



Dear Parents,

Thank you for expressing an interest in St Gerard's. I hope that the prospectus will serve as an informative introduction to the school and provide an insight into the various aspects of school life, which we feel enables all our pupils to flourish and achieve their potential.

During the 1990s, the school has been recognised yearly in various league tables for its GCSE and A level success and for its value-for-money. It is currently the best-performing school in North Wales.

I hope that, having read the prospectus, you will decide to pursue your interest, making an appointment to visit the school, preferably when we are "in session", so that you may see for yourselves.

Yours sincerely,

Introduction

St Gerard's stands in its own grounds. Founded in 1915 by the Congregation of the Sisters of Mercy as a girls' day and boarding school, it has been a fully co-educational day school since the early 1980s. In 1990, a trust was formed and the first lay headteacher appointed in 1991.

The school caters for the whole age range of compulsory education and, in addition, has a kindergarten and reception class for 4 year olds in the junior section. There is a growing Sixth Form in the senior section.

As a Catholic foundation, St Gerard's aims to create a Christian setting in which every young person has the opportunity to make the most of his or her individual gifts, laying the firm foundation of a successful future, within a caring community. The school has inherited from its founders a long tradition of welcoming pupils of other faiths also and the approach we take throughout is inclusive.

We seek the all-round development - academic, social and spiritual - of all pupils in our care, aiming for the highest standards each can attain, equipping them as fully as possible for their life beyond school. We wish to help pupils develop as happy, confident people whose contribution to society as adults will be responsible, positive, disciplined and unselfish.

To these ends, we have a particular commitment to -

- *a Christian environment in which students are respected as individuals and to which they can contribute in many ways.*
- *high quality teaching from well-qualified, experienced and committed staff.*
- *small teaching groups.*
- *careful monitoring of student progress, and a readiness to help with individual advice and support whenever needed.*
- *a variety of opportunities to serve the different skills and interests of students in the school.*

The school does not offer specific provision for special needs but it has a proud record of fostering notable success in those students with mild learning difficulties. Within the commitments listed above, we hope to meet the needs of all in our care.

The school is a member of ISIS and of the ISA.

Organisation

The headteacher is responsible for the whole school and is supported by a deputy in each section. Overall finance and premises management is the responsibility of the bursar.

The two distinct sections - junior (for ages 3 - 11) and senior (for ages 11 - 18) - are accommodated in separate but adjacent buildings. Some facilities and staff expertise are shared.

Junior School

This is purpose-built to accommodate up to 130 pupils in small classes from Reception (for 4 years olds) to Year 6, the final year in which pupils are preparing for entry to secondary education. It has its own playground.

The kindergarten, which has its own premises and small play area next to the Junior School building, accepts children, both part-and full-time, from the age of two and half years old, providing a happy, purposeful introduction to school life and, in addition, initial contact with number and letters as well as structured play. Registration for kindergarten is slightly different from the rest of the school (£25).

The reception class normally admits children whose 4th birthday has occurred in the year preceding the child's proposed entry to the school.

The programme offered seeks to build upon the work done pre-school in kindergarten within a somewhat more formally structured day, focussing upon the development of the child within the desired learning outcomes identified for early years' education:

- *personal and social development*
- *language and literacy*
- *mathematics*
- *knowledge and understanding of the world*
- *physical development*
- *creative development*

At Key Stages 1 and 2, from Year 1 - Year 6, the Junior School curriculum keeps abreast, in general, of developments in the National Curriculum. It places emphasis upon numeracy and literacy through a clear bias towards English and mathematics in the weekly timetable. This thorough grounding in basic skills is complemented by a varied programme of other subjects: science, art, drama, craft, technology, languages, physical and religious education. The children swim weekly in the municipal pool and have gained a high reputation in local schools' competitions. Their regular presentation of assemblies, concerts and drama productions increases pupils' self confidence and poise and emphasises the value of the contribution they make to the school community.

The area in which we live affords rich cultural, historical and geographical resources which the school exploits for environmental studies and, as in the Senior School, pupils are keen to participate in schemes which focus upon ecological concerns.

Pupils are taught through the medium of English, mainly by their class teachers.

There is a system of assessment and reporting, whereby pupils and parents are kept informed of progress. Formal reports are issued twice-yearly. Parents are able to consult staff informally; a formal consultation takes place mid-year.

The day begins at 8.55am and ends at 3 p.m. for all pupils.

There is no formal assessment for entry into the junior school. However a potential entrant will be invited to spend a 'taster day' on which an informal assessment will be made so as to ensure that the school's learning environment is compatible with the child's needs.

At the initial interview, it is also helpful if parents bring in copies of recent assessments/reports from a previous school.

Senior School

The main building is purpose-built. Accommodation for senior school students was enhanced by the acquisition of the Convent House in 1991.

In order to deliver the needs of the modern secondary school curriculum, the school has a number of specialist rooms - for the sciences, information technology, and art. The school also has a hardcourt area and a playing field.

