

Forres Sandle Manor (Non-Academic) Policy

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| Policy Title | Admissions including Exclusion |
| Policy Lead (Appointment (& Initials)) | Headmaster (MS) |
| Date of Last Review | September 2021 |
| Date of Next Review | September 2022 |

RECRUITMENT AND ADMISSIONS

FSM is non-selective and operates a clear equal opportunities policy. However we aim to apply the following principles:

- The maximum class size at present is 22, although certain subject groups (such as PE) may be greater.
- The proportion of children in any class requiring specialist support should not exceed one third.
- The Learning Centre can accept a maximum of 40 children in total, though more children may appear on the SEN Register.

A place may only be offered in the Learning Centre on the understanding that the offer breaches none of these fundamental principles.

Other guiding principles of admission include:

- Children are accepted at any time during any term on the condition that space is available.
- For entry to years R to 8, conditional places are offered only upon receipt of a completed Registration Form and registration fee. Places are confirmed upon receipt of a deposit and completed Form of Acceptance, due one year before entry.
- For entry to the Nursery only places are confirmed upon receipt of a completed Registration Form, Form of Acceptance and deposit.
- Where there are no places available, a child's name may be placed on the waiting list upon payment of the registration fee. In the event that the school is unable to offer the child a place three months prior to the start of any given term, the parent may request that the registration fee is returned.
- There is no entry test. However, parents are required to inform the school, on the registration form, of any circumstances concerning health, educational or family background, or difficulties with learning. Where such information gives cause for concern, FSM will discuss with the parent the extent to which it hopes to meet the child's needs.
- Whenever possible, prospective children are given a tour of the school and are invited to spend a day and, if applicable, a night. The main aim of such visits is to ensure that the child has an enjoyable time whilst becoming familiar with some of the faces and places they will meet when joining the school. In addition, we will

informally assess them to ensure we are aware of where they sit within their year group cohort.

- Boarders are only accepted if the Headmaster is satisfied that the child wishes to board. Parents whose children are clearly unsuited to boarding or who express a clear wish not to board are encouraged to reconsider.
- There are no specific quotas allocated to day children, boarders or weekly boarders, nor to girls or boys. However, it is our intention to retain sufficient full boarders to ensure that the full boarding option remains popular. It is also our intention that at least half of those children aged 8 years and over should be boarders.
- All staff are informed about new children and are encouraged to review transfer information which is retained in the School Office.
- Within the first 24 hours of a new boarder's arrival, their parents will, wherever possible, be contacted by a member of the boarding team.

EXCLUSIONS POLICY

A GRADUATED DISCIPLINARY RESPONSE (GDR)

All disciplinary incidents should be recorded on SchoolBase. This is read on a daily basis by the Deputy Head who informs the staff of the event and action the next morning. All staff are thus fully informed whether they are day or boarding staff, full time or part time. The Deputy Head's will regularly review SchoolBase to look for any patterns of behaviour and inform staff if there are points of note or concerns.

| Stage | Examples of Behaviour | Possible Sanctions |
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| Stage 1 | <ul style="list-style-type: none"> • Interrupting/calling out. • Losing concentration. • Ignoring instructions. • Not completing sufficient work in lessons. • Silly noises. • Not completing Prep to the expected standard, including reading regularly at home as outlined by the class teacher. • Running inside buildings. • Being in the wrong place at the wrong time (e.g. in the dormitories at break times). • Messing about in lines. • Talking in assembly. | <p>Quiet reminder.</p> <p>Non-verbal signals (e.g. Eye contact, pointing).</p> <p>Name on board – after 3 warnings in a day move to stage 2.</p> <p>Moved to another position/change of seating.</p> <p>Extra work or repeating unsatisfactory work until it meets the required standard</p> <p>Some incidents in this stage may result in immediate loss of break time e.g. not running in corridors, as children are given constant reminders of this.</p> |
| Stage 2 | <p>Persistent Stage 1 behaviour</p> <ul style="list-style-type: none"> • Affecting the learning of other pupils. | <p>Extra work or repeating unsatisfactory work until it meets the required standard.</p> |

