

25 June 2014

WELCOME FROM THE HEADMASTER

Dear New Y11 Pupil

I should like, at the outset, to extend a warm welcome to everyone who will be starting Lurgan College next August as a new Y11 pupil.

Some of you will already have an earlier association with the school, having had parents, brothers, sisters or other relatives here in the past and, as a result, you will have at least some impression of what life in Lurgan College is like. There will be others, however, who are entirely new and who may have some questions. During the Open Evening all of the teachers will be at your disposal and we shall be delighted to answer any queries you might have.

Other concerns or worries may arise from time to time after you start in August. If this is the case, you should first seek help and advice from either your House Teacher or Head of Year and, if they are not available, you should consult any teacher you feel that you can talk to easily. Your first point of contact each morning will be your House Teacher during registration. The Head of Year will also be available for consultation at that time. For your information and convenience, photographs of all the House Teachers are included in this Welcome Booklet.

It is very important that you become involved in the extra-curricular life of the school as early as possible in the new term and I would encourage you to join some of the clubs and societies on offer. I shall look forward to seeing many of you on the sports field or on stage in the months ahead. I am convinced that, if pupils are to benefit fully from their time at the College, they must cultivate the habit of positive involvement in school life outside the classroom.

The College motto, 'Meliora Sequor', means 'to follow better things'. I trust that during your time at this school your pursuit of 'better things' will assist you as you strive to achieve your full academic, social, personal, moral and spiritual potential.

I also trust that you will develop the same sense of pride in your new school that many of our former pupils have shared in the past and that your stay at the College will be a very happy and rewarding time in your life.

Best wishes.

Yours sincerely

**T D ROBINSON
HEADMASTER**

PASTORAL CARE TEAM



MRS BRIGGS IS THE YEAR 11 HEAD OF YEAR

YEAR 11 HOUSE TEACHERS



Miss Brackenridge



Mrs Rowlinson



Mrs Buttery



Mr Caldwell

**You will report to one of these House Teachers
each morning for registration at 9.00 am**

Miss Brackenridge

Boulger

Mrs Rowlinson

Cowan

Mrs Buttery

Harper

Mr Caldwell

Kirkpatrick

INFORMATION FOR NEW PUPILS

◆ CURRICULUM

- (a) All pupils study an appropriate number of subjects (10 or 11) for 2 years up to GCSE standard, after which all suitably qualified pupils will enter Year 13 and study 4 subjects at AS Level. At the end of Year 13, pupils who have passed at least three subjects will proceed to A2 Level. In the vast majority of cases, this will involve taking forward 3 of the subjects studied at AS.
- (b) To retain their place in Lurgan College, pupils must maintain an acceptable standard in work, dress, attendance and co-operation. Entry to Year 13 is based on GCSE performance, whereby grades are translated into a points total (A* = 4 points, A= 3 points, B= 2 points and C= 1 point). The number of points required varies from year to year depending on the performance of the year group and the number of places available. In addition, pupils would normally be expected to have at least a B grade in a subject they intend to take to A level.
- (c) All pupils will take part in a suitable programme of religious studies and physical education.
- (d) Pupils will be expected to concern themselves with school affairs, to contribute to the lives of their Houses and the College and to become involved in extra-curricular activities.

◆ TRANSPORT (Provisional – subject to change)

BUS ROUTES

(a) Morning

LEAVING TIME	ROUTE	DESTINATION
8.10 am Banbridge	Passing through Donacloney 8.25 - Waringstown 8.30	Bus leaves Lurgan town centre 8.45 for Lurgan College
8.20 am Lower Ballinderry	Passing through Aghalee 8.25 Aghagallon 8.30	Bus leaves Lurgan town centre 8.40 for Lurgan College
8.10 am Tandragee	Passing through Gilford 8.20 am, along Gilford Road to Lurgan	Bus leaves Lurgan town centre 8.40 for Lurgan College
8.25 am Dennison's Corner	Passing through Waringstown 8.30 along Banbridge Road	Bus leaves Lurgan town centre 8.50 for Lurgan College
8.35 am Bottom of Gilford Road	Passing through Mourneview	Bus leaves Lurgan town centre 8.50 for Lurgan College
8.25 am Lurgan Park gates on Avenue Road	Turns right into Monroe Avenue, through Avenue Road Estate, then turn right on to Banbridge Road, Queen Street	Bus leaves Lurgan town centre 8.35 for Lurgan College
8.00 am Maghaberry Crossroads	Passing through Moira 8.10, Maralin 8.15, Dollingstown 8.20, Lurgan 8.25	Change bus in Lurgan town centre for Lurgan College

(b) Afternoon (Front Gates of School)

3.40 pm 1 bus to Waringstown via Market Street	3.40 pm 1 bus to Mourneview	3.45 pm 1 bus to Market Street and Banbridge via Donacloney
3.50 pm 1 bus to Avenue Road Estate	3.42 pm 1 bus to Market Street	4.45 pm 1 bus to Avenue Road / Mourneview Estate via Market Street

(c) Afternoon (Ulster Bank, Lurgan town centre)

4.00 / 4.35 / 5.05 / 5.35 pm Buses to Belfast via Dollingstown, Maralin and Moira	4.05 pm Bus to Lower Ballinderry, Aghagallon, Aghalee and Edenturchar	4.10 pm Bus to Maghaberry via Moira
4.15 pm Bus to Bleary / Gilford / Tandragee		

◆ **SCHOOL MEALS**

Hot food is available daily in the Cash Cafeteria organised by the School Meals Service. The school operates a vending machine service where other healthy options can be purchased.

◆ **INDUCTION MORNING**

The Autumn term will begin on Wednesday 27 August 2014 with an Induction Morning (9.15 am – 1.00 pm) for Y11 pupils. Pupils should assemble in the Assembly Hall at 9.15 am. After morning Assembly pupils will be directed to different rooms to meet with their House Teachers and to engage in a number of activities which are designed to facilitate new pupils' induction into life at the College.

◆ **START OF AUTUMN TERM**

The Autumn term for all pupils will begin on Monday 1 September 2014 with an Assembly at 9.10 am. Pupils should assemble in Assembly Hall at 9.00 am.

◆ PREFECT SYSTEM

A Head Boy, Head Girl, School and House Prefects are appointed in September after suitable consultation with the staff and pupils. They are expected to assist with the maintenance of good behaviour and help with the general running of the school.

The Teacher Librarian appoints some Library Prefects to assist with organising the School Library while Careers Monitors do the same with Careers literature.

Prefects are chosen on their past record, having demonstrated previously a willingness to work for the benefit of the College and a readiness to take part in extra-curricular activities and to set an example to other pupils in such matters as attitude, manners, behaviour and appearance.

The criteria to choose prefects are as follows:-

1. Pupils who have made the necessary effort required to achieve the academic standards of which they are capable.
2. Pupils who have demonstrated an active interest in the extra-curricular activities of the school and have made a valued contribution to the sporting and cultural aspects of school life.
3. Pupils who have good relationships with others and have the leadership qualities necessary to influence their peers and younger pupils in a positive manner.
4. Pupils who would be good public representatives of the school in such matters as attitude, appearance, behaviour, manners, punctuality and attendance.
5. Pupils who are willing to carry out work for the benefit of the school, be it routine, repetitive or inconvenient.
6. Pupils who have made a significant contribution to House activities.

