



MALDON COURT
PREPARATORY SCHOOL

15a

Admissions Discipline & Exclusion Policy

This Policy applies to all pupils at Maldon Court Preparatory School including those in the EYFS

Date reviewed – January 2024
To be reviewed – September 2024

School Aims

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

Rationale

At Maldon Court Preparatory School, we believe that learning should be a rewarding and an enjoyable experience for everyone. At the heart of everything we do are our pupils and teaching must reflect the importance of helping pupils to achieve, make progress and develop self-confidence and self-belief. At Maldon Court Preparatory School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Pupils are equipped with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. An integral part of this is listening to the pupils' voice; at Maldon Court, all pupils are given opportunities to express their views on what makes them better learners, listeners and achievers.

Maldon Court Preparatory School is a non-selective co-educational independent school for children from ages 1 to 11 years. A visit to the school will give parents an invaluable insight into what the school can offer. There is an Open Morning and Open Day each year which gives a general introduction to the school, the dates of which are published on our website. We are also happy to welcome prospective parents to meet the Headteacher at other times. Please contact the school office manager, Mrs Abrehart, on 01621 853529 or email office@maldoncourtschool.org

Maldon Court Preparatory School will not discriminate on admissions. It promotes the principle and practice of equal opportunities for all pupils regardless of religion, ethnic and social background and disability. Children are valued for their own intrinsic worth and encouraged to achieve their own individual potential.

The Proprietors ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Nursery 1 and 2 Admissions

Nursery 1 and 2 are the first stepping stones to an education at Maldon Court Preparatory School. It is a private nursery for children aged 1-3 years old. The admission criteria are as follows:

1. Children on the waiting list who have siblings already attending Maldon Court Preparatory School.
2. Children on the waiting list who have no siblings in the school.

N.B. All children will need to successfully complete an induction visit to the school.

Registration

Once the registration forms have been received and registration fee paid, the child's name will be placed on the waiting list. Before their 1st birthday, they will be asked to attend an induction visit with their family. On completion of a successful visit, a place will be offered. To secure this place, an acceptance deposit fee must be paid and the school's Terms and Conditions document will need to be signed, dated and returned.

Pre-Reception Admissions

The criteria for Pre-Reception are as follows:

1. Children who have successfully completed Nursery 1 and 2
2. Children who have successfully completed Nursery 2
3. Children on the waiting list who have not attended Nursery 1 or 2 and have a sibling at the school.
4. Children from the waiting list who successfully complete an induction visit.
5. Children not on the waiting list who successfully complete an interview and induction visit after parents' interview with the Headteacher.

Once the registration forms have been received and registration fee paid, the child's name will be placed on the waiting list.

Parents of children on the waiting list will be contacted during the half term prior to their child's 3rd birthday where they will be invited to attend an assessment day.

If the child is born between:

1st April and 31st August, he/she is eligible to start the Pre-Reception in the September following their third birthday.

1st September and 31st December he/she is eligible to start the Pre-Reception in the January following their third birthday.

1st January and 31st March he/she is eligible to start the Pre-Reception in the April following their third birthday.

The flexibility within the school has the following restrictions in place:

- A minimum of three days for 36 weeks of the year.
- No session can be of less than two and a half hours.
- Maximum of ten and a half hours in any one day in line with school opening times.

Children will be invited to Pre-Reception for a morning induction visit.

Following a successful induction, the child will be offered a place.

On completion of a successful visit (for children new to the school), a place will be offered. To secure this place, an acceptance deposit fee is paid and the school's Terms and Conditions document will need to be signed and dated.

Pupil numbers will be strictly regulated so that the maximum legally permitted will not be exceeded. Twenty is the legal number for Maldon Court Pre-Reception.

