



Policy Title:	ADMISSIONS, MISBEHAVIOUR AND EXCLUSIONS POLICY
Author:	The Head (in consultation with the Registrar, Head of Learning Development)
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Introduction

The provisions in this document apply to all sections of School life including the Early Years Foundation Stage (EYFS) and apply during clubs, extra-curricular activities and school trips.

The following statements summarise the policy and arrangements for Admissions, Misbehaviour and Exclusions.

ADMISSIONS

Duke of Kent School seeks to operate a fair admissions policy in accordance with our Aims and Ethos to provide parents and applicants with clear and full knowledge of how the admissions process operates. Our Head is a member of ISA (Independent Schools Association) and we operate in accordance with the ISA professional code. This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS).

Equal Opportunity Admission Statement:

- 1.1 Duke of Kent School recognises its duties under the Equality Act 2010. We are committed to pursuing equal opportunity for all and aims to ensure that no prospective pupil is disadvantaged in any of these processes as a result of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity.
- 1.2 All admissions are made in due observance of the Equal Opportunity and Diversity Policy and the details given by Registration Form, Acceptance Form and School Terms and Conditions.

Admissions Process:

- 2.0 Registration Forms are valid for the academic year of entry requested. A new Registration Form will be required if the year of entry changes.
- 2.1 Priority will be given to siblings of children already attending Duke of Kent School subject to usual entry criteria. Following this, pupils will be offered places in order of application subject to the admissions process, which can be found on the School's website.

Sibling means a natural brother or sister, a half brother or sister, a legally adopted brother or sister or half-brother or sister, a stepbrother or sister or other child.

- 2.2 Applicants for admission to Nursery are enrolled on a non-selective basis; from Reception to Year

2, applicants visit for a 'Visit Day' during the course of which they will have age appropriate numeracy and literacy assessments and a conversation with the Head or Deputy Head of Pre-prep. A reference and/or latest school report may be sought from their current school or parents for Year 1 and 2 applications.

- 2.3 Prep and Senior School applicants enter an academically selective admissions process. Applicants for admission from Year 3 upwards usually take part in classroom lessons, and take CAT4 tests. A reference and/or latest school report is sought from their current school or parents and occasionally previous schools. Applicants are interviewed by the Head and/or Head of Section during the course of a 'Visit Day'. A free writing test and additional English and Maths tests may be administered if appropriate.
- 2.4 In the case of pupils seeking admission at Year 9, CAT4 tests will be taken in place of Common Entrance, in addition to the standard interview and current school reference and/or latest school report.
- 2.5 When a year group is full, a Waiting List will operate by date of receipt of the Registration Form and Registration fee. Parents of pupils on the Waiting List will be informed as soon as a place becomes available. Siblings will receive priority as indicated above.
- 2.6 In the admissions process, equal weight is placed on the interview, any classroom observations and the test results. Potential, not just current performance is examined in assessing the applicant's performance at interview, in the tests and in the previous School's reference/school report.
- 2.7 Parents will be notified of the admissions outcome as quickly as possible in writing, by the Registrar.

Pre-conditions for Selection:

3.1 All pupils must meet the pre-conditions for selection set out below:

General:

- The School is able to provide adequately for any learning disabilities and difficulties the candidate may have (see 4.1 Reasonable Adjustments below). The make up of each year group's needs will also be taken into consideration. It is therefore possible that a pupil with specific needs might be accepted into one year group but not into another.
- The School, having made reasonable adjustments, is able to cope with any disability the candidate may have (see 4.1 below)
- The present School reports satisfactory attitude and conduct
- Satisfactory attitude and conduct are in evidence during any visits to the School

Academic:

- Satisfactory performance in admissions tests
- Satisfactory performance in interview
- Admissions of Pupils with Special Educational Needs and Disabilities (SEND): Reasonable Adjustments

Reasonable Adjustments:

4.1 Duke of Kent School will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which the School can cater, with reasonable adjustments. The School welcomes pupils with disabilities and/or Special Educational Needs, provided that our Learning Development team can offer the appropriate level of support and our site (notwithstanding any reasonable adjustments that could be made) is accessible. We do not have the facilities or resources to offer highly specialised and intensive treatment.

