring, and take immediate steps to stop it happening, to protect and reassure the victim and to deal appropriately with the bully. The situation is monitored until staff are sure the problem has stopped.

V Pupils who display harmful sexualised behaviour

(i) Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. The College supports its pupils through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to notice behaviours that give cause for concern.

(ii) It is important to distinguish between different sexual behaviours – these can be defined as 'healthy', 'problematic' or 'harmful'.

¹ Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals are required to recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Healthy Sexual Behaviour may include some of the following characteristics:

- * Mutual
- * Consensual
- * Exploratory and age appropriate
- * Not intended to cause harm
- * Fun / humorous
- * Without power differentials

(iii) Healthy sexual behaviour has generally no need for intervention, however, there may be instances when interventions are applied, for example, it is not appropriate when displayed in school or during school activities. This may therefore be an opportune time for teachers to positively reinforce appropriate behaviour.

Problematic Sexual Behaviour may include some of the following characteristics:

- * Not age appropriate
- * One-off incident of low key touching over clothes
- * Result of peer pressure
- * Spontaneous rather than planned
- * Lacking in other balancing factors e.g. no intent to cause harm, level of understanding, acceptance of responsibility
- * Targeting other children, to irritate and make feel uncomfortable. Often the children are not scared and can feel free to tell someone
- * Concerning to parents / carers, supportive
- * Sometimes involving substances which disinhibit behaviours

(iv) Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. However, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the Education Authority CPSS may be required. The CPSS will advise if additional advice from PSNI or Social Services is required.

Harmful Sexualised Behaviour may include some of the following characteristics:

- * Lacks the consent of the victim
- * When the perpetrator uses threats or violence (verbal, physical or emotional) to coerce or intimidate the victim
- * Uses age inappropriate sexually explicit words and phrases

- * Involves inappropriate touching
 - * Involves sexual behaviour between children – it is also considered harmful if one of the children is much older – particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not
 - * Involves a younger child abusing an older child, particularly if they have power over them – for example, if the older child is disabled
- (v) Harmful sexualised behaviour will always require intervention and the College will seek the support that is available from the CPSS – see Appendix 7: Assessment Checklist, advice and support for dealing with sexualised behaviour.

VI Role of the Board of Governors and the Designated Governor for Child Protection

- (i) The Board of Governors recognises the responsibility placed on it by *The Education and Libraries (Northern Ireland) Order 2003* and the information in the *School Governors Handbook Child Protection 2007*.
- (ii) The Board of Governors reviews annually the Child Protection structures and procedures in the College and The Child Protection Policy using the guidance outlined in the documents listed in Appendix 1.
- (iii) The Board of Governors tasks the Principal with designating a member of staff to have specific responsibility for Child Protection and he/she also appoints 3 Deputies. In this document the teachers are referred to as the Designated Teacher and the Deputy Designated Teacher(s).
- (iv) The Board of Governors ensures that the Chair of the Board of Governors and the Designated Governor for Child Protection receive appropriate and up-to-date Child Protection training commissioned or provided by the Education Authority (Belfast), with refresher training at least once every three years. It also ensures that the Designated Teacher and the Deputies receive regular training to update their knowledge in this area and that child protection training is given to all staff and volunteers annually.
- (v) At least one Governor sitting on interview and appointment panels has received Strand 3: Recruitment and Selection Training (EA(Belfast)).
- (vi) The Board of Governors tasks the Principal with ensuring parents/guardians have access to a copy of the Child Protection Policy and complaints procedure.
- (vii) Each year parents are advised of the name of the Designated Governor for Child Protection so that they may consult him/her on a Child Protection matter if desired. If such a matter is raised, he/she informs the Principal (unless the Principal is implicated, in which case he/she advises the Chair of the Board or Governors) and they follow the procedure detailed in Section B of this document.
- (viii) In the event of a Child Protection complaint being made against the Principal, the Chair of the Board of Governors assumes the lead for managing the allegations.

- (ix) The Designated Governor for Child Protection inducts the members of the Board of Governors in Child Protection. A roll of attendees is kept. New members of the Board are given a copy of *School Governors Handbook Child Protection* (CPPS, DENI 2007) and given awareness training.

VII Role of the Principal

- (i) The Principal designates a member of staff to have specific responsibility for Child Protection and he/she also appoints two Deputies.
- (ii) The Principal ensures all staff and volunteers are vetted.
- (iii) The Principal notifies the Chair of the Board of Governors of child protection referrals to Social Services and/or the PSNI.
- (iv) The Principal gives reports to the Board of Governors regarding any child protection matters as they arise and, also, termly updates. In addition, a full annual Child Protection report is given to the Board of Governors.
- (v) The Principal takes the lead when a complaint is made against a member of staff or volunteer. If the Designated Teacher is the subject of the complaint the Principal takes over his/her role.
- (vi) The Principal ensures that all parents, pupils, staff and volunteers know who the Designated Teacher and Deputy Designated Teachers are and how they can be contacted. If a parent prefers to contact another member of staff, that member of staff must follow the relevant procedures.
- (vii) The Principal ensures that parents/guardians are issued with a copy of the Child Protection Policy and complaints procedure every two years (this may be in the form of access to an electronic copy).

VIII Role of the Designated Teacher for Child Protection

- (i) The Designated Teacher for Child Protection trains all new staff and volunteers, updates the training of current staff and volunteers annually and is available to discuss child protection concerns with them. He/she maintains a record of attendance at training.
- (ii) He/she takes the lead responsibility for developing the College's Child Protection Policy and promoting an ethos of safeguarding in the school.
- (iii) He/she keeps the Principal informed of child protection issues, liaises with EA(Belfast) Designated Officers for Child Protection (CPSS) and makes referrals to Social Services (via Gateway) and /or PSNI as appropriate.
- (iv) He/she maintains records in accordance with DENI guidance on child protection issues and produces written reports for the Board of Governors.
- (v) When the Designated Teacher is not available, one of the Deputy Designated Teachers will have responsibility for child protection.

- (vi) The Designated Teachers follow the procedures in Section B.

Section B: Procedure for Receiving, Recording and Reporting Suspected or Disclosed Child Abuse

I. Introduction

In all cases of abuse or suspected abuse, the member of staff or volunteer immediately informs the Designated Teacher of his or her concerns. The informing teacher follows the procedures detailed later in this section on recording and reporting. It is then the responsibility of the Designated Teacher to pursue the matter in accordance with College policy.

Note:

Neither the informing staff nor the Designated Teacher for Child Protection investigates. This is a matter for Social Services and/or the PSNI. There is the possibility of legal proceedings in such cases and, therefore, staff remain impartial and professional throughout. Members of staff seek advice from the Principal or the Designated Teacher if they have any concerns about the correct procedure.

II Abuse or Suspected Abuse is Disclosed to a Member of Staff or Volunteer by a Pupil

- (i) If a pupil makes a disclosure of abuse, the member of staff or volunteer follows the procedure set down in *The Code of Conduct for Staff and Volunteers* for interviews in which a pupil asks to speak in private. They explain that he or she wishes to help but cannot assure the pupil of total confidentiality as it may be necessary to seek advice and pass on information. It is explained that any information is treated as sensitively as possible and only those who need to know are informed, in the best interests of the pupil.
- (ii) Staff or volunteers listen to the pupil, accept what he/she is saying without judgement, or displaying shock or disbelief, do not ask leading questions and do not suggest a reason for what has happened or criticise the perpetrator. Staff and volunteers do not investigate the issue. If it is felt that some questions are needed in order to clarify the matter, open questions are used to establish the facts. Unless revealed, they do not ask who, what etc. A pupil is not pressed for information the child does not want to give. Closed questions and questioning beyond what the pupil volunteers without prompting can jeopardise a subsequent court case. This is the role of partner agencies.
- (iii) Staff and volunteers reassure the pupil that he/she has done the right thing in talking about the matter. They do not make promises, e.g. everything will be all right. They explain what they will do next, i.e. talk to the Designated Teacher.
- (iv) They make sure that the pupil is safe. If there is any concern about the immediate welfare of the pupil, the member of staff or volunteer ensures that the pupil is in the care of a responsible person. This may, for example, involve taking him or her to the Sanatorium if in a distressed state.

(v) Immediately after disclosure by a pupil the member of staff or volunteer makes a written note of the details given by the child. The notes are factual and accurate and any reference to the abuse or to the abuser is recorded as far as possible in the actual words used by the pupil. The member of staff or volunteer does not express opinions but notes the demeanour and physical state of the child and notes when and where the disclosure took place.

(vi) The member of staff or volunteer reports the matter within the same working day to the Designated Teacher (or, in his absence, the Deputy Designated Teacher) and notes when and where this took place. He or she hands over a written report of the disclosure, signed and dated. The Designated Teacher keeps them securely in Child Protection cabinet so no copies are required by the informing staff. The Designated Teacher, in consultation with the Principal, decides on the next step.

III Abuse or Suspected Abuse Disclosed to a Member of Staff or Volunteer by a Third Party

(i) On becoming aware of information about the possible abuse of a pupil the member of staff or volunteer does not express opinions, but makes a written note of when and where the disclosure took place, and records as far as possible the disclosure in the actual words used by the third party. Staff or volunteers do not ask for a written account.

(ii) The member of staff or volunteer reports the matter immediately to the Designated Teacher (or, in his/her absence to a Deputy) and hands over a written account of the disclosure, signed and dated.

IV Abuse or Suspected Abuse by a Member of Staff or Volunteer

It is a serious matter if an allegation of abuse is made against a member of staff or volunteer. The Principal (or, in his absence, the Senior Vice-Principal) is informed immediately, unless the complaint is against the Principal, in which case the Chair of the Board is informed. The Principal (or the Chair of the Board of Governors if the complaint is against the Principal) ensures that any such complaint is thoroughly clarified by means of the normal Child Protection procedures and the Chair of the Board of Governors is informed immediately. Preliminary steps are carried out with an open mind. However, the prime consideration is the protection of the pupils in the school and the Principal and/or Chair of the Board of Governors take all necessary steps to ensure this. Where the matter is referred to Social Services and/or the PSNI, the member of staff or volunteer can be removed from duties involving direct contact with pupils or staff may be suspended from duties as a precautionary measure pending further investigation. (See Disciplinary Policy and Procedures)

V Action to be taken by the Designated Teacher (or in their absence a Deputy Designated Teacher) following an incident of suspected or disclosed child abuse.

(i) As soon as the Designated Teacher becomes aware of a possible case of child abuse, he/she asks for the notes made by the staff or volunteer reporting it. If the report is verbal, he/she asks the staff concerned to write down the information.

