

Sullivan Upper School



Information for Parents Booklet

2023/2024

SEVERE ALLERGIC REACTIONS: ANAPHYLAXIS

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

There are many different allergens which can cause severe allergic reaction – many of which are found in food. The school is aware of the most common allergens and has procedures in place to manage these (please see [page 13](#)).

Anaphylaxis UK has provided the following top tips for pupils with anaphylaxis:

- be sure not to exchange food with others;
- avoid eating anything with unknown ingredients;
- be aware that cosmetics may contain allergens;
- be proactive in the care and management of your food allergies and reactions;
- notify an adult immediately if you eat something you believe may contain the food to which you are allergic;
- notify an adult immediately if you believe you are having a reaction, even if the cause is unknown;
- always wear your medical alert bracelet or some other form of medical identification.

For further information go to www.allergyuk.org.

ARRIVING AND LEAVING THE SCHOOL GROUNDS - PARKING

The safety of our pupils is our number one priority and the traffic management system in place is designed to allow for pick-up/drop-off whilst not impeding or endangering pedestrians, some of whom are very young and small. In the interests of all, please abide by all signs and markings and do not park in a space designated for other users (please see [page 11](#)).

COVID-19

The school will follow Department of Education and Public Health Agency advice and guidance in the relation to COVID-19 should this be required.

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May 2023

Dear Parent/Guardian

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

The booklet contains information about:

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

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

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

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

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

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

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

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

We use a service called **IRIS ParentMail** which is used by over 2,500 schools across the UK to communicate with parents by email and text message. This method of communicating is not only more cost effective but is also quick and enables us to provide up-to-date information on a more frequent basis during the school year. We also use **SIMS Parent App** which enables parents to view school reports, school calendar dates, pupil timetables, pupil attendance, pupil achievement points and amend personal data. If you have not already done so, I urge you to sign up to both these services by completing the relevant sections of the Admissions Booklet available from the school office. (Please see [APPENDIX 1](#) on [page 27](#) for further information). Please be assured that any information of a confidential nature will continue to be sent directly to you.

I look forward to welcoming our pupils back at the beginning of the new academic year. If your son or daughter is new to Sullivan Upper School, I trust that they will find this to be a welcoming and supportive community.

Yours sincerely

C J D MAIRS
Principal

SECTION 1 – CONTACT INFORMATION

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

Telephone Number: 028 90428780

Fax Number: 028 90427644

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

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

Twitter: @sullivan_upper

Copies of all
school policies
are available
from the
school office

Chair, Board of Governors Mr C Warnock

Principal Mr C J D Mairs

Vice-Principal (Teaching & Learning) Mr S Thompson

Vice-Principal (Pastoral) Mrs C L Moore

Bursar – all financial matters Dr C M Byrnes

Facilities Manager Mr S J Graham

Examinations Officer Mrs J McIlwaine

School Nurse Mrs M McAvoy

Special Educational Needs Coordinator (SENCO) Mrs J Kelly

Principal's PA Mrs A J Graham

For all general enquiries contact the school office
School Office Manager and MIS Coordinator Mrs A D Middleton

**Heads of Year:
for Pastoral Matters**

Year 8	Mrs C Dorman
Year 9	Ms C Bowman-Kinnear (T)
Year 10	Miss S Wilson (T)
Year 11	Miss L Aranha (T)
Year 12	Mrs R Trainor
Year 13	Dr L Moore
Year 14	Mrs S Torrens

CHILD PROTECTION (see [APPENDIX 3](#) on page 32)

Designated Teacher for Child Protection	Mrs C L Moore
Deputy Designated Teachers for Child Protection	Miss L Aranha and Mr S Thompson
Designated Governor for Child Protection	Mrs A Gordon

YEAR 8 AND OTHER NEW PUPILS

1. The Nature of the Change

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

There are all sorts of changes to take account of

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

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

2. Important Issues for the First Term

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

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

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

3. First Day of Term

On the first day of term Year 8 pupils report to the School Hall. Form Teachers will meet pupils at 9.00 am and take them to Form Rooms. Please see [page 9](#) for dates the school starts in September 2023.

4. What Can Parents Do To Help?

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

(a) Change from Primary School

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

(b) Help with Organisation

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

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

- make a copy of the weekly timetable and keep it at home;
- note the days when there are PE classes, Home Economics, games or other activities that require additional items or equipment;

- encourage careful packing of the school-bag the night before;
- check from time-to-time that everything needed for the coming day's work is ready;
- liaise with the Form Teacher if persistent problems arise.

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

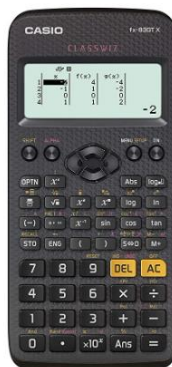
Starting a new school can be daunting enough without having to worry in the last few weeks of the Summer about having all the correct books/equipment too. Pupils will be provided with textbooks and class work/exercise books by their subject teacher and in some cases folders. Below is a list of general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

General

- | | | |
|---|-------------------|----------------|
| • Pens (black/blue and red) | • 30 cm Ruler | • Highlighters |
| • Pencils | • Eraser | • Glue Stick |
| • Colouring Pencils (good range of colours) | • Safety Scissors | |

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

- | | |
|--------------------------|---|
| Art | <ul style="list-style-type: none"> • HB, 2B, 4B pencils • Small tin of watercolour paints • Fine Paintbrush (size 4 or 6) • Black Fineline Pen |
| English | <ul style="list-style-type: none"> • A supply of good writing pens in black or blue • Ruler, highlighter and a pocket dictionary • A4 Zip or plastic wallet • Glue Stick |
| Geography | <ul style="list-style-type: none"> • A4 Plastic Zip folder • 30 cm Ruler • Colouring Pencils |
| History | <ul style="list-style-type: none"> • Expanding organiser file (13-part) |
| Home Economics | <ul style="list-style-type: none"> • Plastic container with tight fitting lid (1 litre capacity) with name clearly labelled in indelible ink • Pack of tinfoil pie dishes (deep sided and 22 cm diameter) • Strong wallet zip folder A4 (eg Tuff bag) |
| LLW | <ul style="list-style-type: none"> • A4 plastic wallet |
| Mathematics | <ul style="list-style-type: none"> • Protractor • Compass • Scientific Calculator:
Casio fx-83GTX or new Casio fx-83GTCW • Glue Stick • 30 cm ruler • A4 Zip or plastic wallet • Mini white board • White board markers |
| Modern Languages | <ul style="list-style-type: none"> • A4 Zip or plastic wallet for each language |
| Pastoral/LLW | <ul style="list-style-type: none"> • A4 Zip or plastic wallet |
| Religious Studies | <ul style="list-style-type: none"> • A4 Zip or plastic wallet |
| Science | <ul style="list-style-type: none"> • Calculator • Ruler • Glue stick • 20 polly pocket display book • Safety Scissors • Colouring Pencils • Highlighter |
| Technology | <ul style="list-style-type: none"> • 2B pencils • 30°-60° Set Square |



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

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

(e) Take an informed interest in homework

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

We would also like you to stress the importance of homework (and not just written homework) and to encourage a disciplined and planned approach to it (see [page 22](#)).

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

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

It is important, too, to maintain contact with the school. The Form Teacher is your link with us and all enquiries, emails, requests for information and the like should be addressed, in the first instance, to him or her. (For the Partnership with Parents Policy, see [APPENDIX 2](#) on [page 29](#)).

(g) School Website and Twitter

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

www.sullivanupper.co.uk

or by following us on twitter @sullivan_upper.

(h) Parent Consultations

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

Later in the school year there is a Year 8 Parental Consultation with subject teachers. Each year group has a parental consultation session with subject teachers. These dates will be forwarded to parents via IRIS ParentMail and will also be available on the SIMS Parent App and on the school's website from September 2023. Form Teachers and the Head of Year are happy to meet and talk with parents by appointment if an issue arises, for example, if there has been a difficulty settling in.

14 TIPS TO DEVELOP RESILIENT CHILDREN

- 1 Teach children to problem solve
- 2 Allow space and time for children to make their own decisions
- 3 Help children to become aware of their thoughts
- 4 Help children to challenge themselves
- 5 Help children to learn from failure and mistakes
- 6 Try not to provide all the answers for your child
- 7 Develop autonomy in children
- 8 Be a positive resilience role model
- 9 Let children make mistakes
- 10 Don't over praise
- 11 Encourage risk taking
- 12 Praise children honestly
- 13 Help children to put things into perspective
- 14 Help children to develop positive coping strategies

SECTION 2 – ADMINISTRATIVE INFORMATION

1 THE FIRST FEW DAYS

Day	Years	Activities	Start	Finish	Lunches	Buses
Friday 25 August 2023	Year 14 only	Form Base	9.00	12.30	X	X
Monday 28 August 2023	-	Holiday	-	-	-	-
Tuesday 29 August 2023	Year 8 only	Form Base	9.00	12.30	X	X
Wednesday 30 August 2023	Year 13 only	Form Base	9.00	12.30	X	X
Thursday 31 August 2023	Yrs 8-12 only	Form Base	9.00	12.30	X	✓
Friday 1 September 2023	All pupils	Timetabled	8.45	3.30	✓	✓

2 DAILY ROUTINE FOR 2023-24

8.45 am	Call to Registration Bell	
8.50 am – 9.10 am	Morning Registration and Assembly	
9.10 am – 9.40 am	PERIOD 1	[30 minutes]
9.40 am – 10.15 am	PERIOD 2	[35 minutes]
10.15 am – 10.45 am	PERIOD 3	[30 minutes]
10.45 am – 11.20 am	PERIOD 4	[35 minutes]
11.20 am – 11.35	Break	[15 minutes]
11.35 am – 12.05 pm	PERIOD 5	[30 minutes]
12.05 pm – 12.40 pm	PERIOD 6	[35 minutes]
12.40 pm – 1.10 pm	PERIOD 7A 1st Lunch (Years 11-14)	[30 minutes]
1.10 pm – 1.20 pm	Gap (Non-Teaching)	[10 minutes]
1.20 pm – 1.50 pm	PERIOD 7B 2nd Lunch (Years 8-10)	[30 minutes]
1.50 pm – 2.25 pm	PERIOD 8	[35 minutes]
2.25 pm – 2.55 pm	PERIOD 9	[30 minutes]
2.55 pm – 3.30 pm	PERIOD 10	[35 minutes]

3 KEY DATES FOR 2023/24

Autumn Term	Friday 25 August 2023-Wednesday 20 December 2023 (inclusive)
Pupil Induction Day [9.00 am-12.30 pm]	Friday 25 August 2023 [Year 14 only]
Bank Holiday	Monday 28 August 2023 (school closed)
Pupil Induction Days [9.00 am-12.30 pm]	Tuesday 29 August 2023 [Year 8 only] Wednesday 30 August 2023 [Year 13 only] Thursday 31 August 2023 [Years 8-12 only]
All Pupils in School	Friday 1 September 2023
School Development Day 1	Thursday 28 September 2023 (pupils do not attend)
Half Term	Monday 30 October 2023-Friday 3 November 2023 (inclusive)
School Development Day 2	Friday 24 November 2023 (pupils do not attend)
Autumn Term Ends	Wednesday 20 December 2023 at 12.00 noon
Christmas Holiday	Thursday 21 December 2023-Tuesday 2 January 2024 (inclusive)
Spring Term	Wednesday 3 January 2024-Friday 22 March 2024 (inclusive)
School Development Day 3	Wednesday 3 January 2024 (pupils do not attend)
All Pupils in School	Thursday 4 January 2024
Half Term	Monday 12 February 2024-Friday 16 February 2024 (inclusive)
School Development Day 4	Monday 18 March 2024 (pupils do not attend)
Spring Term Ends	Friday 22 March 2024 at 12.00 noon
Easter Holiday	Monday 25 March 2024-Friday 5 April 2024 (inclusive)
Summer Term	Monday 8 April 2024 -Friday 28 June 2024 inclusive)
Summer Term Begins	Monday 8 April 2024
May Day Holiday	Monday 6 May 2024
School Development Day 5	Monday 27 May 2024 (pupils do not attend)
Summer Terms Ends	Friday 28 June 2024 at 12.00 noon

School Calendar dates will be available in the SIMS Parent App.

Some school dates are available on the Parents section of the school website, ie Upcoming Events

<https://www.sullivanupper.co.uk/parents/upcoming-events>

4 BUSES

Some pupils who live more than 3 miles from school may be entitled to bus or train passes. For those parents that wish to apply for home to school transport assistance, the Education Authority has introduced an online application process for parents applying for home to school transport. Further information on eligibility for transport assistance and how to apply online can be found on the Education Authority website at <https://www.eani.org.uk/financial-help/home-to-school-transport> and is available from Tuesday 23 May 2023.

