



The Froebelian School
Admissions, Misbehaviour and Exclusions Policy

The provisions in this document apply to all aspects of the school including EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

The following extracts summarise the policy and arrangements for admissions, misbehaviour and exclusions.

ADMISSION POLICY

Status

This policy has been authorised by the School Council (Governors). It is intended to provide advice and information to current and prospective parents. If further clarification is required, please contact the Headteacher.

Background

The Froebelian School was founded in 1913 and has always been situated in Clarence Road, Horsforth, Leeds. It is a Christian, co-educational preparatory school, providing education, development and appropriate care for children aged 3 to 11 years. Traditionally, the main intake to the school has been of up to 24 children aged 3+ each September into the Lower Kindergarten (nursery) class. Places are sometimes available for older children and these are admitted on an individual basis.

Principle

Operating fairly and reasonably within this policy, the school is committed to making admissions decisions in a fair, transparent and consistent manner. The School will admit children without reference to gender, ethnicity, race, religion or status.

Aims

- To ensure the school fulfils its charitable purpose of providing the best possible education for affordable fees.
- To provide for children who will benefit from an academic education and who will also benefit from and contribute to the ethos and activities of our school community.

Disability and Special Educational Needs

The school has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities. The school needs to be aware of any known disability or special educational need that may influence a child's ability to thrive at the school. Prospective or current parents should provide the school with written details of any disability or special educational need as soon as possible.

If special educational needs or a disability become apparent after admission, the school will consult with parents about reasonable adjustments that may allow the child to continue at the school. In circumstances whereby reasonable adjustments will not be sufficient to

enable the child to proceed through the school and thrive in their learning, we will support parents in finding alternative provision which best suits the needs of their child.

Procedures

Our admission procedure has five stages. In summary these are:

- Registration
- Taster Day (Key Stage One upwards)
- References (including fees and bursaries)
- Special factors (including disability assessment, if appropriate)
- Offer and acceptance

Registration

Parents are invited to register a child following a visit to the school or, in the case of current parents, as soon as possible after the birth of a sibling. In exceptional circumstances (e.g. when a family is resident abroad) provisional registration may be made. Registration confirms a request for a place at the school but does not involve the offer of a place by the school. Children are normally registered in chronological order (i.e. determined by the date of receipt by the school of a completed Registration Form and fee). In exceptional circumstances, the school may amend the order of registration.

Taster Day

Children who join the school beyond Lower Kindergarten (Nursery are invited for a Taster Session or Taster Day. Children will be asked to engage in age-appropriate activities and the purpose is to try to determine, so far as is possible, that the child will benefit and thrive as a result of the education, ethos, care and facilities offered by the school. If, following a Taster Session/Day, a place is not offered the school will provide an explanation.

References

Parents may be asked to provide a reference or school report from their child's previous setting (e.g. nursery/crèche/child-minder) or school as part of our admissions procedure. As an independent school, it is necessary for parents to pay the appropriate fees (details provided separately). The school has limited bursary funds available to support families who might have difficulty in paying the full fees. All bursary applications are means-tested and require full disclosure of financial circumstances. Further details may be obtained from the Finance & Operations Manager. The school may reasonably seek reassurance regarding the ability of parent(s) to pay fees before confirming the availability of a place.

Special factors

The school is frequently oversubscribed. If it is necessary to decide between two or more children who meet our admission requirements after all appropriate allowances and special consideration has been given, we may give preference to:

- A child who already has a brother or sister in the school or whose parent is a former pupil of the school;
- A child whose parent is a current or prospective member of staff;
- A child whose parent or other close relative has had a close relationship with the school;
- A child with particular skill, talent, aptitude or needs that the school can serve.

Offer and acceptance

For families seeking entry into Lower Kindergarten (Nursery), an offer will be made towards the end of the Autumn Term for entry the following September. On accepting a place, children are invited into school for two familiarisation sessions, one in the Spring Term and one in the Summer Term. If at any point during these sessions, we have concerns about a child's 'readiness' for school, we will highlight this to parents and make practical suggestions for how they can support their child in the months leading up to joining the school.

For children gaining entry into Kindergarten (Reception) or above, the formal offer of a place will be made as soon as possible following a Taster Session/Day, if appropriate. Parents are given seven days to reply to the offer and to pay the required deposit (details provided separately) if they wish to accept the place. Deposits are non-refundable and parents will agree to pay the balance of the first term's fees if, subsequently, their child does not start at the school. This condition is part of the Standard Terms and Conditions issued separately to parents when a place is offered.