- (ii) The Designated Teacher meets with the Principal (or the Senior Vice-Principal if the Principal is not available) as a matter of urgency. They consider the situation and plan a course of action, ensuring that a written record of all decisions is made at each step of the process. The Designated Teacher may consult with the EA (Belfast) Child Protection Support Service's Designated Officer for Child Protection.
- (iii) Suspected or alleged abuse is referred to Social Services by the Designated Teacher, using the regional UNOCINI form, within twenty four hours of the initial referral to Social Services. Where physical or sexual abuse is suspected or alleged, the case is referred to the PSNI. In some cases, the Principal makes the referral personally but in either situation, the Chair of the Board of Governors is informed of the matter and of subsequent developments. The Designated Teacher informs EA (Belfast) Designated Officer for Child Protection of the referral.
- (iv) Unless there are concerns that the parent/guardian may be the possible abuser, the parent/guardian is informed as soon as possible of the course of action to be taken, by the Designated Teacher or the Principal, normally before the referral. However, the referral is not delayed if the parent/guardian cannot be contacted. If the parent/guardian does not agree with the referral, the latter proceeds as the protection of the child is paramount. In some circumstances it may not be in the child's interests to inform the parent/guardian immediately. In such a situation, at the time of referral, the Designated Teacher clarifies with the investigating agencies when, how and by whom the parents and the pupil are told that a referral has been made. The Chair of the Board of Governors is contacted and informed of the reasons for the decision.
- (v) The Principal and the Designated Teacher meet as often as necessary to review the situation and to ensure that all possible steps are taken to safeguard the welfare of the pupil, recording all decisions made. The Designated Teacher or the Principal keeps those people who need to know informed of developments, subject to the requirement that the welfare of the child is paramount and legal constraints.
- (vi) A written account of all proceedings connected to the case, timed and dated, is made by the Designated Teacher and kept in the Child Protection cabinet. If a member of staff or volunteer is implicated in the proceedings, then an extra copy of the documentation is placed in that individual's personal file.

VI Supporting Pupils in the College

- (i) The Designated Teacher works with external agencies to ensure that appropriate support is provided for a pupil who has suffered abuse.
- (ii) Staff help all pupils to develop skills in self protection and develop confidence through:
 - The content of the curriculum, particularly the Personal Development Programme
 - The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
 - The College's Positive Behaviour policy, which is aimed at supporting pupils in the school. The school ensures that pupils understand the difference between acceptable and unacceptable behaviour towards themselves and others
 - Liaison with other agencies that support the pupil such as Social Services, Education Welfare Service, Educational Psychologists, police and the school nurse.

VII Information to Pupils and Parents

- (i) At the beginning of the academic year, each Head of Form speaks to the pupils in his or her Form and introduces and explains the role of each member of the Form Team as it directly affects the pupils. He or she also explains that while a specific teacher may have responsibility for a particular aspect of work in the Form, there may be occasions when a pupil may prefer to speak to a teacher not connected with that Form about a problem, and that they may seek help from any member of staff if they are experiencing personal difficulties. The Designated & Deputy Designated Teachers for Child Protection, Head of Pastoral Care and Deputy Heads of Pastoral Care explain their role. Posters outlining the Pastoral and Form Teams and how help can be accessed outside school, e.g. Childline and NSPCC are displayed in prominent positions around the College.
- (ii) Each academic year, parents receive information about the members of the Pastoral and Form Teams and they receive guidance detailing the most suitable person to contact in particular instances, including a Child Protection matter. Parents are advised each year that a formal procedure exists and will be followed if a Child Protection matter arises. A summary of the Child Protection Policy is issued every year. The full policy is available on the College website and on request from Reception.

VIII Conduct of Staff and Volunteers

- (i) Staff and volunteers have a duty of care to pupils and a responsibility to pass on information and concerns about a pupil's welfare, no matter how small, to the Designated Teacher for Child Protection. Staff and volunteers make no assumptions that someone else is aware of a concern.
- (ii) It is important that members of staff and volunteers are totally professional in their dealings with pupils at all times, including non-classroom situations: for example, on school trips, taking extra-curricular activities and when coaching school games. Guidance for staff and volunteers is provided in a separate document entitled *A Code of Conduct for Staff and Volunteers*. Each member of staff and volunteer receive and are required to agree to this document at the start of each academic year or at the point of joining the College.

IX Recruitment and Vetting Procedures of Staff and Volunteers

- (i) Pre-employment enhanced disclosure checks are carried out on all staff employed in the College. References are taken up on all new staff.
- (ii) The College uses volunteers from time to time in its work. If it is envisaged that the volunteer could be in contact with pupils with no member of staff present, then that person is required to have an enhanced disclosure check carried out through Access NI.
- (iii) New members of staff and volunteers receive appropriate induction Child Protection training, a copy of the Child Protection Policy and the Code of Conduct for Staff. All staff and volunteers receive refresher training every year.
- (iv) All reasonable steps are taken to ensure that any outside contractors satisfy the requirements of the College in this area.

X Management of Records

Child Protection information is kept securely in the locked Child Protection cabinet located in the Principal's office. The cabinet contains details of all the cases which have involved pupils in the College. It may be accessed by the Designated Governor for Child Protection, the Principal and the Designated Teacher (in their absence a Deputy Designated Teacher). The guidance laid down on the retention of records is followed.

XI Related policies:

Anti-bullying policy
RSE policy
Positive behaviour policy
Code of conduct for staff and volunteers
e-safety & Acceptable Use policy

XII Policy Review

The Designated Teacher conducts a formal review of the Child Protection Policy annually. This is done in consultation with the Chair of the Board, the Designated Governor and the Principal. To inform this review, the Designated Teacher seeks the views of a selection of pupils, parents and staff. The revised policy is discussed with the Senior Leadership Team before being presented to the Education Committee and the Board of Governors for consideration.

The views of parents and pupils are welcomed at any time and are normally directed to the Designated Teacher.

Chair of Board of Governors: _____ Date: _____

Appendix 1: Documents Relevant to Child Protection

United Nations Convention on the Rights of the Child – Articles 3, 4, 12, 19, 20, 34 & 36, 39

The Criminal Law Act 1967

The Children (NI) Order 1995 Overarching legislation setting out professional practice in relation to children and young people

The Human Rights Act (1998) Incorporates the ECHR into UK legislation

Family Homes and Domestic Violence (Northern Ireland) Order 1998

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

The Children's Services Cooperation Act (Northern Ireland) 2015

DENI circulars and other documents which are relevant to Child Protection are kept in the Child Protection cabinet. Copies of these circulars may be obtained from the DENI website www.deni.gov.uk

DENI circular 1990/28 Disclosure of Criminal Background of Persons with Access to Children

The Public Interest Disclosure (Northern Ireland) Order 1998

Use of Reasonable Force – as outlined in:

The Education (NI) Order (1998)
Regional Policy Framework on the use of Reasonable Force and Safe Handling (1994)

DENI circular 1999/9 Pastoral Care: Guidance on the Use of Reasonable Force to restrain or Control Pupils

DENI circular 1999/10 Pastoral Care Guidance in Schools: Child Protection.

DENI circular 1999/17 Parental Responsibility: Guidance for Schools

DENI circular 2003/13 Welfare and Protection of Pupils: Education and Libraries (Northern Ireland) Order 2003

DENI Report Cabin Hill Statutory Inquiry Report (Jan 2005)

DENI circular 2006/6 Child Protection –Recruitment of People to Work with Children and Young People in Educational Settings

DENI circular 2006/7 Child Protection–Employment of Substitute Teachers

DENI circular 2006/08 Child Protection–Training requirements for School Governors on Staff Recruitment and Selection Panels

DENI circular 2006/09 Child Protection – Criminal Background Checks of Staff in Schools

DENI circular 2006/25 Child Protection – Vetting of School Governors

DENI circular 2007/01 Guidance on Internet and Digital Technologies

DENI circular 2008/03 Pre-Employment checking of Persons to Work in
Schools – New Arrangements

Safeguarding Board Act (NI) 2011

DENI circular 2012/19 Changes to pre-employment vetting checks for volunteers working in
schools

Child Protection: Legislation changes to the age of consent (DENI May 2009) (re Sexual Offences Order
(2008)

Department of Health, Social Services and Public Safety Co-Operating to Safeguard
Children (2003)

The Area Child Protection Committee (ACPC) Regional Policy and Procedures (2005)

Co-operating to Safeguard Children and Young People in NI 2016 (DHSSPSNI)

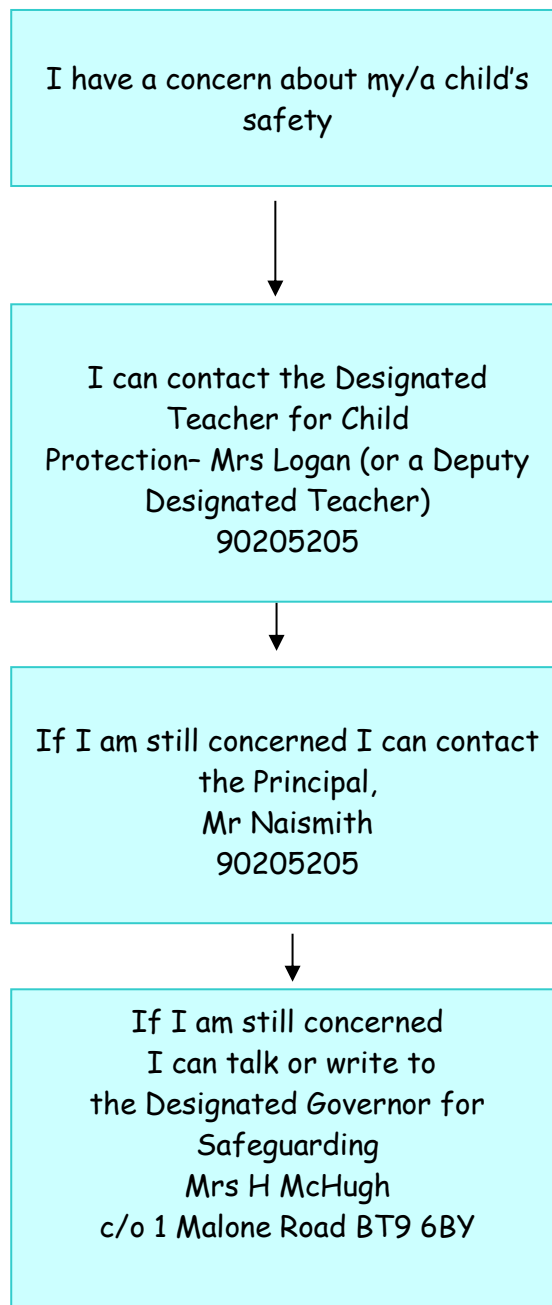
DENI circular 2016/05 Children who display harmful sexualised behaviours