Students entering Year 7 take an assessment in English and mathematics in the middle term of the year preceding their entry. Staff in the senior school use this as a basis for ensuring the provision of effective help at the start of the students' secondary school career. Further, in the summer term preceding entry into Year 7, pupils are invited to an 'orientation' day at school.

The programme for Years 7 - 9 covers all areas of the traditional curriculum through the medium of English and is common to all students. The school offers Welsh as a second language and is committed to broadening horizons through the study of modern foreign languages: French and German.

At the end of Year 9, students about to embark upon GCSE/Key Stage 4 courses have the opportunity to choose 3 subjects from among 9 options whilst maintaining the study of the core subjects: English, mathematics, science, information technology and religious studies. Physical education is part of each year group's timetable and is offered at GCSE.

Pastoral care is the concern of all staff but especially of form tutors.

Student property: lockers are allocated to all senior school students below sixth form and students are expected to keep personal items in their lockers. All items of clothing should be named. Items of value should not be worn to school and significant amounts of money should be lodged with the school secretary for safekeeping. The school will not be held responsible for loss of personal items.

For senior school, entrants at Yr7 should be working reasonably at level 4 of the national curriculum in English and maths, and the entrance assessment in the March prior to entry is aimed at ascertaining levels in these two vital areas.

St Gerard's has a broad intake but no special needs provision

The two inspections carried out in recent times (1994, 2001) have spoken highly of the happy, secure environment, the effective learning atmosphere and the exemplary behaviour of pupils.

The school operates both an anti-bullying policy and a complaints' procedure, copies of which are available from the school secretary on request.

Years 10 and 11: the GCSE years

A detailed information booklet, and opportunity for discussion, is provided for all students and their parents before choices are made at the end of Year 9.

Core subjects at GCSE:

- English - language and literature*
- Mathematics*
- Information Technology*
- Religious Studies (Short Course)*
- Science - either as Dual Award*
or as 3 separate sciences

Options:

- Art*
- Drama*
- French*
- Geography*
- German*
- History*
- Music*
- Physical Education*
- Welsh*

Examination results at GCSE have been exceptionally good - St Gerard's regularly tops the league tables for Gwynedd schools (state and independent) as well as figuring prominently in national tables.

In general, all GCSE subjects are offered at A level, except for IT, PE and Welsh.

Information Technology

There is consistency in the study of information technology throughout the school.

All students complete the European Computer Driving Licence (ECDL) in Yr11.

Years 12 and 13 - the Sixth Form

The growing Sixth Form is a very important part of the school offering a good range of 'A' level courses (see previous page) and opportunities for the further development of student talents and interests. It is usual for students to undertake three 'A' level courses. Three 'A' level grades remain the preferred requirement for entry to university degree courses.

Life in the Sixth Form differs significantly from that of other years. We feel that the structure adopted mirrors more closely the student's future academic environment. Students do not wear uniform. A contract is agreed between them and the school with regard to study and conduct.

Full information on opportunities in higher education is readily available to students and individual guidance is given on all aspects of university choice and applications.

A detailed booklet is made available to Year 11 students and their parents, giving a full picture of Sixth Form life.

Examination results have been consistently very good, well above the national average, with the school figuring regularly within the U.K's top 100 secondary schools for 'A' level results.

Applications for higher education are carefully prepared and detailed attention is paid to choice of university and course as well as to the whole application procedure through UCAS.

We attribute the success of 'A' level students at St Gerard's to the confluence of several factors:

- *an environment in which study is emphasised and good study habits promoted,*
- *dedicated teaching and close monitoring,*
- *small teaching groups,*
- *sound career guidance.*

Homework : *Importance is attached to homework as an essential consolidation and development of work undertaken in class. Students are expected to give this aspect of study priority and assignments are to be completed punctually.*

Assessment and reports: *Assessment is carried out on a regular basis across the curriculum throughout the year. More formal testing also occurs - at the end of a term or a course unit, as appropriate.*

Reports are issued twice yearly. Formal parents' consultations also occur twice yearly and, for the examination years (10 - 13), an early opportunity is given in the academic year for staff, students and parents to meet to focus upon the year ahead.

GCSE and A level courses are, in general, examined by the WJEC.

A variety of activities and opportunities

A school is, of course, much more than its academic programme and results. Thus, at St Gerard's, there are opportunities to take part in various school activities which not only complement academic development but also enable other interests and talents to flourish. Students have access to:

- *visits and fieldwork to enhance classroom studies;*
- *careers education and advice;*
- *opportunities for reflection and spiritual growth;*
- *opportunities for service and exercise of responsibility;*
- *a variety of sports' teams in competition with other schools; also inter-house competitions;*
- *local leisure centres whose specialist facilities enhance both the PE programme and team training;*
- *theatre visits and concerts, both local and further afield;*
- *dance (ballet and tap), instrumental, speech and drama tuition by private arrangement with staff;*
- *orchestra, choir, and drama club;*
- *visits to national and international sports' competitions;*

The Trust

In the transition to lay control, a Board of Trustees was formed, whose concern is the overall welfare and development of St Gerard's School Trust. The Board is few in number, currently six, and meets three times a year.