I hope that you will assist the prefects in every way possible to uphold the reputation and ethos of this School.

CODE OF CONDUCT**◆ INTRODUCTION**

Students are expected to be considerate, courteous, well mannered and orderly at all times. Behaviour which includes verbal or physical abuse of fellow students is totally unacceptable and will be dealt with in accordance to the School's Anti-Bullying Policy.

◆ PERSONAL APPEARANCE

- A high standard of dress and appearance is expected at all times. Uniform regulations must be strictly obeyed both in and out of school.
- Only simple jewellery is allowed (one plain ring, a watch, one pair of stud earrings for girls – worn in earlobes). No other piercings (e.g. nose, stud/ring, eyebrow, lip or tongue) are permitted. Jewellery or retainers are not allowed to remain in place or to be covered with plasters until a hole has healed. Bracelets are not permitted.
- Make-up should be kept natural. Nail polish is not allowed.
- Girls' hair accessories must be plain and simple. They must be in school colours – navy or red.
- Hair must be kept neat and tidy. Extreme hairstyles or colours are not acceptable. Boys are not allowed to have long hair and must be clean shaven.
- Blazers must be worn to and from School, to Assembly and to all classes, as well as throughout the day. Blazers may be removed in class.
- Shirts and blouses must be fully buttoned, tucked in and long sleeves must not be rolled up.
- Ties should be tied to an appropriate length.
- Skirts must completely cover the knee. They must not be rolled up or altered in width.
- Socks must be pulled up.
- Only authorised badges should be worn (i.e. school badges, Duke of Edinburgh and major youth organisations e.g. Girls' Brigade, Scouts).

If a temporary change from regulation uniform has to be made, a written explanation of the reason should be provided by parents or guardians to the House Teacher. Students who are not properly dressed and who refuse to comply with the dress code, including the regulations relating to the wearing of jewellery, will be subject to the Positive Behaviour Policy.

◆ PERSONAL PROPERTY

- Students should ensure that all belongings, for example, books, clothing, footwear are clearly marked with their name.
- School bags must not be left on top of lockers or in corridors – they may only be left in designated areas.

- Unnecessary valuable items such as CD players, personal stereos, MP3 players should not be brought into school.
- Valuable items needed for school activities should not be left unattended by the owner. Provision for such items can be arranged with the relevant teacher.
- Mobile phones may be used only during break and lunchtime. They must be switched off at all other times. The camera facility on mobile phones must not be used in school. If a mobile phone is used inappropriately a teacher may request that it is placed on his/her desk. The phone may be returned at the end of the class or made available for collection by parents at a mutually convenient time. Students are reminded that mobile phones must not be brought into examination rooms.

◆ **SCHOOL PROPERTY**

Students should treat the school and its surroundings with respect. Pupils should not:

- Damage or destroy school property or school notices (including graffiti);
- Drop litter;
- Chew gum on school property.

◆ **ATTENDANCE**

- All students are to report to House Teachers for registration at 9.00 am.
- Students are required to be punctual. Those arriving late must report immediately to the Office where they must sign the late book and bring a letter from a parent/guardian to confirm the reason for arriving late.
- A student who wishes to be absent from school for any reason must bring a letter from a parent/guardian in advance requesting the Headmaster's permission.
- Students may not leave the school grounds before 3.35 pm without the permission of the Headmaster, granted only on written request from parent / guardian.

If a student needs to leave school, but has forgotten to bring a note, he/she must report to the General Office and explain the situation. Contact will then be made with parents to confirm the details and transport arrangements.

◆ **ABSENCE**

- Parents are requested to telephone the school on the first morning of absence.
- The school will phone home on the 5th day of absence and work may be sent home, if requested.
- On return to school a note or absence pro forma must be brought stating the reason for absence.
- This note or absence pro forma should be handed in to the House Teacher on the first day of return to school at morning registration.

◆ GAMES AND P.E.

- Games and P.E. are compulsory for all students.
- A student who is unable to turn out for P.E. must, on the day concerned, bring a parent/guardian's letter stating the reason.
- Notes should be given to the P.E. teacher who normally supervises the class.
- Long-term non-participation will require a medical certificate which should be given to the Headmaster.

◆ TRANSPORT

- Students must obtain the Headmaster's permission to bring a car or motorcycle to school.
- A form obtained from the Office must be completed, requesting information on licence, insurance and parental permission.
- Cars and motorcycles must be parked in the College Walk car park.

◆ RESTRICTED AREAS

Students are not allowed in the following areas without permission:

- The front lawn;
- Changing rooms, unless changing for P.E. and Games;
- The Sixth Form Centre, except for Year 13 and Year 14 students;
- Prefects' Common Room, except for Prefects;
- The Assembly Hall at lunch time;
- Stage, unless directed;
- Staff room and marking room;
- All classrooms;
- The main entrance foyer (except for access to classroom 1).

◆ SMOKING, ALCOHOL, SOLVENTS AND ILLEGAL SUBSTANCES

Possession or use of cigarettes, alcohol, solvents or illegal substances is forbidden on school grounds, in school uniform or on school business.
(For further information, please refer to Drugs Policy).

◆ VISITORS

To help ensure a safe environment, the co-operation of students is requested in identifying suspicious activity and strangers in the school buildings and grounds. All visitors to the school should be wearing a badge issued by the Office. If a pupil notices a stranger who is not wearing a badge they should not approach them, but should report their presence as quickly as possible to a member of staff.

◆ **ILLNESS**

If a student is ill or has an accident at school, they must tell a member of staff who will refer them to the Office. Students must not leave school without permission, stay in the toilets or go to the Medical Room without first reporting to the Office. Students must not make their own arrangements for going home. If necessary, the Office will contact the student's family.

Any student who leaves school without permission will be placed in an after school detention.

SCHOOL UNIFORM

◆ GIRLS

Grey skirt with four inverted pleats, two at the front and two at the back. The skirt must completely cover the knee.

Plain white blouse (long or short sleeves)

House tie

Navy blazer with school badge and red braid

Plain dark navy V neck pullover

White knee socks or plain dark navy/black tights

Plain black leather low-heeled shoes (slip-on type or laced, permitted heel height 5 cm measured on the outside of the heel).

Narrow heels, buckles, coloured laces/stitching, labels and side lacing are not acceptable.