The Public Services Ombudsman Act (NI) 2016

The Addressing Bullying in Schools Act (Northern Ireland) 2016

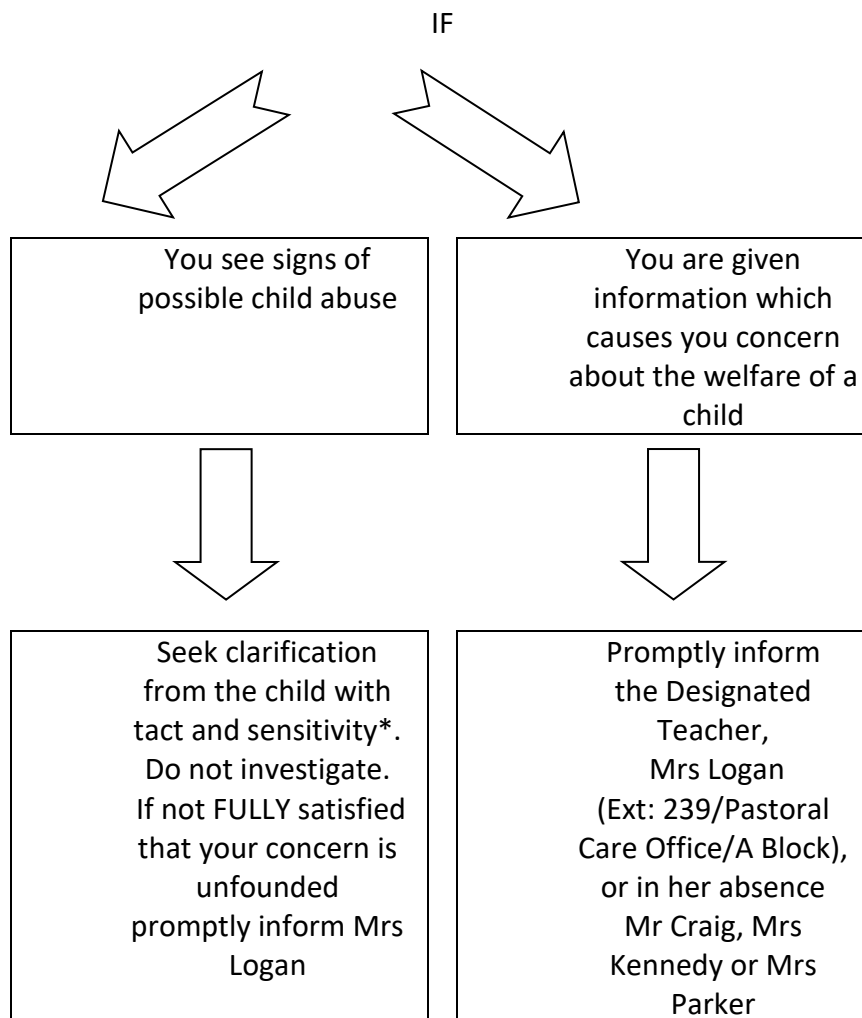
Appendix 2: How a parent/guardian can raise a safe guarding/ child protection concern

If a parent/guardian has a child protection concern they can follow the guide below:



At anytime, I can write or talk to a Social Worker (tel: 90507000) or the Police (02890 650222)

Appendix 3: Summary of Child Protection Guidelines for Staff



Mrs Logan will inform Mr Naismith.

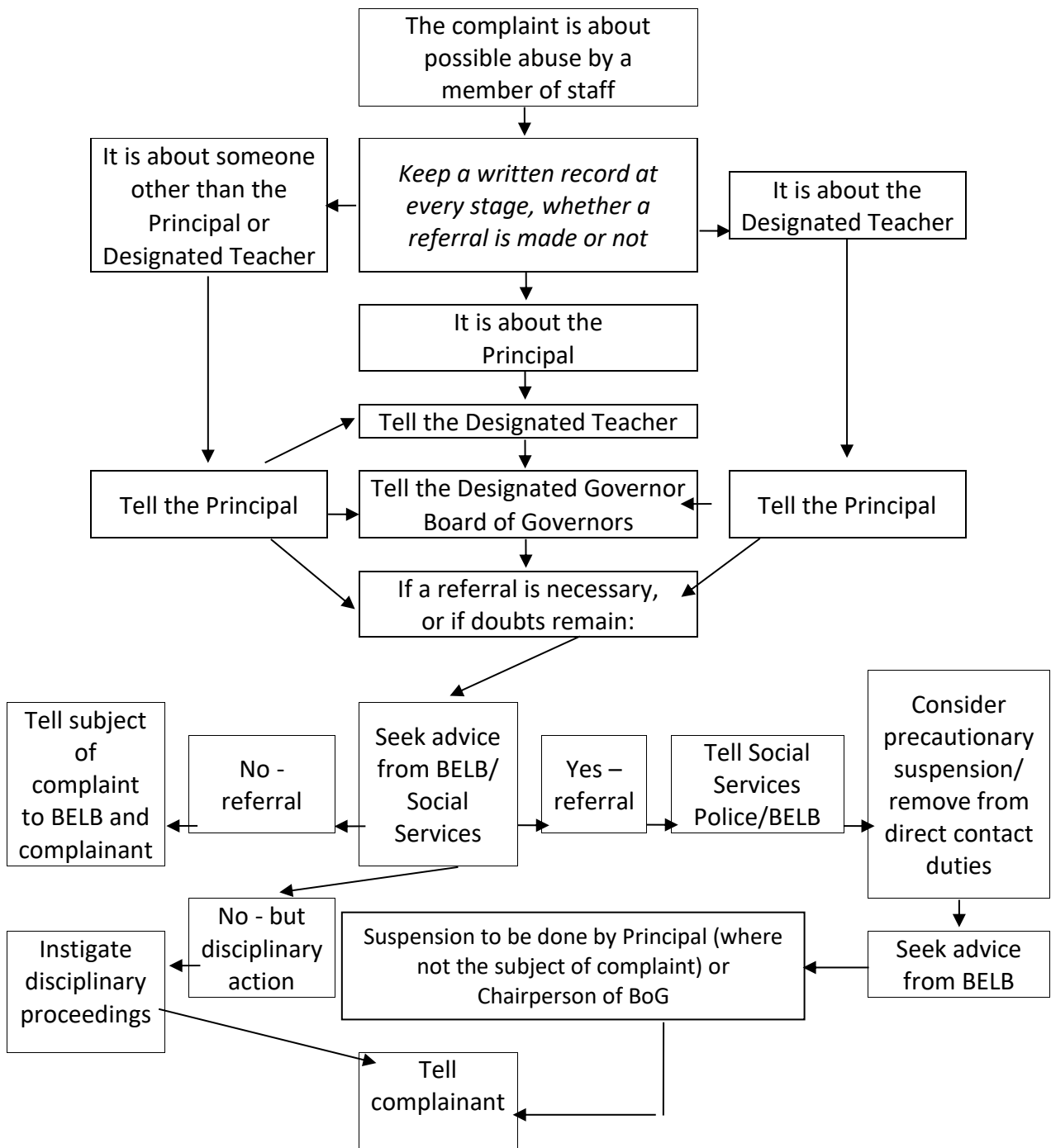
*Whilst discreet preliminary clarification may be sought in order to confirm or allay concerns it is not the responsibility of teachers or the school to carry out investigations into cases of suspected abuse or to make extensive enquiries of members of the child's family or other carers.

*In seeking clarification please use the following guidelines:-

- Note down any comment(s) made by the child in his/her own words as far as possible
- Avoid asking the child leading questions
- Avoid asking questions which encourage the child to change his/her version of events
- Do not guarantee confidentiality
- Reassure the child that only those who need to know will be informed
- Reassure the child that they have done the right thing
- Do not make assumptions or judgments

The safety of the child is the first priority.

Appendix 4: Procedure where a complaint has been made about possible abuse by a member of the College staff



Appendix 5: Potential Signs and Symptoms of Abuse

Physical Abuse

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractions or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway/fear of going home

Emotional Abuse

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming / maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

Sexual Abuse

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals/Genital infection/Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

Neglect

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/inappropriate clothing
- Constant tiredness
- Exposed to danger/lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/begging

Appendix 6: Summary of Advice to Staff and Volunteers on How to Respond to a Child Making a Disclosure (5 Rs)

1. Receive
 - Stay calm.
 - Go at the child's pace.
 - Listen without displaying shock or disbelief or interrupting.
 - Accept what the child is saying without judgment.
2. Reassure
 - Reassure the child that he/she have done the right thing by talking to you.
 - Do not make promises that you cannot keep (e.g. everything will be alright now, I'll stay with you).
 - Do not promise confidentiality.
 - Explain that you will need to talk to Mrs Logan who will know what to do.
 - Do not investigate, make assumptions or speculate.
3. Respond
 - Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter to the Mrs Logan.
 - Do ask open questions (Can you tell me what happened? Anything else you wish to tell me?)
 - Do not ask closed questions (those that will evoke a yes/no response). Never ask why or how. Such questions invalidate evidence where a subsequent court action is necessary.
 - Do not criticise the perpetrator.
 - Do explain what you will do next (talk with Mrs Logan who will know how to get help).
4. Record
 - Make notes as soon as possible after the disclosure and write them up.
 - Do not destroy the original notes.
 - Record the date, time, place, people present and any noticeable non-verbal behaviour.
 - Record the words the child used as much as possible. – if the child uses 'pet' words record those rather than translating them into 'proper' words.
 - Any injuries or marks noticed can be depicted on a diagram showing position and extent.
 - Record statements and observable things, rather than your interpretations and assumptions.
 - Sign the record and hand it to Mrs Logan.
5. Refer
 - Concerns about possible abuse must be referred to the Designated Teacher as soon as possible within the working day. She will liaise with the Principal in the decision making process regarding referral to statutory services, if appropriate.

Appendix 7: Assessment Checklist, advice and support for dealing with sexualised behaviour.

An Assessment Checklist may be used to evaluate individual incidents, or a series of incidents, retrospectively and are a guide for decision-making about level of concern/ intervention. There are 8 factors, drawn from the AIM Project (Assessment, Intervention, Moving On) guidelines, to be considered. Where only limited information is available, the checklist provides a prompt for the information that needs to be gathered.

Assessment Factors:

- * The type of sexual behaviour
- * The context of the behaviour
- * The young person's response when challenged about their behaviour
- * The reaction/response of others
- * The relationship between the children / young people / targeted adult
- * The persistence and frequency of the behaviour
- * Any other behavioural problems; and
- * Background information known

General Principles

- (i) Whether a child is responsible for harmful sexualised behaviour, is a victim of sexual abuse, or both, it is important to apply principles that remain child centred. Harmful sexualised behaviour displayed by children must be recognised as damaging to both the victim and the child who engages in the abusive behaviour. A child who engages in abuse of this kind may be suffering, or be at risk of, significant harm and may also be in need of protection. Some children who engage in harmful sexualised behaviour are likely to have significant emotional and behavioural difficulties and may have experienced some form of abuse themselves in the past.
- (ii) Nonetheless, in the balance of what is in the child's best interests, the needs of the victim must be given priority; and nothing will be done which causes the victim further harm. The needs of children and young people who engage in harmful sexualised behaviour towards others will be considered separately from the needs of their victims.
- (iii) The College acknowledges that it is not appropriate to refer to children or young people displaying harmful sexualised behaviour using such terms as 'sexually aggressive', 'sexually precocious' or 'child perpetrators'.
- (iv) It must also be borne in mind that harmful sexualised behaviour is primarily a child protection concern and may not (be addressed through the College's disciplinary procedures.