If your child travels to Comber they may obtain a school pass to get out of class five minutes early - please see Mrs Moore [Vice-Principal (Pastoral)].

If a pupil loses their bus or train pass, they should inform the school office. The office will issue an 'Interim Educational Ticket' and 'Duplicate Pass Procedures – Parent Copy' form. The form explains that the blue portion of the Ticket allows five school days of 'free' travel and the white portion of the Ticket should be signed and returned, by post, along with a passport size photograph of the pupil and the appropriate fee to:

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

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

AM	From Bangor (Brunswick Road)	0752	0752 Brunswick Road, 0800 Crawfordsburn, 0802 Helens Bay, 0803 Craigdarragh Road, 0820 Sullivan Upper School.
	From Bangor	0750	Bangor Bus Station (Stand 6) 0755 Rathmore Road, 0800 Crawfordsburn, 0816 Sullivan Upper School.
	From Bangor	0745	Bangor Bus Station (Departs Stand 8), 0747 Brunswick Road, 0755 Crawfordsburn, 0810 Sullivan Upper School.
	From Belmont Road	0813	Belmont Road (Gelston's Corner), 0815 Old Hollywood Road, 0817 Redburn Estate (Firmount Crescent), 0818 Redburn Clinic, 0820 Jacksons Road, 0821 Belfast Road, 0822 Abbey Ring, 0826 Sullivan Upper School.
	From Belmont Road	0815	Belmont Road (Strathearn School), 0817 Old Hollywood Road, 0820 Redburn Estate (Firmount Crescent), 0822 Jacksons Road, 0828 Sullivan Upper.
PM	To Belfast Laganside Buscentre	1540	Sullivan Upper School (Abbey Ring), 1542 Belfast Road (Main Road), 1545 Hollywood Road, 1550 Albertbridge Road, 1600 Belfast Laganside Buscentre.
	To Belfast Laganside Buscentre	1540	Sullivan Upper School (Abbey Ring), 1542 Belfast Road (Main Road), 1545 Hollywood Road, 1548 Albertbridge Road, 1555 Belfast Laganside Buscentre.
	To Ballygowan	1540	Sullivan Upper School, 1541 Belfast Road (Main Road), 1542 Jacksons Road, 1543 Old Hollywood Road, 1550 Belmont Road (citybus stop), 1551 Belmont Church Road, 1554 Upper Newtownards Road (Cabin Hill School), 1605 Dundonald Grahamsbridge Road, 1615 Comber By-pass, 1620 Comber Killinchy Street, 1622 Comber High Street, 1624 Comber Ardagh, 1639 Ballgowan Depot. Show Killyleagh on destination; Uplift and set down passengers on route; Let Sullivan pupils stay on bus and drop off along Upper Newtownards Road; Operate service bus to Comber via Belmont Church Road, uplifting at Cabin Hill and along the route; Operate via Comber By-pass to Depot and then Comber Bus station via railway street.
	To Comber	1540	Sullivan Upper School (Abbey Ring), 1541 Main Road, 1542 Jackson's Road, 1543 Old Hollywood Road, 1550 Belmont Road, 1551 Belmont Church Road, 1554 Upper Newtownards Road, 1605 Dundonald (Grahamsbridge Road), 1620 Comber (Bus Station), 1630 Comber (Railway Street), 1632 Comber (Killinchy Street), 1635 Comber Cemetery (New Roundabout) <i>Onward service to Ballygowan 1639.</i>
	To Bangor	1535	Sullivan Upper School, 1545 Crawfordsburn, 1555 Brunswick Road, 1600 Bangor Buscentre.
	To Bangor	1548	Sullivan Upper School, 1558 Craigdarragh Road, 1603 Helens Bay Village, 1608 Crawfordsburn, 1616 Brunswick Road, 1618 Bangor Buscentre.
	To Bangor	1610	Sullivan Upper School, 1620 Crawfordsburn, 1625 Rathmore Road, 1635 Bangor Buscentre.

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

5 ARRIVING AND LEAVING THE SCHOOL GROUNDS

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

Parents are referred to the school's [Traffic Management Plan](https://www.sullivanupper.co.uk/facilities) which is available on the school's website <https://www.sullivanupper.co.uk/facilities> and they should review this with their son/daughter.

Please be aware that the school is situated in a residential area and we ask everyone to park legally, safely and with consideration for our local residents.

Pupils must not enter any school building before 8.30 am unless given specific permission to do so and accompanied by a member of staff (eg early morning sports training in the Sports Hall). Pupils who arrive before 8.30 am should remain outside, eg at the Pavilion. There will be no supervision in the classroom until 8.30 am. Classrooms will be open for pupils from 8.30 am. The school will not accept responsibility for pupils still on the premises after 4.00 pm unless they are taking part in an activity supervised by a member of staff. Pupils who arrive to registration after 8.45 am will be coded as 'Late.'

6 PUPIL ATTENDANCE POLICY

Parents are asked to familiarise themselves with the Pupil Attendance Policy – please see [APPENDIX 4](#) on [page 34](#).

7 ABSENCES AND REQUESTS FOR ABSENCE

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

- (a) If a pupil is absent his/her parent should **notify the school via IRIS ParentMail using the 'Notify Absence' function before 8.45 am** and provide a brief reason for the absence.
- (b) The SIMS Parent App enables parents to monitor their child's absence. Parents should notify the school office of absences via IRIS ParentMail and provide explanation for any unexplained absences.
- (c) Requests for pupils to be absent should be sent as far ahead of the event as possible via IRIS ParentMail. Parents are asked to arrange dental and medical appointments outside school hours if they possibly can. Requests relating to absences should state the time at which the pupil will have to leave school and, where appropriate, the time at which he/she will return.
- (d) Parents are particularly asked not to take their children on holiday during term time. The pressure of work in the school is intense. It is difficult for children to catch up what they miss, even after a few days' absence. It is also difficult for the school to do its best for the pupils if they miss more classes than they need to. Coursework and practical assessment, for example, must fit into a tight schedule, and changes in our arrangements cannot be made to accommodate additional holidays.
- (e) Please note that if the school organises for pupils to be absent during the course of the day on an approved educational visit, then the pupil will be marked present using the appropriate code on their registration certificate. However, if parents remove children from school, then the pupil will be marked absent.
- (f) No pupil is permitted to leave the school buildings or grounds during the course of the school day unless he or she has formal permission to do. Relevant sanctions will be applied in line with the School Behaviour Policy.

8 SCHOOL LUNCHES

Pupils may bring packed lunches to school and eat them under supervision in the upper floor of the Silver Robin where some snacks are also available. The school's self-service restaurant, the Silver Robin, provides a wide-range of hot and cold meals and snacks in a supervised environment. If your child requires a special diet, please complete the Special Diet Application Form in the Admissions Booklet available from the school office.

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

Parents should remotely top up their child's school meals account by credit or debit card through their IRIS ParentMail account and receive reminders to top up when the balance is low.

During the first few days in school, a biometric image of one or more finger for each new pupil will be taken. The image stored does not contain a fingerprint but a string of data. The information that is stored cannot be used to recreate an image of the child's fingerprint. Parents are referred to the section "Frequently Asked Questions about Biometrics" (see [APPENDIX 9](#) on [page 47](#)). Parents can add funds to their child's school meal account remotely via their ParentMail account.

The school has a Healthy Eating Policy which builds upon the important connection between a healthy diet and a pupil's ability to learn effectively (see [APPENDIX 10](#) on [page 48](#)).

Allergies

The Silver Robin recognises that a number of pupils, parents, visitors, and staff suffer from allergies or intolerances to certain foods. The Silver Robin is one part of a whole-school approach to the care and management of those members of the school community:

- we retain customer information sheet on individuals' allergies and intolerances;
- we encourage self-responsibility and avoidance strategies;
- menu planning, food labelling, stores and stock checks are carried out on an ongoing basis;
- signage facilitates awareness of foods produced on the premises;
- a staff awareness programme on food allergies/intolerances is in place;
- all catering staff are trained to a minimum level 2 food hygiene and this is regularly updated in line with Environmental Health guidance.

It is our goal to minimise the risk of anyone suffering from allergy induced anaphylaxis, or food intolerance by working in partnership with pupils, parents and staff.

9 LOCKERS, PERSONAL BELONGINGS AND LOST PROPERTY

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

Lost property and any items found at the end of a term are collected and deposited in the school office. Lost Property is looked after by the Receptionist/Administrative Assistant.

In order to minimise the risk of loss, **pupils are asked not to bring Airpods or other similar items of equipment to school**, unless specifically asked to do so by a member of staff. Please read the e-Safety, ICT Acceptable Use and Digital Media Policy (see [page 26](#)), it is also available from the school office or on the school website (www.sullivanupper.co.uk).

Mobile phones should not be brought into school unless consent has been requested through the relevant consent section of the Admissions Booklet. Particular care should be exercised if mobile phones are brought into school. The school accepts no liability for damage or loss of a mobile phone (see [APPENDIX 5](#) on [page 38](#)).

Valuables and sums of money which have to be brought to school may be left with the school Accounts Office. Large amounts of money should not be brought to school at all, if possible.

10 ILLNESSES AND MEDICAL MATTERS

The school has the services of an experienced nurse, Mrs McAvoy. Pupils may go to the school nurse at break and lunch-time or, with the permission of a member of staff, during class. **Pupils must not contact parents about illness before seeing the school nurse, who will contact parents if necessary.** If a pupil contacts parents directly this contravenes the Mobile Phone Policy and relevant sanctions will be applied.

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

AAIs

Pupils with severe allergy must carry their emergency medication in school. School has emergency AAIs for when the pupil's medication cannot be used.

Asthma

Pupils with asthma must carry their inhalers in school. If during an attack they do not have their own inhaler with them, the school's emergency inhaler would be used.

Medical information or consent for medication can be amended via the SIMS Parent App, in the Data Collection tile, or by contacting the school nurse.

For a consent form or further information, please contact the school nurse.

11 SCHOOL UNIFORM

SUPPLIERS OF UNIFORM

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

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

Gowdys Schoolwear
121-131 Woodstock Road
BELFAST
BT6 8AB
☎ 028 90459052

Littles (Boys only)
254/256 Woodstock Road
BELFAST
BT6 9DN
☎ 028 90458372

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

Warnocks Schoolwear
791-793 Lisburn Road
BELFAST
BT9 7GX
☎ 028 90381828

School Days NI Ltd
432-434 Newtownards Road
BELFAST
BT4 1HJ
☎ 028 95433725

Shoes are available at

Clarks Shoes
(any branch)

Cordners
13 Conway Square
NEWTOWNARDS
BT23 4DA
☎ 028 91813144

PE/Sports clothing is available to purchase online via the school's website

<https://www.sullivanupper.co.uk/uniform>

UNIFORM FOR BOYS

[2023/24]

These regulations have been designed for the benefit of parents, pupils and the school. You are asked to co-operate and conform in order to maintain high standards for every pupil. Pupils will be asked to replace any item of uniform that does not meet the requirements set out below. If you have any problems or difficulties in purchasing uniform, please contact Mrs C L Moore [Vice-Principal] at school. We thank you for your co-operation in this important matter.

A INDOOR WEAR

Shoes Plain, black laced leather shoes of traditional style with rounded toes. Boots should not be worn. Heels no higher than 3 cms. Shoes should be regularly polished.

<p>These styles of boys' shoes <u>are</u> acceptable</p> <div style="display: flex; justify-content: space-around;">    </div> <p>Please make sure that heels are of a "block style" with at least a 3.5 cm base</p>			<p>These styles of boys' shoes are <u>NOT</u> acceptable</p> <div style="display: flex; justify-content: space-around;">   </div> <p>NO leather sports shoe</p>
--	--	--	--

Socks Fine plain dark grey or black socks.

Trousers Plain black flannels. Fashion trousers should not be worn.

Shirt Plain white shirt. A t-shirt worn beneath the shirt must not be coloured or patterned.

Tie Regulation school tie.

Pullover Regulation school grey, plain, fine, machine-knitted, wool pullover with V-neck and [Years 8-12] school colours at the neck band.

Blazer Regulation school blazer with badge, in Melton cloth.

B OUTDOOR WEAR

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

Scarf Regulation school scarf.

C BOYS IN SIXTH FORM

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

Tie Special sixth form tie available from the Accounts Office.

D POINTS ABOUT APPEARANCE AND UNIFORM

Hair Hair should be neat and of a style suitable for wearing with a smart school uniform. In the interests of appearance, hygiene and safety, shoulder-length hair or longer should be tied back in appropriate classes. Fringes should not cover the eyebrows. Fastenings, if used, should be small and inconspicuous ie black or green. Extreme hairstyles or colours should not be worn. Pupils should be clean-shaven.