Optional Items

Coat/anorak/dufflecoat – plain dark navy, dark grey or black (untrimmed)

School scarf (no other type is permitted)

Plain dark navy fleece

Official College jacket (available from school)

FOR GAMES

Plain navy and red PE skort (**available to order on Open Evening**)

White sports shirt (Aertex-type fabric)

Red knee socks

White sports shoes - not boots

Optional

*Navy tracksuit trousers (available from school) } **All available to order on**

*College navy and red hooded sweat shirt (available from school) } **Open Evening**

*College navy and red smock top jacket(available from school) }

Hockey stick } Required if on school teams

Tennis racket }

SCHOOL UNIFORM

◆ BOYS

Navy blazer with school badge and red braid
Plain white shirt (long or short sleeves)
Dark plain socks
House tie
Plain black leather shoes (slip on type or black laced)
Buckles, coloured laces/stitching, labels and side lacing are not acceptable
Traditional style ankle length dark grey trousers
Plain dark navy V neck pullover

Optional Items

Plain navy anorak (untrimmed)
Plain navy raincoat
Dark navy or dark grey dufflecoat or overcoat (other colours and bomber jackets are not acceptable)
School Scarf (no other type is permitted)
Plain dark navy fleece
Official College jacket (available from school)

FOR GAMES

House rugby jersey (navy blue, red, green or yellow)
Navy shorts
School socks – navy with red tops
Rugby/football boots

FOR PE

Track shoes (any colour)
Navy blue College polo shirt
White shorts
White socks/school socks

School rugby jersey (available from school)

INFORMATION FOR PARENTS

A Year 11 Parents' Consultation Meeting (4.00 pm – 6.00 pm) will be held during the second term and parents will be able to discuss their child's academic progress with the subject teachers involved. Other concerns (e.g. pastoral) should be brought to the attention of the Head of Year.

Parents are also invited to Speech Day, plays, concerts, sporting events and services at Christmas and Easter. It is encouraging to pupils and teachers if parents show their interest by attending.

◆ SCHOOL FUND

Parents are asked to make a voluntary annual contribution of £60 per pupil (up to a maximum of £90 per family) towards school funds. The Board of Governors commends this scheme to all parents as a vital means of subsidising the enriching extra-curricular programme of activities on offer. The School Fund has been used over the years to off-set the ever-increasing expenses involved in providing beneficial curricular and extra-curricular programmes which have included subject-related field trips, Love for Life presentations, personal accident cover, house activities, school affiliation fees, hire of facilities, hire of school buses, fuel for the school minibus, sporting/representative honours, interview skills day, music festival entry fees and copyright permissions. Parents are assured that their contribution will be gratefully received and put to good use for the benefit of all our pupils.

◆ POSITIVE BEHAVIOUR POLICY

The Education Reform Order (NI) 1989 requires all schools to have a written policy on Behaviour. This policy incorporates a section on Anti-Bullying and is set within the General Policy Statement and the overall aims of the School. It also reflects the aims of the Pastoral Curriculum (See Pastoral Care Policy) and those of the whole School Curriculum Statement. Copies of the School's Positive Behaviour Policy/Drugs Education Policy or any of the current School Policy Statements are available to parents, on request, from the School Office. A copy of the College's Child Protection / Safeguarding Policy is given as an appendix at the end of this booklet.

◆ HOMEWORK POLICY / CONTROLLED ASSESSMENT TIMETABLE

We hope that all pupils will make the most of their chances and their abilities but it is unrealistic to expect or to hope for good results in external examinations without being prepared to work consistently hard. A pupil taking 10 or 11 G.C.S.E. subjects may find himself/herself undertaking projects, practical work, fieldwork or writing a large number of essays. Careful planning is, therefore, essential so that their work can always be completed to the best of their ability and on time. Pupils should set themselves a weekly routine of at least 15 hours of homework and/or private study, after school hours and they should acquire the habit of working on their own initiative.

At GCSE we recommend that pupils should not spend more than 3 hours study per subject each week.

At AS/A2 Level we recommend that pupils should not spend more than 5 hours study per subject each week.

This should allow pupils to cover all their subjects thoroughly each week.

If set homeworks do not occupy all the weekly allocation, pupils should use the time for project work, revision of notes already covered in class or for ongoing Controlled Assessment.

A number of GCSE and AS/A2 level subjects require Controlled Assessment to be completed during the school year. This Controlled Assessment may be in project form or the continuous assessment of a pupil's work either done in class or at home. This clearly puts a very high premium on quality homework. For this reason the College has drawn up a Controlled Assessment Timetable for Years 11, 12, 13 and 14 to inform pupils (and parents) when this work should be expected. Although these guidelines are flexible, they have been drawn up to help pupils plan their work so that it is done to the best of their ability and finished on time. Deadlines must be met and it is most important that pupils do not leave all their efforts until the last minute. Information on Controlled Assessment at GCSE level is also available on the College website.

INSERT CONTROLLED ASSESSMENT PLANNER - SEE PRIVATE 1

SUBJECT INFORMATION INCLUDING EXAM AND CONTROLLED ASSESSMENT REQUIREMENTS

The vast majority of GCSE courses followed by College pupils will be examined by the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA). What follows is a summary of the Controlled Assessment and other specification requirements expected in the different GCSE subject areas. Further information can be obtained from the respective Heads of Departments or individual class teachers, if required. Parents will be consulted about any individual changes to this policy.



ART AND DESIGN

Pupils will be entered for the GCSE Art and Design specification offered by CCEA. They are required to submit 'The Core Portfolio', which contains edited work showing the breadth and depth of the experience they have gained over the two years of the Art & Design Course. The Core Portfolio allows the students to develop ideas through research and experimentation. This may not always lead to a final response or outcome. The portfolio should, however, include one piece of work that follows the process through to a final outcome. Throughout the Controlled Assessment first hand observational skills, experiments with different media, contextual references and written evaluation of all work should be included.

The externally set assignment which is issued in mid-January in the 2nd year involves 8 weeks' preparation time and a 10 hour examination in either Fine Art or Design in 2 or 3 dimensions.



BUSINESS STUDIES

The subject content of GCSE Business Studies is divided into two units:

Unit 1: Business Start Up

Pupils will study how a business starts up and the importance of the role of the entrepreneur. They will also learn about sources of finance for a business, the types and methods of production, and the importance of quality and health and safety. Finally, pupils will learn about customers' needs and wants, market research and the marketing mix.

Unit 2 Business Development

Pupils will have the opportunity to draw up and interpret final accounts. They will also learn about recruitment and selection; about developing people through training, motivation and appraisal. They will study why a business succeeds or fails; and why and how it may grow. Pupils will also study international business and e-commerce. Finally, pupils will learn about the content of business plans, the reasons for developing them and they will also have the opportunity to construct and evaluate a business plan.

There are two examinations in GCSE Business Studies, one per unit. These are taken in the summer of Year 12. The form and weighting of assessment are shown below:

Form of Assessment	Duration	Weighting
Unit 1 Exam based on structured questions	1 hour 20 mins	35%
Unit 2 Exam based on three structured questions	1 hour 40 mins	40%
Controlled Assessment	Researched in class and at home. Completed within a restricted amount of time in class.	25%

**ENGLISH/ENGLISH LITERATURE**

Pupils study the GCSE English and English Literature specification offered by CCEA.

ENGLISH: 60% of marks are allocated to controlled assessment. (20% for Speaking and Listening, 15% for Writing Creatively, 10% for the Study of Spoken Language, 15% for the Study of Written Language)

ENGLISH LITERATURE: 25% of marks are allocated to controlled assessment.

