

PROSPECTUS 2016/17



BROWNLOW INTEGRATED COLLEGE

**Tullygally Road
Craigavon
Co Armagh
BT65 5BS**

**TELEPHONE: 028 3834 2121
FAX: 028 3834 6072
WEBSITE: www.brownlowcollege.co.uk**

HEADMASTER
Mr S J Creber B.Ed

ACTING CHAIRPERSON OF THE BOARD OF GOVERNORS
Mr Peter Anderson

The information contained in this document is correct as known in January 2017. It should not be assumed that there will be no change affecting the particulars or arrangements before the start of or during the school year 2017/18 or in relation to subsequent school years.

CONTENTS

Section	Page No.
General Information	3 - 5
The Integrated Philosophy	6
Admissions Criteria	7 - 8
Curriculum Aims	9 - 10
Curriculum Details	11
External Examinations	12
Special Educational Needs/ Pastoral Care/Child Protection	13 - 16
Careers	17
Mentoring	18 - 19
Attendance	20
Discipline	21 - 25
Code of Practice for special needs	26
Homework Policy	27 - 28
Residential and other school activities	29 – 30
Transport and School Uniform	31
Charging and Remissions Policy	32 – 33
Staffing Profiles	34
Glossary	35



INFORMATION

Brownlow Integrated College
Tullygally Road
CRAIGAVON
BT65 5BS

Telephone: 028 3834 2121

Fax: 028 3834 6072

Email: info@brownlowcollege.ni.sch.uk

www.brownlowcollege.co.uk

Principal: Mr S J Creber

Vice Principal: Mr A Downard

BOG Acting Chair: Mr P Anderson

Controlled Integrated
Comprehensive

Boys and Girls

Age Range 11 - 16

Enrolment Sept 2016: 258

Expected enrolment Sept 2017: 270

Approved Admissions No for 2016: 90

Approved Enrolment No for 2016: 450

	School Year 2013/2014	School Year 2015/2016	School Year 2016/17
Applications	64	35	58
Admissions	64	35	58

Parental visits to the school are always welcome, especially visits to the Parents evening held for each Year Group during the year. Parents of prospective pupils are invited to visit the school anytime, but in particular, to attend the Open Morning on Tuesday 10th January 2017.

Brownlow College is an integrated all-ability, 11-16 college which is open to boys and girls of whatever creed, culture, race or class. As an integrated college, Brownlow aims:

- to educate together the sons and daughters of Catholics and Protestants and those of other and no religious beliefs, on a basis of equality, in an environment of tolerance and mutual respect;
- to have a balanced intake of pupils of the Catholic faith and of the Protestant faith;
- to ensure through curricular and extra-curricular provisions that each pupil is nurtured in his or her parents' religion and cultural traditions;
- to ensure through the common Religious Education programme, regular college worship, and extra-curricular provision, that our pupils learn together and experience together those values and beliefs which are common to all Christians;
- to develop in all pupils, attitudes and abilities which will prepare them for a meaningful adult and working life;
- to contribute in every way possible to promoting peace and to improving the quality of life in the local community.

The ethos of the school is firmly based in the belief that every child, independent of academic ability, background, race or religion is of equal value. In practical terms, this is reinforced by a counselling system (operating through Form Teachers and Year Heads) and by a programme of personal development which starts in Year 8 and continues until the end of a child's career in the



School Year 2016/2017

school. Allied to this is a programme of residential education, in which it is hoped that every child will participate. Our Pastoral Care policy stresses the importance of Home/School Links and our Brownlow Family and Friends are an essential element of this.

The school is housed in bright modern buildings and caters for the full comprehensive range of ability. We offer GCSE courses in the following subjects: Double Award and Single Award Science, Technology and Design, Music, Physical Education, Business Studies, French, Geography, History, English, English Literature, Mathematics, Further Mathematics, Learning for Life and Work, Art and Design, ICT, Religious Education, Home Economics (Child Care), Home Economics (Food), Media Studies and Double Award Occupational Studies. Each pupil receives a Progress File at the end of Year 12.

In the Junior School special help is given to children who need it, especially in English and Mathematics. Additional support is provided for the children at the top end of the ability range. The school has participated for many years in curriculum development and has gained considerable experience in Staff Development. Throughout the school, an appropriate level of homework is set regularly.

Disability

At Brownlow College we pride ourselves on our inclusivity. We welcome pupils of all abilities and disabilities. We have full disability access throughout the school to allow all students to be active members of our community.

Newcomer/International EALs Students

We have a number of students who herald from a wide range of nations. We provide a well structured support programme for all students who speak English as a second language. In addition to this we provide a range of GCSEs and courses to facilitate our students including Polish, Portuguese, International GCSE and Entry Level English.

Peer Mediation

The peer mediation programme provides students with the ability to resolve conflict through dialogue, address bullying and empower students with the skills to make school a safer, more enjoyable experience.

Transfer 14+

Subject to availability, places can become available for students to transfer from Junior Highs to the College at 14+. All students are welcome to visit the school either by appointment or on Open Evening.

Vocational Education

Our range of options at KS4 is rapidly expanding. In addition to the traditional GCSEs we offer an expanding range of vocational subjects both on our campus and also in collaboration with other schools and providers. In particular occupational studies which take place at Southern Regional College is a very popular and successful optional for Brownlow College students. The College is a member of the Craigavon Area Learning Community.



Student Council

Brownlow Integrated College Values Student empowerment and as such involves the Student Council in decision making that will improve the daily life of students and enhance the fabric of the school.

Extra-Curricular

A wide range of sports and extra-curricular activities are offered, such as Rugby, Soccer, Hockey, Netball, Athletics, Tennis, Gaelic Skills, Scripture Union, Computer Club, Chess Club and an Annual Ski or Water Sports Trip.

The school has a strong musical tradition and pupils are encouraged to join the school choir and band.

Careers

An extensive careers programme is provided for all pupils throughout their time at the College.

Uniform

All children are required to wear school uniform and to stay on the school premises at lunchtime.

Parents

Parental visits to the school are always welcome, especially visits to the Parents evenings held for each Year group during the year. Parents of prospective pupils are invited to visit the school anytime, but in particular, to attend the Open Evening on Tuesday 10th January 2017.



THE INTEGRATED PHILOSOPHY

Brownlow College believes in integration in practice. It is a core aim of this school community to make every effort to take the fear out of differences; celebrate the diversity within the staff and pupil body and employ such variety as a positive resource.

The plurality of the communities which make up the borough of Craigavon is reflected at any given time in our school population. Integration for us means all communities, all abilities and all socio-economic backgrounds working and learning together. We will continue our efforts to create an inclusive school.



ADMISSION CRITERIA

(Admission to Year 8 in September 2017 through the Transfer Procedure)

In the event that there are more applicants than places available the Board of Governors has determined that priority will be given to applicants in the order set down below.

- (a) Applicants who are transferring from a Controlled Integrated or a Grant Maintained Integrated Primary School as defined in the Education Reform Order (NI) 1989.
- (b) Applicants all of whose eligible brothers/half-brothers and/or sisters/half-sisters, are already enrolled in the College.
- (c) Applicants whose parents/guardian is a permanent employee of the College or has been appointed to take up an imminent permanent position.
- (d) Final selection will be on the basis of distance from any exit door of the house to the nearest perimeter gate of the school, priority being given to those living nearest to the College. Distance will be measured on a straight line on an ordnance survey map.