Prior to a child's attendance at the Nursery or Pre-Reception, the parents or carers must complete and sign the contract and registration form. This provides the Nursery and Pre-Reception with the following vital information:

- Name, home address and date of birth of each child.
- Starting date and number of sessions per week required.
- Arrangements for payments of fees.
- Name, address and telephone numbers of parents and carers.
- Emergency telephone numbers.
- Special diets
- Arrangements for collection.
- Name, address and telephone number of the child's doctor.
- Illness and inoculation details.
- Details of any allergies.
- Immunisation History
- Welfare Requirements

Preparatory School Admissions: - Reception to Form 6

Our admission criteria for the Preparatory School are as follows: -

- Children who have successfully completed our Pre-Reception and adhered to the school's terms and conditions have first priority in the main Preparatory School.
- Siblings: there is no automatic entry until completion of an assessment day.
- Children from the waiting list who have not attended the Pre-Reception but have completed a successful Assessment Day and interview with the Headteacher.

Assessment Day in class for children new to the school

The Assessment Day will be as follows:

- Day in class with assessments in English and Mathematics.
- Informal Interview with the Headteacher or Deputy Headteacher.
- Feedback to Headteacher re: assessments from Class Teacher, Head of English and Head of Mathematics.
- Interview with Parents.

If the school can meet the child's educational needs then a place may be offered.

The admission of children with special educational needs will be at the discretion of the Headteacher in conference with the Special Educational Needs co-ordinator and will take into consideration the needs of the child and whether the school will be fully able to provide for the child's needs. Any admission, therefore, must include all relevant information, partnership with any outside agencies already involved and full medical disclosure where appropriate.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware. This is subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.

If a pupil is admitted from a maintained school after the school's first year and before the final year, then the local authority will be contacted. The school office manager will contact Essex County Council with this information within 5 days of the child being on roll.

DISCIPLINE AND EXCLUSION

At Maldon Court School we encourage the establishment of good relations between teachers and pupils and support for the school's values through a system of rewards and sanctions which are designed to promote a caring and mutually supportive environment.

The school's **Behaviour Policy** sets out the standards and expectations of behaviour in and around the school. It incorporates the disciplinary procedures to be followed in the event of unacceptable behaviour and possible sanctions and rewards which may be used.

The school's **Anti-Bullying Policy** defines different forms of bullying, identifies possible causes of bullying and ways of raising awareness of bullying. It establishes procedures to be followed and sanctions if bullying takes place.

This Admissions, Discipline and Exclusions Policy will be invoked for persistent or very serious incidents and /or persistent or very serious breaches of behaviour as stated in our Anti-Bullying policies and School Rules.

Aims of the Exclusion Policy

To establish the context when it may be necessary to exclude a pupil, for a fixed term or permanently.

- To establish the procedure by which a pupil may be excluded
- To determine periods of exclusion
- To explain notification of exclusion
- To establish the appeal procedure following exclusion

Examples of Excludable Offences through actions by parents:

- Non payment of school fees
- Withdrawal of support and encouragement to the aims of the school
- Bringing the school's good name into disrepute.
- Treating the school or its staff unreasonably

Examples of Excludable Offences through actions of a pupil

It may be necessary to exclude a pupil if:

- There is a very serious incident or very serious breach of the school's Behaviour and/or Anti-Bullying policies
- The School Rules, school's Behaviour Policy or Anti-Bullying Policies are persistently breached
- Allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or other members of the school.

Exclusion can be fixed term or permanent, depending on the nature of the incident or situation. Fixed-term exclusion would be considered for persistent or serious breaches of school rules, the school's Behaviour policy or Anti-Bullying Policy. Consideration would need to be given to the age of the child and the circumstances but some examples of when it may be appropriate to consider permanent exclusion for a first or 'one off' offence are as follows:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual peer on peer abuse or sexual assault
- Possessing or supplying an illegal drug and/or alcohol
- Serious case of theft
- Carrying an offensive weapon.

The Headteacher will decide whether it is necessary to report an incident to the police or another external agency.