This, in effect, means that the pupil's final GCSE grade is strongly influenced by the quality of his or her controlled assessments which will have been completed long before the written examinations are taken in June. Pupils are thoroughly prepared for each assignment in class. During the planning phase they will have access to texts and dictionaries. Students must complete production of each piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. A high standard of content and presentation and accuracy in punctuation, grammar and spelling is expected.

It is important to emphasise that the GCSE controlled assessments are started at the beginning of Year 11 and are spread over the two years leading up to the GCSE examinations. Talking and Listening is worth 20% of the final grade in English. Pupils must realise that it is very important to contribute to class discussion.

It is necessary to stress the importance of reading at home. The suggested texts for classroom study are given below. A text will normally be examined for a minimum of four and a maximum of eight years.

Students must study the following texts.

Unit 1 – The Study of Prose

Students must study the following text:

Orwell: *Animal Farm*

Unit 2: The Study of Drama and Poetry

Students must study the following:

Section A: Drama

Priestly: *An Inspector Calls*

Section B: Poetry

Heaney & Hardy Poetry Anthology

Section C: Unseen Poetry**FRENCH / SPANISH**

Pupils taking French and / or Spanish will be entered for the new Modern Language specification offered by CCEA which consists of four units:

1. Speaking – 2 x CATS (15% each)
2. Writing – 2 x CATS (15% each)
3. Listening – one written paper (20%)
4. Reading – one written paper (20%)

Pupils will be assessed through a combination of written papers (for reading and listening) and controlled assessments (for speaking and writing). The controlled assessments will take place at specific times over the two year period while the reading and listening examinations will be taken at the end of year 12.

In studying the course, it is hoped that pupils will derive enjoyment and benefit from language learning and gain linguistic knowledge, understanding and skills which are beneficial in a multilingual global society. At the same time they will be able to develop an awareness and understanding of French / Spanish speaking communities and gain a basis for further study and practical use of the target language. All pupils will be invited to take up email contact with a pupil in a partner school. French pupils interested in post-16 study will also be invited to take part in the annual exchange with Lycee Ozanam in the Champagne area of France.



GEOGRAPHY

What we're about

Geography is all around us: from the Haitian earthquake, to the Icelandic volcano; from the challenge to 'Make Poverty History', to the threat of global warming; from immigration into Northern Ireland, to the risk of a global swine flu pandemic. The GCSE Geography course gives you opportunities to increase your **knowledge and understanding** of many key aspects of life in this ever-changing, exciting and challenging 21st century world. It helps you to learn about and develop opinions on local issues as well as issues of global concern, equipping you to be better informed citizens of the world in which you live.

Skills for life and work

In addition to learning about the world, you will be given an opportunity to use and develop a wide range of useful **skills for life**. These include:

- ⊙ **Communication** – you will get opportunities to develop your skills of writing in prose; you will get to investigate written resources and you will have the chance to talk and listen to others in a variety of settings including group work and role play. You will be able to work on your negotiating skills as you argue for your opinion on the issues we discuss during the course.
- ⊙ **Using number**– we get bombarded every day with facts and figures thrown at us from every direction, as people try to persuade and convince us through their statistics. In the Geography class, you will be able improve skills at critically assessing data, spotting trends and patterns in tables, graphs and maps.
- ⊙ **Other skills** are incorporated too – given the up to date nature of Geography, you will be dealing with many contemporary issues, where you will get a chance to solve problems and make decisions, all in the context of working with others - vital skills for life both in and beyond school.

These wide and varied skills not only make the study of Geography interesting, but they will stand you in very good stead as they move on in both their education and the rest of their life.

Going places



Y13 Geography pupils enjoying their fieldtrip to Portstewart Strand

Geography is about the real world, and so **fieldwork** plays an important role at both GCSE and A level. It provides the pupils with a valuable and enjoyable opportunity to explore parts of our country and apply the theory learnt in the classroom to the real world around them. At **GCSE**, we will take a trip to the **Colin River in Belfast**, where we will follow the course of a river as it moves downstream, observing the changes in its features as it does. At **AS**, we get to spend the day at the beach, where we investigate plant succession on **Portstewart Strand**. At **A2**, our fieldtrip takes us to the **Titanic Quarter of Belfast**, where we get to take a tour round the place where the Titanic was designed and built, as well as visiting some of the Peace Walls as part of our study of Ethnic Diversity.

GCSE Geography is an exciting, varied, enjoyable and relevant course, which prepares pupils well both for future studies post GCSE, and for life beyond school and university. Lurgan College Geography – it's where it's at!

For more information, check out our extensive Geography Department website at www.lurgancollege.co.uk/geography. There is even a page there for parents to help you as you support your child through their studies in the College.



HISTORY

Pupils will be entered for the GCSE History specification offered by CCEA at Higher Tier level.

The options pupils will study are:-

- (a) Germany 1918-41
- (b) Changing Relationships: Britain, Northern Ireland and Ireland 1965-1985
- (c) The Cold War 1945-1991

Doing GCSE History provides pupils with a keen grasp of the world around them and explore the past whilst considering a variety of view points. They see the past from a local, European and global perspective. Each of these topics and the Controlled Assessment assignment allow pupils to investigate and explore gripping modern and contemporary issues and develop their reasoning and writing skills.

The History Controlled Assessment will consist of two sub tasks carried out as part of the study of this specification. Pupils will prepare for the each sub task with direction from the teacher. They will write out their assignment independently, but in class. Marks awarded for Controlled Assessment will be 25% of the total available for the examination. For more details, see the History section on the school website at www.lurgancollege.co.uk. Go to the History link. Alternatively, key in: www.lurgancollege.co.uk/history



HOME ECONOMICS

GCSE Home Economics delivers vital skills that enable students to lead effective lives as individuals and family members as well as members of the wider community. The course builds on many of the topics covered in Key Stage 3 and is delivered in a very manageable format.

There are 2 Controlled Assessment tasks which make up 60% of the final GCSE grade. The remaining 40% is based upon a final examination

Unit 1: Diet and Health and Consumer Awareness – 1 hour 30 minutes, includes short-answer, structured extended writing questions, 40% weighting

Unit 2: Diet and Health, controlled assessment – 25 hours, 40% weighting

Unit 3: Consumer Awareness, controlled assessment – 20 hours, 20% weighting.



ICT

The course is split into three units:

1. Tools and Applications
2. Using Multimedia and Games Technology
3. Understanding ICT Systems in Everyday Life

The course is assessed through a combination of five controlled assessment tasks and an external examination.

Controlled Assessment Tasks (60%)

Unit 1 – Tools and Applications

- Producing a multimedia presentation
- Creating and using a database
- Creating and using a spreadsheet

Unit 2 – Using Multimedia and Games Technology

- Developing a multimedia website
- Developing a computer-based game

Examination (40%)

One paper, based on all three units, worth 40%.

Students opting for GCSE ICT should have a good interest in the subject and be willing to work hard in school and at home.



JOURNALISM

GCSE Journalism could be pupils' first step towards an exciting, demanding and glamorous career. Their study will enable them to explore the challenging and changing world of journalism, resulting in self development and improved confidence. Learning about Journalism is like working as a journalist. Both offer an experience that is exciting, varied, fast and challenging. Candidates on this vocationally orientated course have the chance to learn about and practise the **core journalism skills**

of interviewing, writing and reporting. An ability to write or talk knowledgeably about events so that other people will want to read about them and listen is in great demand.