The Governing Body

The Board of Trustees appoints the governing body, which is answerable to it and governs the school on its behalf, meeting, on average, four times a year.

The current Chairman of Governors is Mrs Lian Lynch, who can be contacted via the Trust address which is the school address on the cover page.

A list of the members of each of the above bodies is available on request from the school office. Also available on request are the following policies:

health and safety

complaints

safeguarding of children

anti-bullying

discipline [including exclusion]- appended to the prospectus

admissions

As our website [www.st-gerards.org] develops, these documents and others will be available on it.

Additional Learning Needs

As stated elsewhere in the school's prospectus, the school does not, within its normal provision, cater for young people with statements of special educational need. Neither does it cater for those for whom English is an additional language. In the latter case, the school has, from time to time, made arrangements for additional support in English, which have incurred a separate fee. As in all aspects of a student's educational life, the school is sensitive to the individual and will endeavour to offer support to its best ability within its structures.

Uniform (Junior School and Years 7 - 11 in the Senior School).

This is kept as simple and inexpensive as possible.

Full information is available from the school office.

The school also operates a dress code which relates not only to matters of uniform but other matters of dress including hair and jewellery, which the Head will be happy to discuss with parents at interview.

For any further information/clarification, please do not hesitate to contact the school office.

ST GERARD'S SCHOOL TRUST - RESULTS AT A/AS LEVEL 2009
A LEVEL: final A2 results

| | A | B | C | D | E | U | TOTALS |
|-------------------------------------|----|----|----|---|---|---|--------|
| ART (inc fine art / art and design) | 3 | 2 | 1 | | | | 6 |
| BIOLOGY | 2 | 3 | 5 | 1 | 2 | 3 | 16 |
| CHEMISTRY | 3 | 2 | | | | | 5 |
| ENGLISH | 8 | 4 | 3 | | | | 15 |
| FRENCH | | 2 | 2 | | | | 4 |
| GEOGRAPHY | 3 | 2 | | 1 | | | 6 |
| GERMAN | 2 | 1 | 1 | | | | 4 |
| HISTORY | 1 | 4 | 3 | 1 | | | 9 |
| MATHS | 10 | 2 | 2 | | 2 | | 16 |
| MATHS (FURTHER) | 3 | | | | | | 3 |
| MUSIC | 1 | 1 | | | | | 2 |
| PHYSICS | 7 | 1 | 1 | | | | 9 |
| RS | | 1 | 1 | 1 | 1 | | 4 |
| Total | 43 | 25 | 19 | 4 | 5 | 3 | 99 |

AS LEVELS achieved by Yr13 students

| | A | B | C | D | E | U | TOTALS |
|-----------|---|---|---|---|---|---|--------|
| ART | 1 | | | | | | 1 |
| BIOLOGY | | | 1 | | | | 1 |
| DRAMA | 2 | | 3 | 1 | | | 6 |
| CHEMISTRY | | 2 | | 2 | | | 4 |
| MATHS | 1 | | | | | | 1 |
| RS | | 1 | 1 | | | | 2 |
| Totals | 4 | 3 | 5 | 3 | | | 15 |

| Comparative Figures: A Level | St Gerard's | National (UK) |
|-------------------------------------|-------------|---------------|
| % age grades A | 43.43 | |
| % age grades B | 25.25 | |
| % age grades C | 19.19 | |
| % age grades D | 4.04 | |
| % age grades E | 5.05 | |
| % age grades U | 3.03 | |

St Gerard's

%age of passes A - C = 88%
 A - E = 97%

For 32 students there were a total of 99 A level entries and 15 AS-level entries.