The recognition and management of such harmful behaviour is integrated into the school policies on safeguarding and child protection, behaviour and anti-bullying and hence will be handled under the existing arrangements for recording and reporting.

Preventative work will be done through identifying the areas in school where physical, verbal or sexual bullying may take place. Reducing access to or monitoring these areas means fewer incidents are likely, or that these areas of the school may be restricted for a pupil whose behaviours are causing the risk.

Advice and Support

It can be difficult to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate behaviours. Complicating factors can include the age of the child concerned or whether the child has special educational needs. Professional judgement is therefore likely to be required and the College will contact the CPSSS for support and advice on the appropriate course of action to take.

Identification of problematic/harmful behaviours and analysis of any attending risks is based on multi-agency risk assessment and analysis. The CPSSS will support the Principal and designated Teacher for Child Protection in managing the process and communicating with partner agencies where appropriate (primarily Social Services, the Youth Justice Agency and the PSNI).

Anti-Bullying Policy Framework

Section 1 – Introduction and Statement

The College is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we live by and the ethos of the school. All pupils have a right to be taught (and staff have a right to work) in a secure, caring environment, free from the threat of psychological and physical abuse. Everyone in the College has a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment. If bullying does occur, it will be dealt with promptly, effectively and appropriately.

“Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by looking after them.” Article 19 UN Convention on the Rights of the Child

Section 2 – Context

This policy is informed by the following:

The Legislative Context:

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003](#) (A17-19)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
- [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

- [United Nations Convention on the Rights of the Child](#) (UNCRC)

The following are noted:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
 - Provides a legal definition of bullying.
 - Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.

- Requires the College to record all incidents of bullying behaviour and alleged bullying incidents.
 - Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (eg. school trip)
 - When receiving education organised by school but happening elsewhere (eg. in another school in the Area Learning Community)
 - Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
 - ‘Safeguard and promote the welfare of registered pupils’ (A.17)
 - The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A.19);
 - Be protected from discrimination (A.2);
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A.12);
 - Education (A.28).

Section 3 – Ethos & Principles

Founded by the Methodist Church in 1865 the College is a non-denominational, co-educational grammar school, where pupils of all faiths and none are welcomed into a safe, supportive and inclusive environment. We aim to provide equal opportunities for all and the diverse talents of each of our pupils are appreciated, nurtured and celebrated. The development of intellectual curiosity, critical debate, active and independent learning, and the pursuit of excellence are all valued. Through the pursuit of curricular and extra-curricular activities we support and promote our belief in the importance of developing the whole child. Our pupils are encouraged to be enthusiastic, confident and tolerant young people, who have respect for themselves and for others.

It should be noted that:

- We are committed to a society where children and young people can live free and safe from bullying;
- We believe that every child and young person should be celebrated in their diversity;
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school;
- We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account;

- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.
-

Section 4 – Consultation and Participation

This policy, reviewed every 4 years, has been developed in consultation with registered pupils and their parents/guardians and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Section 5 – Definition of Bullying (as stated in The Addressing Bullying in Schools Act (Northern Ireland) 2016)

Bullying includes (but is not limited to) the repeated use of—

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

Note also that, “act” includes omission.

In other words:

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

While bullying is usually repeated behaviour, a one-off incident may constitute bullying. This will be assessed, taking account of the following:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incident on the wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
 - saying/writing mean and hurtful things to, or about, others

- making fun of others
- telling lies or spreading false rumours about others
- trying to make other pupils dislike another pupil/s
- Physical acts
 - hitting
 - kicking
 - pushing
 - material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
 - Leaving someone out of an activity
 - Refusing to include someone in group work
- Electronic Acts
 - Using online platforms or other electronic communication to carry out many of the written acts noted above
 - Impersonating someone online to cause hurt
 - Sharing images (eg. photographs or videos) online to embarrass or hurt someone

This list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

The various motivations behind bullying, may include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status

- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

The College recognises that the use of the terms ‘bully’ and ‘victim’ are unhelpful and should be avoided. Consequently:

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For this reason staff in the College will not refer to a pupil as ‘a bully’, nor will they refer to a pupil as ‘a victim’. Instead, they will refer to:

- A pupil displaying bullying behaviours
- A pupil experiencing bullying behaviours

All members of the school community are encouraged to use this language when discussing bullying incidents.

In determining ‘harm’ we define:

- Emotional or psychological harm as intentionally causing distress or anxiety by humiliating or affecting adversely a pupil’s self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Section 6 – Preventative Measures

This section sets out the measures to be taken by the College to prevent bullying behaviour, as defined in the section above. We wish to promote a strong anti-bullying ethos within the College and the wider school community.

It is the College’s position that the focus for all anti-bullying work should be on prevention. As such, this section is the lynchpin of the policy document. To prevent bullying, the College will undertake to do the following:

- Raise awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy;
- Promote anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas relating to bullying, positive behaviour and inclusion;
- Address through LLW issues such as the various forms of bullying (eg. racist, homophobic, transphobic, disablist, sectarian etc.) and how and why it can happen;
- Encourage involvement in meaningful and supportive shared education projects, to allow pupils to explore, understand and respond to difference and diversity;

- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training);
- Participate in the NIABF annual Anti-Bullying Week activities;
- Engage in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.;
- Use peer-led systems (eg. Form Council) to support the delivery and promotion of key anti-bullying messaging within the school;
- Use effective strategies for unstructured-time management, eg. staff supervision, training for staff, effective pupil engagement by staff, etc.;
- Assemblies to raise awareness and promote understanding of key issues related to bullying;
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks.

The College also recognises the importance of encouraging an anti-bullying culture on the way to and from school and promotes this by:

- Requiring pupils to take responsibility for their role as ambassadors for their school within the community;
- Providing regular reminders of the positive behaviour expectations of pupils whilst travelling to and from the College and in the community;
- Encouraging pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school;
- Engaging with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns;
- Working with the local community to address any issues of concern regarding the behaviour of pupils.

The College has the authority to take action to address bullying that uses electronic communication or social media, where that behaviour is likely to have a detrimental effect on the pupil's education at school. There are many opportunities to raise awareness of the nature and impact of online bullying to pupils and to support them in making use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through LLW, including understanding how to respond to harm and the consequences of inappropriate use;
- Participation in Anti-Bullying Week activities;
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages;
- Participation in annual Safer Internet Day and promotion of key messages throughout the year;
- Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use Policy, Positive Behaviour policy).

These lists above are not exhaustive.

Section 7 – Responsibility

Everyone has responsibility for creating a safe and supportive learning environment for all members of the school community.

Everyone in the College community, including pupils, their parents/guardians and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to:

- foster positive self-esteem;
 - model high standards of mutual respect;
 - be alert to signs of distress and other possible indications of bullying behaviour;
 - refrain from becoming involved in any kind of bullying behaviour;
 - refrain from retaliating to any form of bullying behaviour;
 - intervene to support any person who is being bullied, unless it is unsafe to do so;
 - report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff;
 - emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed;
 - explain the implications for themselves and/or others, of allowing the bullying behaviour to continue unchecked;
 - listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken;
 - know how to seek support;
 - resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.
-

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff, in the following ways:

- Talking to a member of staff;
- Writing a note to a member of staff (eg. in a homework diary);
- Sending an email to a member of staff or to a dedicated email address;
- By posting a comment in the Familyworks 'box' (located in H block).

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. It is the College's position that the focus should be on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Guardians Reporting a Concern

- In the first instance, all bullying concerns should be reported to the Head of Form or Deputy Head of Form.
- Where the parent is not satisfied that appropriate action has been taken, the concern should be reported to the Head of Section.
- Where the parent is still not satisfied that appropriate action has been taken then the concern will be addressed using the College's Complaints Procedure.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. Appropriate feedback will be provided to those persons directly involved. Certain information may not be able to be shared because of the need to preserve confidentiality.

Section 9 – Responding to a Bullying Concern

The focus of any intervention will be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns will concentrate on the prevention of any further incidents.

Staff responding to a concern about bullying behaviour will:

- *Clarify facts and perceptions;*
- *Check records;*
- *Assess the incident against the criteria for bullying behaviour.*

If the behaviour fulfils the criteria, staff will:

- *Confirm the type of bullying behaviour being displayed.*
- *Identify any themes or motivating factors.*
- *Select and implement appropriate interventions for all pupils involved.*
- *Track, monitor and record effectiveness of interventions.*
- *Identify and implement further interventions if necessary.*

The College will promote a restorative approach when responding to bullying behaviour.

The staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, staff may implement sanctions for those displaying bullying behaviour.

Certain information may not be able to be shared because of the need to preserve confidentiality.

Section 10 – Recording

There is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, for the College to maintain a record of all incidents of bullying and alleged bullying behaviour.

The College will record centrally all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method);
- the motivation for the behaviour;
- how each incident was addressed by the school;

- the outcome of the interventions employed.

Access to these records will be restricted and only provided to those members of school staff with a legitimate need. All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the College's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

The College recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. The College is committed to:

- ensuring that staff are provided with appropriate opportunities for professional development;
 - ensuring opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching;
 - reviewing policy and practice in the light of experience, to inform future staff development.
-

Section 12 – Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.

To this end, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted;
- identify trends and priorities for action;
- assess the effectiveness of strategies aimed at preventing bullying behaviour;
- assess the effectiveness of strategies aimed at responding to bullying behaviour.

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance. As such, the timeline for the review of this policy is:

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the 31 August 2025.

Section 13 – Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care procedures & practice
- Child Protection Policy
- Special Educational Needs Policy

- Health and Safety Policy
- Relationships and Sexuality Education
- Acceptable Use of Internet Policy
- Educational Visits Policy
- Staff Code of Conduct

METHODIST COLLEGE BELFAST RELATIONSHIP AND SEXUALITY EDUCATION

Legal framework for Relationships and Sexuality Education (RSE)

The Education (Northern Ireland) Order 2006 requires all grant aided schools to offer a curriculum which:

- *Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and*
- *Prepares such pupils for the opportunities, responsibilities and experiences of life by equipping them with the appropriate knowledge, understanding and skills.*

From September 2007 a revised school curriculum introduced personal development and mutual understanding (PDMU) in primary schools, which develops into Learning for Life and Work (LLW) in post-primary schools.