Through studying the revised specification in GCSE Journalism in the Media and Communications Industry (JMC), students have opportunities to:

- practise journalistic skills in realistic contexts;
- develop an understanding of the unique approaches required to be a successful journalist;
- understand the moral and ethical issues that arise when working as a journalist;
- understand how a story appears in print, online or on air from the source to the output;
- develop an understanding of representation and the power of the media;
- analyse how a range of media address particular stories and events;
- develop an understanding of the impact of technology on a journalist's work; and
- present ideas and arguments supported by research and evidence.

This is a practical and work-related course. Students apply their developing knowledge through researching, planning, writing and evaluating media texts. They develop and practise the key transferable skills that are important in working life. They also develop critical thinking and decision-making skills through considering issues that are important, real and relevant to them.

This specification prepares students to go into further education and/or training in the area of journalism.



LEARNING FOR LIFE AND WORK

All Y11 pupils will study GCSE Learning for Life and Work. This exciting subject covers a range of topics which all have one thing in common – they are essential for life in the real world. The subject divides into three sections:

1 Local and Global Citizenship

In this topic pupils learn about how society works and the part they have to play in it.

2 Personal Development

In this topic pupils will learn about some of the risks in teenage and adult life and how to make wise choices.

3 Education for Employability

This topic allows pupils to explore their career options and how they could start their own business.

60% of the GCSE mark for this subject consists of Controlled Assessment. There are two Controlled Assessment Tasks to complete.

It is important that pupils stay on top of this Controlled Assessment during the year; they can use the Controlled Assessment planner inside this booklet to assist them in organising themselves.

**MATHEMATICS**

Pupils will be entered for the GCSE specification offered by CCEA.

There are 2 exam papers worth 45% and 55% of the final mark.

All pupils will sit either paper T3 or T4 at the end of Year 11 and will either “bank” their result or get an opportunity to repeat at the end of Year 12 when they will also sit paper T6.

Pupils who do exceptionally well in T3 may have the opportunity to sit T4 in Year 12.

It is expected that all pupils will be entered for Higher Level.

Pupils in Group 1 will be entered for Additional Mathematics at the end of Year 12. This consists of 2 papers – 1 pure and 1 mechanics and statistics.

**MUSIC**

The Music Department is rich in nourishing opportunities for young musicians, and whether they are pianists, singers, instrumentalists or composers, the GCSE course at Lurgan College offers a wonderfully diverse and colourful experience, whilst providing a solid grounding for pupils to pursue their musical studies to Advanced Level in Years 13 and 14.

GCSE Music has 3 components:

Composing and Appraising	30% (2 contrasting compositions)
Performing and Appraising	35% (solo and ensemble)
Listening and Appraising	35%

Composing and Appraising

This component affords pupils the experience of creating their own music in our new state of the art Apple Suite. Pupils are encouraged to compose a piece of vocal music in whichever genre they feel most comfortable with – contemporary pop, rock, Christian or choral. GCSE pupils will collaborate with music pupils from other year groups to direct and rehearse their song for a final live recording. Whilst the second composition may also be recorded live, pupils are encouraged to make full use of our amply resourced music technology facilities – Sibelius 7, Garageband, LogicPro. Pupils will spend two periods each week on this composition component in the classroom.

Performing and Appraising

One solo and one ensemble performance will be examined by a visiting assessor in April of Year 12. Throughout the course of study, GCSE pupils can enjoy the experience of learning a new instrument, if they desire, and many willingly participate in a variety of school ensembles – choir, chamber choir, band, jazz group, vocal and instrumental trios and quartets, at school, public and private engagements. As part of their ensemble, GCSE pupils will be collaborating with pupils in the senior music classes as well as with their peers. One period a week is dedicated solely to practical music making.

Listening and Appraising

In this final component in two periods each week, pupils have the opportunity of listening to and appraising a selection of set works from the 18th Century to the present day, under the following headings:

Repeated patterns in music
Incidental music

Vocal music

Pupils will be confident in their knowledge of these set works and develop their general listening skills through the means of practical, aural, visual and ICT teaching and learning strategies.



PHYSICAL EDUCATION

The GCSE Physical Education course combines elements of theory and practical performance and aims to provide opportunities for pupils to:

- Be aware of and appreciate their own and other's cultures in the area of physical education.
- Be creative and develop decision-making skills to help them plan for performances and respond to changing situations.
- Make informed decisions about further learning and career choices.
- Improve their fitness levels and skills through a range of physical activities.
- Improve their performance in different types of physical activity and roles such as player, participant, leader and official.
- Develop their ability to take part independently and successfully in different types of physical activities; and
- Develop and continue their involvement in physical activity as part of a healthy, active lifestyle.

COMPONENTS STUDIED

UNIT 1	WRITTEN EXAM	40%
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Pupils complete one written question paper lasting one hour thirty minutes. The paper covers factors that affect the development of health and peak physical fitness. It contains short answer and multi-part questions, all of which are compulsory. Pupils are required to recall, explain and apply concepts and facts to demonstrate understanding of the subject content.

Key themes include:-

- Concepts of health, physical fitness and skilled performance.
- Lifestyle influences- diet, exercise, smoking, drugs, alcohol, rest.
- Types of exercise and training methods.
- Principles of training and fitness.
- Monitoring and assessment of physical fitness and health.
- Effects of exercise and training on the body.
- Health and safety issues.
- Exercise and training sessions and programmes.

UNIT 2	COURSEWORK PORTFOLIO	20%
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Pupils should be able to identify and explain the factors which contribute to maintaining a healthy, balanced lifestyle.

Key themes include:-

- Identifying what constitutes a healthy, balanced lifestyle.
- Conducting a lifestyle audit to produce a lifestyle profile.
- Identifying relevant factors impacting on the lifestyle profile.
- Creating an action plan to improve/ maintain a balanced, healthy lifestyle.
- Implementing the action plan for 12 weeks and monitor and evaluate it's effectiveness.
- Use the findings from their action plan to prepare a secondary action plan.

UNIT 3 INDIVIDUAL PERFORMANCE IN PHYSICAL ACTIVITIES 40%

Pupils must be able to analyse, evaluate, plan, implement and monitor actions to improve skilled performance in selected physical activities. (10%)

Key areas to consider:

- Analysis of their own and others performances
- Solving problems and teaching/ coaching others
- Practising with others and identifying what is a skilled performance.

Pupils should also be able to improve the quality, efficiency and effectiveness of individual performances in physical activities. (30%)

Pupils are assessed in **three** different activities. They must select these three activities from at least **two** separate categories shown below;

- Athletics activities
- Dance activities
- Games activities
- Gymnastics activities
- Outdoor adventure activities
- Specialist activities

Specialist activities, carried out outside school must be conducted under the supervision of the sport's governing body. Evidence using DVD or a written report must be available.

For **one** physical activity pupils may choose to be assessed on the quality of their performance as a leader or official.