The Board of Governors will seek to reflect in the total number admitted to the College a balance between the two main traditions in Northern Ireland. In order to achieve this, places will be allocated as follows:

Protestant Tradition	40
Catholic Tradition	40
Others	20

These figures are based on the current denominational breakdown of the school and will be reviewed annually.

The criteria set out below will apply consecutively to each of the above categories separately. If there are fewer applicants than places available in any one category then the balance of places will be divided equally between the two categories. Should an odd number of places remain, then the additional place will be allocated to the category which has the greater number of applicants. Should an odd number of places remain and the number of applicants be equal in both categories then the additional place will be allocated to the category which represents the minority tradition on role in the College at the time of the Admissions procedure. If there are fewer applicants than places in two categories then both balances of places will be allocated to the remaining category.

The religious affiliation of a pupil will be decided by:

1. Information supplied to the College by the applicant's parent(s)/guardian(s), either directly or on the College's own application form.
2. The religious affiliation noted on or attached to the Transfer Form or in the absence of this information, the majority religious denomination of the primary school attended by the pupil.

The Board of Governors reserves the right to confirm denominational affiliation as recorded on a primary school's C2K System.

The Board of Governors delegates application of Admission Criteria to the Principal, subject to the final approval of the Admissions Committee. The Admissions Committee will consider cases of



special circumstances. The Admissions Committee will comprise the Principal and at least three governors.

In the event that there are more applicants than places available the Board of Governors has determined that priority will be given to applicants in the order set down below:

- (a) Applicants who are transferring from a Controlled Integrated or a Grant Maintained Integrated Primary School as defined in the Education Reform Order (NI) 1989.
- (b) Applicants all of whose eligible brothers/half-brothers and/or sisters half-sisters, are already enrolled in the College.
- (c) Applicants whose parents/guardians is a permanent employee of the College or has been appointed to take up an imminent permanent position.
- (d) Final selection will be on the basis of distance from any exit door of the house to the nearest perimeter gate of the school, priority being given to those living nearest to the College. Distance will be measured on a straight line on an ordnance survey map.

Criteria for transfer between schools

Pupils will be considered for enrolment providing that their admission:

- (a) would not cause the school to exceed its enrolment number as determined by the Department of Education; or
- (b) would not prejudice, in the opinion of the Board of Governors, efficient use of resources.

If at the time of application there are more applicants than places available in a particular year group, then the admission criteria for year 8 will be applied in order to select pupils.

General Information

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



CURRICULUM AIMS

Brownlow College provides an unbroken education from 11 to 16+ years of age for pupils of all abilities.

We offer the full NI Curriculum as required under the Education Reform (NI) order. All Year 10 pupils complete Key Stage 3 Assessment Tasks. All junior school pupils have a 39 period week covering the areas of study outlined below.

Junior School Curriculum and Examinations

Area Of Study	Subject(s)
English	English, Library
Mathematics	Mathematics
Science & Technology	General Science, Technology, Home Economics
Environment and Society	Geography, History
Languages	French
Creative and Expressive	Art & Design, Music, Physical Education/Games/Drama
Other	Religious Education, Personal Development Citizenship, Information Communication Technology Careers

- The Cross Curricular Themes are incorporated into the Areas of Study.
- As an all-ability school, we provide fast-track classes for more able students facilitated by excellent Teacher-pupil ratios.
- Classroom assistants provide invaluable additional support in the core and practical subjects.

Senior School Curriculum and Examinations

It is the policy of the College that Examination Courses are on offer to all pupils.

These include:

- GCSE (General Certificate of Secondary Education)
- As an all-ability school, we offer a range of packages to suit the ability levels of the pupils. We provide a range of GCSE's that stretch the most able students as well as providing occupational study choices through links with the Southern Regional College (SRC).
- Entry level English and Essential skills Numeracy
- iGCSE (English ASOL)

It is the aim of the College that all pupils leave the school well-prepared for Further Education or employment, with qualifications which reflect their knowledge, attributes and skills. All pupils study various combinations of subjects from a wide range of GCSE courses.

Any complaint in relation to the curriculum we offer must be made in writing to the Board of Governors, at least one week before a meeting of the Board Governors, to:

Secretary of the Board of Governors
Brownlow Integrated College
Tullygally Road CRAIGAVON BT65 5BS



School Year 2016/2017

Any statutory document pertaining to the curriculum or pupil-centred policies of the college can be obtained by the legally recognised parent or guardian by making prior agreed appointment with the Principal.

Inspection reports carried out by Education Training Inspectorate and pertaining to Brownlow Integrated College are available on the Department of Education website at www.deni.org.uk

Pupils transferring to Brownlow Integrated College during their secondary education are internally tested by the SENCO and previous school data is scrutinised before placing the pupil in a relevant form class.

School homework timetables are coordinated by the Vice Principal

GCSE

5 + GCSE's A* - C

2016	-	41.43%
2015	-	55%
2014	-	52%
2013	-	44%
2012	-	52%
2011	-	60%

Examination Result Overview:

5+ GCSE at A*- C	-	41.43%
5+ GCSE at A*- E	-	84%
5+ GCSE at A*- G	-	98%
5+ GCSE at A*- C with English and Maths	-	22%

All pupils were entered for GCSE Examinations



CURRICULUM

39 Period Week - Key Stage 3

	Year 8 Periods	Year 9 Periods	Year 10 Periods
English	4	4	4
Mathematics	4	4	4
Science	3	3	4
History	3	3	3
Geography	3	3	3
Art	2	2	2
Music	2	2	2
PE	4	4	4
RE	2	2	2
Technology	2	2	2
Home Economics	2	2	2
French	2	3	3
Library	1	1	0
ICT	1	0	0
Personal Development	1	1	1
Careers	1	1	1
Citizenship	1	1	1
Drama	1	1	1
Total	39	39	39

Key Stage 4 Subject Options for Year 11 and 12

Year 11 and 12		
<p>Route 1</p> <p>English (5) PE (2) Science (4) Careers (1) Mathematics (5) RE (1) PE (2) English Literature Personal Development (1) Learning for Life and Work (4)</p> <p>*Plus Option Choices (4) per subject.</p>	<p>Route 2</p> <p>English (5) Mathematics (5) Science (5) Tech Link (SRC) (8) RE (1) Careers (1) PE (2) Personal Development (1) Learning for Life and Work (4)</p> <p>*Plus Option Choices (4) per subject.</p>	

The Options Evening will take place on Thursday 10th February 2017 .



EXTERNAL EXAMINATIONS

AQA Polish, Media Studies, Design and Technology
French (Year 12)

CCEA

Art and Design	Hospitality
Business Communications Systems	ICT
Drama	Mathematics
English	Music
English Literature	Physical Education
French (CCEA)	Religious Studies
Further Mathematics	Science Double Award (Modular)
Geography	Science Single Award (Modular)
History	

City and Guilds Essential Skills Application of Number
Essential Skills Communication

OCN Personal Success and Well Being

Other courses: Application of Number (CCEA)
Occupational studies (CCEA)

WJEC Media Studies



SPECIAL EDUCATIONAL NEEDS

On entry all pupils are tested in English and Maths to establish their individual needs in literacy and numeracy. These results are combined with information obtained from primary schools and is used when placing pupils into classes.