Relationships education is a statutory element of the Northern Ireland Curriculum through Learning for Life and Work. It supports the curriculum aim which is '*to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.*'

Definition

Relationships and Sexuality Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues.

Aims

The aims of RSE are:

To provide positive, purposeful, safe and structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality and to explore issues around relationships and gender which will enable them to form values and establish behaviour within a moral, spiritual and social framework.

To encourage pupils to examine and explore the various relationships in their lives and learn how to develop and enjoy friendships which are based on responsibility and mutual respect.

To provide pupils with the information and skills to evaluate critically the wide range of information, opinions, attitudes and values offered today.

To encourage pupils to avoid behaviours which could be harmful to themselves and /or others.

Morals and Values Framework

Mindful of the Christian principles on which the College was founded and the diverse religious and cultural groups in the school pupils are taught RSE within a framework that encourages the following:

a respect for self;

a respect for others;

non-exploitation in relationships;

commitment, trust and bonding within relationships;
an exploration of the rights, duties and responsibilities involved in relationships;
honesty with self and others;
a development of critical self-awareness for themselves and others;
an acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.

Inclusion

RSE should:

be relevant, accessible and age appropriate to all young people;
be set in a moral framework which is inclusive with respect to culture, religion, sexual orientation and social background;
seek to develop and clarify values and attitude towards sex, sexuality and relationships and to encourage respect for and empathy with the values and attitudes of others;
respect the diversity of cultural identity and encourage pupils to be aware of the traditions and beliefs of others, promoting respect, mutual understanding and tolerance;
include activities to allow both genders to talk about their interests, attitudes, emotions, concerns and feelings;
explore sexual orientation and stereotyping from a range of perspectives.

Confidentiality

The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

Teachers do not promise confidentiality.

Teachers can provide all pupils with information about where and from whom, they can receive confidential advice and support.

Teachers encourage young people, where possible, to discuss their concerns with parents or guardians.

In line with the College's Child Protection Policy, teachers inform the Designated Teacher for Child Protection of any disclosures which might suggest that a pupil is at risk.

The Role of the Teacher

Teachers provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations.

Teachers can provide all pupils with information about where, and from whom, they can receive confidential advice and support.

Only appropriate medical professionals should give medical advice to pupils.

Any disclosures that might suggest a pupil is at risk is reported as outlined in the Child Protection Policy.

Ground Rules for RSE

It is important to remember that all pupils have a right to age appropriate, accurate and objective information no matter how sensitive the issue is.

There will be occasions when teachers will be required to exercise discretion in dealing with particularly explicit issues raised by individual pupils. It is not normally appropriate to deal with such issues with the whole class.

It may be appropriate to discuss the pupil's concerns with the Pastoral staff alongside the parents, and if necessary, individually with the pupil.

No one (pupil or teacher) is allowed to ask or is expected to answer any personal questions.

No-one is forced to take part in a discussion. (Participants have the 'right to pass'.)

The use of proper terms for parts of the body and body functions is encouraged so that these terms are given a status and respectability.

Everyone's contribution will be valued and respected.

The Use of External Agencies

When visiting speakers and external agencies are used in RSE, the College checks the aims, objectives, lesson plans and resources to ensure they are appropriate and support the ethos of the College. Visitors are given a copy of our RSE Policy, Child Protection Policy and the Values and Aims Statement, and asked to adhere to them. The College ensures that visitors are clear about the limits of confidentiality and that the Designated Teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.

Parents/guardians are informed when an outside agency is being used. A teacher is present when a visitor is taking a class.

RSE programme

Our current RSE is covered through

Curriculum subjects

Learning for Life and Work classes

Workshops

Assemblies

The objectives and skills of the RSE are also reinforced by the positive climate and constructive everyday interactions between pupils and staff, both inside and outside the classroom.

At Key Stage 3, pupils have opportunities to:

explore the qualities of relationships including friendship;

explore the qualities of a loving, respectful friendship;

develop coping strategies to deal with challenging relationship scenarios;

develop strategies to avoid and resolve conflict;

explore the implications of sexual maturation;

explore the emotional, social and moral implications of early sexual activity.

At Key Stage 4, three of the skills that pupils develop are:

recognising, assessing and managing risk in a range of real-life contexts ;

developing their understanding of relationships and sexuality and the responsibilities of healthy relationships;

an understanding of the roles and responsibilities of parenting;
self-discipline regarding their sexuality.

RSE AT KS3 and KS4 in the Curriculum

Many of the objectives and skills of RSE, such as decision making, problem solving and working with others, are part of every subject and so all staff contribute, directly or indirectly, to RSE. Issues are presented in a way which is free from sensationalism and bias, and sensitively pitched to the pupils' needs and situations. Pupils are provided with a balanced and non-judgmental view which respects a range of religious and cultural beliefs and also the differing experiences and circumstances of our pupils.

Science, which is compulsory for all Key Stage 3 and 4 pupils, offers opportunities to address many aspects of RSE. Topics include: the physical changes occurring at puberty, the biology of reproduction, the need to stay healthy during pregnancy, contraception, sexually transmitted infections and interpersonal relationships. Although the emphasis is on factual, biological issues, pupils are encouraged to develop a responsible attitude to sexual behaviour.

English provides opportunities for pupils to explore and reflect on the various attitudes, values, beliefs and opinions which relate to themselves, their development, their relationships with others and family life. In addition, pupils can develop the use of appropriate vocabulary in different situations and practise communication skills.

Home Economics provides opportunities for pupils to consider the contribution of positive family relationships to the personal and social development of family members. It covers approach to dealing with home and family issues which analyses viewpoints, considers the factors influencing decisions and the consequences of actions.

The **Religious Education** curriculum addresses many aspects of the RSE Programme. It provides opportunities for pupils to consider moral issues, relate moral principles to their personal, social and family life, and identify and explore values and attitudes that influence behaviour. Pupils undertake a range of activities which promote self-respect and respect for others. They have opportunities to consider moral principles in relation to friendship, sexuality, preparation for marriage, single life and parenting based on Christian and other major world religions.

In **Physical Education**, the emphasis on enjoyment of, and positive attitudes towards, physical activity is significant in fostering self-esteem and confidence as well as developing a sense of fair play, sharing and co-operation.

Art and Design and Music afford pupils the experience of individual expression and non-verbal communication.

Drama Personal and social skills are developed through drama by giving pupils opportunities for the role play of feelings and situations.

The **Personal Development** Programme provides opportunities for pupils to explore a range of issues including: individuality, self respect and respect for others, peer pressure and media

influences, values and attitudes about sexuality and personal implications. Pupils are helped to make informed and responsible decisions about relationships

The RSE provision is monitored and reviewed by the Vice Principal (Curriculum) and Head of Pastoral Care.

PARENTS/GUARDIANS

The College recognises that parents/guardians have a major influence on all aspects of a young person's life, especially in the area of relationships and sexuality. The College endeavours to help support parents/guardians in this role. The RSE programme is accessible to pupil regardless of age, culture, disability, religion, sexual orientation or social background. It is tailored to the pupils' needs in terms of content, methodology and the resources used.

There is no statutory parental right to withdraw a child from RSE. The College, however, tries to take account of any parental concerns. It will, as far as possible, make alternative arrangements for any pupil whose parent/guardian requests exemption from specific RSE activities.

Where issues of a sensitive nature arise teachers encourage pupils to discuss these with their parents/guardians.

REVIEW OF THE RSE POLICY

The College's policy and RSE programme are informed by the Values and Aims Statement of Methodist College, advice from the Department of Education (DfEE), e.g. DfEE Circular Nos. 5/1994 and 15/2001, The Education (Northern Ireland) Order 2006 and CCEA's *Guidance for Post Primary Schools*, and they are drawn up in consultation with pupils, parents and staff. It is reviewed every three years or more frequently if necessary.

SUBSTANCE MISUSE POLICY (PUPILS)

The College is committed to safeguarding the health and safety of our pupils and staff and takes action to ensure the wellbeing of everyone.

The College is a health-promoting school which encourages pupils to develop the ability to make informed choices. It fosters self-esteem, self-confidence, self-discipline, positive attitudes and an understanding of right from wrong through a drugs education programme and the curriculum. The College acknowledges it has a vital preventative role to play in combating the misuse of drugs. The College also acknowledges the importance of Pastoral Care in the welfare of our pupils and seeks to encourage a pupil who need support to seek help.

The College also recognises that school is only one of a number of groups which must play a part in preventing drug misuse and it works with parents and external agencies to this end.

Ethos

This policy has been developed to give a clear, consistent message that drug misuse is not acceptable and does not condone their misuse in any circumstances. It will not accept the misuse of drugs on its premises or at any activity associated with the school and/or while pupils are travelling to and from school or in school uniform.

Pupils who arrive at the College, attend a College event or are wearing school uniform and are under the influence of substances due to previous misuse of drugs outside school time also contravene this policy.

Aims

The aims of this policy are as follows:

- To define what the College regards as a drug and drug misuse;
- To clarify the jurisdiction to which this policy applies;
- To explain the procedures to be followed by the College if suspected or actual drug abuse has taken place;
- To explain the follow-up when drug abuse has taken place.

Definition of Drugs

For the purpose of this document and in line with the guidance issued to all schools by the Department of Education (Circular 2004/9) drugs will include any substance which, when taken, has the effect of altering the way the body works or the way a person behaves, feels, sees or thinks.

Some substances which are not illegal may have an intoxicating and/or hallucinating effect. The use of animal, mineral or vegetable products which have such an effect is against College rules and pupils using such substances may be dealt with in a similar fashion to those who use illegal substances. The use of so-called “recreational” drugs and “legal highs” can lead to health problems and a dangerous acceptance of illegal and harmful drug misuse as part of everyday life.

Drugs include:

alcohol; tobacco; “over-the-counter” medicines, such as paracetamol; prescribed drugs, such as antibiotics, tranquillisers, inhalers and Ritalin; volatile substances, such as correcting fluids/thinners, gas lighter fuel, aerosols, glues and petrol; controlled drugs, such as cannabis, LSD, Ecstasy, amphetamine sulphate (speed), magic mushrooms (processed), heroin and cocaine;

other substances such as amyl/butyl nitrite (poppers), unprocessed magic mushrooms, so-called “recreational” drugs and “legal highs”.

Definition of Drug Misuse

Misuse includes involvement in the purchase, the use, possession, supply or intent to supply drugs, involvement in facilitating the supply of drugs, and giving support to or encouragement of drug-related activity.

A pupil who is found under the Colleges jurisdiction in possession of a drug or any illegal substance for abusive purposes is in breach of College rules, even if the pupil is not planning to consume the drug while under the Colleges jurisdiction. A pupil does not have to make a monetary or any other gain from passing on a drug to be guilty of involvement in supply.

Please note the above list is not exhaustive. The above examples demonstrate the type of conduct which would be in breach of College rules and in some cases the criminal law also. Each individual case of involvement in the misuse of drugs is assessed independently.

