

## **Admissions and Exclusion Policy HG 2 P3 ISI I5a WS**

If the parents decide that the school is the right environment, the following admissions procedure shall apply.

- At the time of writing, the school does not expect children to sit a formal entrance examination.
- If there is doubt from staff as to the suitability of the school for an individual, the parents will be informed at the end of the taster period. In these circumstances a place may be offered after a longer trial period.
- The school will not discriminate against any child on any grounds.
- Where disability exists, the school will make every effort to admit a child providing that the child's needs can be adequately met by the skills of the staff, that the building, with any practical adaptations, would be a safe environment and that the education of other children at the school would not be compromised.
- Bursaries are available if parents meet the current criteria following the submission of a Means Testing Application Form.
- The School will record on PASS the destination school and complete a declaration to Hampshire CC.
- PASS also hold records of previous schools for all pupils
- The Headmaster will request information from the school from which the child joins – to include, Child Protection records and any absence issues

### **ENTRY PROCEDURES TO THE EYFS**

#### **Aim**

To help the children to make a smooth and happy transition into the EYFS, the steps below will be followed:

#### **Procedures**

Children may currently enter in the term in which they reach the age of three years-that is: they must turn 3 years old within their first term with the term dates being 1st Sept – 31st Dec, 1st Jan – 31st March, 1st April – 31st Aug. There is no set entry date. Entry takes place throughout the year providing there are sessions available, but the majority of pupils start at the beginning each half term.

#### **Entry Process: Information sharing**

Parents receive:

School Prospectus – includes:

- Registration form
- List of staff and Governors
- List of Fees

Once registered – Registrar sends out Welcome Pack – includes:

- Session request form
- Parent contract with permissions for first aid, school transport, celebrations and photography
- Medical questionnaire
- Data gathering form
- Communication guidelines
- Child profile
- Early Years handbook
- Invitation to Orientation afternoon
- Policies and procedures acknowledgement form
- Details of before and after school care where appropriate

At Orientation Afternoon -

Location:	Policies\Headmaster's Guidelines HG 2 P3 ISI I5a WS			Page:	1 of 5
Last Reviewed:	September 2020	Next Review:	September 2022	Author/Lead:	HM/DH

- Guide to Early Years
- Key Person Leaflet
- Date for home visit arranged

#### At Home Visit –

- Parent Interview completed by key Person or Head of Early Years.

#### Entry Process: Events

- Parents visit the Early Years Centre and are given a tour of the whole school, usually by the Head Master, specifically visiting areas used by Early Years pupils.
- Parents are invited to visit again or attend a School in Action/Open Day.
- Once Registered and a start date decided, Parents attend an orientation afternoon which provides an opportunity to meet other staff as well as parents and children joining at the same time, find out about the timetable and curriculum for the term ahead and opportunity for a group Q&A session about routines, information sharing, settling in, reporting etc.
- Parents and children are invited to attend forthcoming events such as Open Woodland Day, Nativity etc.
- Children are invited to attend up to 3 taster sessions, usually on the same days of the week that they are signed up for. They may attend for part of a session if under 3 or a whole session if older. Parents may attend or leave their child as they wish.
- Parents are offered a Home Visit just prior to the start day. This is an information sharing activity, and gives opportunity for the family to meet the Key Person and for the Key person to play with and observe the child in their home environment.
- If the child attends another setting, the Key Person may set up a visit and liaison with the current key person, and will request learning journey, Progress Check at 2, and any other assessment / reporting information, partnership with outside agencies etc. (Key Person allocation based on age of child and the peer / key group judged to be most appropriate – This may change as necessary, in discussion with parent, at a later date)
- New parent coffee morning at the beginning of the term.

#### During the first term

- Parents may choose to stay with their child for part of the session during their first few days.
- Parents will be encouraged to make contact with the Key Person at daily drop off and collection times.
- The Key Person and Parents will complete a Settling In Review after a few weeks – an information sharing document designed to share the child’s interests and skills, an opportunity to plan activities set targets/next steps.
- Before the end of the child’s first full term, the Key Person will write a First Term Report or Progress Check. This is a full written report on the child’s learning style and each of the Prime Areas and Specific areas of the EYFS Curriculum. Parents are invited to comment.

### TRANSITION TO THE PREP SCHOOL

- Meetings are held between Early Years and the relevant class teachers.
- Staff visit the EY Centre at story time to share books with the children.
- Children’s individual files are handed to the next teacher.
- EY Parents are invited to the following Prep functions: Sports Day (Parents and Children), Early Years Picnic (parents and children), meet the new teacher evening (parents only).
- In the term before the children start in the Prep School they spend time meeting their new teacher and peer group.
- For children starting in the Prep School, parents are invited to visit in the preceding term. This gives the new child the opportunity to spend a little time in the classroom, to meet the teacher and the other children.
- A transition pack will be issued. This will contain

Location:	Policies\Headmaster’s Guidelines HG 2 P3 ISI 15a WS			Page:	2 of 5
Last Reviewed:	September 2020	Next Review:	September 2022	Author/Lead:	HM/DH

- Prep school handbook
- Year 1 and 2 activities and before/afterschool care
- Music and Riding lesson information sheets
- The school's clothes shop is open after the new parents visit in the Summer term and by arrangement at other times.

## **ENTRY PROCEDURES TO THE PREP SCHOOL**

### **Procedures**

Children may currently enter at any point, but the majority of pupils start at the beginning each term.