If necessary, children presenting with significant additional needs may be placed on the College's Special Educational Needs Register. An education plan may be put in place which will be monitored and reviewed twice yearly.

PASTORAL CARE

Brownlow College views Pastoral Care as the means of looking after the total welfare of pupils. Therefore, it is seen as an integral part of the educational programme and aims to help the school achieve its objectives. The pastoral care provision is structured in the school as follows:

Form Teacher

Responsible for general welfare of pupils in his/her form class. Form teacher is also the teacher of the Personal Development Programme.

Head Of Year

Responsible for the general welfare of all pupils in his/her year group.

Pastoral Care Director

Overviews whole school Pastoral Care provision.

Child Protection Policy & Procedures

Our child protection policy is reviewed every two years by the Pastoral Care Director and Senior Leadership Team.

Our Designated Teacher for CPP is Mr M Callender (Pastoral Care Director/ Senior Teacher). In his absence, Mrs J Thompson, Deputy Child Protection Officer or the Principal are available for CPP.

All parents are welcome to consult the Designated Teacher on our procedures. Brownlow College has an official policy on pastoral care, drugs awareness, child protection and bullying, Sex/ Relationships Education and Personal Development.

Mr Callender, Pastoral Care Director, will have responsibility for all areas relating to Pastoral Care. In the main this will relate to the health and well being of all pupils and the Coordination of the teaching of Personal Development within the school.

The procedure for referral of pupils causing concern within Brownlow College will be:

1. **Discipline**
 - Level 1 - Yellow Slip system for indiscipline
 - Lunchtime detention for homeworks not done
 - Level 2 - On Daily Report to the Form Teacher



- Level 3 - On Daily Report to Year Head
- Level 4 - Pupils on report to Vice Principal

Discipline

The next level is appropriate teaching for the pupil outside of the school environment as supplied by the EA. The final step of the referral procedure is for the school to seek the pupil's expulsion from school.

2. **Child Protection Issues**

Mr Callender is the Designated Teacher in all matters relating to Child Protection and will process all expressions of concern passed onto him. In his absence Mrs Thompson or the Principal is the designated teacher.

3. **Drugs Related Incidents**

Mr Creber and Mr Callender are the Designated Teachers for drug related issues and all related incidents must be reported to either of them. In their absence Mrs Thompson will be the Designated Teacher or a member of the Senior Leadership Team, where she is unavailable.

4. **Bullying**

All incidents regarding bullying will in the main be dealt with by the Form Teacher and if necessary referred to the Year Head. More serious, persistent incidents of bullying will be referred by the Form Teacher or Year Head to the Director of Pastoral Care.

All incidents relating to Child Protection (the physical health and mental well-being of pupils) **must** be referred to the Pastoral Care Director/Designated Child Protection Teacher. Issues relating to drugs must be reported to the designated staff members. Following an investigation within the school into the issue, the matter will be referred to appropriate outside agencies.

5. **Links with external agencies**

There will, at times, be a need to link with external agencies either in relation to matters associated with discipline or the welfare and well-being of pupils.

These agencies will probably include:

1. Education Welfare Officer
2. EA Support Services
3. EA Educational Psychologist/ Child and Family Clinic – Clinical Psychologist or Adolescent Psychologist.
4. PSNI - Liaison Officer
5. Department Health and Social Services
6. Various counselling services - statutory and voluntary
7. School Nurse
8. Various visiting speakers, dealing with Health, Drugs, Child Protection and Sex Education.
9. DEL – Department for Junior School.



7. **Personal Development and Teaching Materials**

Personal Development has been a taught subject in Brownlow College with all forclasses having one period per week. Resources for each year group are collated by the Pastoral Care Director. In addition to these resources there are various support materials available, dealing with issues such as Identity, Relationship and Sexual Health Education, Child Protection, Drugs, Health Education and Bullying.

8. **Peer Mediation**

The peer mediation programme provides students with the ability to resolve conflict through dialogue, address bullying and empower students with the skills to make school a safer, more enjoyable experience.

9. **Familyworks and Barnardos Counselling**

In partnership with the EA, school Counsellor (Latifa Lynch) is available to offer support to pupils in need, on a Tuesday morning each week. Pupils may self-refer however, if the Designated or Deputy Designated teacher feels it appropriate; they may refer a pupil also. Parents may also request counseling for their child. The pupil's consent is essential before a referral can be made. Niamh McCaughley (Barnardo's Time for Me), is in school on Thursdays and can provide counseling support for pupils also. Referrals can be made in the same way as for Familyworks. School Counselling is co-ordinated by Mr Callender (Pastoral Care Director/ Designated Teacher).

10. **Liaison with Vice Principal and Pastoral Care Director**

The Pastoral Care Director and Vice Principal meet once a week for a period to discuss various issues associated with certain pupils' behaviour, educational progress and pastoral issues. The minutes from the weekly meetings between the EWO and the Vice Principal are also distributed to the Pastoral Care Director. They inform discussion at the weekly meetings.

11. **Statement of the Schools Drug Policy**

In today's society many young people are exposed to glamorous and unrealistic messages in relation to drugs and their effect. This may lead to misuse and abuse by impressionable vulnerable young people.

Brownlow College is well placed to provide strong support and care in the area of substance misuse. Through Personal Development, pupils will be encouraged to develop personal and social skills that will enable them to make informed decisions regarding substance misuse.

The school will provide support for young people by promoting individual empowerment and values such as tolerance, openness, honesty, respect and caring for one's self and others.

It is the policy of this school to comply with the legal requirements laid down in the Misuse of Drugs Act (1971) and other relevant Legislation. A copy of the school's



drugs policy can be obtained upon request.

The school will update and train staff regarding issues surrounding drugs/substance misuse. The Principal will have final responsibility for dealing with all drugs/substance misuse incidents reported within Brownlow College, however, the Pastoral Care Director may also be involved in this process.

Responding to Misuse of Substances and Related Incidents

In the unlikely event of an incident occurring we will follow the Practices and procedures stated in the Misuse of Substance Flowchart. In addition, parents/guardians will immediately be notified, as will the Board of Governors, the CSIO and PSNI in order that investigations into the source of and possible trafficking in, illegal substances can be expedited.

Our policy in these matters is to proceed with the utmost discretion and sensitivity bearing in mind the need to protect the rights of the pupil concerned, their families and our school. It will be made clear to our pupils that no guarantee of confidentiality can be offered if he/she discloses to an employee that he/she is taking drugs. Due to the seriousness of substance misuse, any incidences/knowledge must be reported to the Designated Teacher who will ensure that proper action is taken to protect that pupil.

Procedures to be followed:

Pupil under influence - ensure immediate safety of pupil and others, and administer first aid if and when necessary. The Designated Teacher/Principal should then be informed, followed by parents. At this stage CSIO and EWO should be informed.