Drugs Education

The College recognises that the misuse of drugs is a significant problem in society today but that, equally, the majority of young people decide not to misuse drugs. It is important not to underestimate the importance of education in this area and there are, therefore, a number of initiatives in place. Pupils in the College are intelligent young people who will eventually make their own decisions as to how they live their lives but they need information and proper guidance in order to make educated and informed decisions.

Drugs education provides opportunities for pupils to:

acquire knowledge and understanding in relation to drug use/misuse;

identify values and attitudes in relation to drug use/misuse;

develop skills to enable them to consider the effects of drugs on themselves and others;

make informed and responsible choices within the context of a healthy lifestyle.

Some subjects, such as Biology, English and Religious Education, have a direct part to play in this. In addition, the Personal Development Programme, workshops and Assemblies cover important aspects of drugs education.

The College appreciates the support of parents and also maintains contact with a number of outside agencies which provide advice and support as required.

Training and Information

Staff are provided with training to support the full implementation of this policy including the delivery of the Drug Education Programme, key signs of drug abuse and how to deal with a drug-related incident.

Information awareness sessions are offered to parents/guardians by the Personal Development Co-ordinator, in consultation with the Designated Teacher for Drugs (Vice Principal Pastoral) and Head of Pastoral Care.

The Designated Teacher

The Designated Teacher for any matter connected with drug abuse is the Vice

Principal Pastoral. If a member of staff has any concerns regarding a pupil's possible involvement with drugs or alcohol, he/she should consult the Designated Teacher who will decide, in consultation with the Principal on an appropriate course of action.

In the event of the Designated Teacher for Drugs (Vice Principal Pastoral) being unavailable, another member of the Schools Senior Leadership Team is to be contacted.

The Role of the School Nurse

Any prescribed medicines to be taken in school by pupils must be left with and taken at the Sanatorium, except for inhalers and epipens which should be carried by the pupil. Other prescribed medicines may only be carried by pupils with the permission of the School Nurse following consultation with the parent/guardian of the pupil and the Principal.

Procedures for Incidents Involving Drug, the Suspected Involvement of Drug or a Drugs Related Issue

Should an incident occur where drugs (other than tobacco and alcohol) have been abused or thought to have been abused, the procedures below should be followed. It may be that some of the steps will be taken in a different order. The professional judgment of staff will be used in each case. The over-riding principle that should be adhered to is that the pupil's welfare is paramount.

a) If the pupil is clearly ill or unconscious, the member of staff should:

assess the situation;

ensure the safety of the pupil and others;

give emergency aid if possible and seek medical help by ensuring that the Sanatorium is contacted or call an ambulance;

promote a calm atmosphere;

send for extra staff help;

ensure that the Principal (or the person deputising for him/her) and the Designated Teacher for Drugs (Vice Principal Pastoral) are advised of the situation;

try to discover what drug and the quantity he/she has taken, and whether other pupils are involved;

keep any substances or material for possible analysis;

avoid directly handling substances or equipment;

ensure a responsible adult is with the pupil at all times;

not contact the parents or any outside agency, this will be done by the Principal or his deputy.

b) If the pupil does not seem to be ill or distressed, the following steps should be taken. The member of staff should:

assess the situation and, if necessary, send for extra staff help but remain with the pupil;

keep any substances or material for possible analysis;

avoid directly handling substances or equipment;
accompany the pupil to the Sanatorium, if necessary;
ensure that the Principal (or the person deputising for him/her) and the Designated Teacher for Drugs (Vice Principal Pastoral) are advised of the situation;
try to ascertain if any other pupils have taken the suspected substance;
try to discover what drug and the quantity he/she has taken;
not contact the parents or any outside agency; this will be done by the Principal or his/her deputy.

c) During an investigation into a drug related incident or suspected drug related incident, the College reserves the right to insist that a pupil empties his/her pockets or other belonging (e.g. school bags, locker, etc) if that pupil is suspected of possessing drugs. This will only be done in the presence of at least two members of staff, one of whom will be a senior member of staff. On College trips, educational visits and other events the authority of the senior member of staff is delegated to the teacher in charge of the activity. If the pupil is unwilling to comply, he/she should accompany the member of staff to the Designated Teacher for Drugs (Vice Principal Pastoral) or to another Vice Principal/Assistant Principal Teacher who will give further advice and may decide that it is necessary to involve the Principal.
Written records, signed and dated, are kept.

Procedures for Incidents Involving Alcohol

Pupils are not permitted to bring alcohol onto College premises, to consume it on the College premises or to be under its influence when on College premises. Pupils breaking this rule are reported to the Head of Section who will advise the Headmaster of the matter and also inform the Head of Form. The pupil will be dealt with according to the College's disciplinary procedures. Pupils participating in College trips are required to conform to the rules and standards as they would were they on College premises and thus the consumption of alcohol is not permitted in any circumstances.

At external social events involving exclusively Sixth Form students, at the discretion of the Principal, and in accordance with the terms of the law and the licence of the venue, pupils may be permitted to drink in moderation. At no time is the consumption of spirits permitted.

Procedures for Incidents Involving Tobacco

Pupils are not permitted to bring cigarettes into school. It is regarded as an offence to smoke on College premises, on the way to or from the College, when in uniform or when involved in any College activity. If a member of staff finds a pupil either smoking or in possession of cigarettes, the name of the pupil is noted and the matter reported as soon as possible to the Head of Form who will deal with the pupil according to the College's disciplinary procedures.

Confidentiality

The legal requirements of drug legislation and The Children (Northern Ireland) Order 1995 have implications. Where a pupil discloses to a member of staff that he/she (or another pupil) is taking or has taken drugs, the member of staff makes it clear that confidentiality cannot be guaranteed. The pupil is advised of other sources of support and, if appropriate, is encouraged to talk to his/her parents/ guardians. Information about disclosures is recorded in written format.

If it is suspected or confirmed that a „controlled drug' is involved the matter is immediately reported to the PSNI. In such instances the College reserves the right to restrict the movements of the pupil until the PSNI have had an opportunity to speak with the pupil. In such an instance the College makes every effort to inform the parent/guardian of this action, if appropriate.

Follow-up to a Drug-Related Incident

In the follow-up to such an incident, written records are produced by all staff dealing with it, and are submitted to the Principal. If necessary, the College's disciplinary policy is implemented, including fixed term and/or permanent exclusion, if appropriate. Advice and support are offered to pupils and staff who have been involved in the incident.

Enquiries from the press are referred to the Principal. The latter is also responsible for contacting other relevant people if this is deemed necessary, including the Designated Officer in BELB.

Relevant College Policies and procedures

This policy should be read in conjunction with:

- Code of Conduct for Pupils;
- Medical Welfare of Pupils Policy;
- Health and Safety Policy;
- Pastoral Care Policy;
- Positive Behaviour Policy;
- Regulations for Pupils Participating in School Trips

Review

The College has a Personal Development Co-ordinator responsible for co-ordinating the provision of drugs education and for monitoring, evaluating and reviewing regularly this provision. The Vice-Principal (Pastoral), the Personal Development Co-ordinator and the Head of Pastoral Care (Designated Teacher) work closely together when considering such matters.

The Head of Pastoral Care (Designated Teacher) and Vice-Principal (Pastoral) review this policy every three years or more regularly if legal or other circumstances warrant it. Pupils, parents and staff are consulted and due regard is paid to the Department of Education (DENI) Drugs Guidance for schools in N. Ireland 2004/9 and DENI 1996/16

Questions about the policy and programme are initially referred to the Designated Teacher for Drugs (Vice Principal Pastoral)

ICT ACCEPTABLE USE POLICY FOR PUPILS

1. Introduction

The purpose of this document is to ensure that pupils understand the guidelines for acceptable use of ICT Resources and to ensure that staff, pupils and parents can work together to effectively use ICT to enhance the learning experience.

In the context of this document ICT refers to computer based systems and any ICT resources related to extra-curricular activities or field trips. It applies to all platforms, including desktops, laptops, tablet devices and mobile phones.

Pupils must ensure that their use of the College ICT resources is appropriate at all times. All users are required to comply with school regulations and not to bring the name of the College or themselves into disrepute.

2. The C2K Network and Email

All pupils are allocated a C2K personal email account and area for the storage of documents which they are responsible for maintaining.

SPAM and unsolicited emails are automatically filtered out so that the recipient does not receive them. Users are notified of these messages and can request their release from the IT Manager by forwarding the notification email on to him.

Pupils should be aware that files stored on the C2K network are not private. Staff may review files and communications to ensure that pupils are using the network responsibly.

3. Internet Access

All internet access through the College's C2K network is filtered and monitored and can be recalled at any time at the request of the Principal.

Any electronic communication containing unacceptable material should not be forwarded or deleted but must be reported to a member of staff or the IT Manager immediately.

If a pupil accidentally accesses unacceptable material via the College network, they should report it immediately to their teacher or the IT Manager.

3. Use of Printers

Pupils will be given some printer credits at the start of each year. Once these are used up, more credits can be purchased from the ICT Support Team in K Block

Pupils should only use the school printers to produce school-related materials.

Pupils should try to reduce the number of items they print in an effort to reduce waste and the use of paper in the College. They should avoid using large areas of block colour or black ink in what they create to minimise the use of printer ink.

4. Computer Access Outside School Hours

One computer room, usually K9, is open for pupil use from 8.00 am until 8.35 am each morning, from 12.50 to 1.20 on Monday – Thursday and 12.35 – 1.05 on a Friday and after school from 3.20 pm to 4.25 p.m. Monday to Thursday and from 3.00 pm to 4.25pm on Friday.

The study Floor computer room are available for 6th Form use subject to the rooms not being used for timetabled classes.

Pupils must access their e-mail, Fronter, Google Classroom and the range of other materials, from home through the My School portal. Use your school C2K username and password to access My School.

5. Pupil Guidelines On the Use of ICT Resources

Pupils are responsible for good behaviour and appropriate use of College ICT resources and are expected to use them in a manner that befits the ethos of the College. Access to any ICT resource is a privilege, not a right.

- Pupils must ensure that their use of the College Computer Network is appropriate at all times.
- When using ICT resources pupils must not:
 - *Send or display offensive messages or pictures.*
 - *Send or play offensive sound recordings.*
 - *Use obscene language either verbally or via an electronic device.*
 - *Harass, insult or attack others on line.*
- All usernames and passwords must be kept private. Do not permit anyone else to access the network using your username or password. No one is permitted to use a computer logged on with another person's username or trespass in other users' folders, work or files.
- Only open attachments to emails if they come from a known and trusted sender as attachments may contain viruses or other programs that could destroy files or software.
- Never try to bypass or hack the security systems of the computer rooms or the computer systems. This includes the bypassing of any website filtering services to access blocked web sites.
- Never try to copy computer software from the school computer systems. (This may be theft).
- No software of any type should be stored on any removable media for the purpose of installation on any school device without the consent of the IT Manager.
- Do not violate copyright laws.
- Do not waste ICT resources.
- **Never bring a mobile phone, iWatch, iPad, MP3 player or any electronic device into an exam room as this could result in disqualification.**
- Do not use external removable devices for viewing illegal or unacceptable media of any type.