The School must also consider its duty of care to staff and other pupils when deciding to make an offer to ensure that it continues to foster a community where everyone is treated with respect, dignity and courtesy at all times. If, during the admissions process information comes to light that in the School's opinion would jeopardise this, the school has the right not to proceed with an offer of a place.

The School actively encourages close links with parents and staff and encourages a positive relationship based on trust between school and home. If, at the Headteacher's discretion, there has been a breakdown of this trust then the school has the right not to proceed with an offer of a place.

If an application is found to be fraudulent or information is withheld which the School deems to be relevant when considering a pupil for admission, the School reserves the right to make the application null and void.

Delayed Start

Parents have the right to delay their child's start to formal education until the term in which their child turns five years old. As our main intake occurs at the Lower Kindergarten (Nursery) level, we cannot guarantee that places will be available for a delayed start to our Kindergarten (Reception) class. If places are available to join the Kindergarten class, priority will be given to those families who declare they will take up their place from the September of the Kindergarten year.

Bursaries

A limited number of means-tested bursaries are available at the point of entry, offering financial assistance to those parents for whom the payment of full fees would be impossible and for whom the inability to pay would prevent their child attending the school. A Bursary Committee considers applications early in the Summer Term. Please request to see the separate Bursary Policy for more information. You must declare at your earliest opportunity that you intend to submit an application for a bursary-assisted place.

Appeals

Any parent wishing to question a decision not to admit their child to The Froebelian School should in the first instance raise the matter in writing with the Headteacher. This should be

within five working days of a parent being notified that the school will not be able to make an offer to their child.

The Headteacher and will respond in writing within five working days, giving the reason for the decision.

Parents wishing to appeal against an admission decision should write to the Chair of Governors and identify how the school has not followed its Admissions Policy. The Chair of Governors will refer the complaint to the school's Appeals Committee. The convenor of this committee is always a member of the governing body who is not the chair, assisted by two other members of the governing body. It is their task to look at issues in an impartial and confidential manner.

The committee convenor will invite the parent(s) to a meeting. This will be attended by the Headteacher. Parents will be asked if there are any papers they would like to have circulated beforehand. They will be able to bring a companion with them but legal representation would not be appropriate.

The hearing will be conducted as follows:

- a. The committee will ask the Headteacher to put forward the case for the decision.
- b. The parents will be invited to question the Headteacher.
- c. The committee will ask the parents to put the case for appealing against the Headteacher's decision.
- d. The Headteacher will be invited to question the parents.
- e. The Headteacher will be asked to sum up the schools' case.
- f. The parents will be asked to sum up their case.

Members of the appeal panel may ask questions at any time if they require clarification or further information. Notes of the meeting will be taken by the Clerk to the Governors. These notes remain the property of the Appeals Committee and will not be made available to the parties to the appeal.

After the hearing, the convenor will reach a decision about the appeal and will notify parents of the outcome with the reasons for that decision in writing within seven days of the meeting.

At the conclusion of the procedure, all parties should feel secure in their understanding of the reasons for the decision and be satisfied that, notwithstanding its outcome, the hearing has been a fair one.

The decision of the Appeals Committee is final.

Disclosures

Parents and prospective parents must inform the school as soon as possible of any particular known or suspected circumstances relating to their child's health, allergies, disabilities, learning difficulties or any factors that might influence the health and safety of their child or of others.

Progression

Progression through the school, whilst usually the norm, will depend on the pupil's academic progress and behaviour. If the School has any concerns about a pupil's progress or behaviour being a barrier to their progression through the school, it will seek to engage with parents at the earliest opportunity to explore support options. If a child's academic progress or behaviour does not improve with support in place, the School will discuss with parents the child's best interests which may include the need for transition to a new school.

MISBEHAVIOUR (an extract from the 'Behaviour Policy – Promoting Good Behaviour')

Discipline and Sanctions

We expect all pupils to behave in ways that support our safe and positive learning environment. If necessary, we will employ appropriate sanctions for individual circumstances. We aim to be consistent and fair, but recognise that professional judgement and discretion must be used in what can be widely differing circumstances. Discipline and sanctions are differentiated according to the age of the pupils.

Below are some typical examples of sanctions and reprimands that may be employed by staff when necessary. The examples are illustrative, rather than exhaustive.

NB The school does not use corporal punishment.