Pupil suspected/known to be in possession of a substance - pupil will be asked to surrender the substance whereupon it will be placed under lock and key until collected by CSIO. Upon refusal to comply, the pupil will be escorted to the Designated Teacher/Principal who will make a further request. Upon refusal by the pupil to accompany a responsible adult to the Designated Teacher/Principal, the Principal will be sent for while the adult remains in close proximity to the pupil.

Pupil dealing - Designated Teacher/Principal should be informed immediately whereupon the CSIO will be contacted.

Media - The Head Teacher will take responsibility for communicating with any media involvement.

Recording and Referral - Appendix D, E and F will be used to record and refer information to both the EA and where necessary employing authority.



CAREERS

The central aim of Careers Education is to provide each pupil with the options and knowledge to enable them to choose the correct subjects at GCSE, which will pave the way for future education, training and employment. This aim also echoes the school's Mission Statement.

The College strives to be a centre of academic excellence, whilst providing opportunities for personal, social, moral and spiritual development in preparation for a meaningful adult and working life.

Aims

The work of the Careers Department incorporates and complements the central aims of the school:

- to educate each pupil according to his or her needs;
- to develop in all pupils attitudes and abilities which will prepare them for a meaningful adult and working life.

Careers Education and Guidance is about the intentional promotion of the personal, social and career development of the individual. Its broad aim is to provide pupils with both a planned course and a co-ordinated cross-curricular range of activities concerned with choices and transitions affecting their future education, training, employment and life as an adult member of society. In particular, our Careers Education Programme is designed to help pupils to:

- Develop an understanding of themselves and others as individuals: their own and other people's strengths and limitations, abilities and potential, personal qualities, interests, skills, attitudes, values, motivation and needs.
- Develop knowledge and understanding of the changing world around them and the educational, training and other opportunities available to them locally, nationally and internationally.
- Take responsibility for, and control of, their careers by learning to make informed and considered choices, and to formulate and implement Personal Careers Action Plans.
- Manage the personal changes they will be faced with during and between education, training, work and other adult roles. It is these supporting aims which provide the framework for more detailed objectives.
- To have knowledge of options available at year 10 to choose correct subjects for GCSE
- For all pupils to have a clear idea of pathways available to them after GCSE (FE college, A-Level, job, apprenticeship, job skills.)



MENTORING

All pupils at Brownlow Integrated College are involved in a very successful pupil mentoring programme. The mentoring programme is closely linked to academic target setting and tracking. Each pupil is assigned a personal teacher mentor and attends three mentoring days per year at KS4 level and two mentoring days per year at KS3 level. Normal timetable is suspended on these days to allow mentors and pupils to meet in a relaxed setting to discuss progress, review targets and achievements and to set new SMART targets for the next session. A Careers Advisor is present on each of these days to meet with pupils. Parents are invited and indeed strongly encouraged to attend these sessions with their son/daughter. The school has noted a strong correlation between parental attendance at mentoring sessions and pupils academic success at GSCE level.

The Aims of the Mentoring Programme:

- To encourage and support pupils in reaching their full academic potential.
- To provide pupils with guidance and practical help for improving.
- To provide help on how to study.
- To improve GCSE Results.
- To set short term “S.M.A.R.T.” targets and review progress made.

By becoming fully involved with the mentoring programme pupils become more actively involved in setting targets for their own learning and are able to plan for improved standards in their work. By parents becoming involved in, and fully supporting, the programme we can develop a home-school partnership where pupils are encouraged and supported to reach their full potential.

The programme is really well received, supported and valued by pupils, parents and staff alike. All involved have very much appreciated the personal one-to-one attention, reviewing progress and discussing means of improvement in a relaxed positive atmosphere. The Mentoring Programme is contributing significantly to the raising of academic standards. We can see the notable impact the programme is having on pupils’ self-esteem, confidence and assessment results.

Enhanced Mentoring Programme

Running alongside this programme there is an enhanced mentoring programme for a core group of pupils in each year group. Pupils in need of further support are identified through close tracking of pupil progress during the monitoring of the mentoring programme. This cohort of pupils meets with a teacher mentor on a more regular basis during the normal school day. As well as improvement in academic standards, improvements have also been noted in the areas of attendance and behaviour of the enhanced mentoring cohort.

Inclusion in Education Programme

The College continues to be involved in the Neighbourhood Renewal funded “Inclusion in Education Plus” programme.

As well as supporting the enhanced mentoring programme, the Inclusion in Education Programme facilitates a number of study and life skills pupil workshops delivered by “Amazing Brains” and “Tree of Knowledge”. A pupil rewards programme is also supported through the funding. The Inclusion in Education Programme also aims to engage and equip parents in supporting their son or daughters education throughout their time at Brownlow Integrated College. A number of parent events are organised throughout the academic school year designed to support parents



through the different stages of their child's education. These events are supported by a number of outside agencies and have been really very well received by parents to date. We very much look forward to developing these events and working closely with our parents to fully support all pupils attending the college.

The Mentoring Programme has been identified as an example of good practice and a number of other schools have contacted Brownlow Integrated College in relation to this. The school has been involved in the sharing of good practice, meeting with staff representatives and the delivery of staff inset in other schools.



ATTENDANCE

This policy document has been drawn up to ensure that parents and staff are aware of the procedures in the school for recording attendance and requesting leave of absence from school.

Parents have a legal responsibility to ensure that their children attend school. It is the duty of parents to send their children to school every day except in cases of illness. The school has a legal responsibility to keep accurate records of pupil's attendance.

It is recognized that parents have an essential part to play in their children's attendance at school and must be informed of any unexplained absence. It is equally important that the school is informed by parents of the reasons for any absence as soon as possible.

Good attendance and timekeeping by pupils is essential if they are to benefit fully from school and develop to their full potential.

1. The school day begins for pupils at 8.50 am and ends at 3.15 pm except on Wednesdays (2.25 pm). Pupils are expected to be in school by 8.50 am when they should report to their form teacher either in the normal form room or in assembly. The form teacher should record attendance on the Sims System as soon as possible and not later than 9.05 am.
2. Pupils are expected to be on time for lessons at 8.50am each morning and at 1.45pm in the afternoon. Pupils arriving after 9.05am should report to the office. Persistent late-coming will not be tolerated and will be punished with extra work or detention after school. This also applies to pupils when changing classes during the school day.
3. A composite list of all absentees will be produced by the office staff. The office staff will log records on computer and complete class roll books.
4. Absences are monitored by the Vice Principal and Educational Welfare Officer on a weekly basis.
5. All absences by a pupil must be satisfactorily explained by a letter from the parent/guardian at the first available opportunity. The letter should normally be brought to the class tutor on the day of return to school. In the case of long term absences a letter of explanation should be sent to school within three days of the first absence. The Education Welfare Officer will follow up with parents any cases of unexplained Absence and inform the office staff, the year head and the class tutor accordingly. Communication from parents may also be by telephone and in some cases may be preferable.
6. Pupils must not leave the school premises at any time during the school day without first obtaining permission from a member of Senior Leadership Team (herein referred to as SLT) preferably the Principal or Vice-Principal.
7. Medical appointments should be made outside of school hours except in exceptional circumstances.
8. Any request for a pupil to be absent during the school day must be made in writing by the parent giving full reasons for the request. This will only be granted in exceptional circumstances.