Shirts Should be worn tucked into trousers.

Make-up Make-up should not be worn with school uniform at any time. Coloured nail varnish and/or artificial nails are not permitted.

Jewellery No jewellery is to be worn except a plain signet ring and one pair of plain earrings worn in the traditional way. Only school badges should be worn with the exception of ONE charity badge. There should be no additional piercings or visible tattoos. Please note that pupils who wear piercings other than those permitted by uniform regulations will be asked to remove them and will be held at Reception for a parent/guardian to collect. This also includes retainer piercings. It should be noted that piercings can take up to 6 weeks to heal. Plasters to conceal piercings are not permitted.

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

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

The Sullivan tracksuit top is part of extracurricular wear and as such should be worn for PE, Games and specific extracurricular activities only. During periods of cold weather (normally from the start of December to the end of February) pupils may be given permission to wear the Sullivan top (green or black) to/from school as an alternative to an outdoor coat.

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

E MOTOR CYCLISTS AND SCOOTERS [Sixth Form]

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

F SPORTSWEAR

Curricular PE

- White polo-shirt with crest
- Black shorts
- Plain white socks (*Generic*)

Essential items: available via school website

Other Items

- School tracksuit [bottoms and green Sullivan top]
- Trainers for outdoors and trainers for indoors with non-marking soles
- Sports bag

Essential items: available via school website

Generic

Extracurricular Rugby and Hockey

- Games shirt
- Black shorts
- Games socks
- Gum shield
- Studded boots appropriate to the sport (rugby: rugby/football boots; hockey: trainers [as above] or astroturf trainers)
- Hockey stick

Essential item: available via school website

Generic: recommended custom-fitted mouthguards

(shoes depending on choice of sport)

Cricket

- Protective Box

Generic

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

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

UNIFORM FOR GIRLS

[2023/24]

These regulations have been designed for the benefit of parents, pupils and the school. You are asked to co-operate and conform in order to maintain high standards for every pupil. Pupils will be asked to replace any item of uniform that does not meet the requirements set out below. If you have any problems or difficulties in purchasing uniform, please contact Mrs C L Moore [Vice-Principal] at school. We thank you for your co-operation in this important matter.

A INDOOR WEAR

Shoes

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

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



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



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

Socks

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

Skirt

Year 8

New regulation box pleat mid-grey skirt with adjustable waist (Whytes brand), the hem should be below the knee.

Years 9-14

Either, new regulation box pleat mid-grey skirt with adjustable waist (Whytes brand), the hem should be below the knee.

OR

As below, regulation six-gored mid-grey skirt of suitable length, the hem should be to the knee.

or

Years 9-11: New school skirt will be compulsory when pupils enter Sixth Form.

Years 12-14: Pupils can wear their current skirt until they leave Sullivan.

NB: Many girls grow over the course of the year. This should be taken into consideration when purchasing a skirt.

Trousers

OR plain dark-grey trousers [available from Warnock's, Lisburn Road; Gowdys Schoolwear, Woodstock Road; and Roberts, Bangor].

Shirt

Plain white shirt.

Optional Summer Uniform [Easter to Halloween]

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

Tie

Regulation school tie.

Pullover

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

Blazer

Regulation school blazer with badge, in Melton cloth.

B OUTDOOR WEAR

Coats

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

Scarf

Regulation school scarf

C GIRLS IN SIXTH FORM

Pullover

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

Tie

Special sixth form tie available from the Accounts Office.

D POINTS ABOUT THE WEARING OF UNIFORM

Hair	Hair should be neat and of a style suitable for wearing with a smart school uniform. In the interests of appearance, hygiene and safety, shoulder-length hair or longer should be tied back in appropriate classes. Fringes should not cover the eyebrows. Fastenings, if used, should be small and inconspicuous ie black or green. Extreme hairstyles or colours should not be worn.
Shirt	Should be worn tucked into skirt/trousers.
Make-up	Make-up should not be worn with school uniform at any time in Years 8-10. Unobtrusive make-up is permitted in Years 11-14. Coloured nail varnish and/or artificial nails are not permitted.
Jewellery	No jewellery is to be worn except a plain signet ring and one pair of plain earrings worn in the traditional way. Only school badges should be worn with the exception of ONE charity badge. There should be no additional piercings or visible tattoos. Please note that pupils who wear piercings other than those permitted by uniform regulations will be asked to remove them and will be held at Reception for a parent/guardian to collect. This also includes retainer piercings. It should be noted that piercings can take up to 6 weeks to heal. Plasters to conceal piercings are not permitted.
Labels	<u>All</u> items must be clearly labelled with the owner's name.
Outdoor Wear	<p>The Blazer is to be worn to/from school and to/from class. Outdoor coats and scarves are to be worn to/from school only and not during the school day.</p> <p>The Sullivan tracksuit top is part of extracurricular wear and as such should be worn for PE, Games and specific extracurricular activities only. During periods of cold weather (normally from the start of December to the end of February) pupils may be given permission to wear the Sullivan top (green or black) to/from school as an alternative to an outdoor coat.</p> <p>Non-school hooded sweatshirt/tracksuit tops are not to be worn at any time. Sullivan tops in colours other than green or black are to be worn only for the activity for which they were purchased (eg ski trip).</p>

E MOTOR CYCLES AND SCOOTERS [Sixth Form]

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

F SPORTS WEAR

<u>Curricular</u>		
PE	<ul style="list-style-type: none"> White polo-shirt with crest Black skort or black shorts Plain white socks (<i>Generic</i>) 	<i>Essential items: available via school website</i>
Other Items	<ul style="list-style-type: none"> School tracksuit [bottoms and green Sullivan top] Trainers for outdoors and trainers for indoors with <u>non-marking soles</u> Sports bag 	<i>Essential items: available via school website</i> <i>Generic</i>
<u>Extracurricular</u>		
Hockey	<ul style="list-style-type: none"> Year 8: White polo-shirt with crest Years 9-14: Green hockey shirt Black skort Green hockey socks Gum shield Shinguards Hockey stick 	<i>Essential items: available via school website</i> <i>Generic: recommended custom-fitted mouthguards</i>
Cricket	<ul style="list-style-type: none"> Female abdominal guard 	<i>Generic</i>

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

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

12 SCHOOL RULES

ATTENDANCE

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

A record of each pupil's attendance and punctuality is kept and those who are persistently late for registration [ie 4 or more times in a calendar month] will be required to attend initially a one-hour Monday detention, but, if lateness persists, a special Friday detention (3.35 pm to 5.00 pm).

Pupils arriving in school late must sign in at Reception using the VPass system so that their arrival can be recorded and no pupil may leave the school buildings or grounds in the course of the day without specific permission.

CONDUCT AND GENERAL BEHAVIOUR

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

- (a) All pupils are expected, not only when they are in school but also on their way to or from school, when involved in official school activities and when interacting with members of the public (including staff) outside school, to behave appropriately, to show courtesy and consideration to others and to have due regard for the person, property, views and opinions of others as well as for their own.
- (b) Pupils must never engage in any form of attack against or abuse of another person (including physical, verbal or electronic).
- (c) Pupils are expected to follow instructions given by members of staff relating to school rules and routines.
- (d) Pupils moving around the school between classes are to do so quietly, in single file, at walking pace and on the left-hand side of the corridors. They are not to run, shout, or move in a reckless or dangerous manner. They are not to carry bags in a dangerous fashion and they are not to linger or loiter in corridors or elsewhere between classes.
- (e) Boys should give way to girls and all pupils should give way to members of staff and visitors to the school when moving around the school.
- (f) If the Principal, other member of staff or visitor enters the classroom, pupils are to carry on with their work in silence.

- (g) All pupils are expected to use the school's buildings, grounds, equipment and furniture with care and consideration, reporting accidental damage immediately to a member of staff. Pupils responsible for causing damage or loss will be expected to pay the costs of repair or replacements.
- (h) All pupils are to make every effort to keep the school's buildings and grounds tidy and free of litter, and to note that those responsible for causing litter will be punished. All litter should be placed in the bins provided.

SAFETY

- (a) Only those pupils who have permission to do so may leave the school buildings or grounds during the course of the school day, including lunchtime.
- (b) All clothing, private property and belongings brought into school by pupils must be clearly marked with the owner's name and kept in the appropriate place when not in use.
- (c) Pupils must not bring into school any sharp instruments, knives, firearms (replica or otherwise), fireworks, lighters, matches, laser pens, any harmful or illegal substances, including vapes, or any item which might cause damage to others.
- (d) Pupils are not to bring into school items such as cameras, AirPods, electronic games, laser pens or other electronic equipment unless given permission or specifically directed to do so by a member of the staff.
- (e) Mobile telephones should not be brought into the school unless formal permission has been obtained to do so in advance. The Mobile Phone Policy must be adhered to. Mobile phones must be switched off in school as per the Mobile Phone Policy.
- (f) Pupils must not tamper with the fire-prevention and fire-fighting equipment. The school will take a very serious view of any breaches of this rule.
- (g) Pupils must not leave their school bags and other belongings on corridor floors where this causes an obstruction.
- (h) Where possible, valuable items or large amounts of money should not be brought into school. The school will take no

responsibility for valuable items or property not adequately secured by pupils or, where applicable, given to a member of staff for safekeeping. Bus passes should be properly looked after.

- (i) Bicycles are not to be ridden on any of the paths in or around the school's grounds or along the main school driveways and pupils who bring bicycles to school are to ensure that they are left, properly locked and secured, in the designated area.
- (j) **Sixth Formers who wish to come to school by car or motorcycles must not park in the school grounds. Pupils are advised to park at Spafield; if they choose to park in Abbey Ring or My Lady's Mile they should do so legally and with due consideration for residents and other road users.**

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

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

UNIFORM AND GENERAL APPEARANCE

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

OTHER MATTERS

- (a) All pupils are expected to take good and proper care of all textbooks and other equipment issued to them, to keep files and folders safely and free of offensive decoration and to return textbooks to teachers at the end of each year or course of study. Those who lose textbooks or damage them or fail to return them when asked to do so, will be required to pay the cost of replacing the books concerned. (See [APPENDIX 8](#) on [page 43](#)).
- (b) All pupils are expected to keep their homework diaries up-to-date and to enter details of all homework set in them. Pupils are also expected to have these homework diaries available for inspection at any time.
- (c) Smoking (including e-cigarettes), the drinking of alcohol and the use of illegal drugs or other similar substances are all strictly forbidden and the school will take a very serious view of any breaches of this rule.
- (d) The chewing of gum is strictly prohibited.
- (e) Pupils are not permitted to bring in items (including foodstuffs) to sell for personal gain.
- (f) Taking/borrowing property or belongings of others without their permission will be treated as theft and dealt with accordingly.
- (g) Only those pupils who have permission to do so may leave the school buildings or grounds during the lunchtime break. All other pupils must go to the Silver Robin (or Common Room in the case of Year 14) at the designated times.
- (h) All pupils are expected to remember that the normal school rules about good conduct and behaviour and about the proper care and use of the school's buildings and grounds apply during the morning break and lunch-time break just as much as in the rest of the school day.
- (i) Pupils must not enter the school buildings before 8.30 am, unless given specific permission to do so and accompanied by a member of staff (eg early morning sports training in the Sports Hall). Pupils who arrive on the school grounds before 8.30 am should remain outside eg at the Pavilion. From 8.30 am pupils may proceed to their Form Base and wait outside the room for their Form Teacher. Upper Sixth pupils may go to their Common Room.

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

The school will not take responsibility for the care and safety of pupils before 8.30 am or

after 4.00 pm unless involved in a supervised activity.

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

13 GAMES, CLUBS AND SOCIETIES

All pupils who are medically fit are expected to take part in school games. The main winter games are rugby and hockey (for boys) and hockey and netball (for girls). The main summer games are athletics, tennis and cricket.

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

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

Army Cadet Force	Debating Society	Netball
Art Club	Drama (Junior & Senior)	Politics Society
Athletics	Duke of Edinburgh Award	Public Speaking
Badminton	Fencing	Rugby: Girls & Boys
Book Club	Golf: Girls & Boys	School Ski Trip
Chess/Trading Card	Gymnastics	Tennis
Christian Union	Hockey: Girls & Boys	School Magazine Club
Christians in Sport	Inter-Schools Quizzes	Swimming
Cookery Club	Library Club	Warhammer Club
Community Services Group	Music: Sullivan Singers, Junior Singers,	Young Enterprise (Yr 13)
Creative Writing Group	Junior Choir, Orchestra, School Band,	
Cricket: Girls & Boys	Jazz Group, Traditional Group, Brass	
Cross Country	Group, Flute Group, Rock Group,	
	Saxophone Group, Senior Girls Singers,	
	Wind, String, Percussion Ensembles	

14 SULLIVAN UPPER PARENTS' ASSOCIATION (SUPA)

SUPA is registered with The Charity Commission for Northern Ireland NIC101747.