- We expect pupils to listen carefully and to co-operate in lessons. If they do not comply, we may ask them to move to a place near to the teacher, to sit on their own or to leave the room and join another class. In persistent cases, we may issue specific written targets for behaviour improvement. Parents will be informed, and the pupil will take the target list to all lessons in order that staff may record behaviour in the key areas. Throughout, the form teacher will monitor progress.
- We expect pupils to try to the best of their ability, in all lessons and activities. If staff consider that a pupil is not making a proper effort, the child might be asked to repeat a task and/or given additional work to reinforce the weak areas.
- Pupils must play sensibly and with considerations for others. Staff supervising the playground will intervene if behaviour deteriorates. A verbal reprimand may suffice, but in other cases the offending pupil may need to be isolated for a period. In some cases (e.g. those involving hurt to other children), staff may refer a pupil to a senior member of staff.

Below are further examples of sanctions typically adopted in schools that we may, if appropriate, adopt to help support pupils in improving their behaviour:

- The setting of written tasks, such as writing a reflection or a letter of apology
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day, sporting fixture or class trip.
- Missing break time.
- Detention / Reflection Time including during lunch-time or after school.

- School based community service or imposition of a task – such as picking up litter or weeding school grounds, tidying a classroom or duties at lunchtime.

If appropriate, we will discuss behavioural problems with parents/carers to ensure, as far as is possible, that the standards and approaches adopted at school are mirrored in the home setting.

We believe that all sanctions will be reasonable and proportionate. Parents are welcome to discuss any sanctions that may be used but the school retains the absolute discretion to use those sanctions that are considered appropriate. If necessary, the school may impose the ultimate sanction of exclusion, fixed term or permanent (as advised in the Standard Terms and Conditions).

Where a pupil makes malicious accusations against a member of staff, they will have breached the School Code (Safe Voice). The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Allegations against members of staff that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

N.B. When investigating behavioural issues, we expect to devote a **reasonable** amount of time to establishing what happened and who was responsible. However, our primary responsibility is as educators and the interests of the majority of well-behaved pupils must be respected. For that reason, we will sometimes make reasonable and appropriate decisions regarding reprimand or sanction without exhausting every possible interpretation. We expect parents to understand and to support this position.

Physical Restraint

Physical intervention is only used if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where it has been necessary to use physical intervention to manage a child's behaviour will be recorded and parents informed on the same day.

All members of staff are aware of the school's policy regarding the use of force. Teachers do not hit, push or slap pupils. Staff will only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions we might take are in line with official guidelines on the restraint of children.

Form Teachers

Form teachers play a central role in promoting good behaviour. They have an overall pastoral responsibility for all pupils in their form. The form teacher provides continuity and guidance to pupils in upholding our high expectations in all aspects of school life particularly, in this regard, behaviour.

Form teachers record significant behavioural issues. Normally, the form teacher will deal personally with incidents. However, if misbehaviour continues, or individual incident warrants, the form teacher will seek help and advice from either a senior colleague or the Deputy Headteacher – exceptionally, the Headteacher.

Form teachers work closely with parents and many issues, including minor behaviour problems will be discussed and resolved informally. Form teachers will usually comment

about conduct (behaviour) in written reports and may also comment during parent consultations.

EXCLUSIONS (an extract from 'The Standard Terms and Conditions')

Removal and Expulsion of a Pupil

- a. **Removal at the Request of the School:** Parents may be required, during or at the end of a term, to remove the pupil, without refund of fees, temporarily or permanently from the School if the Head is of the opinion that the conduct, attendance or progress of the pupil has been unsatisfactory or if the pupil, in the judgement of the Head, is unwilling or unable to profit from the educational opportunities offered (or a parent has treated the School or members of its staff unreasonably) and in any such case removal is considered to be warranted. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full
- b. **Expulsion:** A pupil may be expelled at any time if the Head is reasonably satisfied that the pupil's conduct (whether on or off School premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School. The Head may also suspend or expel your child if the behaviour of you or either of you is in the opinion of the Head unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well-being of School staff or to bring the School into disrepute. The Head will act fairly and in accordance with the procedures of natural justice. There will be no refund of fees following expulsion (and all unpaid fees must be paid). Fees in lieu of notice will not be charged
- c. **Discretion of Head:** The decision to exclude, suspend or require removal or expel a pupil and the manner and form of any announcement shall be in the sole discretion of the Head. In no circumstances shall the School or its staff be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to suspension, the requirement to remove or expulsion or which the Head has acquired during an investigation
- d. **Complaints:** In the event of expulsion or of a pupil's removal being required, parents have the right to raise a complaint in accordance with the School's procedure (copies of which are available on request)
- e. **Access:** A pupil who has been withdrawn, excluded, suspended, removed or expelled from the School has no right to enter School premises without the written permission of the Head

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: September 2018

Policy Review Date: September 2019

Signed (Headteacher): 

Signed (Chair of Governors): 