A pupil or applicant is disabled if he or she suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases,

disabilities will have lasted or be likely to last for 12 months or more.

4.2 We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

- to our policies, criteria and practices (i.e. the way we do things); and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include: pieces of equipment; extra staff assistance; note-taking; induction loops; audio-visual fire alarms; readers; and assistance with guiding.

4.3 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

4.4 If your child is disabled and you believe your child is being put at a substantial disadvantage compared with pupils without disabilities and that there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (SENCO) via the School Office, setting out in full the adjustment required and (if necessary) how the school could put this into practice. This notification must be made at least five working days before attending an interview or Admissions Examination in order to ensure that the needs can be assessed and appropriate provision can be made for those needs throughout the admissions process (including at interview, any attendance at the School and during the Admissions Examination as appropriate).

4.5 Parents should also provide the SENCO with copies of any reports by external professionals (e.g. Educational Psychologist report) in order to ensure that appropriate reasonable adjustments are made, at least one week prior to the admissions process.

4.6 The School will consult with parents and their medical advisers or external agencies to determine what necessary adjustments can reasonably be made for the applicant, in line with the School's Three Year Plan for Compliance with Schedule 10 of the Equality Act 2010, subject to the usual routines and budgetary constraints where applicable, both during the Admissions Process and later as a pupil.

4.7 In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs £100 or less and satisfies the non cost-related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

4.8 When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage experienced;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a Statement/EHCP from the Local Authority;
- the school's resources;
- health and safety requirements

- the interests of other pupils (and potential pupils).

4.9 You (or your child if the school believes your child has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school or only shared with relevant staff unless there are any safety or safeguarding concerns in which case we would not share until we have discussed with you. We will take any such request into account when considering whether an adjustment is reasonable.

4.10 Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons. If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure, available on the School website. Please note that the Complaints Procedure is only available to parents of pupils, meaning current registered pupils.

Scholarships and Bursaries

5.1 Scholarships are available to pupils based on outstanding academic performance or progress, sporting or cultural achievement. These may be 'All-rounder' awards or named e.g. Academic, Sport, Art, Computer Science, Performing Arts and Music. They are awarded at the discretion of the Head both to pupils on admission and those already in the School community. Scholarship letters are sent indicating the length of tenure and the awards are maintained subject to good effort and attitude, satisfactory progress and support of pupils and parents for the good name of the School. These are subject to annual review.

5.2 A bursary is an amount by which school fees may be reduced. Bursaries are granted to deal with cases of financial hardship and are primarily intended to ensure continuity of education for a pupil currently attending the School. Such an award may be for as short a period as one term or it might extend for several years depending on proven need. Bursary awards can range from 10% upwards of the day fees. All bursaries are subject to annual review and the School reserves the right to withdraw bursary awards if termly fees are not paid in full on a termly basis.

Bursaries require full disclosure and verification, for example, of P60, bank and/or building society information and mortgage statements. All information is treated in strictest confidence by the Finance Manager and are put before the School's Finance Committee. Careful judgement is exercised in each case and the Committee's decision is final.

MISBEHAVIOUR

Duke of Kent School seeks to maintain and develop the harmonious, tolerant and constructive nature of its community and places a high priority on excellent behaviour. Developing excellent behaviour not only underpins the achievement of academic and personal potential but prepares pupils to play a positive role in their adult lives. Duke of Kent School aims to operate effective strategies for managing behaviour and encouraging pupils to act responsibly.

This policy sets out how sanctions will be applied in the event of pupil misbehaviour and should be read in conjunction with the Behaviour Policy which outlines the rewards process as well as the anti-bullying policy.

Sanctions

6.1 For Unsatisfactory work
Extra work may be set to be done in break times in the first instance. In the event of a repeat offence, please refer to the Section Head. If a teacher wishes to send work to be redone at home over the weekend, the pupil's Form Teacher and Head of Prep/Senior School should be informed.

6.2 Report Card
In certain cases, children whose work, effort & achievement grades or behaviour are consistently falling below expectations may be put on a Report Card. This will be instigated by the Form Teacher or Head of Section, where appropriate.

6.3 Debits and Detentions

These are given for minor offences such as lateness, forgetfulness and minor disobedience. It is usual to award the debit after warnings have been ignored rather than on the first offence. Debits are awarded via ISAMS.