DISCIPLINE POLICY

The Education Reform Order (N.I.) 1989 requires schools to prepare a written statement on discipline.

In Brownlow Integrated College we believe in respect for the individual and the community. We see the school as an extension of the family in which each pupil can develop a sense of their intrinsic worth and the value of tolerance and service to others.

In order to achieve this we feel it is important to promote and maintain an orderly and secure atmosphere both inside and outside school so that academic progress is not hindered.

The Education Reform Order (N.I.) 1989 requires us to:

- promote, among pupils, self-discipline and proper regard for authority;
- encourage good behaviour on the part of the pupils;
- secure that the standard of behaviour of pupils is acceptable and
- otherwise regulate the conduct of pupils.

SCHOOL RULES

Remember the 3 'R's

Respect Yourself

Respect Others

Respect the Property

The policy is based on the premise:

Teachers have the right to teach
Pupils have the right to learn.

Outside the Classroom

1. The school will open at 8.45 am and pupils must be in school by 8.50 am.
2. Corridor movement: Pupils should walk along the left-hand side of the corridors.
3. Pupils should line up quietly in single file outside the classroom.
4. All pupils must stay in school grounds at lunch time (Lunch 1.15pm - 1.45pm.)
5. Pupils must enter and leave school by the Concourse area door.

Classroom Rules

1. Come to the lesson on time, properly dressed and equipped.
2. Listen to your teacher and quietly follow any instruction given.
3. Complete your homework neatly and present on time.
4. Keep hands, feet and objects to yourself.
5. No teasing, name calling or use of bad language.
6. No chewing GUM in school.



Personal Behaviour and Appearance

All rules apply to pupils on the way to and from school.

1. School uniform should be worn at all times (including external exams) and each item marked with the pupil's name (Refer to Page 31 for full uniform details).
2. Jewellery for Boys and Girls
One small ring
One plain bracelet
One pair of small silver/gold studs or one pair of small clear diamond earrings
No more than one ear-ring in each ear
3. Anything that may detract from the general appearance of the pupils will not be permitted. Ear studs are permitted; one stud per ear; other body piercings are not permitted.

(For health and safety reasons pupils must remove jewellery at certain times of the school day eg. Technology Workshop, P.E and H.E practical classes or any other time a member of staff believes it is necessary to do so).

4. Hair Styles, hair colour and hair accessories must not take away from the appearance of the school uniform. Natural hair colours ONLY and no fashion statement haircuts are permitted. Make up – no heavy eye makeup or foundation allowed. Pupils wearing too much makeup will be told to remove it. Clear nail varnish only.
5. Pupils should refrain from foul or bad language.
6. Smoking is forbidden at all times whether on the premises, on school transport or in uniform.(Please note that smoking in any public building is prohibited by law and can be subject to legal procedures).
7. No illegal substances or objects are allowed on the premises at any time.
8. No illegal substances or objects should be in the possession of pupils either inside or outside the school while in school uniform or while on school business.
9. Pupils are expected to respect others in the community and their property at all times whether inside or outside the school campus and whether they are in school uniform or on school business or not.
10. No pupil should leave school at any time without permission from either the Principal or the Vice Principal.
11. Mobile phones are only allowed outside the building during break and lunchtime. Misuse of any technological equipment is unacceptable and will be subject to school sanctions.
12. Pupils are NOT allowed to sell any items for personal gain.
13. Pupils are NOT allowed sugared drinks, except for medical reasons. The school have provided a water facility. Any unauthorized sugared drinks will be confiscated and disposed of.



Role and Responsibilities of Staff

Classroom teachers are responsible for behaviour in their own classroom within the framework of the school's Discipline Policy.

All staff will maintain a consistent and fair approach to good discipline by:

- punctuality to class, assembly, duties, training and meetings;
- setting an example through clear organisation of all teaching and learning tasks;
- implementing appropriate teaching strategies to enable all pupils to achieve their potential;
- fostering mutually respectful relationships between pupils, parents and staff;
- following the clearly defined referral system (see page 13);
- rewarding good behaviour and learning achievements;
- adopting constructive, effective and fair sanctions;
- maintaining high expectations of all pupils;
- providing support through the pastoral system;
- promoting a positive image of the school.

Roles and Responsibilities of Parents

We see parents as partners in fostering good pupil conduct by:

- supporting the school's Discipline Policy;
- maintaining communication with the school through Student Planners and providing absence notes, attending Parents' meetings and keeping appointments made;
- fostering mutually respectful relationships between pupils, parents and staff;
- sending their children to school on time every day, in uniform, with their homework completed and with all the necessary equipment;
- referring any concerns to the school.

NOTE: The support and co-operation of the parents is essential for the successful implementation of the Discipline Policy.

Roles and Responsibilities of Pupils

We expect the pupil to:

- come to school prepared and ready to learn;
- bring with them a pen, pencil, ruler and Student Planner;
- respect the rights of teachers to teach and pupils to learn;
- attend regularly and punctually in correct uniform with homework completed and all necessary equipment for class;
- deal with conflict in a non-aggressive manner (Peer Mediation is always available);
- accept correction and direction;
- treat fellow pupils and adults with respect;
- respect the school environment;
- respect the property of others; and
- maintain high standards of behaviour and uniform in public.



REWARDS AND SANCTIONS

Rewards

We believe that rewards play an equal part with sanctions in a Discipline Policy. This is based on the encouragement of good behaviour, throughout all year groups. The Rewards system seeks to reward good behaviour as much as address poor behaviour. We believe pupils derive satisfaction from personal achievement in school and seek to create opportunities for each pupil to achieve success. We seek to cultivate friendly relations between staff and pupils. Comments on work, both written and oral are positive in nature.

Tangible rewards also play their part. In recognition of this, the following may be implemented:-

1. Term treats, e.g. sports activities/fun and games, video, bowling, Cascades, local visit.
2. End of Year Trips.
3. Class Cup for attendance.

Sanctions

1. The school operates a system of reporting misdemeanours through Yellow Slips.
 - 1.1 Disruptive behaviour which prevents the smooth running of the class (*Yellow Slip*).
 - 1.2 Disruptive behaviour in the corridors which may be harmful to themselves and others (*Yellow Slip*).
 - 1.3 Personal behaviour (and appearance) which reflects badly on the school (*Yellow Slip*).
 - 1.4 Items of uniform not worn (*Yellow Slip*).
 - 1.5 Three homeworks not done (*Detention after school*).

There may be occasions that unacceptable behaviour takes place and it is at the discretion of the teacher involved if this merits a Yellow slip and/or a referral to the Year Head or Vice Principal.

Implementing the Policy

1. Sanctions

Application of the sanctions below depend upon the seriousness of the unacceptable behaviour. Examples of sanctions to be used according to the degree of unacceptable behaviour.

Verbal reprimand

Misdemeanor recorded on behavior log

Move place in class

Removal to nearby classroom under supervision

Punishment task

A Misdemeanour Report written (*Yellow Slip*)

If the above fail to modify behaviour, then the following sanctions may be implemented:-

- After school Detention (*three Yellow Slips or three homeworks not completed*).
- On daily report to Form teachers (*White*)(*Level 2*).
- On daily report to Head of Year (*Yellow*) (*Level 3*).
- Contact with parent/guardian.