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

How you can help:

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

The AGM/first meeting of the Parents' Association is held in September. Notification will be sent via IRIS ParentMail.

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

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

We would urge all parents to become supporters.

15 COMPLAINTS POLICY

The Complaints Policy is available on the school's website (www.sullivanupper.co.uk) or a copy of the policy is available from the school office.

SECTION 3 - CURRICULUM MATTERS

1 THE ROLE OF THE VICE-PRINCIPAL (TEACHING & LEARNING)

The Vice-Principal(Teaching & Learning) has responsibility for all matters relating to curriculum, learning and assessment. Parents in need of information about academic matters should consult Mr Thompson.

2 THE CURRICULUM 2023/2024**Key Stage 3 [Years 8-10]**

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

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

In Year 9 and Year 10 science is taught through the separate subjects of Biology, Chemistry and Physics.

In addition to French, pupils will study a second Modern Language. At present the arrangement is that two classes in Year 8 will study Spanish and three classes will study German. In Year 9 this arrangement will be reversed with two classes then studying German and three Spanish. In Year 10 pupils choose either Spanish or German alongside French.

In Key Stage 3 the classes are not streamed. Pupils are taught in their form groups [of about 30] for English, Mathematics, French, German, Spanish, Geography, History, Religious Studies and LLW. They separate into groups of boys and girls for Physical Education and Games and into groups of approximately 20 for Science, IT, Technology, Art and Design, Home Economics and Music.

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

Key Stage 4 Curriculum (Years 11-12)

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

i. Common Core Subjects taken by all pupils:

English Language English Literature Mathematics Religious Education (Short Course)

ii. Optional Subjects:

a. Pupils choose one subject from each category:

Language	Science	Environment and Society
French	Biology	Geography
Spanish	Chemistry	History
German	Physics	Food & Nutrition (<i>formerly Home Economics</i>)

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

Art & Design	German
Biology	History
Business Studies	Learning for Life & Work
Chemistry	Moving Image Arts
Computer Science	Music
Digital Technology (<i>formerly ICT</i>)	Physical Education
Drama	Physics
French	Religious Studies (<i>Full GCSE option</i>)
Food & Nutrition (<i>formerly Home Economics</i>)	Spanish
Geography	Technology & Design

Further Mathematics:

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

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

Sixth Form Curriculum (Years 13-14)

Pupils in Lower Sixth (Year 13) study for 3 or 4 subjects at AS Level. We have a successful collaborative arrangement with our close neighbour Priory Integrated College. Pupils from Sullivan may have an opportunity to study at the College and pupils from Priory come to Sullivan to study a variety of subjects. Pupils are encouraged not to confine their choice exclusively to the Humanities or the Sciences/Mathematics.

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

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

The subjects offered at AS and A Level are:

Art	Drama & Theatre Studies	Government & Politics	Nutrition & Food Science
Biology	English Literature	History	Physical Education
Business Studies	French	Mathematics	Physics
Chemistry	Further Mathematics	Moving Image Arts	Religious Studies
Computer Science	Geography	Music	Spanish
Design & Technology	German		

3 HOMEWORK

Homework plays a very important part in the life of all pupils. It is impossible to be precise about the amount of time that should be spent on homeworks. In addition pupils will also be required to access online platforms such as Google Classroom to complete certain homework. Parents are asked to take an interest in this, to look at what their children do and give them every encouragement in their work. If parents have any concerns about homework, they are asked to contact the Head of Department. A copy of the school Homework Policy is available on the school website (www.sullivanupper.co.uk) (see [APPENDIX 6](#) on [page 39](#)).

4 HOMEWORK DIARY

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

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

5 BOOKS AND STATIONERY

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

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

6 ASSESSMENT AND REPORTING

Assessment is carried out throughout the school year with all pupils receiving one Annual Report and additional Progress Reports which provide a statement indicating their current progress in their subjects. Regular reporting helps inform our strategies for ongoing academic and pastoral support.

Dates for school examinations will be published in the school calendar at the start of the school year.

7 REVISION FOR EXAMINATIONS

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

Years 8-11 pupils will receive a Revision Booklet detailing revision guidance for each subject.

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

8 SPECIAL CONSIDERATION FOR EXAMINATIONS

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

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

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

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

9 PARENTAL CONSULTATIONS WITH SUBJECT TEACHERS

All parents will have an opportunity to speak with subject teachers to discuss the progress of their son/daughter. The timing of consultations is staggered. However, timing and dates are reviewed each year before being included in the calendar. Dates are to be published in the school calendar at the start of the school year.

10 RELIGIOUS EDUCATION

The school is required by law to teach Religious Education to every pupil and does so using the common curricular core for Northern Ireland. However, parents have the right, should they wish to exercise it, to withdraw their children from classes in this subject and also from the act of collective worship which the school is required to provide. Parents who wish to exercise their rights in these matters are asked to write in confidence to the Principal making their wishes clear. We will respond sympathetically and sensitively to such requests and will deal with them in ways that seek to avoid embarrassment to the pupils involved.

11 MUSIC

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

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

SECTION 4 – PASTORAL CARE ARRANGEMENTS

1 THE FORM TEACHER

The Form Teacher is a very important person. He or she will be responsible for watching over the attendance, punctuality, behaviour, appearance, progress and general development of the pupils in his or her form. At Key Stage 3 he or she will also normally teach the form class and will therefore see the pupils in it regularly as well as meeting them at registration in the mornings. The Form Teacher is the member of staff to whom pupils go first when they want information, advice or assistance. The Form Teacher is also the first point of contact for parents if there is a pastoral concern (see [APPENDIX 2](#) on [page 29](#)).

2 THE YEAR HEAD

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

3 THE ROLE OF THE VICE-PRINCIPAL (PASTORAL)

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

4 SPECIAL EDUCATIONAL NEEDS

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

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

5 THE PASTORAL SYSTEM

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

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

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

6 CHILD PROTECTION – see [APPENDIX 3](#) on [page 32](#).

A copy of the school's [Child Protection Policy](#) is available on the school website.

7 ANTI-BULLYING POLICY – see [APPENDIX 7](#) on [page 41](#).**8 COUNSELLING SERVICE**

The school benefits from an independent counselling service (provided by Familyworks) and an additional counsellor funded by the school. Counselling is available 3 days a week. Pupils can make a self-referral using one of 2 drop boxes or via email at suspastoral114@c2kni.net; additionally, a concerned parent is able to make a recommendation via email at suspastoral114@c2kni.net.

Pupils can avail of up to 9 counselling sessions, with each session lasting up to 50 minutes. The time of appointments is varied to avoid missing the same class 2 weeks in a row.

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

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

9 DRUGS POLICY

The school's Drugs Education Policy is reviewed every 3 years and is available from the school office. The following is a summary:

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

10 HOUSE SYSTEM

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

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

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

There is a special House assembly held twice a month instead of normal assembly.

11 DISCIPLINE AND SANCTIONS

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

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

The major sanctions employed by the school include the following:

- (a) **Impositions:** These are set tasks for pupils to do, usually at home.
- (b) **Detentions:** These are held in school 3.35 pm to 4.35 pm. A distinction is made between general school detentions (Monday detentions) and subject specific detentions.

Special detentions (normally on Friday 3.35 pm to 5.00 pm) are also held, mainly for serious or persistent breaches of the school's rules [pupils are placed in this detention by the Principal or a Vice-Principal].

At least 24 hours' notice is given to parents for all the above detentions and parents also receive an explanatory letter/IRIS ParentMail setting out the reasons for the detention being given. Occasionally pupils may be detained at the end of break or lunch-time. In this situation there would be no written notification.
- (c) **Report:** Where a pupil's general conduct or progress is giving cause for concern, regular reporting may be used to allow closer monitoring. Parents will be asked to contribute to the reporting process by signing the relevant form on a daily or weekly basis.
- (d) **Suspensions:** Pupils who misbehave in a particularly serious manner may be suspended from participating in particular school activities or events or from attending school for one or more days.

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

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

12 USE OF PUPIL PHOTOGRAPHS, FOOTAGE, IMAGES

Introduction

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

Policy

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

Please be aware that websites and social media can be viewed throughout the world and not just in the United Kingdom where UK law applies. Our current social media accounts are www.sullivanupper.co.uk and twitter @sullivan_upper. The school may continue to use pupil(s) images or footage after they have left the school in promotional materials or on our social media or website accounts. The school will not include personal email or postal addresses, telephone or fax numbers on video, on our website or in any printed materials. The school may include a pupil's written work, projects and artwork including portraits of other pupils on our website and in promotional materials.

Categories for use of pupil images:

- A SCHOOL DISPLAYS** - ie photographs, voice recordings or videos may be taken and used by a member of staff within school, for example: on school trip or school activity or for displays in school entrance.
- B PUBLICATIONS** - ie photographs may be used in publications, eg the school Newsletter, external publications, newspapers. The school Newsletter is posted on the school website and distributed to all parents via IRIS ParentMail.
A pupil may be named in the caption or article associated with the image in the school Newsletter.
- C SOCIAL MEDIA - WEBSITE/TWITTER** - ie photographs, voice recordings or videos to be used on the school's website, virtual learning environment and our school-managed social media portals, for example: as part of a school trip blog/school twitter feed. A pupil's work may be used on the school website, virtual learning environment and our school-managed social media portals. A pupil may be named in the associated captions or articles on the website, virtual learning environment or school-managed social media portals.
- D PROMOTIONAL MATERIALS** - ie a pupil's image, voice or work may be used in school promotional materials, for example: prospectus, other publications that we produce for promotional purposes, or external newsletters.
- E VIDEO FOOTAGE** - ie visiting media organisations may take photographs or video footage and use them in local or national publications, on websites and on radio or television programmes. A pupil's name* may be used in connection with this material. (*In these instances full names are often used). A pupil may feature in footage recorded for the purposes of teacher training which is shared with other teachers in the school or externally to help raise teaching standards.

13 e-SAFETY, ICT ACCEPTABLE USE AND DIGITAL MEDIA POLICY

For full e-Safety Policy visit
<https://bit.ly/35SJ1Md> or use the QR code.



COMMUNICATION WITH PARENTS

APPENDIX 1

Better Communication

It is our aim to keep parents regularly informed about what's going on in school and communicating with our parents is an important part of what we do. Sending information home using school-bag post, however, can be a rather 'hit and miss' affair with letters often going astray en route or being discovered weeks or months later! We are also increasingly aware of the substantial cost and environmental impact associated with the amount of paper and photocopying involved in school mailings and so have been seeking to use technology to promote a more efficient and effective means of communication with our parents.

1



We use a service called **IRIS ParentMail** (formerly known as ParentMailPMX), which is used by over 2,500 schools across the UK to communicate with parents by email/text message and collect payments from millions of parents.

Benefits

- Messages will get to you reliably by email and we can send messages directly to mums and dads at the same time and we can keep you informed of what's going on at the school.
- You will quickly know about important or urgent messages (the text messaging facility will be used sparingly, for example in emergency situations such as school closures due to weather or to alert parents of pupils on a school trip about a significant delay in pick-up time).
- Parents remotely top up their child's school meals account by credit card or debit card through their IRIS ParentMail account and receive reminders to top up when the balance is low.
- Payments for school trips are also collected through IRIS ParentMail.
- Parents have a quick and efficient way to notify the school of absences/lates/appointments via the App.

IRIS ParentMail is simple to use, because it's web-based and it can be used anywhere with Internet access. **The school strongly recommends downloading the IRIS ParentMail App with the following advantages:**

- Parents can quickly report pupil absences via the App.
- Parents can quickly top up their children's school meal accounts via the App.
- No Wi-Fi? No problem. You can still access IRIS ParentMail when there's no network connection. Instant access – no need to login to read messages.
- No need to search through your busy personal inbox for school messages.

- In App 'notifications' prevent things from getting missed or forgotten.
- Doesn't drain your data allowance.

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

Further information about IRIS ParentMail, is available on our website - <https://www.sullivanupper.co.uk/iris-parentmail>. Please note - when you register on IRIS ParentMail, the account belongs to you and it is your responsibility to keep your account up-to-date and inform the school office of any changes to your email address or phone number.

Having Problems?