For Prep pupils, two debits in one week lead to a 'Debit Detention' which involves missing an afternoon break-time. The Head of Prep informs the Form Teachers which members of their form need to report to the detention which is held from 12.30pm to 1.00pm. Repeat appearances in Debit Detention are followed up by the Head of Prep and Pre-prep.

In Senior School two debits in a week also incur a detention; parents are informed when this occurs. Seniors attend Detention during Friday lunchtime. The Head of Senior School monitors senior debits. Four detentions in a single term, result in a Friday evening Detention. Detention is run on Friday 5.45 – 7pm, by arrangement with parents, by a member of the Senior Leadership Team.

Debits are reviewed weekly by the Senior Leadership Team and annually by the Governing Board Education Committee.

6.4 Stripes

These are given for more serious breaches of discipline (e.g. fighting, rudeness or lying to Staff, breaking of the School Rules.) The pupil should be informed of the stripe which is then written up on ISAMS. The giving of a stripe is followed up by Form Teachers and Heads of Prep and Senior School. Parents must be informed.

A stripe will usually be given by the Head of Section or a member of the Senior Leadership Team. If a teacher is in doubt about which punishment is most appropriate on a given occasion, the Head of Prep or Senior School or the Deputy Head should be consulted. A detention may also be given at the discretion of the Head of Section.

6.5 Confiscation

When a teacher takes away a piece of property belonging to a pupil because it is being used dangerously or inappropriately (eg ball in classroom):

- * a reason will be given for the confiscation and a date when the item may be collected from (e.g. next day, end of week)
- * the object must be labelled and kept somewhere safe. A box for this purpose is located in the Staff Room. Valuable items should be handed to the Deputy Head for safe-keeping.
- * if appropriate the item may be returned to the pupil's parents.

6.6 Pupil removal

If a pupil's behaviour deteriorates to such an extent that a teacher feels it necessary to have the pupil removed from the room, the pupil should either be sent to the Head of Prep/Senior School or to the Deputy Head who may keep the child away from their class for the rest of the Period, or another child should be sent with a note to the School Office to ask for Senior Leadership assistance.

6.7 Free time isolation

If a pupil's behaviour is deemed to be of risk to other pupils during break time or lunch time due to a transgression, they may be placed on free time isolation. They will then sit with a member of the senior leadership team during non-lesson time. Their parents will be informed and it will be added to their record.

Serious Misconduct Arrangements

7.1 In the event of serious and/or repeated transgressions of rules, the School may from time to time suspend or exclude a pupil, either temporarily or permanently. Serious misconduct will require investigation and interview. The Head of Section should consult with the Deputy Head who will decide who should conduct the meeting.

The pupil should be brought to an office with, where possible, two members of staff present, one of whom will conduct the interview; the other will make notes. Where appropriate, the pupil will be asked to give a written account of the incident. While waiting to be interviewed the pupil may be segregated but must be made as comfortable as possible, accompanied or regularly visited by a member of staff, given access to a lavatory and appropriate food and drink.

Where investigation suggests that suspension or exclusion may be an appropriate response, a Disciplinary Meeting will take place. This will be convened by the Deputy Head (or another member of the Senior Leadership Team instructed by the Head). Should the Deputy believe that the incident may lead to a suspension, or a possible permanent exclusion, parents will, where possible, be alerted at this stage.

7.2 Disciplinary Meeting Procedure

a. Documentation: The Deputy Head or Head of Section will ensure that the Head has the following documents available at the Disciplinary Meeting:

- A statement of the points of complaint against the pupil
- Written statements and notes of evidence related to the complaint and any relevant correspondence
- Notes from the initial investigation meeting
- The pupil's school file
- The relevant policies and procedures

b. Attendance: The pupil and the pupil's parents if deemed necessary may be asked to attend the Disciplinary Meeting with the Head at which the Deputy Head and Head of Section will explain the circumstances of the complaint and the investigation. The pupil will be given the option of having the Form Teacher present. The pupil and parents, if present, will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed and their statements will be disclosed but in most cases the anonymity of pupils will be preserved where possible.

c. Disciplinary Meeting proceedings:

- The complaints: the Head will consider the complaints and evidence, including any statements made on behalf of or by the pupil. Unless the Head considers further investigation is required, she will decide whether the complaint has been sufficiently proved.
- The sanction: If the complaint has been proved the Head will outline the range of disciplinary sanctions possible. The pupil and parents, if present, will have an opportunity to make a further statement. The pupil's disciplinary record will be taken into account. The Head will present a decision with reasons, usually within 24 hours.
- Leaving status: If the Head decides a pupil must leave the School, she will usually consult with a parent before deciding on the pupil's leaving status. If the Head believes that the pupil should leave the School, she will consult with the Chair of Governors.
- Delayed effect: The decision to expel a pupil will take effect 72 hours after the decision was first communicated to a parent. Until then, the pupil shall remain suspended. If within 72 hours the parents have made a written application for a Review by the Governors, the pupil will remain suspended until the Review has taken place.
- Suspension pending investigation: If, following the Disciplinary Meeting, further information or investigation is required by the Head, a pupil may be suspended pending investigation, usually for no more than 5 days.

Suspension

Depending on the seriousness of the infringement, pupils may be placed in internal suspension (school based) or be suspended (time away from school) for up to 3 days. The following offences are likely to be met with suspension (note: this list is not exhaustive but should be taken as a guide):

Consuming alcohol or other intoxicants; drunkenness; violent behaviour; bullying; racism; sexism; bringing the School into disrepute; failure to attend Senior Detention; tampering with fire-fighting or safety equipment; vandalism or improper use of School facilities and resources; misuse of the internet or other

media devices; breaches of the Acceptable Use policies; disruption of lessons or other School events; bringing into School offensive weapons or pornography; recurring offences; rudeness to staff; persistent 'low level' infractions, publishing offensive or damaging information on the internet about the school, staff or pupils; sexual harassment; theft; smoking or vaping; buying or selling without permission; truancy; unsafe behaviour.

A reintegration plan will be put into place upon return of the pupil to School and will be implemented and monitored by the Heads of Section.

EXCLUSIONS

8.1 The following offences are likely to result in a recommendation to exclude (note: this list is not exhaustive but should be taken as a guide): Repetition of the above suspension offences; using or supplying drugs or other intoxicants; theft; serious unprovoked physical assault, extreme hostility to or intimidation of a pupil or member of staff; repeated suspension; arson; behaviour which threatens the safety or well-being of others; consistent breach of a behavioural or attendance contract.

8.2 If the Head believes it to be in the best interests of the School and/or the pupil, she may ask parents to 'withdraw' a pupil from the School.

8.3 Wherever possible, the School will assist the pupil's family in finding another school.

8.4 An appeal procedure is available to parents following a decision to expel.

8.5 The Governors may exclude a pupil from school if fees remain unpaid after due warning being sent to parents. If a child has been excluded from School, depending on the particular situation, he or she may be allowed to return to sit an external examination for which he or she has already been entered.

8.6 There will be no refund of the acceptance deposit or of fees for the current or past terms. There will be no charge to fees in lieu of notice but, save for any contrary provisions in any other agreement made between the Parents and the School, all arrears of Fees and any other sums due to the School will be payable.

8.7 It is envisaged that this situation will arise extremely rarely. The Head will act fairly and in accordance with the procedures of natural justice.

Appeal

9.1 Should a pupil's parents wish to appeal against the decision they should lodge a written statement within 72 hours with the Clerk to the Governors, who will forward it to the Chair of Governors. During the appeal process the pupil will remain suspended.

9.2 The Chair of Governors will convene a committee consisting of 2 Governors and someone independent of the School, chaired by a Governor who has not been involved in the complaint.

9.3 This committee will usually review the case within 10 working days of the receipt of the appeal letter.

9.4 The Governors' Committee will review all written evidence and may interview the Head, Deputy Head, Head of Section, relevant staff, the pupil and parents.

9.5 A written decision will usually be sent to parents within 48 hours of the hearing.

Malicious Allegations

Duke of Kent School places the highest priority on safeguarding and promoting the welfare of its pupils.

In the event that an allegation of abuse against a member of staff brought by a pupil is found to be malicious after investigation, sanctions, which may include temporary or permanent exclusion, will be applied by the Head in consultation with the Chair of Governors.