CAREERS AND PHYSICAL EDUCATION

WAYS TO BE INVOLVED IN SPORT AS A CAREER.

- Sports/Leisure Centre Manager
- Sports practitioner
- Sports management
- Sports promotion
- Fitness testing
- Sports website design
- Sports sponsorship
- Sports journalism and commentating
- Sports science
- Sports equipment manufacture and retailing
- Personal Trainer
- Physiotherapy, Nursing and Occupational Therapy
- Dietetics and Nutrition
- PE and primary teaching
- Careers outside sport

Pupils taking this course must be committed to playing a major school sport.



RELIGIOUS STUDIES

Aims:

GCSE Religious Studies aims to provide opportunities for students to:

1. be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that will challenge and equip them to lead constructive lives in the modern world;
2. develop their interest in and enthusiasm for the study of religion, and relate it to the wider world;
3. adopt an enquiring, critical and reflective approach to the study of religion;
4. reflect on and develop their own values, opinions and attitudes in light of their learning;
5. explore religions and beliefs, giving them opportunities to reflect on fundamental questions related to belief, engage with them intellectually and respond personally; enhance their spiritual and moral development, and contribute to their health and wellbeing; and
6. enhance their personal, social and cultural development, along with their understanding of different cultures locally, nationally and in the wider world, so they may contribute to social and community cohesion.

Units Studied:

GCSE students study the following two units:

1. An Introduction to Christian Ethics
2. An Introduction to Philosophy of Religion.

There is no Controlled Assessment component in GCSE Religious Studies. Students will complete 2 examination papers, one on each unit they have studied. Each examination lasts 1 hour 30 minutes.

Careers and Religious Studies:

Here are the occupational groups in which Religious Studies graduates first gain employment:

- Professional Occupations
- Associate Professional & Technical Occupations (including social welfare)
- Administration
- Sales & Customer Service
- Personal Services
- Management and Senior Officials
- Retail
- Health & Social Work
- Business & Research
- Public Administration
- Finance
- Education
- Other Community & Social

Here are some examples of jobs where a Religious Studies degree may be useful:

- Administrator
- Advice Worker
- Counsellor
- Housing Adviser
- Journalist

- Librarian
- Minister of Religion
- Social Worker
- Teacher
- Youth & Community Worker

Here are some examples of the transferable skills developed as a result of studying Religious Studies. They are not limited to pupils' academic study and can be applied to other contexts. Employers' job vacancy details often refer to them when they advertise the positions available. They can also be used on the skills sections of pupils' CV to demonstrate the broad range of qualities they have to offer:

- Clear & Logical thinking
- Critical evaluation
- Literacy & Expression
- Negotiating
- Organising
- Planning
- Problem solving
- Research
- Working to deadlines



SCIENCE

BIOLOGY

What is biology? Simply put, it is the study of life. From the very smallest virus to the very largest whale; life has a certain wonder about it. Biology is the study of living organisms; it's one of the broadest subjects in science. It ranges in scale from the molecular, through cells and whole organisms, to ecosystems and the whole biosphere.

Biology includes the study of animals, plants and microbes. It gives you a platform to understand how you function as an organism and it addresses many environmental issues. It also raises awareness of the moral, social and ethical issues being faced by society today, and the Biology GCSE seeks to give pupils an understanding of how science works.

Biological knowledge is increasing at an unprecedented rate. New techniques such as genetic modification and stem cell technology give us extraordinary new tools for understanding how the living world works, and for using that understanding for the good of all. Biology is more important than ever in today's world and is an important basis for many careers. For further study we would recommend pairing it with GCSE Chemistry.

CCEA Biology GCSE

Unit 1: Cells, Living Processes and Biodiversity (35%)

Unit 2: Body systems, Genetics, Micro-organisms and Health (40%)

Unit 3: Controlled Assessment Task (25%)

CHEMISTRY

Pupils will be entered for the GCSE Chemistry specification offered by CCEA at the Higher Tier level. A course based on this specification will help prepare students for the study of Chemistry and related subjects at a more advanced level, for example Advanced Subsidiary Chemistry and Advanced Chemistry. For those progressing directly into employment, a GCSE in Chemistry is relevant not only

to the field of science but also to areas of commerce and public service that value problem-solving and practical skills.

Practical skills will be developed through Unit 3 (Controlled Assessment). This Controlled Assessment Unit makes up 25% of the qualification. The acquisition and development of the skills needed for Controlled Assessment will form part of normal classroom teaching and learning. Two Controlled Assessment tasks for each cohort of students which are renewed each year are available.

Each Controlled Assessment task has three parts:

- A Planning and Risk Assessment
- B Data Collection
- C Processing, Analysis and Evaluation

The remaining 75% is assessed by means of two written examinations on the work of Unit 1 and Unit 2.

As well as being an interesting and practical subject, it is also an important and often essential subject choice for many career paths including medicine, dentistry, veterinary medicine and the biomedical sciences.

PHYSICS

Physics is all around us. It is in the electric light you turn on in the morning, the bus that brings you to school, your watch, mobile phone, Ipad, radio and television. It explains how the stars shine every night and the sun every day.

Physics is the science of matter, energy, space and time. It describes the many forms of energy and the way energy can change from one form to another. It also describes the way objects can move through time and space.

There are many fields of physics, for example: mechanics, electricity, heat, sound, light, matter, atomic physics, nuclear physics and elementary particle physics! It is also important for medicine, computing, sport, television ...the list goes on and on.

A physicist is not some person in a long, white coat, working on some weird experiment. They work for research labs, universities, private companies and government agencies. They teach, do research and develop new technologies. Physicists are good at solving problems. How does a mirror reflect light? What holds an atom together? How fast does a rocket have to go to escape from earth?

Pupils will be entered for the GCSE Physics (higher tier) specification offered by CCEA. This GCSE is assessed by two examination papers at the end of Year 12 and a Controlled Assessment Task (25%). The specification covers the following major areas

Unit 1 (35%)	Unit 2 (40%)
Force and Motion, Energy, Moments and Radioactivity	Waves, Sound and Light, Electricity, and the Earth and Universe

Each controlled assessment task has three parts:

- Part A – Planning and Risk Assessment
- Part B – Data Collection
- Part C – Processing, Analysis and Evaluation.

TECHNOLOGY AND DESIGN

Pupils will be entered for the GCSE in Technology and Design offered by CCEA. The course consists of two written examinations each worth 20% of the course, and two pieces of Controlled Assessment, the Design Assignment being worth 20% and the Design Project making up the remaining 40% of the course. Technology provides the opportunity to demonstrate creative ability through graphics (both computer and hand) and through Controlled Assessment which helps to develop important skills including initiative, self-motivation, self-management and practical skills with an emphasis on producing quality outcomes.

Accommodation includes a large systems room with high quality ICT facilities, Workshop and Planning room. Technology and Design helps to develop knowledge and skills which are applicable for a wide range of careers. Technology is a suitable subject for a range of courses at University in various fields: Engineering (Mechanical, Electrical, Civil,) Art and Design and Product Design courses.