Average point score per student (A + AS) = 322

ST GERARD'S SCHOOL TRUST - GCSE 2009– Yr11

| | A* | A | B | C | D | E | F | U | TOTALS |
|----------------------------------|----|----|----|----|----|---|---|---|---------------------------------------|
| ART | | 1 | 2 | | | | | | 3 |
| CHINESE | 1 | | | | | | | | 1 |
| DRAMA | | 5 | 3 | 2 | | | | | 10 |
| ENGLISH LANG. | 6 | 12 | 5 | 6 | 2 | | | | 31 |
| ENGLISH LIT. | 7 | 6 | 6 | 9 | 3 | | | | 31 |
| FRENCH | 2 | 4 | 4 | 1 | 1 | | | | 12 |
| GEOGRAPHY | 6 | 7 | 4 | 2 | 2 | | | | 21 |
| GERMAN | 1 | | | 3 | 1 | 1 | | | 6 |
| HISTORY | 7 | 7 | 4 | 1 | | | 1 | | 20 |
| MATHEMATICS | 8 | 13 | 3 | 4 | 2 | 1 | | | 31 |
| MUSIC | | 1 | 4 | 1 | | | | | 6 |
| P.E. | 1 | 2 | 6 | 1 | 1 | | | | 11 |
| REL. STUDIES (Short) | 15 | 7 | 4 | 2 | 1 | 2 | | | 31 |
| SCIENCE: BIOLOGY | 9 | 5 | 2 | | | | | | 16 |
| SCIENCE CHEMISTRY | 2 | 3 | 11 | | | | | | 16 |
| SCIENCE: PHYSICS | 3 | 5 | 6 | 2 | | | | | 16 |
| SCIENCE: dual award | | | 10 | 12 | 4 | | 4 | | 30 (15 cand with 2 grades each) |
| WELSH (1 st language) | | 1 | 3 | 2 | | | | | 6 |
| WELSH (2 nd language) | 2 | 5 | | 2 | | | | | 9 |
| TOTALS | 70 | 84 | 77 | 50 | 17 | 4 | 5 | | 307 |

Additionally, 17 Yr 10s took drama achieving 5 A*s, 10 A and 2 B grades, and another Yr 10 student achieved A* in astronomy. These will be reflected in next year's tables.

| | St Gerard's | National (UK) |
|---|-------------|---------------|
| Grade A* | 22.8 | |
| Grade A | 27.4 | |
| Grade B | 25.1 | |
| Grade C | 16.3 | |
| Grade D | 5.5 | |
| Grade E | 1.3 | |
| Grade F | 1.6 | |
| Grade G | - | |
| Grade U | - | |
| %age A* - C = 91.6 | | |
| %age 5+ A* - C = 90.3 (28 out of 31) | | |
| 5+ A*-C inc. English and maths at C+ = 87.1 (27 cand) | | |
| 5 + A* - C inc. English, maths, science + lang = 83.9 (26 cand) | | |

FEES – 2009/2010

| | | |
|--------------------------|-----------------------|-----------------------|
| <i>Kinder – Year 2</i> | <i>£1650 per term</i> | <i>£4950 per year</i> |
| <i>Year 3 - Year 6</i> | <i>£1945 per term</i> | <i>£5835 per year</i> |
| <i>Year 7 - Year 9</i> | <i>£2375 per term</i> | <i>£7125 per year</i> |
| <i>Year 10 - Year 13</i> | <i>£2500 per term</i> | <i>£7500 per year</i> |

Kindergarten part-time (1-4 sessions) per session: £15 to be booked and paid for in advance of each term; 5+ sessions: pro rata of the termly fee.

The above charges are per term, payable no later than the end of the first week of term. There is a sliding scale for siblings, starting at:

*5% termly discount for the second child
10% termly discount for the third child.
15% termly discount for the fourth child etc.
The facility to pay in monthly instalments is available.*

Fee levels are revised annually at Eastertime for implementation in the following September. Details are available in the summer term preceding the academic year to which fees apply.

ADMISSIONS

Admission lists will normally be open in the year leading up to the year of entry and these will operate for Reception and Year 7. Parents wishing to place their children into lists in advance can normally do so only for these classes.

For other year groups, places will be available only if places have not been taken up or a place is created by the withdrawal of a pupil.

The usual procedure is for an interview to be arranged before admission is sought. At interview, parents should make available a copy of the child's most recent report and copies of any other information they consider relevant.

For entry to junior school, a pupil should normally be working at the level deemed appropriate for his/her age as per national curriculum. See also page 4.

For senior school, entrants at Yr7 should be working reasonably at level 4 of the national curriculum in English and maths, and the entrance assessment in the March prior to entry is aimed at ascertaining levels in these two vital areas. St Gerard's has a broad intake but no special needs provision. Entrants into Yrs 8, 9 and 10 will be invited to a taster day and undergo informal assessments before admission is confirmed.

Registration is secured only by receipt of an admission form and the registration fee (non-returnable) of £50, £25 for Kindergarten. The registration form is the contract between parents and the school until parents give in writing a term's notice for the withdrawal of a child. The completed registration form is essential for any further processing of the application after interview

Reg. number: _____

REGISTRATION/ADMISSION FORM
ST GERARD'S SCHOOL TRUST, BANGOR, GWYNEDD

Name of pupil: _____ Date of birth: _____

Address: _____ Home Tel: _____

_____ Works Tel: _____

_____ Religion: _____

Post code _____ Present school: _____

Name of Parents: _____ Profession/business _____

Proposed month and year of entry: _____

Any points of health which need special care(attach information deemed confidential/important)

Optional extras required: _____

I/we undertake to abide by the following:

1. Fees are due in the first 7 days of term where an agreement to pay in instalments by standing order has not been made. The school may at its discretion exclude a pupil for non-payment of fees after the due date and may impose an administration charge if fees are not paid by the due date without agreement.