- Meeting with parents.
- On daily report to SLT (*Blue*) (*Level 4*).
- On daily report to Vice Principal.
- Temporary change of class.
- Temporary change of year group.
- Written contract between pupil, parent and school.
- Breaktime detention for lateness.
- Dinnertime detention for one homework not completed.
- Formal meeting with the disciplinary subcommittee of the Board of Governors.
- Internal suspension from classes.
- Referral to Behaviour Support Team, Kinnego or EOTAS.
- Formal meeting with the Board of Governors.

Parents will be informed when a pupil goes on report and will be involved in the monitoring process.

2. Formal Suspension

Formal suspension is appropriate for very serious misbehaviour in or out of school, for example, extreme defiance of authority, causing danger or damage to self, others or property, or behaviour leading to serious damage to the school's reputation. Formal suspension is for up to five days according to regulations. There is provision for further extensions. A pupil who has been suspended is placed on Daily Report for a week on return to school and a parent or guardian is expected to attend a "return to school" meeting with the Principal or Vice Principal, before returning to school.

3. Expulsion

Extremely serious misbehaviour will result in the Board of Governors' recommending expulsion under procedures currently recommended by the Education Authority (EA). Disruptive behaviour over a period of time may result in expulsion under procedures currently recommended by the EA.

Summary of the school's Discipline Procedure

<i>Level 1</i>	Detention will be set as a result of yellow or pink slips being given for persistent infringement of school rules and in the Junior School only, for 'numbers' given on the reward registers.
<i>Level 2</i>	Pupil on daily report to Form teacher if there is no improvement in area of concern.
<i>Level 3</i>	Pupil moved onto daily report to Year head when no significant improvement has been made while on Level 2 report.
<i>Level 4</i>	Pupil placed on school's Special Needs Register at Stage 2. Pupil referred to Senior Leadership Team if there is further deterioration in behaviour and attitude. Individual Behaviour Plan implemented. <u>Pupil must meet the targets set on this plan.</u> The plan is administered daily by SLT and reviewed weekly/fortnightly by Senior Leadership Team with pupil and parents/guardians.
<i>Level 5</i>	Following a number of suspensions and consistent breaches of school rules, pupil will be referred to the Board of Governors, other institutions or outside agencies for assessment. Alternative education and expulsion are possibilities at this stage.

The levels within the school's discipline procedure link closely to the Code of Practice for Special Educational Needs.



CODE OF PRACTICE FOR SPECIAL EDUCATIONAL NEEDS

The stages of the Code of Practice are closely linked to the levels used in the Discipline procedures.

STAGES

PROCEDURE

- Stage 1* This is the stage of gathering information and monitoring a pupil.
- Stage 2* Any pupil who reaches level 4 of the Discipline procedure will be placed at stage 2 of the Code of Practice for Special Educational Needs. An I.E.P – Individual Behaviour Plan will be used daily to monitor a pupil’s behaviour in and out of the classroom.
- Following a review of the plan one of the following will be decided:
- pupil will remain at stage 2 and be on report for a longer period of time.
 - pupil may be taken off stage 2 and report.
- Stage 3*
- The pupil may be moved to stage 3. This will involve a referral to the Behaviour Support Team (BST) or the Educational Psychology Service and an Informal Assessment will be carried out.
 - Following this an Individual Behaviour Plan will be put in place and again the pupil will be monitored and reviewed.
 - In response to this review other agencies may become involved or the pupil may be taken off report. Alternatively the pupil may be moved on to stage 4.
- Stage 4*
- When a pupil reaches this stage an application for formal assessment is made. This may lead to a Statement of Educational Need being written, outlining the pupil’s difficulties. If a statement is not put in place the pupil moves back to Stage 3.
- Stage 5*
- A Statement of Educational Need is put in place. A support assistant may be provided by EA.



HOMEWORK POLICY

Homework is regarded as a valuable part of each pupil's learning experience. Most pupils recognise this and take time and trouble to complete it to the best of their ability.

By its nature, homework is not done under the supervision of the teacher. This means that the co-operation and assistance of parents in seeing that homeworks are completed is needed. It is important that teachers, parents and pupils understand the school's policy so that the setting, completion and marking of homeworks is a worth-while exercise.

This policy statement explains why homework is given and the way it is organised by the school.

The policy is written under the following headings:-

- Purpose
- Student Planner
- Time
- Types
- Rewards/Sanctions
- Marking of homework
- Homework timetable

Purpose of Homeworks

Some of the more important reasons for setting homework are outlined below:-

- to check if pupils have understood what has been taught in class;
- to encourage pupils to revise and retain what has been taught in class;
- to encourage pupils to work on their own (*it is hoped parents will supervise as necessary*);
- to encourage self-discipline in the management of work and time;
- to enable pupils to meet G.C.S.E. coursework requirements.

Types of Homework

Teachers will set various types of homework. These may not always be written. All types of homework are of equal importance. Some of the types of homework regularly set are listed below:

Written homeworks, e.g. essays, comprehensions, the writing up of experiments, problem solving, project work, coursework etc.

Non-written homeworks especially important in: Languages, Reading, Research, Artwork, Technology.

Student Planner

Every pupil is given a Student Planner at the start of the school year. Pupils should enter the homework on the day it is given and indicate clearly the day it is to be handed in. Parents are encouraged to regularly check their child's diary to make sure homeworks are being kept up to date. The diary should be signed by a parent/guardian each weekend. Form teachers will check homework diaries on Monday mornings.



Rewards/Sanctions

Pupils will be rewarded for good work. This may be in the form of positive comments, either written or oral.

Homeworks not handed in on time will be entered as late in the teachers mark book.

If a homework is not completed on time the pupil can be placed in detention or a parental meeting organised to address the matter.

Allocation of homeworks

Different pupils work at different speeds. It is important that pupils should not be overburdened with homeworks, to the extent that they have no social life and cannot participate in Youth Clubs and Youth organisations. The amount and level of difficulty of homeworks will be set according to the age and ability of the pupils.

Homework Timetable

The purpose of the homework timetable is to ensure that pupils do not get too much homework on any one night. A homework timetable is included in each pupil's Student Planner. Teachers will normally stick to these arrangements but there may be circumstances in any given week that makes this impossible.

Marking of Homework

Homeworks will be marked and returned promptly to the pupils as this encourages a conscientious attitude. Homeworks will be marked in accordance with the whole school marking policy and the assessment policies of the individual departments. Pupils will be made aware of these policies. Some departments now include homework marks in the end of term/year assessment. All homework marks are recorded. The quality of presentation of homework may influence the final mark.



Year 8 Residential

- We encourage all Year 8 pupils to participate in the Residential. This takes place at Shannaghmore Outdoor Pursuits Centre, Newcastle.
- Its accommodation, canteen facilities and equipment are first class. It offers pupils the chance to acquire skills, knowledge and experiences not available in school such as: orienteering, beach and adventure walking, wet and dry bouldering, canoeing and initiative games.
- All activities are supervised by experienced, qualified staff who strongly emphasise the safety aspects.
- The Residential enables pupils from different Primary Schools and different backgrounds to get to know each other in an informal environment.
- Staff/Pupil relationships benefit from the more personal contacts possible during the residential and make such a difference for class cohesion on return to school.