If you have any problems with updating your IRIS ParentMail account please contact the school office. If you have any queries about this service or need further information about IRIS ParentMail, please visit their website - <https://www.iris.co.uk/products/parentmail/> or contact Mrs C L Moore (Vice-Principal) at school.

2



SIMS Parent App

SIMS Parent App enables parents to see accessible information about their child/children in real time. This service is designed for use by all parents/guardians with parental responsibility and access to the information will be remotely, through a PC or mobile devices, such as laptops, tablets and smartphones.

The App has many benefits, parents/guardians can:

- view **School Reports** (reports will be **published through SIMS Parents App only**, paper copies are not issued), reports will be available to download within the App;
- check and **amend the personal data in the Data Collection tile** (no longer any need to email/phone the school with changes to address, phone number or email address of contacts). *[To use Data Collection, a parent needs to be registered; have parental responsibility with priority 1 or 2 for the child; live at the same address as the child; have no existing court orders associated with the child.]*
- view the school **term dates**;
- view the school **calendar dates** (this information will no longer be available on the school website);
- view your **child's attendance** (a weekly notification is sent at the end of the week which summarizes attendance for your child over the prior week);

- view your **child's timetable**.
- view your **child's achievement points**.

New Year 8 parents and parents of pupils new in Years 9-11 and Year 13 will receive an invitation-email in early September and will be asked to follow instructions which are also available on the school website:

<https://www.sullivanupper.co.uk/simsparentapp>

Data Protection

Parents are referred to the school's Privacy Notice on the school website for information on how we collect and use data.

3



The **Safer Schools NI App** (<https://safer.schoolsni.co.uk/>) is provided to our school by the Department of Education and INEQE Safeguarding Group.

Benefits

- Provides you with easy-to-follow steps to make your home and devices safer.
- Keeps you up-to-date with the current online trends, threats, and risks to young people. This information is sent directly to your device.
- Provides you with the information you need to know on social media and gaming platforms, helping you understand the latest buzzwords and learn how to set privacy and parental settings on platforms like Call of Duty, Snapchat, Instagram and TikTok.
- Offers expert guidance to help you navigate important issues such as bullying, managing mental health, image sharing and harmful content. You will be given practical tips on how to approach these conversations with your son/daughter.
- Gives you access to your school's latest news, updated policies, and calendar all within the App.
- The Online Safety section will signpost you to help and support when you need it.

To download and login to the Safer Schools NI App, please follow the steps below.

Downloading the App

Step 1 - If you are using an iOS device, go to the Apple App Store and search 'Safer Schools NI'. If you are using an Android device, go to the Google Play Store and search 'Safer Schools NI'.

Step 2 - Select 'Download'.

Creating an Account:

Step 1 - Select 'Parent/Carer' on the login screen of your App.

Step 2 - To create an account, click 'Register here' and input your full name, email and password you wish to use. You will also be asked to confirm your password. Once you are ready, click 'Register' and this will create your account.

Step 3 - After you register, you will be asked to read and agree to the Terms and Conditions. After reading and scrolling to the bottom, the 'I agree' button will be available to select.

*Step 4 - Type **Sullivan Upper** in the search bar and click 'Continue'. Input the Entry Code **7652** and click 'Submit'.*

Pupils will receive guidance on how to download the pupil version of the app in September.

PARTNERSHIP WITH PARENTS POLICY (May 2018)

APPENDIX 2

['Parents' is used throughout this document to refer to prime carer(s)].

PRINCIPLES

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

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

SCHOOLS AS PARTNERS

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

- 3.1 Create an atmosphere in which parents feel secure, valued and welcomed at all times;
- 3.2 Acknowledge and value parents as co-educators;
- 3.3 Work with parents to encourage children to experience achievable success;
- 3.4 Encourage the involvement of parents in their child's education during the whole of his/her school career;
- 3.5 Encourage on-going openness and joint involvement of parents and young people through opportunities to be involved in planning, review and development;
- 3.6 Give clear information about progress and performance with sensitivity and a due regard for confidentiality; If the school has been informed in writing that information needs to be sent to each parent separately, then the school will endeavour to do so.
- 3.7 Communicate problems whether associated with work, relationships or discipline;
- 3.8 Produce quality information about the school's aims, values, organisation, policies and governance through the school prospectus, the governors' annual report to

parents, post-inspection action plans, together with personal letters which are clearly written;

- 3.9 Make appropriate use of services and provisions from appropriate outside agencies.

PARENTS AS PARTNERS

Parents should endeavour to:

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

PROCEDURE

5.1 Choosing the correct member of staff to address a query

Appendix 1 attached to this document details who to contact in the first instance and how to progress any query that is not successfully resolved.

5.2 Letters

Staff will always reply to a letter from parents as quickly as possible. A response to acknowledge receipt of a letter will be made usually within 2 working days and, in most cases, responded to within 10 working days. Letters sent during a holiday period will elicit no reply until term-time.

5.3 E-mail

E-mails received will be treated in the same way as letters: acknowledged usually within 2 working days and responded to, in most cases, within 10 working days. E-mails sent at the weekend will not be dealt with until the following working week, e-mails sent outside the school day will not be dealt with until the following day and e-mails sent during a holiday period will elicit no reply until term-time.

5.4 Telephone calls

Effective telephone communication can sometimes be a problem in a school where teachers are with a class for most of the school day. Parents may be frustrated if they feel that a message elicits no immediate reply, when in fact there has been no opportunity for the member of staff to reach a telephone to return a call. Office staff will not interrupt teaching for staff to answer a telephone call unless it is an emergency. Instead they will take a message and pass it to the correct member of staff.

In a non-emergency, a return call will be made within 2 working days with any follow up action from the outline of the request/query/problem being dealt with, in most cases, within 10 working days. Staff will make a note of any telephone conversations with a parent.

In the event of the parent becoming angry or abusive staff have been instructed to bring the telephone call to a close and to report the incident immediately to their line manager.

5.6 Meeting with parents

Parents wishing to meet a member of staff must make an appointment through the school office and not simply arrive in the school building expecting to see someone. This request will be responded to within 2 working days. Parents must report to reception prior to the meeting with a member of staff. A record of the meeting will be taken by the member of staff involved. Minutes of all meetings will be retained in line with the school's Disposal of Records Schedule.

If a parent attending the meeting does not use English as their first language and has difficulty understanding what is being discussed, then the school will endeavour to obtain an interpreter.

The meeting should be conducted in an open, clear and respectful way with everyone present being given an opportunity to express their opinions. In the event of the parent becoming angry or abusive staff have been instructed to bring the meeting to a close and report the incident immediately to their line manager.

5.7 Social Networking

Other than social networking sites that have been established specifically for the purpose of teaching and learning/events fixtures etc, individual members of staff

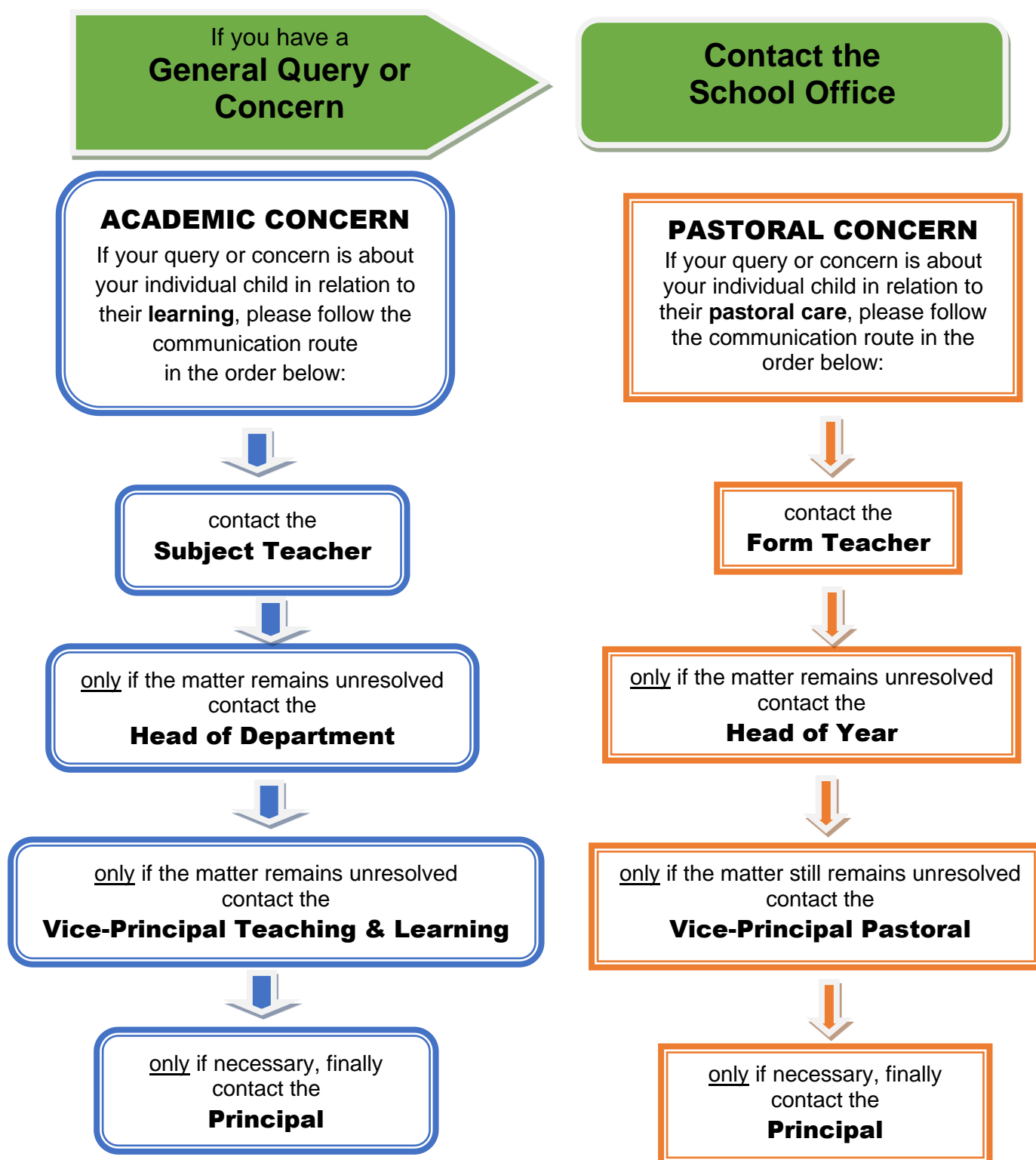
will not communicate with parents or students via any social networking sites nor will they accept them as 'friends'.

Consultation and Links to Other Policies

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

APPENDIX 1

CHOOSING THE CORRECT MEMBER OF STAFF TO ADDRESS A QUERY



CHILD PROTECTION INFORMATION**APPENDIX 3****Child Protection is Everyone's Responsibility**

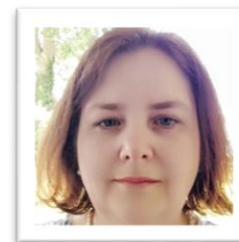
Mrs C L Moore
Designated Teacher for
Child Protection



Miss L Aranha
Deputy Designated
Teacher for Child
Protection



Mr S Thompson
Deputy Designated
Teacher for Child
Protection



Mrs A Gordon
Designated Governor for
Child Protection

Members of the team have clear roles and responsibilities in relation to the safeguarding of pupils within the school and these are detailed in our full [Child Protection Policy](#).

INTRODUCTION

This guide provides a summary of our Child Protection Policy. The full policy is available on the school website or on request from the school office.

- All adults – teaching staff, non-teaching staff and volunteers in Sullivan accept that they have a primary responsibility for the care, welfare and safety of our pupils.
- No concern about the welfare of any child will be ignored by staff in Sullivan. Children's safety and feeling secure and happy in their environment is of paramount importance and it is embedded in the ethos of our school.
- Sullivan recognises the importance of a partnership between home and school but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child.
- As part of our ongoing work in the area of Child Protection we will endeavour to raise children's awareness about themselves and to develop a trusting climate in which our children feel able to talk and share their thoughts and feelings.