2. The agreement for education of the pupil at the school may only be terminated either:

a) by giving a full term's notice in writing (this can only be accepted from the pupil's parents) before the removal of the pupil, such notice to be received at the school on or before the first day of the term being served as notice.

or:

b) by payment of an amount equal to a full term's fees in lieu of notice.

The terms regarding notice apply equally to those pupils joining for the first time, once their names have been placed on the entry list.

3. There can be no remission of fees on account of absence.

4. The Headteacher may require the withdrawal of a pupil at any time if: a) the pupil's conduct or effort is, in the opinion of the Headteacher, unsatisfactory or if the Headteacher considers that such withdrawal is in the best interests of the pupil or of the school OR b) any fees and/or expenses payable in respect of the pupil shall have remained unpaid for more than fourteen days from the due date of payment.

We enclose a non-returnable registration fee of £50, Kindergarten £25.

Signed: (1) _____ Signed: (2) _____

Date: _____

n.b. where there are 2 parents/guardians, both must sign this form please.

The contractual obligation signalled in this admission form with regard to clauses 1-4 remains in force until the end of the child's schooling, which will be at the end of Yr11 if the child does not continue into Yr 12 or until parents give formal notice of withdrawal in writing.

Staff List

| | | |
|-------------------|--|------------------------------------|
| Mr C Harrison | B.A. Hons. (Liverpool) PGCE (UWB)* | Deputy Headmaster Senior School |
| Mrs C Aron | B. Ed Hons (UWB) | Junior School |
| Mrs Y Caughter | Cert. of Education (Bangor Normal College) | Junior School |
| Mr A Cheetham | B.Ed Hons (Manchester) MA English (Lancaster) | English |
| Mrs G Cuthbertson | Cert. of Ed. (Loughborough) | Drama |
| Mr H David | BSc Hons. and PGCE (UCW) | Physics |
| Mr P Hanlon | BSc Hons Biology Manchester Met. PGCE * | Head of Science |
| Mrs N Hawley | B.A. (Birmingham) MSc (Okla.) | Head of Geography Careers |
| Mr H Heyken | B.A. Hons Mod. Lang. (UWB) PGCE UC Swansea* | German & French |
| Mrs M Idris | S.R.N. and N.N.E.B | School Nurse/ Kindergarten |
| Mrs J Johnson | B. Ed Hons (Wales) | Head of Religious Sts. |
| Mrs M van Kampen | B.Sc. University of Wales Bangor PGDip Computing & Statistics PGCE in ICT & Outdoor Ed | IT |
| Mrs A Lewis | B. Ed Hons (UWB) | English |
| Ms F Lievens | Licence en langues germaniques (UCL) Agregée Enseignement Supérieur Secondaire (Louvain)* (PGCE) | French |
| Mrs S Manfredi | B.Sc (Liverpool John Moores) PGCE (Wales, Bangor)* | Head of Chemistry |
| Ms A Olsson | B.A Hons (Wales, Bangor) PGCE (UWI, Cardiff)* | History |
| Mrs S Owen | B.A. Hons (Welsh) UW Aber PGCE* | Welsh |
| Mrs A Parry | Cert. in Ed (Liverpool) | Hd of Art & Design |
| Mr S Parry | B.Sc PE & Sports Science, Liverpool | PE |

| | | |
|-----------------|---|---------------------------------|
| Mrs D Palmer | B.Sc Hons (Manchester) PGCE UWB* | Physics |
| Mrs G Perry | Cert. of Education Goldsmith's College (London) | Senior Teacher Junior School |
| Mrs E Price | B.Sc. Hons (Durham) Cert. in Education (Oxford)* | Head of Mathematics |
| Mrs A M Ritchie | D.U.E.L. (Strasbourg University, France) | Head of Languages French |
| Mr A F Roberts | B.Sc. Hons and PGCE (Liverpool)* | Junior School |
| Ms D Roberts | B.A. Hons Sports Science PGCE (UWB)* | PE (Girls) |
| Miss J Roberts | B.Sc Hons. (Manchester) PGCE (Edge Hill)* | Geography |
| Mr N Sammons | B.Mus. (Hons) PGCE (UWB)* | Head of Music Geography |
| Mrs J Thorpe | B. Sc. and Botany/Zoology PGTC (London)* | Science |
| Mr P D White | B.Sc Hons (Maths) (UWB) PGCE UC Swansea* | Mathematics |
| Dr G Williams | Ph.D and PGCE, (UWB)* | Mathematics Science |
| Mrs S Williams | B.A. Hons English University of London PGCE (UWB) | Head of English |

* denotes a postgraduate certificate in teaching.