Extra-Curricular

A wide range of sports and extra-curricular activities are offered, such as Rugby, Soccer, Hockey, Netball, Athletics, Tennis, Gaelic Football, Scripture Union, Computer Club, Chess Club and an Annual Ski or Water Sports Trip.

School Activities

At Brownlow Integrated College we aim to provide the complete education package. As a small school we offer a comprehensive range of extra curricular activities, largely due to the generosity and dedication of our staff.

These sports include:

Aerobics, Athletics, Badminton, Basketball, Dance, Gaelic Sports, Gymnastics, Hockey, Indoor football (Boys and Girls), Netball, Rugby, Soccer, Skiing, Swimming, Table tennis, Tennis, Volleyball.

Great efforts are made so that all those who wish to participate in competitive sports are afforded the opportunity to do so. Football and Netball teams compete very competently in local leagues and championships. Athletics has always been a strong area and to date the College has produced two All-Ireland champions; Emily Purnell and Graham McAuley in the 100 meters and 400 meters respectively, and an Ulster Champion, Natalie Marshall in the 100 meters.

House Competition

The pupils are divided into three groups. These groups are called Houses - Antrim, Mourne and Sperrin. The three houses compete against each other in a number of sporting activities throughout the year. Whilst there are soccer, netball, dance and Mini Games Competitions throughout the year, the two major house events are the annual Swimming Gala and School Sports Day.

Members of staff are allocated to school Houses and each year pupils are elected as House Captains and Vice-Captains.

Drama

Drama plays an important part in school life. Pupils are given the opportunity to attend various workshops both inside and outside school which are delivered by a variety of theatre companies.



Throughout the year pupils attend outside theatre productions to enhance their learning. The Drama Club meet on a regular basis and one of the main attractions is the school's shows performed by the drama club. The Drama Club also provides various sketches at the Christmas Carol Service and Easter Service. The GCSE students perform their final examination piece to friends and family for an evening of celebrating success. Creativity in drama underpins all curriculum objects that involve pupil centered activities. The curriculum provides pupils with a sound insight into various elements of the dramatic world for future study.

Music

Music has a high profile in the school and is nurtured and developed through excellent school bands and choir. Children interested in learning an instrument may avail of the service of peripatetic teachers providing tuition on; stringed, brass and woodwind instruments. Lunchtime concerts provide a platform for pupils to experience performing and listening on a regular basis. Performing, Listening, Composing and Appraising underpin all curriculum objectives that involve pupil centred activities. The curriculum provides pupils with an insight in to the music industry and a sound basis for future study.

Extended Schools

Through Extended Schools funding, Brownlow Integrated College provides a range of services and activities during or beyond the school day, to help meet the needs of children, their families and the wider community. These services and activities fall under the following key elements;

- Being Healthy
- Enjoying, Learning and Achieving
- Living in Safety and with Stability
- Experiencing Economic and Environmental Well Being
- Contributing Positively to Community and Society

Activities that have been successful and have been funded through Extended Schools are: After school tuition and revision classes, Breakfast Club, Computer Class, Language Support for the Parents of International Students, Evening/Weekend Cooking Classes, Gardening club, History Club, Multicultural Day, Literacy and Numeracy Programme, Pastoral Programme, Football Tournaments, Samba Drums Club, Student Council, Icthus, Brainiac Science Club, Ski Club, Early Start Club, Horse Riding, Prefects Community Outreach, Hobby Craft Club, Film Club and various Residentials. All activities are run by staff and or outside instructors.

Through Extended Schools cluster funding we have also been able to maintain and develop links with a number of our feeder primary schools and our local comprehensive. Through these links we have offered the following activities: a transition programme for primary 6 and 7 pupils from the local area in music, science and ICT, dance and drama classes. There are various residentials and activity days at outdoor activity centres.

The Community

The school is committed to involving and serving the community.

Involvement through: Carol Service, Project Business, Community Relations Project. Charitable fundraising involving sponsored cycle, Children In Need, Oxfam Ireland, NSPCC/ USPCA, World Vision, The Simon Community and Action Cancer.



TRANSPORT

Currently all pupils living more than three miles from school are entitled to free transport through the Education Authority. In addition there are good Translink services from Portadown and Lurgan.

SCHOOL UNIFORM

At Brownlow College we feel that wearing the school uniform assists in obtaining a neat and well-groomed appearance. This means that we expect the pupils to wear full uniform at all times. Girls and boys can only wear small stud earrings, one ring and no other body piercing.

SCHOOL UNIFORM		PE KIT	
Girls	Boys	Girls	Boys
Plain dark outdoor coat or fleece	Plain dark outdoor coat or fleece	Purple t-shirt with school crest	Black t-shirt with school crest
Black blazer with school badge	Black blazer with school badge	Black skort and Black shorts	Black shorts
Black skirt, two pleats back and front Black Bootleg Trousers	Black trousers Plain black belt	Black and gold socks	Black and gold socks
Black V-neck pullover with gold and purple stripe	Black V-neck pullover with gold and purple stripe	White soled trainers or gym shoes	White soled trainers or gym shoes
White shirt	White shirt	One pair of shin guards	One pair of shin guards
School tie	School tie	Swimsuit and towel	Swimsuit and towel
Black knee socks or black tights	Black socks	School tracksuit – worn with a white polo shirt (optional)*	School tracksuit worn with a white polo shirt (optional)*
Black school shoes No plimsolls	Black school shoes No plimsolls	Black jogging bottoms may be worn during cold weather	Black jogging bottoms may be worn during cold weather
School scarf (optional)	School scarf (optional)		Football or rugby boots for games

UNIFORM RULES

- Black school trousers only – plain black belt – plain buckle to be worn.
- School Jumper only
- Black pleated skirt **only** – length of skirt must not take away from appearance of uniform (just above the knee).
- Black socks (or tights for girls)
- Footwear – black school shoes must be worn with uniform. Trainers must only be worn with school tracksuit.
- NO canvas plimsolls (gutties).
- White shirt – tucked in at all times. (Any garments worn under the shirt must be white).
- Tie – a proper knot and the tie must be long enough to sit slightly above waistband of trousers/skirt.
- Blazer – to be worn at all times, (except when wearing school tracksuit which is worn on PE days ONLY) but may be removed in the classroom.
- Coat- dark, plain coat or fleece.(It is recommended that pupils wear a reflective strip on their dark coats or fleeces in winter time).



CHARGING AND REMISSION POLICY

1. Rationale

As part of the continuing process of educational reform Boards of Governors are required to adhere to the terms of Department Circular No. 1991/21 in determining what charges will be made and to specify which voluntary contributions may be requested.

2. Purpose

To ensure that education is a free service.

3. Charging and Remission Guidelines

(a) No Charge

1. All education which is required to fulfill the statutory requirements of the common curriculum or which is required to prepare pupils for Approved Public Examinations will be FREE, whether the education takes place in or out of school hours. This includes associated transport (except travel from home to school and entries for approved Public Examinations).
2. All activities in school hours will be free.
3. Educational activities on curriculum related residentials will be free unless more than half of the residential takes place on holidays or weekends.