WHAT IS CHILD ABUSE?**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, by those known to them, or more rarely by a stranger. There are different types of abuse and a child may suffer more than one of them....' **SBNi Policy and Procedures**

Categories of Child Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely

perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

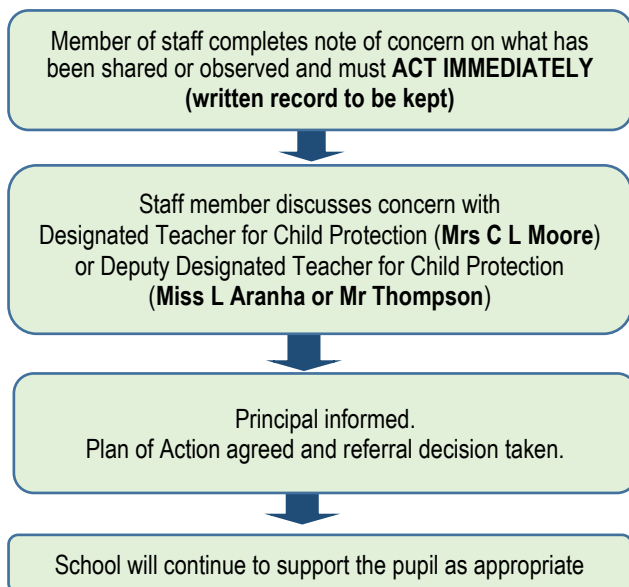
Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Exploitation 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" (DOH 2017)**

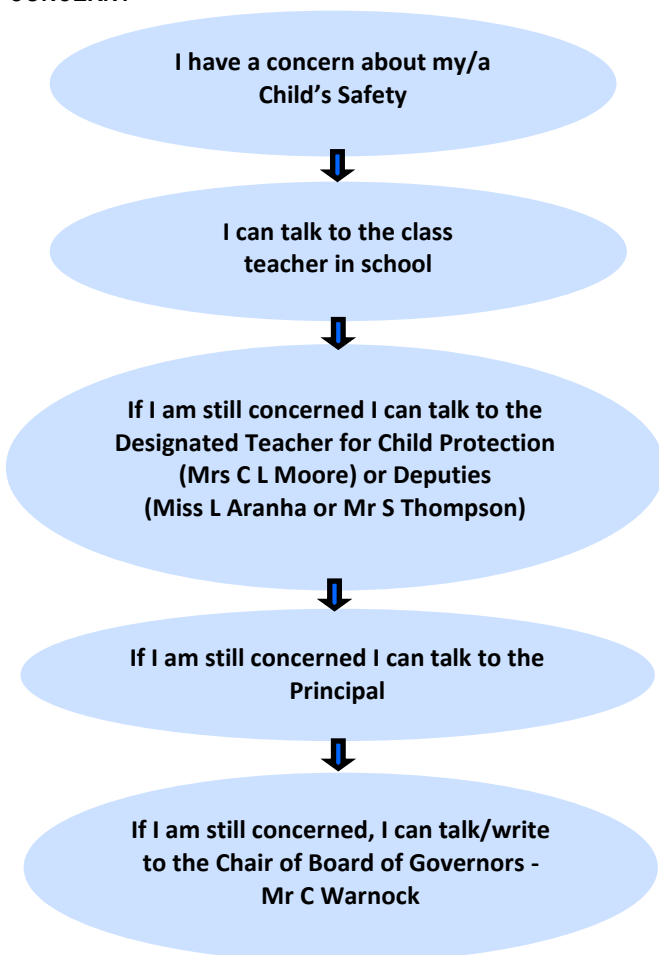
PROCEDURES

All staff at Sullivan will ensure that all children are aware of who can talk to if they are sad, worried, being bullied or have any other concerns.

The Department of Education of Northern Ireland requires all those working in education to cooperate fully with Social Services and other agencies to protect children. It is therefore our duty to refer if there is a concern about any form of abuse. The following diagram shows the procedures we are required to follow as described in the Department of Education for Northern Ireland publication *Safeguarding and Child Protection in Schools: A Guide for Schools* (updated 2018).

Disclosures/Concerns Regarding Abuse or Neglect

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

HOW CAN A PARENT/CARER RAISE A SAFEGUARDING CONCERN?

At anytime, I can talk to a social worker at the Gateway Services. Contact Numbers below.

- Details of procedures where a complaint has been made about possible abuse by a member of the school staff are in the full policy document.
- A copy of the school's child protection arrangements will be maintained and circulated to parents every year. The policy document will also be accessible within school and copies provided given 24 hours notice.

USEFUL TELEPHONE NUMBERS AND CONTACTS

Sullivan Upper School: 028 90428780

Mr Chris Warnock, Chair of Board of Governors

Mrs Audrey Gordon, Designated Governor for Safeguarding & Child Protection

Single Contact for Children's Services Referral

Telephone:
Belfast: 028 71314090
Bangor/Newtownards: 03001000300

Gateway Social Services

Belfast: 028 90507000
Bangor/Newtownards: 028 91818518

Out of Hours Emergency 028 95049999
(after 5.00 pm each evening at weekends and public/bank holidays)

NSPCC 08088005000
Childline 08001111

REMEMBER if you have ANY issues regarding child protection or have concerns regarding the safety or wellbeing of any child in our school **DO NOT** hesitate to contact **Mrs Moore or Miss L Aranha or Mr Thompson** immediately.

THE SAFETY AND WELLBEING OF THE CHILDREN IN OUR CARE IS OF PARAMOUNT IMPORTANCE

For full Child Protection Policy visit <https://bit.ly/3Nkt44N> or use the QR code.



Pupil Attendance Policy (January 2022)

APPENDIX 4

INTRODUCTION

Regular school attendance is crucial in raising standards in education and ensuring that every child can have full access to the school curriculum and reach their potential.

Sullivan Upper School will strive to promote an ethos and culture which encourages good attendance and where each pupil will feel valued and secure.

AIMS

- 1 To maintain/improve the overall attendance of pupils at Sullivan Upper.
- 2 To develop a framework that defines roles and responsibilities in relation to attendance.
- 3 To provide advice, support and guidance to parents/guardians and pupils.
- 4 To promote good relationships with the Education Welfare Service.

ROLE OF PARENT

Parents/guardians have a legal duty [(Article 45(1) of the Education and Libraries (NI) Order 1986] to ensure their child of compulsory school age shall receive efficient full-time education suitable to age, ability and aptitude and to any special educational needs they may have, either by regular school attendance or otherwise.

If a child is registered in school, their parent has a legal duty to ensure that they regularly attend that school.

It is the responsibility of parents/guardians to inform the school of the reason for a pupil's absence **via ParentMail using the 'Notify Absence' function by 8.45 am** on the first day of absence. If the absence is likely to be prolonged, this information should be provided to enable the school to assist with homework or any other necessary arrangements which may be required.

Pupils are expected to be in school at 8.45 am for registration and the beginning of classes. It is the responsibility of parents/guardians to ensure that their child is punctual. Lateness is recorded at morning (AM) and afternoon (PM) registration on their child's attendance record.

Parents/guardians are able to view their child's attendance record (AM and PM sessions) on the **SIMS Parent App**. It is the responsibility of parents/guardians to monitor their child's attendance record. A weekly notification on the SIMS Parent App is sent at the end of each week which summarises their child's attendance over the prior week.

Attended (✓) - This will be recorded for all pupils who register as present.

Absence (X) - X means that the pupil has been recorded as absent. Parents should ensure that the school has been notified of this absence via ParentMail to ensure that the absence is not recorded as unauthorised. An unauthorised absence affects the pupil's overall attendance percentage.

If a pupil appears reluctant to attend school the matter should be discussed promptly with the Form Teacher or Year Head.

ROLE OF PUPILS

Each pupil at Sullivan must attend school regularly and punctually, and to be punctual for each class they attend in the course of the school day. Pupils are able to view their attendance record on the SIMS Student App. It is their responsibility to monitor their attendance record.

Attended (✓) - recorded for all pupils who register as present.

Absence (X) - X means that the pupil has been recorded as absent. If the school does not receive a reason for absence, the absence will be recorded as unauthorised. An unauthorised absence affects the pupil's overall attendance percentage.

Pupils in Year 13 and Year 14 should ensure they follow the correct sign-out procedures with the Study Supervisor during study periods so their attendance record is accurate.

Pupils must notify their class teacher in advance if they will be absent from class, eg for a music lesson.

ROLE OF THE SCHOOL

The Board of Governors provides support by reviewing school attendance figures and targets and ensuring school attendance is placed as an agenda item at each meeting.

The Vice-Principal (Pastoral) has overall responsibility for school attendance. Staff should bring any concerns regarding school attendance to her attention.

Staff regularly monitor the attendance and punctuality of pupils by ensuring that attendance is recorded through Lesson Monitor.

In order to record accurately and monitor attendance in a consistent way the school adheres to the guidance provided in the Department of Education Circular 2021/16, which can be found at the following link:

<https://www.education-ni.gov.uk/publications/circular-202116-attendance-guidance-and-absence-recording-by-schools>

Sullivan is committed to working with parents to encourage regular and punctual attendance.

EDUCATION WELFARE SERVICE

The Education Authority through the Education Welfare Service (EWS) has a legal duty to make sure that parents meet their responsibility towards their children's education.

If a pupil's absence causes concern, or if their attendance falls below 85%, they will be referred to the EWS, if appropriate. EWS will support staff and parents in developing and implementing strategies to address or improve school attendance.

REGISTRATION PROCEDURES

- 1 A warning bell rings at 8.45 am and Morning Registration is taken at 8.50 am sharp. If a pupil arrives after 8.50 am, they are marked as late.
- 2 Pupils' attendance is recorded using Lesson Monitor in SIMS.net by the Form Teacher. Attendance for every lesson is recorded by the teacher at the start of the lesson.
- 3 Pupils arriving in school late (after 8.50 am) must sign-in at reception using the VPASS system (an electronic signing-in

system). If pupils do not sign-in this results in a 'N' code (unauthorised absence) for the duration of the AM session.

ABSENCE PROCEDURES

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

- (a) When a pupil is absent from school the parent/guardian is required to **notify the school via ParentMail using the 'Notify Absence' function before 8.45 am** on the first day of absence. Parents/guardians should indicate the number of days the pupil is expected to be absent.

In ParentMail, if choosing the 'Other' option, additional information must be provided, so that the absence can be coded correctly, otherwise the absence may be coded as unauthorised which affects a pupil's overall attendance percentage. Parents should ensure each day of absence is explained. The absence will be coded in accordance with the Department of Education coding guidance (see Appendix 2).

Please note absences should NOT be reported through the school 'info' email account, telephone or staff email address.

- (b) **Requests for pupils to be absent for appointments, etc** should be notified via ParentMail (when notifying future absences, parents should ensure this is done as far ahead of the event as possible and date(s) and explanation are given). Parents are asked to arrange dental and medical appointments outside school hours if they possibly can. ParentMails requesting permission to be absent for part of the school day should state the time at which the pupil will have to leave school and, where appropriate, the time at which he/she will return.
- (c) **Family holidays during term-time** - Sullivan discourages holidays during term-time due to the impact they have on pupils' learning. Parents are asked not to take their children on holiday during term-time. It is difficult for children to catch up what they miss, even after a few days' absence. It is also difficult for the school to do its best for the pupils if they miss more classes than they need to. Controlled Assessment/coursework and practical assessment, for example, must fit into a tight schedule, and changes in our arrangements cannot be made to accommodate additional holidays. Family holidays taken during term-time will be categorised as an unauthorised absence. Only in exceptional circumstances will a holiday be authorised.
- (d) Please note that **if the school organises for pupils to be absent during the course of the day** on an approved educational visit, then the pupil will be marked present using the appropriate code on their registration certificate. However, if parents remove children from school, then the pupil will be marked absent.
- (e) No pupil is permitted to leave the school buildings or grounds during the course of the school day unless he or she has formal permission to do. Pupils must NOT contact parents about illness before seeing the school nurse, who will contact parents if necessary. If a pupil leaves school without formal permission this will be dealt with under the Positive Behaviour Policy.

If a pupil is absent 3 or more days and there has been no explanation, contact will be made with the parent/guardian.

The school reserves the right to use any of the disciplinary sanctions (as outlined in the Positive Behaviour Policy) when responding to poor attendance and/or poor punctuality. Poor attendance/punctuality may preclude holding positions of responsibility within the school (such as prefectship) and may lead to loss of privileges. The school reserves the right to withdraw a pupil with poor attendance (below 90%) from school trips or other activities. Attendance and punctuality concerns may also be mentioned on references from the school.

MONITORING ATTENDANCE

- A record of each pupil's attendance is kept. Attendance record is included on pupils' Progress Reports and Annual Report.
- The Department of Education considers attendance below 90% as poor (see Appendix 1)
- When issues over attendance become evident, the Head of Year will contact home.
- Attendance letters (for those with very poor attendance below 85%) are sent when necessary. Depending on the level of absence, an appointment may be requested to meet with a parent/guardian in person.
- When attendance drops below 85%, the school is obliged to discuss attendance with the Education Welfare Service, and may need to make a formal referral.
- To enable the school to record and monitor attendance in a consistent way, we will adhere to the guidance provided in the most recent Department of Education Circular.