Administrative Staff:

Mrs M Jones -Bursar

Mrs K Cooper - School Secretary

Mrs W Sauter – Administrative Assistant

Other support staff:

Mr R Boye Laboratory Technician

Mr A Stevens Maintenance

Mr A Brogden Caretaker

A summary of the school's policy on discipline

Objective

The aim of the policy is to create and maintain an environment which will enable every pupil to develop physically, academically, socially and emotionally. The principal characteristics of this environment will be civilised behaviour, self-discipline, self-respect and respect shown towards others, property and the school environment.

Expectations

All pupils are expected to deal with each other in a friendly, courteous, respectful, tolerant manner, without threat or harm, respecting property. Such behaviour will be consistently acknowledged and praised.

With regard to expectations of pupils, a clear consensus exists among students as to conduct and is based upon respect for staff and for each other. A summary of what is expected is available in the information booklet to parents.

Unacceptable behaviour includes challenging the authority of a member of staff in or out of the classroom, aggressive behaviour towards others [physical *or* verbal], offences against the law of the land, leaving the school site without permission – in short, a clear disregard for the established pattern of cooperation and courtesy. In particular, any instance of intense physical/verbal aggression is to be dealt with immediately and decisively.

Procedures

The issues which arise are quite distinct between senior and junior school and the junior school therefore has its own policy and procedures. In both schools, the implementation of these policies will strive for justice, fairness, proportionality and consistency.

An immediate stern reprimand is usually sufficient in many cases. An accumulation of misdemeanours [including repeated detentions] will result in a period “on report” involving daily review and the support of parents and may finally result in a fixed period exclusion (suspension), where a short letter of explanation will accompany the pupil and, invariably, there will have been prior contact with the home.

The system

- tackling the individual [subject teacher]
- detention for missed work/behaviour, recorded in appropriate log [subject teacher]
- if detentions accumulate, reference to head of department, if all within same subject, or form teacher, if pattern is developing over several areas of school life
- round robins, initiated by Deputy Head after consultation with subject teacher, head of department and form teacher
- report card issued and evaluated

Sanctions should allow for the motivation of the offender to improve his/her behaviour and the offender should understand that it is his/her behaviour, not he/she as a person, that is unacceptable.

Examples of sanctions available:

- removal/separation from the group (in class)
- withdrawal of break or lunchtime privileges

- detention (see below)
- withholding participation in any school trips or sports events that are not an essential part of the curriculum
- withdrawal from a particular lesson or peer group
- carrying out a useful task in the school
- exclusion, fixed term or permanent

Detention

Detention will usually occur at lunchtime, with a student required to complete a task in the study. Detention may further be used as an after-school measure. In using this, due care is required for the age and circumstances of the pupil concerned, particularly transport/travel. Prior notice to parents is also required.

It is hoped that after-school detention can be avoided by the use of other sanctions, especially positive ones such as study-based tasks or useful tasks in the school.

Measures for tackling exceptional instances after initial reprimand

- temporary isolation within the classroom/removal from class
- withdrawal from a whole lesson or lessons
- report card

Temporary or fixed exclusion [suspension]

for a situation of failure on both sides to achieve required modification in behaviour and for

- an instance of public, witnessed insubordination [defiance],
- unprovoked violence,
- an offence against the law of the land [including involvement with drugs] and
- smoking
- drinking alcohol on the premises even if these are not unlawful for the individual concerned [Yr13]
- an accumulation of incidents which betray an attitude at odds with the school's ethos

Drugs offences which are proven will receive zero tolerance and permanent exclusion.

Where a fixed exclusion has been applied, the pupil in question (other than a child in the infant department) will be re-admitted to school after a meeting between representative governors and parents with the pupil present.

The Headteacher, having the responsibility for exclusions delegated to him/her by the governing body, will follow the spirit of the school's Instrument of Government in issues of exclusion: to consult with the deputy Headteacher - and the Chairman of Governors as far as possible - before applying a temporary exclusion and to report to the Chairman such action taken as soon as possible after applying it, if prior consultation has not been possible. In cases of exclusion, parents have the right of appeal to the governors' appeal panel.

Reviewed and updated 28/04/08

Related documents:

Anti-bullying policy

Homework policy

Code of conduct

Complaints Procedure

The safeguarding and protection of children

Maintained schools have a legal duty to safeguard and promote the welfare of children under section 175 of the Education Act 2002, which, itself, specifies the need to have regard to DfES Circular 10/95 and any subsequent guidance issued. The Education Act has placed the guidelines on a statutory footing. The role of independent schools is the same as that of any school in child protection matters.

Alongside the delivery of an appropriate curriculum, the school must promote the health and welfare of pupils in its care and all staff must take this responsibility seriously. The school can ensure that pupils are involved as appropriate in decisions affecting them. Its pastoral care can encourage them to express their views, wishes, anxieties and ensure they are listened to. The curriculum also has a role to play in informing pupils, particularly through PSHE, RS and the themes included in the daily assemblies.