Procedures where a pupil may be excluded

Exclusion is a serious step and wherever possible it is at the end of a disciplinary process where all other measures and sanctions as outlined in school policies have been exhausted. The disciplinary process is most likely to have already involved parents. Occasionally the behaviour of a pupil will be such that exclusion will be a necessary immediate response. However, such action would be exceptional and would generally relate to extreme and very serious behaviour.

Pupils need to be aware that exclusion is a possible extreme sanction. Wherever possible, pupils will have been supported to modify their behaviour, to avoid the need for exclusion.

Only the Headteacher has the power to exclude a pupil from school and may exclude a pupil for one or more fixed-term periods, or permanently.

Wherever possible, exclusion should not be imposed in the heat of the moment. The following procedure should be followed by the Head when considering exclusion:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available considering school policies
- Allow the pupil to give their own version of events
- Consider the context of the incident and whether there may have been provocation
- Consult others if necessary, but not anyone who may later have a role in reviewing the Headteacher's decision
- Be satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done
- Keep a record of events and meetings.

Pastoral Support Programme

STAR forms (Appendix A) will be completed to establish if a PSP needs to be implemented. In order to help individual pupils better manage their behaviour, a Pastoral support programme (PSP) is implemented. The PSP aims to help individual pupils manage their behaviour. The PSP has the following elements:

- It is school based
- It has identified precise and realistic behavioural outcomes.

Pupils who are indicated as needing help from the P.S.P. are.

- Pupils new to the school.
- Pupils who are having behaviour problems in the classroom or playground.
- Pupils who are experiencing friendship issues.
- Pupils experiencing emotional difficulties at home or school.
- Pupils with Special Educational Needs or disabilities to ensure reasonable adjustments are made for their needs

After having followed the above procedures as closely as is possible under the circumstances, the Head may decide that exclusion is appropriate. The pupil's parents must be informed immediately of the Headteacher's decision to exclude. The parent or guardian needs to be informed of:

- The period of exclusion
- The reason for exclusion
- The right to appeal to the Proprietor regarding the exclusion and the process of appeal.

The Head will write to the parents within one school day of the decision to exclude confirming the information above. Reference will also be made to the continuing education of the pupil, including setting and marking work, if the exclusion is for more than one school day. If the fixed-term exclusion is changed into a permanent exclusion, parents must be informed in writing and must again be given the right to appeal to the Proprietors or Board of Visitors.

If a parent refuses to co-operate with exclusion and still sends their child to school or refuses to collect him or her, the school must have due regard for the pupil's safety. It may be that it is not possible to enforce exclusion at this time and a meeting would be arranged with the Proprietor and Board of Visitors.

Period of exclusion

Pupils may be excluded for one or more fixed-term periods, not exceeding 45 school days in any one school year. Exclusion should be for the shortest time necessary and cannot be for any unspecified period.

In circumstances where a pupil is excluded for more than 15 school days, plans will be made as to how the pupil's education will continue during the period of exclusion and how the time might be used to address the pupil's problems. Consideration will need to be given on how to reintegrate the pupil into the school at the end of the fixed term period of exclusion

Notification of exclusion

When the Headteacher has taken the decision to exclude a pupil, for a fixed term or permanently, the Proprietor will be informed of the decision. The Head will report any exclusion to the Proprietor at their regular meetings.

Appeal Procedure following exclusion

Parents have the right to appeal to the Proprietor and Board of Visitors following the exclusion of their child. An appeal can be made on the grounds of:

- The facts of the event leading to exclusion
- The severity of the sanction

Implementation, monitoring and review of the policy

The Head is responsible for implementing and monitoring the Admissions, Discipline and Exclusion Policy which will be reviewed annually or whenever the need arises whichever comes first.

Reviewed January 2024 – Mrs K Abrehart

Specialist Teaching and Preschool Service



STAR Analysis

Day:	Date:	Time:	Location:
Pupil(s) Involved:		Completed by:	

What happened at the time?	What we could do differently to promote positive behaviour in the future?
<u>Setting:</u>	
<u>Trigger:</u>	
<u>Action:</u>	
<u>Result:</u>	