- Computer file storage areas and removable storage media of any kind may be reviewed by the IT Manager at any time.
- Food and drink are not allowed to be consumed in the computer rooms ***at any time***.
- Never tamper with the cables and connections on the workstations
- Always report any damage to ICT equipment or computer rooms to a teacher or IT Manager immediately.
- Mobile devices may only be used in the classroom with the permission of the teacher. Pupils should be aware the following sanctions will be applied if a mobile device is used without permission:
 - First time out – a warning will be given.
 - Second time out - the device will be removed until end of class.
 - Third time out - the device will be removed until end of school day.
- Mobile devices can be used at break and lunchtime in line with the guidelines listed above in italics.

Pupils must save their work to the school network to ensure that work can be retrieved if required in the event of material being lost or software failure.

6. Advice on the use of College iPads.

The College currently has up to 60 iPads available as class sets for classroom use. The use of tablet devices for research, sharing work and specific applications is set to increase. Pupils should follow this advice when they use the College iPads.

- Ensure that you are fully logged off from all applications before you return the iPad.
- Remember your use of the iPad can be traced just as a normal school computer.
- Do not tamper with any existing settings on the iPad.
- If you wish to store the work you create pupils should use their C2K One drive account
 - If you have been using photographs and/or video, you should delete these from the iPad when your project is complete.
- You must not use the iPad camera and sound recording without the permission of your teacher.
- If there are specific apps that you feel will help your learning, please speak to your teacher or the ICT manager who may be able to purchase them for future use.

7. SAFE PRACTISE FOR ONLINE LEARNING

The virtual classroom is an extension of the physical classroom and in just the same way there will be rules, routines and certain actions that pupils should follow in order for the blended approach to have a maximum impact. Both staff and parents should take time with pupils, to share expectations and model positive online behaviour.

Rules and guidelines for Pupils and Parents in the use of online platforms and live streaming.

All pupils should access online platforms through **My School** and use their C2K email account and password.

Pupils must be aware, that their actions and behaviours online should follow the same standards as those expected in classrooms and in school.

Pupils should use their full name when online and not use inappropriate nicknames, characters or avatars.

It is **STRONGLY** recommended that pupils should use communal rooms and not bedrooms when they participate from home in a live stream.

Pupils must be dressed appropriately during live streams.

Pupils must not record or make screen grabs of online streams.

During a live stream, microphones should be muted until direction is given by the teacher.

Pupils must not share private information during a live stream with staff or other pupils

When using Zoom as an online platform, teachers will use passwords to let pupils gain secure access. Pupils must not share passwords for such access outside the members of that particular class or group.

There should be no live stream contact with pupils on a one-to-one basis. A minimum of three participants at any time – one teacher/two pupils. **Issue with Music to consider change here**

Live streaming sessions should take place during the normal times of the school day.

Parents should inform the school if they do not give their consent for their children to participate in live-stream sessions. To check legal situation

Teachers may exclude pupils from live streams if their behaviour, language or dress is inappropriate

7. Cyber Safety Advice

Pupils are not permitted to access social networking sites via the College network. However, the following guidelines are suggested to ensure pupil safety and security when using these websites outside school.

Do not give out or post personal information online – report it to a trusted adult and/or use this website <https://www.thinkuknow.co.uk/>

Make sure that social networking account privacy settings are set at “friends only” or “protected”.

Do not accept friend requests from anyone you do not know in person.

Do not post private details such as home address, mobile or home telephone numbers or other personal details.

Never post photographs that have been taken in your bedroom

Never post photographs of others without their permission.

Never give out your mobile number.

If you get messages or images which upset you, do not reply. Keep a record and report them to a trusted adult or your network provider.

Think before you send messages or images – once you send them you cannot control them. Never pass on rude or embarrassing images or messages.

Sexting of images is illegal for both sender and receiver.

If someone makes you feel uncomfortable online – report it to a trusted, responsible adult and/or use the thinkuknow.co.uk website

Respect other people’s privacy as well as your own.

Do not make someone else uncomfortable online.

Do not use a social networking site to bully another pupil including the editing and posting of inappropriate images, messages or comments or any aspects of cyberbullying.

Be aware of the legal consequences of your online activities.

You are not anonymous online. All deleted material can be retrieved, and correspondence can be sourced through the computer’s IP address.

REMEMBER You can be traced online or on your mobile phone

Be careful about what you say, what you upload, what you send, what you store.

Requests for further information in relation to ICT in the College should be addressed to:

Mr F. Cassidy

IT Manager

METHODIST COLLEGE MANAGEMENT OF CONCUSSION AND OTHER HEAD INJURIES POLICY

Methodist College recognizes that concussions and other head injuries are serious and could result in significant brain damage or even death if not recognised and managed properly. This policy aims to promote the safety of pupils participating in school activities, including but not limited to extracurricular sports activities, and to provide academic support for pupils identified with concussive or other head injuries.

It is the responsibility of staff members involved in school activities to act in accordance with this policy when the staff member recognizes that a pupil may be exhibiting signs and symptoms of a concussion.

What is Concussion?

Concussion is a traumatic brain injury. It is a complex process in which forces are transmitted to the brain and result in temporary impairment of brain function. Concussion can have a significant impact on the short and long term health of a pupil if not handled correctly.

RECOGNISE: What are the visible clues of a suspected concussion?

The following visual clues can indicate a possible concussion:

- Loss of consciousness or responsiveness
- Lying motionless on the ground/slow to get up
- Unsteady on feet/balance problems or falling over/incoordination
- Grabbing/clutching of head
- Dazed, blank or vacant look
- Confused/not aware of play or events

What are the signs and symptoms of a concussion?

The presence of any one or more of the following signs and symptoms may suggest a concussion. They may occur hours or even days after the initial incident.

- Loss of consciousness
- Headache or pressure in the head
- Seizure or convulsion
- Dizziness or balance problems
- Difficulty concentrating or feeling like they are in a fog
- Nausea or vomiting
- Drowsiness, feeling slowed down, fatigue or low energy
- More emotional than normal, feelings of sadness
- Blurred vision or sensitivity to light and noise
- Nervous, anxious or irritable
- Difficulty remembering or amnesia
- Neck pain

- Not feeling “quite right”

The College’s approach to managing a concussion injury are based on the accepted principles of STOP- INFORM-REST-RETURN

STOP A pupil with a suspected concussion must be removed immediately from the activity.

INFORM A pupil with a suspected concussion must report it to a member of staff, referee, coach, teammate, friend or family member and be properly assessed and managed.

REST A pupil with a concussion must undertake a mandatory rest period as per established guidelines outlined in this policy.

RETURN A pupil with a concussion must follow a graduated return to learning and return to play programme.

ACTION IN THE EVENT OF A SUSPECTED CONCUSSION (as defined above)

The member of staff responsible for the pupil at the time of the event will:

- Safely and immediately **REMOVE** the pupil from the activity (n.b. a pupil should not be moved, other than required for airway support, if they are suspected of having a neck injury);
- Make an initial assessment following the guidance in the Pocket Concussion Recognition Tool;
- Seek medical attention for the pupil from a qualified medical professional (this may be the College Nurse);
- If no qualified medical professional is available, consider transporting the pupil by ambulance for urgent medical assessment;
- Notify the parent(s)/guardian(s) of the pupil to inform them about the incident, remind them of the College’s concussion policy, ask them to be alert to the symptoms of concussion and advise them to seek advice and assistance from a qualified medical professional;
- For an incident onsite: notify the College Nurse. For an incident offsite, notify the teacher in charge of the activity. This person will then inform all other staff by e-mail on the same school day or at the start of the next school day.

Any pupil suspected of having sustained a concussion or other head injury during a school activity must be removed safely and immediately from the activity and evaluated by a qualified medical professional. The staged programme of return to learning and return to play will be applied in all cases of suspected or confirmed concussion.

The pupil and his/her parent(s)/guardian(s) will be informed on the day of the concussion:

- that they should seek medical attention from a qualified healthcare professional
- that the 23 day protocol for sporting activities will automatically apply

RETURN TO LEARNING AND RETURN TO PLAY

Following a concussion, a pupil may have difficulties with short- and long-term memory, concentration and organisation. They will require rest while recovering from injury (e.g. avoid reading, texting, computer games, watching television) and may even need to stay home from school for a few days. As they return to school, they may need to start with a few classes or a half-day depending on how they feel. They may also benefit from a formal school assessment for limited attendance or homework if recovery from a concussion is taking longer than expected.

The College will accommodate a gradual return to full participation in academic and physical activities as appropriate, based on the recommendation of the pupil's concussion trained health care provider and appropriate designated school personnel. In the absence of any such recommendation the 23-day protocol will automatically apply. Progression to return to learning and return to play should be determined on a case-by-case basis. Medical recommendations will be shared with the pupil's Head of Year, the Head of PE and staff.

Factors that may affect the rate of progression include:

- previous history of concussion,
- duration and type of symptoms,
- age of the pupil,
- the sport/activity in which the pupil participates.

A pupil with a history of concussion, one who has had an extended duration of symptoms, or one who is participating in a contact sport may progress more slowly.

THE RETURN TO LEARNING PROGRAMME (Appendix 1) will be devised by the Head of Year, who will notify the pupil and their parents/guardians, all school personnel responsible for supporting the academic needs of the pupil including but not limited to: the pupil's Head of Year, tutor and subject teachers.

THE GRADUATED RETURN TO PLAY PROGRAMME (Appendix 2)

A record of pupils on the Return to Play Programme will be kept in the School Information Management System (SIMS). The progress of pupils through the programme will be monitored and recorded by an appropriate member of the games staff.

Under no circumstances will the pupil be allowed to return to play until the 23-day period is completed.

COMMUNICATION

Staff

Staff should follow the advice outlined in the **Concussion Protocol (Appendix 3)**. The teacher in charge of the activity will notify the pupil and their parents/guardians, and all school personnel involved in supporting the pupil in his/her school sport. A **Concussion Report (Appendix 4)** will be sent to the parent(s)/guardian(s) of the pupil.

The School Nurse will inform staff of pupils who have a suspected or confirmed concussion. An updated list will be issued to staff at the start of each school week.

At the start of each academic year staff will be made aware of this policy and the standards of care relating to the management of concussive injuries. They will be provided with concussion awareness training that includes recognising the signs and symptoms that may suggest a concussive or other head injury. They will be provided with a copy of the Pocket Concussion Recognition Tool.