LURGAN COLLEGE EXAMINATION APPEALS PROCEDURES

ARRANGEMENTS FOR INTERNAL APPEALS ABOUT INTERNAL ASSESSMENT DECISIONS AND ENQUIRIES ABOUT RESULTS

Internal Assessment Appeals Procedure

Lurgan College is committed to ensuring that whenever staff assess students' work for an external qualification, it is done fairly, consistently and in accordance with the specification for the qualification concerned. Staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity should conduct the assessments. Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be ensured by internal moderation and standardisation.

If a student feels that this may not have happened in his/her work, he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led up to the assessment but not against the mark or grade awarded.

The existence of this appeals procedure is made known to students by reference in the school prospectus and welcome booklet. Copies of the procedure are available from the general office on request and it is posted on the students' notice board.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examination series (usually mid June).
2. The examinations officer will investigate appeals which should be made in writing, stating the details of the complaint and the reasons for the appeal. If the examinations officer was directly involved in the assessment in question, or is not available, the Headmaster will appoint another member of staff of similar or greater seniority to conduct the investigation. The teacher(s) concerned in making the assessment, which is the subject of the appeal, will have the opportunity to see a copy of the appeal and to respond to it in writing, with a copy sent to the candidate.
3. The examinations officer or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the Awarding Body and the QCA Code of Practice. This will be done before the end of the series (usually the end of June for the summer series).
4. The candidate will be informed in writing of the outcome of the appeal, including any correspondence with the board and any changes made to the assessment of the work.
5. If the candidate bringing the appeal is not happy with the written response received, he/she will have the opportunity to have a personal hearing. The panel will comprise of at least two individuals who have not previously dealt with the particular case. One of the individuals will be a senior member of staff and the second another independent person, e.g. another member of staff, or a governor. The candidate will be given reasonable notice of the hearing date and will have sight of all relevant documents (e.g. the marks given, the assessments made) to the case in advance of the hearing. When a candidate is presenting his/her own case he/she will be allowed to be accompanied by a (single) carer/friend. The teacher(s) and candidate will have the opportunity to hear each other's submission to the panel at the hearing.
6. The outcome of the appeal will be made known to the Headmaster and a written record of the outcome and the reason for it will be kept and made available to the Awarding Body on request. The centre will inform the Awarding Body if there is any change to an internally assessed mark as

the result of an appeal. A copy of the outcome of the appeal will be sent to the candidate within two weeks of the hearing.

Internally assessed work is moderated by the Awarding Body or examinations board to ensure consistency between centres. Such moderation frequently changes the marks awarded. This is outside the control of Lurgan College and is not covered by this procedure. If you have concerns about it, please ask the examinations officer for a copy of the appeals procedure of the relevant examination board.

In cases about internal assessment procedures and enquiries about internal assessment decisions, in which the candidate or (single) carer/friend disagrees with the decision of a centre not to support an enquiry about a result which would have been raised with an Awarding Body, an appeal should be lodged with the Education and Library Board.

External Assessment Appeals Procedure

In cases where candidates remain dissatisfied with the outcome of an Enquiry About Results, the Head of Centre may lodge an appeal with the Awarding Body. Appeals must be made within 14 calendar days of the completion of the enquiry. Appeals must be made in writing and clearly state the grounds for the appeal which must be related to the Awarding Body's procedures or the application of these procedures. The appeal process will consider if the Awarding Body's procedures are consistent with the regulatory authorities' Code of Practice and have been fully and fairly applied.

Centres which continue to dispute the outcome of the appeal to the Awarding Body can submit an appeal to the independent Examinations Appeals Board (EAB). The EAB will not re-mark candidates' work, but it will consider whether or not the Awarding Body has used procedures fit for the purpose and has applied them properly in arriving at its judgements of candidate performance. Appeals to the EAB must be submitted, in writing, to the EAB Appeals Manager within 21 calendar days of the date on which notification of the Awarding Body's appeals decision is received by the Head of Centre. The Awarding Body will be notified of any appeal made to the EAB.

PERSONAL ACCIDENT INSURANCE

The Southern Education and Library Board, like other Local Education Authorities, does not carry personal accident insurance for pupils enrolled in its Schools. This type of insurance covers injuries which occur during sporting activities etc. where no-fault can be established. It is wrong, therefore, to assume that pupils who suffer a disabling injury at school are entitled automatically to compensation. For this to be the case, it must be proven that the school or its staff have in some way been negligent.

The Irish Rugby Football Union operates a scheme for all affiliated schools which covers accidents on the rugby pitch. This covers the type of injury where negligence by the school cannot be established. The table of benefits is given below. Parents should note that the compensation only covers the most extreme type of permanent injury and the maximum sums payable are small. They may wish to take out extra cover to supplement these benefits for their own children or to cover other types of injury. Parents are, therefore, advised to consider taking out insurance which would cover all potential physical injuries to their own children during their time at school.

Benefits

Benefits are only payable following an accident -

(i)	Death	£1,000
(ii)	Total and irrecoverable loss of sight in both eyes	£100,000
(iii)	Total and irrecoverable loss of sight in one eye	£50,000
(iv)	Loss of 2 limbs	£100,000
(v)	Loss of 1 limb	£50,000
(vi)	Total and irrecoverable loss of sight in one eye and loss of one limb	£100,000
(vii)	Permanent Total Disablement (other than total loss of sight in one or both eyes or loss of limb or limbs)	£100,000

SUMMARY

PASTORAL CARE: CHILD PROTECTION / SAFEGUARDING POLICY (INCLUDING BULLYING)

1. Child Protection Ethos

In Lurgan College we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care, and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them to learn about the risks of possible abuse, assisting them to recognise unwelcome behaviour in others and facilitating them to acquire the confidence and skills they need to keep themselves safe.

All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The following principles form the basis of our Child Protection / Safeguarding Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously;
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved;
- In any incident the child's welfare must be paramount; this overrides all other considerations;
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interests must always come first.

3. The Safeguarding Team

The following are members of the school's Safeguarding Team

- Principal – Mr T. Robinson
- Designated Teacher – Dr N. McKee
- Deputy Designated Teacher – Mr B. Hanna
- Chair of the Board of Governors – Mr S. Abraham
- Designated Governor for Child Protection / Safeguarding – Mrs S. Matthews

4. What is Child Abuse?

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

4.1 Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or

scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

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

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

A child may suffer abuse or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time. When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship, the designated teacher has a duty to share this information with Social Services.

5. Bullying

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are asked to be vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection, and action will be taken to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the Designated Teacher within one week of making the complaint, indicating the investigation which has been carried out and the action being taken.