### **Entry Process: Information sharing**

Parents receive:

School Prospectus – includes:

- Registration form
- List of staff and Governors
- List of Fees

Once registered – The Registrar sends out Welcome Pack which includes:

- Parent contract with permissions for first aid, school transport, celebrations, and photography
- Biometric data collection form
- Medical questionnaire
- Data gathering form
- Communication guidelines
- Prep School handbook (boarding handbook where appropriate)
- Invitation to Taster Days
- Details of before and after school care where appropriate for Years 1 and 2
- Music and Riding lesson requests.

### **Entry Process: Events**

- Parents visit and are given a tour of the whole school, usually by the Head Master.
- Parents are invited to visit again or attend a School in Action/Open Day.
- Once Registered and a start date decided, Pupils may attend taster days which provide an opportunity to meet other staff and children.
- Parents and children are invited to attend forthcoming events such as concerts, plays and jazz nights.
- New parent coffee morning at the beginning of the term.

## **EXCLUSION**

In rare circumstances it is necessary for children to be asked to leave the school either on a temporary or permanent basis. The school uses a number of sanctions, as covered in the Whole School Behaviour Policy (PG 7), but the most serious sanctions are included below.

The principles behind and purposes associated with the Exclusion Policy are:

- To create the mechanism for appropriate disciplinary measures in the event of misconduct of a serious nature;
- To ensure procedural fairness and natural justice;
- To enhance co-operation between the school and parents/guardians when it is necessary for pupils to be excluded.

Location:	Policies\Headmaster's Guidelines HG 2 P3 ISI 15a WS			Page:	3 of 5
Last Reviewed:	September 2020	Next Review:	September 2022	Author/Lead:	HM/DH

Pupils may be excluded from the school for a number of reasons, including those which are educational, medical, financial or disciplinary (misconduct).

The main but not exhaustive categories of misconduct, which may result in pupils being excluded from the School include:

- Supply/possession/use of alcohol or tobacco, or illegal drugs or solvents, or their paraphernalia, or substances intended to resemble them;
- Theft, blackmail, physical violence, intimidation or bullying including that perpetrated using any electronic means in or outside of school hours;
- Misconduct of a sexual nature, including the supply or possession of pornography (including in any electronic form);
- Possession or unauthorised use of firearms, bladed items (knives) or other weapons;
- Vandalism, including computer hacking;
- Conduct showing hostility towards others on grounds of race, nationality, gender, disability, sexual orientation, religion, faith or age;
- Persistent disregard of the School Code of Conduct, aims or ethos;
- Other serious misbehaviour, either on or off the premises, which may bring the School into disrepute;
- Failure to behave reasonably in academic matters;
- Malicious allegation against a member of staff.

Where appropriate, any of the above perpetrated through the use of computers, mobile phones or other technologies will be considered as serious as any other form of misdemeanour.

In all cases where exclusion from school may be the outcome, the incident will be fully investigated by a senior member of staff and a final decision taken by the Headmaster or a senior member of staff deputising for him. Parents will normally be involved in discussions about any incident before a final decision is made. During the investigating stage of this procedure, children may be kept segregated from others involved in order to ensure a fair hearing for all.

### INTERNAL SUSPENSION

Internal suspension is used in cases of unacceptable behaviour for which Stage 4 of the Rewards and Sanctions Policy would not be a sufficient sanction. It follows a full investigation into the incident, during which the child has a chance to say what has happened and careful thought has been given to the evidence available.

The child is withdrawn from lessons to work alone under the supervision of a member of staff for a minimum of one day. Free time may also be restricted for a set period (usually one day) with pupils being involved in tasks that help the community. The privilege of representing the House or the School in matches is withdrawn.

Before this sanction is imposed, parents are informed by the Headmaster or someone he has appointed to deputise for him.

### EXTERNAL SUSPENSION

External Suspension is the removal of a child from the school for a designated period of time. This sanction, which is used if a child seriously breaks the School's Reward & Sanction Policy, is at the discretion of the Headmaster, or someone appointed by him to deputise in his absence.

Subject teachers set work for the suspension period which is marked when the child returns to school. The length of the exclusion period will reflect the severity of the misconduct and will be decided upon by the Headmaster, following a full investigation into the incident, at which the child will be given a chance to say what has happened, and careful thought is given to all the available evidence.

Location:	Policies\Headmaster's Guidelines HG 2 P3 ISI 15a WS			Page:	4 of 5
Last Reviewed:	September 2020	Next Review:	September 2022	Author/Lead:	HM/DH

The decision as to how the parents of the child or children involved should be informed will only be made by the Headmaster, or the person appointed to deputise for him. The parents will be given a detailed account of the events which have resulted in the exclusion of their child or children. At the end of the proceedings, a final report will be made by the Headmaster.

External Suspension, whilst a very serious punishment, is also seen as a time for constructive reflection on the part of the child or children involved, and a suitable prelude to rejoining the school.

On return to school, the Headmaster, in consultation with the relevant members of staff and parents, will put in place a suitable strategy of support which will provide suitable counselling and rehabilitation.

In the unfortunate event of the sanction having to be used more than once, the Headmaster, in consultation with the parents, will discuss whether the child is suited to West Hill Park.

### **EXCLUSION**

Exclusion is the removal of the child from the school. This would only occur if External Suspension has not redeemed a situation or in extremely serious breaches of the School's Behaviour Policy.

Parents/guardians may appeal against a Permanent expulsion. A panel of the School Governors who have not had any part in the proceedings hitherto will be appointed by the Chairman to consider the appeal.

A child or parent may request to have a friend or independent person present at any of the meetings concerning a serious investigation.

Other agencies may be notified at any stage of the procedure, as and when necessary and appropriate.

Location:	Policies\Headmaster's Guidelines HG 2 P3 ISI 15a WS			Page:	5 of 5
Last Reviewed:	September 2020	Next Review:	September 2022	Author/Lead:	HM/DH