MONITORING NUMBER OF SESSIONS LATE

- A record of number of sessions late for each pupil is kept. The number of sessions late is included on pupils' Progress Reports and Annual Report.
- When a pattern of lateness presents, the Year Head will be in contact with home and may request a meeting with the parents to discuss.
- Those who are persistently late for registration [ie 4 times or more in a calendar month] will be required to attend initially a one-hour Monday detention but if lateness persists, a special Friday detention (3.35 pm to 5.00 pm).
- Pupils arriving in school late must sign-in at reception using the VPASS system.
- If pupils arrive late, after 10.30 am, they will be given a 'U' code (unauthorised absence).

MONITORING CLASS ATTENDANCE

- The school records and monitors class attendance through SIMS Lesson Monitor.

LONG-TERM ABSENCE

- In the case of longer periods of absence the Vice-Principal (Pastoral) works closely with the Education Welfare Service.
- When a pupil has an illness/injury that means they will be away from school for a longer absence, the school will do what it can to support the pupil, including sending material/work home, so that they can keep up with their school work.
- For continued long-term absence, the school will contact Educational Welfare Services to discuss the possibility of tuition outside of school.

APPENDIX 1

DENI GUIDANCE ON ABSENCE FIGURES

The Department of Education has provided guidance to parents and schools regarding attendance statistics in a leaflet entitled:

‘School Attendance Matters – A Parent’s Guide’

<https://www.education-ni.gov.uk/sites/default/files/publications/de/attendance-matters-a-parents-guide.pdf>



EVERY SCHOOL DAY COUNTS –

Every single day a child is absent from school equates to a day of lost learning.

Attendance percentages can be misleading.

100% Attendance	0 Days Missed	Excellent
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed	Satisfactory
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed	Poor
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed	Very Poor
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unacceptable
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	Unacceptable

For some parents, 90% may seem like an acceptable level of attendance, but the reality is that 90% attendance means that your child will miss half a school day each week or 19 days of school during the school year – that’s nearly 4 school weeks.



Give your child the best start in life – every school day counts.



APPENDIX 2

SUMMARY OF ATTENDANCE CODES

CODE	DESCRIPTION	CODE	DESCRIPTION
/	Present: / = (AM); \ = (PM)	X	Only staff should attend
A*	Artistic Endeavour	Y*	Exceptional Closure
B*	Bereavement	#	Holiday for all
C	Suspended	!	No attendance required
D	No reason provided for absence	1	Community Providers / EOTAS (organised by the EA)
F*	Family Holiday (agreed)	2	Exceptional Teaching Arrangement / hospital
G*	Family Holiday (not agreed)	3	Elective Home Education
H*	Other Absence	4	Pupil Referral Unit
I	Illness (not medical or dental appointments)	5	Another mainstream school (under Entitlement Framework – EF)
J*	Extended Leave	6	Training Organisation (under EF)
L*	Late (before registration closed)	7	FE College (under EF)
M*	Medical / Dental Appointments	8	Intensive Support Learning Unit
N	No reason yet provided for absence (temporary code only)	9	CAMHS / Mental Health Support
O*	Other Exceptional Circumstances		COVID-19 SPECIFIC CODES - Please refer to DE circular 2021/16 (page numbers listed)
P*	Approved Activity	(COVID-19 Illness Confirmed – to be used when child is sick and COVID-19 is confirmed. – Page 23
R*	Religious Observance)	COVID-19 Illness Suspected / Unconfirmed – to be used when child is sick and COVID-19 is suspected but unconfirmed. – Page 23
S*	Study Leave	{	COVID-19 Self-Isolating – Vulnerable Pupil or Household member Pupil chooses not to attend school due to own underlying health conditions or due to health conditions of other family members*. If a pupil is sick, they should be recorded as such. – Page 25
U*	Late (after registration closed)	}	COVID-19 Self-Isolating - No evidence of learning from home Pupil required to self-isolate but not learning from home / evidence not provided. – Page 25
V*	Educational Visit / Examination	[COVID-19 Self-Isolating & Learning from Home Pupil required to self-isolate and learning from home* – does not discount from attendance record. – Page 17
W*	Work Experience]	COVID-19 Learning from Home - Social Distancing Pupils are not required to attend physically at school due to social distancing rules, imposed by DE or school. E.g. pupils required to attend on certain days or for a certain number of hours per day. This decision must be informed by health professional advice. – Page 17
COLOUR CODE			
	Present / Approved Educational Activity /		
	Authorised Absence		
	Unauthorised Absence		
	Attendance not required		

MOBILE PHONE POLICY (September 2019)

APPENDIX 5

Introduction

Mobile phones are part of everyday life, both as a means of communication and as a source of information and entertainment. Whilst we acknowledge the benefits of mobile phones, we must also be mindful of the potential dangers and mental health implications and negative impact of social media and this policy has been drawn up with safeguarding as the paramount consideration.

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

Policy

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

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

- (i) the consent section of the Admissions Booklet has been completed by a parent;
- (ii) the mobile phone and accessories (including wearables such as smart watches) is switched off (not just on 'silent' mode) and out of sight (including not in the top blazer pocket) upon arrival in the school building in the morning until they leave the building). NB This includes all school activities during the school day.
- (iii) the phone is never used to record images (photographic or video) or audio recordings of other pupils or staff without their express permission;
- (iv) the phone/device is not brought into any school or public examination. Please refer to JCQ Instructions for Conducting Examinations book.
- (v) Parents acknowledge that their son/daughter is non-contactable during this time. Parents are reminded that only urgent messages may be transmitted via the school office during school hours.

Exceptions:

- (a) In an emergency, and only if a member of staff is not available, pupils may use their mobile phone to contact a parent, the emergency services or the school office.

NB When pupils fall ill in school, they should follow the procedures and report to the School Nurse who will then arrange contact with parents if necessary.

- (b) If, for any reason, a pupil feels that he/she needs to use their mobile phone during the school day to contact parents (eg informing a parent of a change in pick-up time due to the cancellation of rugby practice; sensitive family matters), he/she should request permission from a member of the teaching staff. The Principal may, in exceptional circumstances, give permission for a pupil to have his/her mobile phone switched on during the school day.

- (c) Sixth Formers are permitted to use the iPod facility on their phone (with headphones) during supervised study periods. Such permission may, on occasion, be granted in other classes, eg Art, by the Head of Department.

Mobile phones are not permitted to be used in the library (see Library Policy).

- (d) With the specific permission and under the guidance of a teacher, pupils may be permitted to use the camera facility on their phone.

Sanctions for breaches of this policy

1. If a mobile phone sounds or a pupil is seen using a mobile phone outside permitted times it will be confiscated by the member of staff who will enter the information on SIMS. A second confiscation will result in a Monday afterschool detention. The phone will be given in to the school office [placed in an envelope with the pupil's name on it] and stored until the end of the school day, when the pupil may reclaim it. The information will be recorded on SIMS. If the pupil does not reclaim the phone at the end of the day, then the school cannot guarantee its security, though every effort will be made to do so. Year Heads will monitor occurrences and take appropriate action (including withdrawing a pupil's permission to bring the phone to school).
2. A third and subsequent confiscation will result in a phone call to parent/guardian who will be asked to collect the phone. A Monday afterschool detention will also be issued.
3. If a person's image (photographic or video) is taken without their permission, passed on to other mobile phones or downloaded onto a computer or website (such as Facebook or other social network site), then that person is entitled to pursue the matter with the help of the police and/or legal services. Any such image, even if deleted, leaves an electronic footprint and can be traced. The school takes a very serious view of such behaviour (including where this occurs outside school grounds or hours but which has a direct impact on any member of the Sullivan community) and sanctions will be imposed in line with the Positive Behaviour/Anti-Bullying Policy.
4. The policy of the Examination Boards is that it is an offence to bring a mobile phone/smart watch into an examination room. A breach of their regulations in this regard may be deemed malpractice, leading to disqualification from the examination, the subject or the entire series of examinations.

Security

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

The school accepts no liability for theft, loss or damage or health effects relating to pupils' mobile phones. It is the responsibility of parents and pupils to ensure mobile phones are properly insured.

HOMWORK POLICY (November 2021)

APPENDIX 6

Rationale

This document has been produced to support the development of a coherent, consistent and rigorous approach to homework for the pupils, staff, and parents of Sullivan Upper School. The key role of homework is to raise attainment at all ages and stages and across all ability levels. The benefits of homework, and the good routines and habits of an effective independent learner, should be instilled at an early age. As pupils progress through school, homework must reflect the breadth and balance of the curriculum, providing wide and varied opportunities to match the needs and abilities of all pupils.

Aims

- To provide a framework to ensure clarity around school expectations.
- To support a consistent and manageable approach to homework.
- To make homework meaningful to deepen the learning.
- To engage the interest and meet the needs of all pupils.
- To involve parents in communication about homework.
- To place emphasis on independent learning and personal responsibility.
- To foster good study habits and a well-developed ability to self-manage effectively.
- To provide opportunities to evaluate impact and celebrate success.

Expectations

All pupils are expected to complete homework in every subject area and at each stage of the curriculum.

Homework should be linked and have relevance to the planned learning across departments. Homework should be issued in manageable amounts with shared and appropriate timescales for completion. Homework will provide opportunities for personalisation and choice, and the appropriate level of support and challenge. Pupils will be expected to take responsibility for self-management, completion and submission of their homework.

Pupils should receive feedback on homework that they are directed to hand in as this will allow effective assessment for learning to improve future outcomes. Feedback may be provided in a variety of ways including:

- written teacher feedback;
- verbal teacher feedback;
- peer assessment;
- class discussion/analysis;
- formal marks;
- solutions given in class.

Roles and responsibilities

Pupils are expected to:

- keep a note of what is required and when it is due;
- plan ahead;
- manage their time to complete homework to the best of their ability;
- seek help before the deadline date if required;
- submit homework on or before the due date.

Departments are expected to:

- take responsibility to ensure that statements of homework policy are included in their departmental handbooks and these statements are consistent with the school's general statement of policy. Clear guidance should be given regarding the type, frequency and arrangements for dealing with special points such as arrangements for tests or examinations;
- clearly communicate sanctions that may be applied for non-completion of homework (unless there are special circumstances prevailing).

Staff are expected to:

- set homework which is interesting, relevant and at the appropriate level;
- take into account differentiation, provide support for under-achieving pupils and make provision for the gifted and talented, with stretch and challenge activities where appropriate;
- be aware of other pressures and responsibilities pupils may have;
- be clear about expected completion times;
- be realistic about deadlines;
- keep a check on homework done;
- provide meaningful feedback in a range of ways;
- recognise and celebrate positive effort and achievement in the completion of homework tasks;
- take appropriate action for the non-completion of homework.

Parents are expected to:

- be familiar with the expectations of the school;
- reinforce the importance of homework as an extension of learning in school;
- show an interest in their child's homework;
- encourage good working habits at home;
- contact school if there are concerns about homework;
- respond appropriately to concerns expressed by school.

Types of Homework

Below is a sample list of the types of homework pupils can be expected to complete as they progress through the curriculum. It is important to understand that even if no formal homework has been issued, there is always an opportunity to develop knowledge and understanding of a subject through home learning. Pupils are expected to devote some part of every school day to the completion of homework or in extending their knowledge. As pupils progress, time devoted to homework and independent study will increase in line with the level of challenge in their courses.

Preparatory Homework - providing opportunities for pupils to gain background knowledge on a subject or unit of study. Tasks may include:

- researching a topic;
- learning vocabulary;
- preparing a presentation or talk;
- gathering research materials or evidence;

- collecting materials for use in class;
- completing a worksheet;
- writing up an experiment.

Extension Assignments – providing opportunities for pupils to engage independently and creatively in their learning. Tasks may include:

- private reading;
- working on a project;
- working on an extended piece of writing;
- going over notes taken in class;
- private research to add breadth and depth to topics studied in class.

Practice Exercises – providing opportunities for pupils to apply new knowledge. Tasks may include:

- preparing for a test;
- consolidation exercises to reinforce content/skills learned in class;
- past or practice papers;
- timed practice in essay writing.

Time management: It is impossible to state with any certainty how much time each pupil should spend on homework or which subjects should have homework set on particular days. Some pupils will be able to complete a given task in a short time while others in the same class may need to take much longer. Subject teachers have found from experience that homework timetables are unhelpful, leading to homework being set for its own sake and not because it is constructive. There will be times in the school year, for example, just before examinations, when there will be more work/study for pupils to do.

As a rough guide, we can make the following recommendations:

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

As a rule, homework tasks will become more demanding, and require longer completion times as pupils progress through the school. Where there is no formal homework set, pupils should aim to spend time on each subject every week.