Beyond the promotion of a safe, secure environment for pupils, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. The issue to be determined is whether a child is at risk of *significant harm*. *Significant harm* is the threshold that justifies compulsory intervention in family life in the best interests of children. Schools do not have a direct investigative responsibility in child protection work but that of recognition and referral. It is the responsibility of the child protection agencies to identify and investigate actual child abuse.

A child in need

Children who are defined as being 'in need', under the Children Act 1989 and subsequent legislation, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired.

Defining Abuse

A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. The abuse may be

- physical,
- emotional
- sexual or
- an issue of neglect [defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of health or development]

(ref: www.dh.gov.uk "What to do if you are worried that a child is being abused").
The definitions that follow are taken from this document.

Abuse and neglect

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

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 children that they are worthless or unloved,
- conveying to them that they are inadequate, or valued only insofar as they meet the needs of another person,
- age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or
- the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

School policy at St Gerard's

Overview and good practice

It is our responsibility as adults who come into contact with children on a daily basis to report any suspicions or evidence of abuse which may have occurred or are occurring to a young person whether inside or outside school and whether by paid employee or volunteer.

The role of staff

- to keep eyes and ears open
- to report
- to be role models

Identifying and investigating actual child abuse is the responsibility of the child protection agencies.

Every member of staff must know that they have a duty under the Law, to be aware of child abuse. If any member of staff has a slight suspicion that a member of school is being abused by anyone, adult, contemporary etc., they should immediately inform the child protection officer – in the case of St Gerard's, the Head, Anne Parkinson.

NB The welfare of the child is paramount, no undue delay should occur and children's welfare must be protected by prompt, positive and corrective attention.

Some indicators for staff to consider:-

- changes in behaviour, withdrawal
- marks on the body
- refusal to undress for PE etc.,

- changes in parental/school contacts
- irregularities in attendance especially if these form a pattern.

A member of staff concerned about a pupil should report these concerns to the Head, who is the child protection officer for the school.

Where a child confides in a member of staff:

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. This should be kept in mind. The child may be having to betray someone – a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

Responding positively

It is important that if approached by a child, a member of staff behaves with due care and consideration of the need to:

- remain calm, receptive and approachable. Do not pre-judge
- listen carefully, do not interrupt
- make clear that the pupil is being taken seriously
- acknowledge their courage and good sense, reassuring them that they are right to tell
- reassure them that they should not feel guilty and express sympathy that this has happened to them
- let them know that everything that can be done to help them will be done and what may happen as a result of their disclosure

Steps to take

- an immediate, careful record of what has been said must be made, using the child's actual words wherever possible (not an interpretation of them). Opinions, if recorded, cannot be confused with facts.
- immediate contact with the child protection officer – the Head, in the case of St Gerard's - who will make a decision based on the report, judging whether the issue should be referred to outside agencies or not. In the absence of the Head, the deputy head should be informed
- a written record of the fact that the situation has been reported to the Head: this is for the member of staff's own protection
- care and support for the child

If a member of staff, has any doubts about making a report, he/she should remember the possible consequences of not reporting, ie consequences for both the child and him/herself.

It may happen that a member of staff becomes worried about a child's behaviour or injuries, but the child says nothing to suggest that he/she is being abused.

To be avoided if a disclosure is made to a member of staff:

- allowing shock or distaste to show
- probing for more information than is offered, questioning the child or attempt to counsel the child
- speculating or making assumptions

- making negative comments about the alleged abuse
- making any promises that cannot be kept, such as promising that 'everything will be all right'
- agreeing to keep the information a secret.

All the above must be avoided.

The child must know that the information will be passed on to the child protection officer [Head].

The role of staff is:

- to be vigilant and responsible
- to report accurately and carefully to the school's child protection officer
- to support the child by caring

Sharing concerns with parents

This is generally encouraged, but in most cases must be done by the school's child protection officer.

It is not appropriate to share concerns with parents if there is a belief that the child might be put at greater risk, or if it is suspected that abuse is occurring for which they appear to be responsible. .

The child protection officer must be kept informed at all times

Handling inappropriate behaviour from colleagues

If a colleague is suspected of behaving inappropriately, the procedures laid down in the Child Protection Policy must be immediately followed: that is to report immediately to the designated officer. Loyalty to colleagues should not and must not detract from our duty of care to the children within the school. The safety and well-being of children must come first.

Any allegation received about any adult (or even about yourself) must be reported immediately, the facts as known recorded and the child protection procedures followed. It must be ensured that no one is placed in a position which could cause further compromise and remember always to refer, not investigate

Once a concern has been raised

Once a concern has been reported to the school's child protection officer and he/she has made a decision about the status of the concern (whether it is a child protection issue or not), he/she may make a referral and all further responsibility for gathering information and deciding what happens next will rest primarily with social services.

In some cases, a brief assessment might reveal the child to have needs which can be met by providing specific support. In other, more serious cases, the information provided to agencies by the school's designated officer will trigger a full child protection investigation.