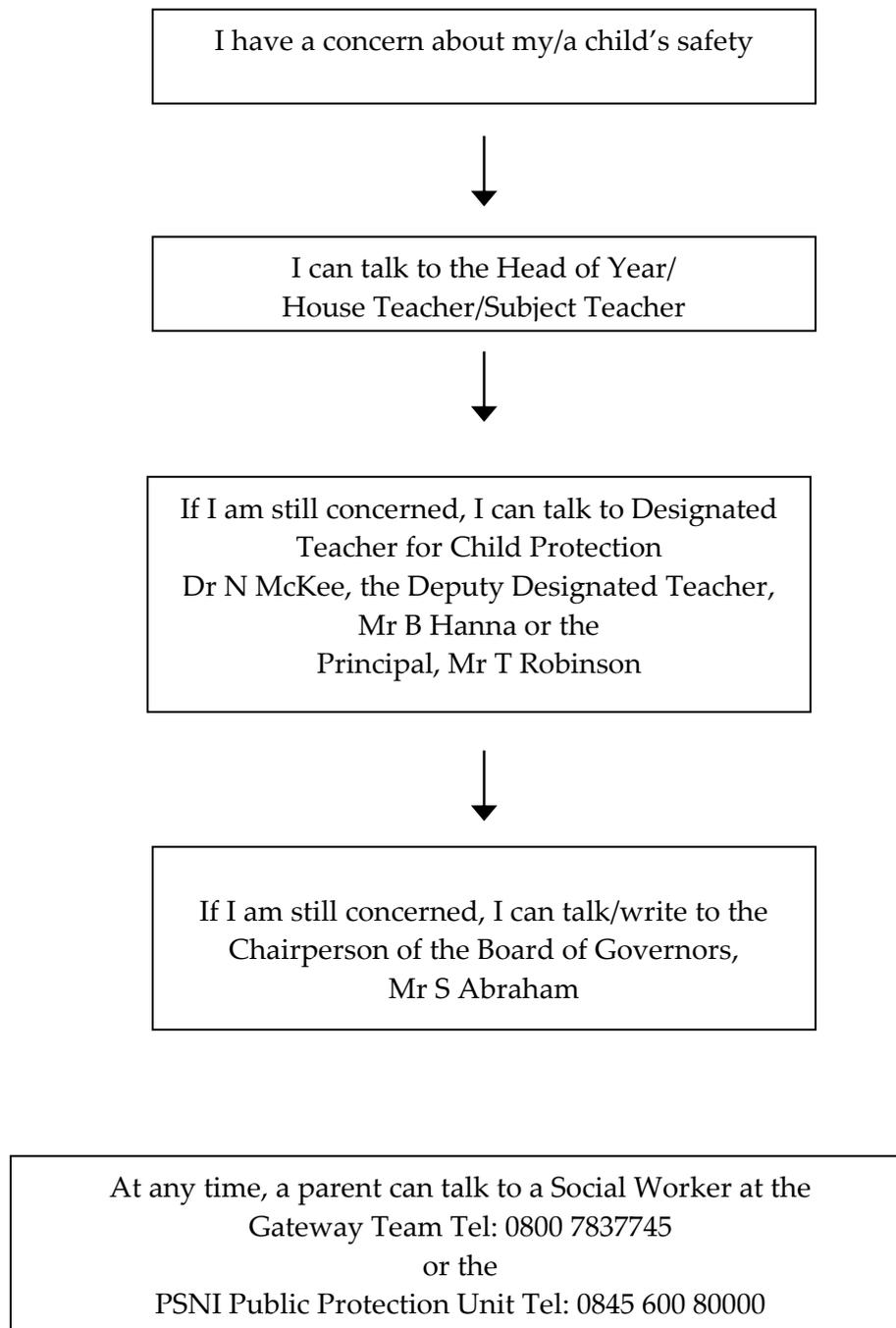
The sanction taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists, the second stage will be to instigate The child protection procedures described on the next page.

6. How a parent can make a complaint about possible child abuse

At Lurgan College we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and

dealt with in a professional manner. The flow chart below shows the arrangements for parents to make known to the school any concerns they may have about the safety of their child or another pupil.



7. Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child about possible abuse they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the Designated Teacher and full notes should be made.

The Designated Teacher, in consultation with the Principal, will decide whether in the best interests of the child the matter needs to be referred to Social Services. If there are concerns that the child may be

at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated Teacher may consult with the Southern Education & Library Board's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime consideration.

Where there are concerns about possible abuse and a referral needs to be made the Designated Teacher will telephone Social Services Gateway Team and will also notify the SELB Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team, with a copy sent to the SELB Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

8. Where a complaint has been made about possible abuse by a member of the school's staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Teacher, if he is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher).

If a complaint is made against the Principal, the Designated Teacher (or her deputy, if she is not available) will inform the Chairperson of the Board of Governors who will ensure that the necessary action is taken.

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairperson of the Board of Governors will be informed immediately.

9. Confidentiality and information sharing

Information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

10. Vetting Procedures and Code of Conduct

All staff paid or unpaid who are appointed to positions in Lurgan College are vetted in accordance with relevant legislation and Departmental guidance.

11. Staff Code of Conduct

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. All staff have adopted a Code of Conduct for their behaviour towards pupils.

STAFF	USUAL ROOMS	SUBJECTS TAUGHT
Headmaster	Study	French/Spanish/Careers
Mrs Abraham	8	Music/Religious Studies
Mrs Barbour	9	Art and Design/LLW
Mr Bell	2A	Psychology
Miss Brackenridge	M4	French/English/Travel & Tourism
Mrs Briggs	18	Mathematics/Biology
Mr Buttery	12	German/French/LLW
Mrs Buttery	10	French/Spanish/LLW
Mr Caldwell	22 & 27	Business Studies/ICT/LLW/Careers
Miss Carberry	21	Biology/LLW
Mrs Duke	4	English/Journalism
Mrs Delpont	M1	Mathematics
Mr Faith	M2	Mathematics
Mr Finlay	20	Chemistry
Mr Hamill	7	Geography/Critical Thinking
Mr Hanna	Gym & M5	Physical Education/Religious Studies/History
Mrs Hinds	Gym & M3	Physical Education
Mr Irvine	23	Religious Studies/Careers
Mrs Jenks	13	Physics/Chemistry/LLW
Mrs Knox	1	Health & Social Care/English/PE
Mr Lappin	14	History/LLW
Mrs McDowell	3	English/Journalism
Dr McKee	19	Biology
Mrs McTernaghan	5	Home Economics/LLW
Mr Patterson	26	Technology/Physics/LLW
Mr Reavie	24 & 27	Business Studies/ICT
Mr Ross	25	Geography/ICT/Travel & Tourism/LLW
Mrs Rowlinson	17	Physics/Religious Studies/LLW
Mr Uprichard	6	Politics/Geography/LLW/Careers
Mrs Ward	16	ICT/History
ANCILLARY STAFF		
Mrs J Gough		Headmaster's Secretary
Miss L Percival		Secretary
Mrs M Cairns		Secretary/Home Economics Technician
Mrs G McMaster		Classroom Assistant
Mrs R Turkington		Science Technician
Mrs M Hand		Technology Technician
TBC		ICT Technician
Mr H King		Building Supervisor
Mr T O'Donnell		Assistant Building Supervisor
Miss R Lennon		Meals Supervisor

NOTES

NOTES

NOTES

MAP OF SCHOOL
& PASTORAL CARE
TEAM - Y11 -
MAKE SURE THEY
ARE ON SAME
PAGE - GO TO
POWER POINT -
WELCOME
BOOKLET MAP
GO TO POWER
POINT AND OPEN

MAP AND PASTORAL