Non-completion of Homework:

It is important to stress that our clear expectation is that in normal circumstances, pupils complete all homework set. We foster an ethos of achievement and challenge, and we expect pupils to set high standards for themselves. Should there be issues such as the non-completion of homework, submissions that do not reflect effort/ability, or persistent difficulty in meeting deadlines, parents may be contacted and curricular and /or pastoral support will be provided.

Difficulties with Homework

The nature of the curriculum, particularly because of coursework/Controlled Assessment, is such that in a number of subjects, it is not as straightforward to set 'traditional' homework tasks and teachers do not want to set homework for its own sake.

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

If difficulties or worries arise, and especially if pupils have difficulties with the homework set, parents should seek clarification directly from the teacher or teachers concerned, by writing a simple note or recording their concerns in the Homework Diary. If parents are worried about the amount of time their children are spending on homework, either because it seems too little or too much, they should, in the first instant, write to the Year Head responsible for their children. If this does not lead to a resolution of any concerns, they should then write to the Vice-Principal (Teaching & Learning).

Review

The Learning and Teaching Policy is kept under review by the Vice-Principal (Teaching & Learning) in conjunction with the Senior Leadership Team, Heads of Department and Subject Coordinators.

Linked Policies

- Assessment and Reporting Policy
- Curriculum Policy
- Learning and Teaching Policy
- Literacy Policy
- Numeracy Policy
- Remote Learning Policy
- Special Educational Needs and Disabilities Policy

ANTI-BULLYING INFORMATION

APPENDIX 7

SCHOOL ETHOS AND VALUES

Sullivan Upper School's motto is 'iamh foisdineach an uachtar' which translates from Irish as 'the gentle hand foremost'. This motto embodies the aims of the school to:

- protect and nurture all pupils;
- be inclusive and welcoming;
- support and encourage pupils to realise their full potential;
- recognise the virtue of gentleness in dealing with others.

Based on these aims the school's ethos and values are:

- to provide the best possible education for all pupils, regardless of race, gender, background or religious denomination;
- to provide a rich, varied and relevant education for all pupils with access to a curriculum which is as broad and balanced as possible;
- to empower all pupils to realise their potential and to prepare them effectively for the challenges and responsibilities of adult life;
- to present a strongly academic character and to place a high value on academic excellence and achievement;
- to promote mutual respect and good relations between all people - pupils, staff, parents, governors and alumni;
- to operate within the context of strong, supportive pastoral care and a clear framework of expected behaviour. Self-discipline is promoted, expected and encouraged;
- to recognise and reward achievements across the full range of academic and non-academic pursuits;
- to promote, support and encourage extracurricular activities as an essential part of the educational experience;
- to encourage a professional and well-motivated staff to work effectively and successfully through good leadership and teamwork.

ANTI-BULLYING POLICY STATEMENT

At Sullivan Upper School we believe all forms of bullying behaviour are unacceptable. This policy reflects the school aim of maintaining a safe, caring, and happy environment for all pupils and adults.

CONTEXT

This policy is informed and guided by current legislation and Department of Education Guidance including 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 schools 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.

ETHOS AND PRINCIPLES

- We believe that everyone in our school community has a role to play in taking a stand against bullying and creating a safe, secure, and welcoming environment for all.
- We believe that all forms of bullying are unacceptable and are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We believe that every child and young person should be celebrated in their diversity.
- We value the views and contributions of our pupils and we will actively seek these views and we will respect and take them into account.

WHAT IS BULLYING?

The Addressing Bullying in Schools Act (NI) 2016 provides the following legal definition of **bullying**:

- In this Act "bullying" includes (but is not limited to) the repeated use of:***
 - any verbal, written or electronic communication,***
 - any other act, or***
 - 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.***
- For the purposes of subsection (1), "act" includes omission.***

This can be summarised as follows:

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.

Whilst bullying is **usually** repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- *severity and significance of the incident;*
- *evidence of pre-meditation;*
- *impact of the incident on individuals (physical/emotional);*
- *impact of the incidents on 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.

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child describing the situation surrounding that child, for example:

- a child displaying bullying behaviours;
- a child experiencing bullying behaviours.

We encourage all members of the school community to use this language when discussing bullying incidents.

PREVENTATIVE MEASURES

We aim to promote a strong anti-bullying ethos within the school and the wider school community. We aim to prevent bullying and create a safe environment by taking preventative measures.

REPORTING A BULLYING CONCERN

Pupils Reporting a Concern

Pupils are encouraged to raise a bullying concern with any member of staff (teaching and non-teaching). ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Pupils can raise concerns by any of the following;

- verbally - talking to a member of staff;
- by writing a note to a member of staff;
- by sending an email to a member of staff;
- by sending an email to suspastoral114@c2kni.net.

Parents/Carers Reporting a Concern

Parents/Carers are encouraged to raise concerns about alleged bullying behaviour with the school at the earliest opportunity by contacting the Form Teacher. Parents/Carers are reminded of the need to encourage their son/daughter to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

RESPONDING TO A BULLYING CONCERN

Pupils should feel assured that all bullying concerns will be dealt with sensitively.

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

Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

RECORDING A BULLYING CONCERN

The school will centrally record 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.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school'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.

USEFUL RESOURCES AND CONTACTS

Northern Ireland Anti-Bullying Forum

Telephone: 028 9087 5006

www.niabf.org.uk

Parent/Carer tool kit

www.endbullying.org.uk/wp-content/uploads/2017/10/NIABF-Parent-Carer-Toolkit.pdf

Anti-Bullying Network

www.antibullying.net

Anti-Bullying Alliance

www.anti-bullyingalliance.org.uk

Kidscape

Telephone: 020 78235430

www.kidscape.org.uk

NSPCC

Telephone: 0800 800 5000

www.nspcc.org.uk

Childline

Telephone: 08001111

www.childline.org.uk

Parenting NI

Telephone: 0808 8010 722

www.parentni.org

Lifeline

Telephone: 0808 808 8000

www.lifelinehelpline.info

The Centre for Exploitation and Online Protection (CEOP)

www.ceop.gov.uk

www.thinkyouknow.co.uk

Chatdanger

www.chatdanger.com

Police Service of Northern Ireland

Telephone: 101

www.psnl.police.uk

Shout:

Free 24/7 text messaging support service

Text: shout to 85258

www.giveusashout.org

For full working Anti-Bullying Policy
visit

<https://bit.ly/3Nkt44N>

or use the QR code.



CHARGING AND REMISSIONS POLICY (March 2019)**APPENDIX 8****1. BASIC PRINCIPLES**

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

2. CAPITAL FEE

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

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

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

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

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

3. SCHOOL FUND

Sullivan Upper School offers educational opportunities over and beyond the statutory requirements and is proud of its wide range of extracurricular activities. This cannot be done by relying on government funding and the regulations published by the Department of Education allow schools to ask parents to make voluntary contributions to the school fund. The Board of Governors of Sullivan does make such a request and asks parents to make a donation of £280 per pupil per annum to ensure that there is not a reduction in the quality or breadth of educational provision in the school. This has become an indispensable element of the school's Finances and the majority of parents support the school in this way. These donations are made voluntarily and the way in which pupils are treated have no connection with whether or not their parents have opted to make such donations.

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

4. EXCEPTED PUPILS

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

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

5. EXAMINATION ENTRIES

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

The Board of Governors will charge where:

- (a) the pupil has not been prepared by the school for that examination;
- (b) the pupil is re-sitting a public examination [all re-sit entries must be paid for in advance];
- (c) a pupil has failed, for no valid reason, to attend for the examination and/or to complete required coursework/controlled assessment;

- (d) a pupil has requested a late amendment to an examination entry;
- (e) a pupil has requested a late entry or late withdrawal from public examinations after the closing dates;
- (f) a parent has requested to have a pupil's examination results scrutinized or remarked.

6. SCHOOL MEALS

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

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

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

7. CLOTHING

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

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

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

8. FIELDWORK

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

9. CURRICULUM - BOOKS, MATERIALS AND TRANSPORT

The school makes no charges for:

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

10. INGREDIENTS AND MATERIALS

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

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

11. PRINTER CREDITS

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

12. REPLACING ITEMS OF SCHOOL PROPERTY

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

13. DAMAGE TO SCHOOL PROPERTY

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

14. MUSIC

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

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

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

15. EDUCATIONAL VISITS DURING SCHOOL HOURS

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

16. EDUCATIONAL VISITS OUTSIDE SCHOOL HOURS

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

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time

outside school hours, charges will be made. These charges will include the cost of travel, board and lodging, insurance, entrance fees, non-teaching staff, materials, books, instruments and equipment. The charge may also include the costs of engaging a teacher, under a separate contract, specifically to provide the optional extra and it may include the cost of providing such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

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

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

17. TOURS AND HOLIDAYS

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

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

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

18. THE DUKE OF EDINBURGH'S AWARD SCHEME

Parents of pupils who sign up to the Scheme are charged a contribution towards the running costs, including travel, for participation in the Duke of Edinburgh's Award

Scheme. Further costs as outlined in paragraph 16 of this policy will also apply.

Pupils and parents should be aware that signing up for these Awards and payment of the associated fees is viewed as a firm commitment to participation in the scheme.

Expeditions, instructors and staff are booked according to the number of pupils signing up and fees are non-refundable even if the pupil withdraws at a later stage unless there are exceptional circumstances (eg withdrawal on medical grounds and with supporting medical documentation).

Expeditions

The fees charged cover one practice expedition and the actual assessed expedition. Progression to the assessed expedition is not automatic. It is dependent on having obtained a satisfactory standard at practice level to ensure that the assessed expedition may be completed safely. The standards set by the Duke of Edinburgh Scheme must be met in order to progress. In the event that an additional expedition is required, additional fees would be payable by participants to cover the extra costs incurred by the school.

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

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

19. **DELEGATION TO PRINCIPAL**

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

20. **COLLECTION OF FEES AND CHARGES**

- (a) Fees are due in advance at the beginning of each term however the school facilitates payment over ten or twelve months by direct debit. There is no reduction for temporary absence.
- (b) All fees for the previous academic year must be settled before a pupil begins a new academic year at Sullivan Upper School.

- (c) If fees have not been paid in accordance with this policy, the school will write two warning letters to the parent(s) informing them of the default.
- (d) After the second letter has been sent, the school will automatically refer the default into the hands of its Solicitors and will ask for Court proceedings to be issued.
- (e) Thereafter the parent(s) must communicate with the school's solicitor regarding the non-payment of fees. The parent(s) will also be liable for any additional legal costs incurred and interest, at the Court rate, on any outstanding sum.
- (f) Each person with parental responsibility for the child is jointly and severally liable for the whole of the authorised fees and charges due. This means that either parent could be liable for the full amount of the default, no matter who was responsible for non-payment.

21. **REVISION OF CHARGES AND FEES**

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

FREQUENTLY ASKED QUESTIONS ABOUT BIOMETRICS

APPENDIX 9

BIOMETRICS AND SECURITY

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

readers with secure keys can be used, which are encrypted and secured for use with a particular installation. Other readers or scanners would not work with the software.

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

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

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

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

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

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

4. **How does it work?**

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

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

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

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

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

The biometric data are stored in encrypted form on a secure server in a locked room. Only registered

HEALTHY EATING POLICY

APPENDIX 10

AIM

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

SPECIFIC ISSUES

The Silver Robin operates over 2 floors. The upper floor offers a selection of sandwiches, paninis, fruit, snacks, and drinks. This is the area where pupils with packed lunches should eat.

On the ground floor there are 2 serveries offering a variety of hot meals and desserts as well as all the foods on offer on the upper floor.

Packed Lunches

Parents are encouraged to provide children with healthy packed lunches.

Water Provision

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

Reward Systems

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

Charity sales

If a member of staff, or pupil, wishes to sell food for charity or fund-raising purposes, they must contact the Silver Robin Catering Manager. Food sold must be prepared and served in compliance with the Food Service Risk Assessment which can be obtained from the Catering Manager. Food must be sold in the dining hall. Pupils are not permitted to bring in foodstuffs to sell for personal gain.

School Events

All food sold at school events is discussed with the Silver Robin Catering Manager in advance

Special Diets - please request a Special Diet Application Form.

Pupils with specific food related medical conditions can be catered for if sufficient information is provided from the pupil's medical consultant, general practitioner or registered dietitian to ensure that school catering services can safely meet the needs of the child.

Religious, Cultural and Vegetarian and vegan diets. The Silver Robin is likely to meet most needs in relation to dietary requirements however should specific food purchases and food preparation need to be followed, please complete the Special Diet Application form.

TIPS FOR A HEALTHY SCHOOL LUNCHBOX

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

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

What to avoid

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

A complete list of food and prices will be available from the end of August 2023.