Social Services will not normally report back to the school should any referrals be made to them.

The school's whole-school policy aims to provide clear direction for staff and others about the expected codes of behaviour in dealing with child protection issues. The

policy aims to make explicit the school's commitment to the development of good practice and sound procedures. It is also the intention that all child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

The school does not act in isolation and adheres to the All-Wales Child Protection Procedures, working with child protection agencies in support of the child.

There are three main elements to the policy:

1. prevention – positive school atmosphere, careful, vigilant teaching; pastoral care, support to pupils, providing good adult role models.
2. protection – following agreed procedures ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
3. support for pupils and school staff and to children who may have been abused.

This policy applies to all employees of the school.

Roles & Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. The Head, is however, the school's child protection officer, whose role is to coordinate all matters relating to child protection issues. These will include:

- dealing with reports of abuse against children
- making referrals to child protection agencies if appropriate
- ensuring that all staff receive training in basic child protection
- ensuring that all new staff are inducted in the child protection policy
- liaising with the school governor with special responsibility for child protection

Procedures

Immediate referral to the Head by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

- suspicion that a child is being abused
- evidence that a child is being abused
- a complaint made by a child against an employee of the school.

AP will keep a full record of the report made and make referrals to the child protection agencies if necessary. A referral form with all notes attached must be compiled.

Confidentiality and records

Confidentiality is an issue which must be understood by all those working with children, particularly in the context of child protection. In this context, it is to benefit the child. Well-kept records are essential to good child protection practice. The school is clear about the need to record any concerns held about a child or children in our care, the status of such records and when these records should be passed over to outside agencies. In the case of doubt, the child protection officer will always seek clarification.

Attendance at case conferences

In the event of being requested to attend a child protection conference the child protection officer will represent the school and provide information relevant to case conferences.

Supporting children at risk

St Gerard's recognises that children who have been abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school, which may be the only stable, secure and predictable element in the lives of some of the children under its care, recognises that such children may exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

The school also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

St Gerard's will endeavour to support all its pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the school's ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- a coherent management of behaviour
- a consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all pupils are supported within the school setting
- liaison with other professionals and agencies who support children and parents
- a commitment to develop productive supportive relationships with parents whenever it is in the child's interests to do so
- maintain awareness of child protection and surrounding issues among staff via policy and training as appropriate.

Statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Staff who work with children with any profound and multiple disabilities and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. The school further recognises that in the home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

A brief summary for staff

- If you are concerned about a child or young person, or suspect that abuse is taking place, it is your statutory duty to act on it by reporting as directed by the school's child protection policy
- You must always report your concerns immediately, whether this is inappropriate adult behaviour, a false allegation, a disclosure from a child or your merely having concerns about a child. Never wait 'to see what happens'
- Never question the child or try to investigate yourself. You could prejudice a case by probing for more information than is given. If an investigation is necessary, it will be handled by child protection professionals

- Ensure that your own behaviour is appropriate at all times and never believe that 'it won't happen to me'.
- Make sure that you have in your possession a copy of the school's Child Protection Policy and that you are well acquainted with its contents.

AP 15/02/08

Addendum 1

The file containing the All-Wales Child Protection Procedures is a comprehensive document. We also have a list of local agencies with which the school should be in contact in the event of suspected issues. This list covers the counties of Conwy and Denbighshire and we are actively seeking a similar list for Gwynedd and Anglesey. In the meantime, the Head will consult these authorities centrally in order to be referred to the appropriate person.

The school complies with requirements for CRB checks.

Related policies

St Gerard's has policies related to child protection covering:

Bullying

Equal Opportunities

Disability

Health and Safety

The Use of the Internet

Issues raised by all the above are regularly dealt with in those areas of the curriculum noted earlier in this document.

Contacts

The school also enjoys the support of local agencies and individuals, whom the Head can consult:

- the local health authority medical team for schools
- a local GP, ex-Chairman of Governors, who acts as consultant
- the Head of the Child Guidance Unit here in Bangor

Addendum 2

Key points to follow if you suspect abuse or it is reported to you

1. Listen to the child.
2. Write brief notes at the time or as soon as possible afterwards, keep original notes even if rough.
3. Do not give a guarantee that you will keep what is said confidential or secret. If you are told about abuse, you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") - just ask "What do you want to tell me?" or "is there anything else you want to say?"
5. Immediately tell the person in charge of the school or group (unless they are themselves accused or suspected of abusing) do not tell other adults or young people what you have been told.

6. Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Social Services and Police Staff are the people trained to do this and you could cause more damage and spoil possible criminal proceedings.
8. As soon as possible (and certainly the same day) the child protection officer/Head should refer the matter to the local social services department (helped by your notes) and follow their requests about what to do next.
9. Never think abuse is impossible in your school or group or that an accusation against someone you know well and trust is bound to be wrong.