(b) However, some activities which are not compulsory may be charged for:

1. Optional extras such as individual music tuition. This will only be charged if the school is required to pay for it from its Budget. Music examination books and entries will be charged to parents.
2. Education outside school hours which is
 - non statutory; and
 - not required for Approved Public Examinations. This will be charged for at more than actual cost.
3. Transport and other incidentals connected to
 - non statutory activities;
 - activities not required for Approved Public Examinations will be charged for at no more than actual cost.
4. Board and lodging for residential trips will be charged for at not more than the actual cost.
5. Ingredients/materials will be charged for in practical subjects if the parents wish to own the finished product.
6. Wilful damage to school property will be charged for.
7. Parents are asked at the beginning of each school year to make a voluntary contribution to the School Fund. The books of the school fund are open to inspection by any parent.
8. Where the school is unable to fund an educational visit parents may be asked for a voluntary contribution.



(c) Charges other than to parents

Use of school buildings and playing fields by outside groups will be charged for by the Board of Governors at the rates currently advised by the EA. Groups wishing to hire rooms or pitches may obtain a list of charges from the school office.

(d) Charges by third parties

Activities (including those during school hours) which are organized by a third Party, for example, the PTC, may be charged for. Participation will of course, be voluntary.

Parents who have queries about any aspect of this Charging and Remission Policy are invited to contact the school.

(e) Remission of Charges

It is statutory requirement that parents in receipt of Family Credit or Income Support may claim remission of all Board and Lodging charges. However, where the residential trip can be classified as an optional extra, the remission of board and lodging charges is at the discretion of the Board of Governors. The Year 8 Residential is an optional extra.

Customarily the school has subsidized the board and lodging charges for all pupils on the Year 8 Residential. In cases of family hardship the Board of Governors may invite the family to apply in confidence for a remission of all, or part of, the charge for a chargeable activity.

4. **Implementation**

All staff will be notified of the Charging and Remission guidelines and will be required to follow them in practice.

5. **Evaluation**

The success of the Policy will be evaluated by:

- (a) Ensuring the guidelines are adhered to.
- (b) The number of parental complaints received.

SCHOOL POLICIES

Copies of all college policies are available on request, from the school office. A number of the key policies are also available as downloads from the college's website.
www.brownlowcollege.co.uk.



STAFFING PROFILES

<p>Mr S J Creber B.Ed. Principal</p> <p>Mr Downard BA (Hons) Vice Principal PGCE History</p> <p>Senior Leadership Team Miss V Bowman B.Ed. (Hons) PGCE, Business Studies with Mathematics, PQH Other subjects: ICT, Business and Communication Systems. Head of ICT /ICT/C2k Coordinator Curriculum Director</p> <p>Mr M Callender BA (Hons) English and German PGCE English/Modern Languages, MSc FMA English, French and Library Pastoral Care Director</p> <p>Mrs J Thompson BSc(Hons), PGCE (Science), PQH Other Subject: PE Head of Department - Science Year Head Pupil Inclusion in Education Co-ordinator</p> <hr/> <p>Dr R Blaney BA (Hons) PGCE PhD English, Drama, Library</p> <p>Mr J Brankin BA (Hons) PGCE History Head of Department - History</p> <p>Miss S Craig BA (Hons) PGCE Home Economics Child Development Head of Department - Home Economics</p> <p>Mrs F Darrah BA (Hons) PGCE Languages Head of Department - French</p>	<p>Miss K Gilmore BSc (Hons) Food Science PGCE Science Certificate of Competence in Educational Testing (British Psychological Society)</p> <p>Mr S Gordon BSc (Hons) Sport and Exercise Science PGCE Physical Education Head of Careers Education</p> <p>Mr P Gosling BSc (Hons) Sport, Exercise and Leisure. PGCE, PE, RE and Geography</p> <p>Mr T Irwin BSc (Hons) MSc PGCE Maths</p> <p>Mrs W Kinley BA (Hons) PGCE Drama/Theatre and English.</p> <p>Mrs N Murray (B.Ed (Hons) English, History and Drama Masters in English and Literacy across the Curriculum Head of Department - English Year Head</p> <p>Dr T McCormack BA (Hons) Religious Education MA and PhD Head of Department - RE</p> <p>Mr K McKernan B.Sc. PGCE Maths and Physical Education Examinations Officer</p> <p>Mrs R Norton BA (Hons) Music/Drama PGCE Music (secondary) M.Ed in Pastoral Care with ICT specialism PGC Counselling Skills and Pastoral Ed. NCFE Drugs Awareness Head of Music Extended Schools Coordinator Year Head</p>	<p>Mr C O Braonáin B.A. (Joint Honors) PGCE Head of Department - Geography</p> <p>Mr S Porter BSc (Hons) Science Other Subject Ecology, ICT. PGC Counselling Skills and Pastoral Ed.</p> <p>Mrs M Quigley BSc (Hons) PGCE PE Science Head of Department – PE</p> <p>Miss K Quinn BA (Hons) Modern History PGCE History/Religion Professional Development in Special Needs. History/LLW and Work/ Citizenship. Assistant SENCO</p> <p>Mrs P Quinn BSc (Hons) PGCE Technology, Art and Design, PE and Religion Masters in Education (Special Needs) Assistant SENCO</p> <p>Mr A Smyth Cert. Ed. Head of Art Year Head</p> <p>Mr J Weir BSc (Hons) Accounting PGCE Business Education Head of Department - Maths Year Head</p> <p>Mr D Wright (BA (Hons), PGCE) English and Philosophy English and Media Studies</p> <hr/> <p>Substitute Teachers</p> <p>Mrs J Kerr B.Ed. (Religious Studies)</p>
---	--	---



GLOSSARY

AQA	Assessment and Qualification Alliance
CASS	Curriculum Advisory and Support Service
CCEA	Council for the Curriculum, Examinations and Assessment
CSIO	Controlled Substance Information Officer
C2K	Classroom 2000
CPP	Child Protection Policy and Procedures
DE	Department of Education
EA	Education Authority
EMU	Education for Mutual Understanding
ETI	Education Training Inspectorate
EWO	Education Welfare Officer
FE	Further Education
FUI	Follow-up Inspection
GCSE	General Certificate of Secondary Education
HAMS	Hearts and Minds Society
HOD	Head of Department
ICT	Information and Communications Technology
IEF	Integrated Education Fund
MIDYIS	Middle Years Information Systems
NICIE	Northern Ireland Council for Integrated Education
NVQ	National Vocational Qualification
OCR	Oxford and Cambridge and R.S.A. Examinations
PD	Personal Development
PSHE	Personal, Social and Health Education
PSNI	Police Service of Northern Ireland
PTC	Parent Teacher Council
SENCO	Special Educational Needs Co-ordinator
SEND0	Special Educational Needs Development Order
SLT	Senior Leadership Team
SRC	Southern Regional College
YELIS	Year Eleven Information Systems





Brownlow Integrated College
Tullygally Road
Craigavon
Co Armagh
BT65 5BS

Telephone: 028 3834 2121
Fax: 028 3834 6072
Email: info@brownlowcollege.ni.sch.uk
www.brownlowcollege.co.uk



School Year 2016/2017