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| | <ul style="list-style-type: none"> Late arrival to lessons without just cause. Unsatisfactory or late work. Rudeness. Inappropriate remark to other pupils. Minor challenge to authority. Damaging school's/pupil's property Harmful/offensive name calling. Harming someone but medical treatment is not necessary. Going 'Out of Bounds.' | <p>The setting of written tasks, such as an essay or copying out of key school guidelines.</p> <p>Missing a break time or an after school activity.</p> <p>Waiting outside the Staff Room or Deputy Head's Office for a set period of time.</p> <p>School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; or helping clear up the dining room.</p> <p>Attending Academic or Deputy Head Detention.</p> |
| Stage 3 | <p>Persistent Stage 2 behaviour</p> <ul style="list-style-type: none"> Persistent swearing. Deliberately hurting someone so they need minor medical help. Continued or more serious cheek/challenge to authority. Stealing. Repeated refusal to do a set task. Highly offensive remarks to children. <p><i>Any incidents of bullying inappropriate language, or deliberate damage should be reported to the Deputy Head as soon as possible.</i></p> | <p>Loss of privileges – for instance the loss of a responsibility / access to common or games room</p> <p>Missing regular break times, after school activities or a school event/trip.</p> <p>Regular reporting or scheduled uniform and other behaviour checks.</p> <p>Sent to the Deputy Head</p> <p>Meeting with Deputy Head and Form Teacher or House parents.</p> |
| Stage 4 | <p>Persistent stage 3 behaviour</p> <ul style="list-style-type: none"> Deliberately hurting someone so they need moderate medical help. Bullying. Fighting. Racism. Violence. Very serious challenge to authority. Leaving school without permission. | <p>Sent to the Deputy Head.</p> <p>A period of 'Time Out' with the Deputy Head.</p> <p>A work or behaviour card may be designed by the Deputy Head and Form tutor. This may be to improve concentration, the effect he/she is having on others or organisation.</p> <p>Ban on representing the school and/or trips outside school – fixed period.</p> <p>Internal exclusion from lessons and free time.</p> |
| <p>If the child continues to show behaviours that do not comply with being an FSM Citizen then a Warning Light System will take place. At each stage, the staff and parents will be informed.</p> | | |

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| Yellow Card | <p>Persistent stage 4 behaviour</p> <ul style="list-style-type: none"> • Deliberately hurting someone so they need major medical help. • Persistent verbal abuse to a member of staff. • Physical abuse to any member of staff/adult. • Malicious physical assault on another pupil. | <p>Internal suspension for morning or afternoon to include a lunchtime.</p> <p>Children will normally be withdrawn from all school activities for a period of time and work will be set for them. They will be placed in the Deputy's Office or outside the Head's Office. The door will not be closed and they will be checked regularly by staff.</p> <p>A behaviour contract may be introduced at this point.</p> <p>Depending on the context of individual situations the sanction could be increased immediately.</p> |
| Orange Card | <p>Repeated Yellow card behaviour</p> <ul style="list-style-type: none"> • Yellow card behaviour of a more serious nature. | <p>Suspension at home is normally used for more serious offences or where the child is unable to co-operate with internal suspension.</p> |
| Red Card | <p>Repeated Orange card behaviour</p> <ul style="list-style-type: none"> • Use of or possession of weapons. • Drug dealing. • Serious threats of and actual violence. • Repeated Bullying. • Where FSM believes that a child's presence in the school represents a serious threat to others. | <p>Permanent Exclusion from the School.</p> <p>Permanent Exclusion is retained as the ultimate sanction and is only taken after consultation with the Chair of the Board of Directors.</p> <p>Parents have the right to appeal an exclusion of the child by contacting the Chair of Directors Toby Mullins by email rburns@fsm.school.com</p> |

Corporal punishment is illegal in all circumstances.