Pupils and Parents/Guardians

Pupils and parents/guardians should report suspected or known concussion or other head injuries that occur outside of school related activities to the College nurse. It is the responsibility of the parent/guardian to inform the school of signs and symptoms related to concussion or head injuries that are recognised while the pupil is not in school.

At the start of each academic year all pupil and parents/guardians will be provided with information about:

- The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;
- The signs and symptoms associated with concussion and other head injuries; and
- The school's protocols for:
 - the removal of a pupil from an activity when the pupil is suspected of having sustained a concussion or other head injury,
 - the evaluation of a concussion or other head injury, and
 - the pupil's return to participation in school activities, including classes.

CONCUSSION POLICY MANAGEMENT TEAM

The Principal will appoint a Concussion Policy Management Team which *may* include, but will not necessarily be limited to: the College Nurse, the VP Pastoral Care, the Head of Pastoral Care, the Head of the Preparatory Department, the Head of PE, the Director of Rugby, Teachers in Charge of Hockey.

The team will:

- oversee the implementation of this policy and the related standards of care for concussive head injuries;
- ensure that appropriate training is provided for staff;
- review and update the policy and associated procedures on an annual basis.

May 2019 SN

APPENDIX 1: Return to Learning Programme

APPENDIX 2: Methodist College Graduated Return to Play Record (GRTP)

APPENDIX 3: Concussion Protocol (Staff)

APPENDIX 4: Concussion Report

APPENDIX 1: RETURN TO LEARNING PROGRAMME

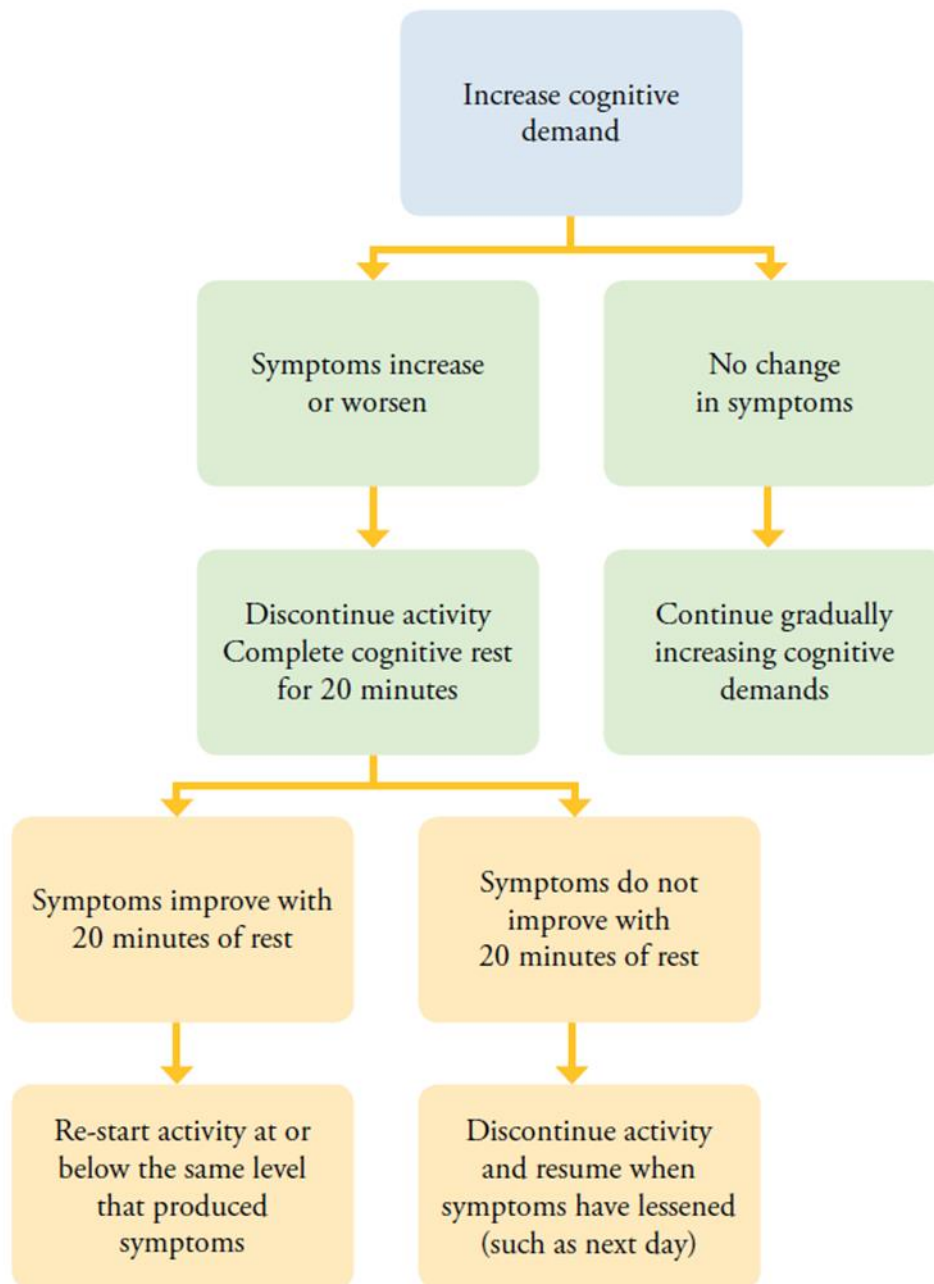
Step 1

Complete physical and cognitive rest. No exertion activity until asymptomatic. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.

Step 2

Return to school full-time /normal cognitive daily activities (or normal cognitive functions).

Suggested approach to increasing cognitive demand.



APPENDIX 2: METHODIST COLLEGE GRADUATED RETURN TO PLAY RECORD (GRTP)

Methodist College Graduated Return to Play				
Name				
Team				
Date of Suspected Concussion				
			Tick	Signed
GRTP Level 1				
No physical activity 14 days. Walking and light jogging permitted if symptoms not provoked	15/01/1900			(player)
GRTP Level 2				
If symptom free - light aerobic exercise e.g. walking, swimming, stationary cycling, jogging	16/01/1900			(player)
GRTP Level 3				
Rugby/sport specific movement - non contact e.g. sidestepping, faster running, body weight resistance training	18/01/1900			(player)
GRTP Level 4				
Rugby Ball work / decision making - non-contact rugby. Progressive resistance training	20/01/1900			(player)
GRTP Level 5				
*Signed off by medical practitioner for contact (rugby only)	22/01/1900			(medical practitioner)
GRTP level 6				
Earliest return to normal game play	24/01/1900			(Parent / Guardian)
* If a doctor would not sign off for return to contact, or if the pupil did not get a doctor's assessment, please tick here				(Parent / Guardian)
The above pupil has completed the GRTP under my guidance				(Coach)

APPENDIX 3: CONCUSSION PROTOCOL (Staff)

Sports Concussion – Off Site during school

Once a concussion is suspected

1. Contact a parent and give them the concussion letter. At the earliest opportunity:
2. Email School Nurse with the name of the pupil; she will then email all staff
3. Fill in the concussion register spreadsheet (located in 'My Computer', 'Staff', 'Concussion')
4. Complete the MCB injury report form for all concussions. If it is a rugby concussion, then complete an IRFU injury report form also
5. Print a GRTP form and give it to the pupil
6. Assist the pupil to complete the protocol
7. Collect the completed GRTP form after the 23 days

Sports Concussion - in School

1. Send the pupil to School Nurse; she will email all staff and contact a parent
2. Fill in the concussion register spreadsheet (located in 'My Computer', 'Staff', 'Concussion')
3. Complete the MCB injury report form for all concussions
4. Print a GRTP form and give it to the pupil along with the concussion letter
5. School Nurse will manage the GRTP if the pupil does not play for a school team.
6. GRTP for school team players should be managed by their coach

Non-Sports Concussion

1. Send the pupil to School Nurse; she will email all staff and contact a parent
2. If you were on duty, ensure the MCB injury report form is completed
3. School Nurse will complete the register and print a GRTP form and give it to the pupil along with the concussion letter
4. School Nurse will manage the GRTP if the pupil does not play for a school team.
5. GRTP for school team players should be managed by their coach

Concussion outside of school hours (at home)

If you find out, or 'hear rumours' that a pupil has been concussed at home:

1. Email the details to Mr Lowe and School Nurse
2. School Nurse will email all staff and contact a parent
3. School Nurse will complete the register and print a GRTP form and give it to the pupil along with the concussion letter
4. School Nurse will manage the GRTP if the pupil does not play for a school team.
5. GRTP for school team players should be managed by their coach

Completing the Concussion Register

1. Open 'My Computer', 'Staff', 'Concussion', 'Concussion Register'
2. Click on the '2019-20' tab at the bottom

3. Enter the pupil name and the date the concussion occurred; the dates of each GRTP stage will populate automatically
4. Click on the 'GRTP Template' tab
5. Complete the form GRTP. Just enter the pupil name and the date of the concussion. The dates of each stage will populate automatically. Print and give to the pupil.
6. Ensure you record that each form has been completed



Paper Trail

The accident report form and IRFU form must be sent to Diana Boyd within 4 days. The IRFU form must also be emailed to lesley.mcgaughey@ulsterrugby.com. After 23 days, send the completed GRTP form to Jane Jeanes for filing with the pupil's file.

Weekly Email

School Nurse will email all staff the list of pupils still under concussion GRTP every Monday.

APPENDIX 4: CONCUSSION REPORT

Concussion Report

Pupil _____ Date _____

Treatment given following incident

Dear Parent/Guardian

Following an incident in school your son/daughter has a suspected concussion. They have been assessed and have displayed one or more of the following symptoms:

<ul style="list-style-type: none"> • Loss of consciousness • Seizure or convulsion • Balance problems • Nausea or vomiting • Drowsiness • Player is more emotional • Irritability • Sadness • Fatigue or low energy • More nervous/anxious 	<ul style="list-style-type: none"> • Confusion • "Don't feel right" • Headache • Dizziness • Feeling slowed down • "Pressure in head" • Blurred vision • Sensitivity to light • Amnesia • Feeling like "in a fog"
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It is our recommendation that they be checked by a medical professional to assess the severity of the injury. Until symptoms have disappeared they should not be allowed to drive, use tablets/phones/computers, or indeed attend school.

In line with school policy we will apply the compulsory Graduated Return to Play. This

involves the following;

1. NO physical activity of any kind for 14 days (including PE)
2. A gradual increase in the level of physical activity up to 23 days
3. An assessment by a medical practitioner to permit a return to normal activity

This is summarised on the GRTP sheet accompanying this letter. The signed GRTP must be returned to school at the end of the 23 days. We would appreciate your co-operation with ensuring the protocol is followed to ensure the welfare of your son/daughter.

Further advice is available at www.patient.co.uk/health/head-injury-instructions . If you have any queries, please contact either Mr Lowe 02890205205.

Methodist College Belfast
Opportunity – Diversity - Excellence

