

## Amesbury Admissions Policy



Signature  
Jonathan Whybrow  
Head

Date: 7 October 2021



Signature  
Tarquin Henderson  
Chairman  
Board of Governors

Date: 7 October 2021

## ADMISSIONS POLICY

### 1. Policy Context

This admissions policy covers admissions to all parts of the school from EYFS to Year 8. No child will be prevented from attending the school on the grounds of gender, race or religion.

The policy is designed to support one of our primary objectives, namely to enable siblings with different abilities, aptitudes and interests, to study at the school and to feel equally valued.

As such entrance is broadly speaking non-selective, in so far as we do not have a competitive entry test. However, we do offer places taking into consideration the broad range of entrance demands of the 25+ senior schools for which we regularly prepare pupils at 11+ and 13+.

If at any stage in a child's time at Amesbury it becomes apparent that they are unable to access the academic curriculum, in spite of appropriate additional support being in place, the Head will advise parents on the best way forward. The primary concern at all times being to work in the best interests of the child.

The Head of Marketing & Admissions, can advise on all aspects of Admissions and the Future Schools Co-ordinator on Scholarships.

### 2. Main Points of Entry

The main points of entry are:

- The EYFS stages: Pre-Nursery (2+), Nursery (3+) and Reception (4+)
- The first year of the Preparatory school (Year 3 / aged 7+)
- Year 7 (11+)
- Places are offered in other year groups on the basis of availability.

### 3. The Offer of a Place

Children are only considered for a place at Amesbury once completed **Registration Forms** are received by the Head of Marketing & Admissions.

Since our raison d'être is to educate boys and girls, particularly siblings, from 2+ - 13+, we take into account a number of factors when offering places to pupils including age / gender / aptitudes and abilities / senior school preferences. We do take into account the particular make up of each year group. It is possible then for the list in a specific year group to be closed for boys but not for girls, and vice versa, or for us to be able to offer Learning Support in one year group but not another.

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Occasional places outside of the Main List are set aside for scholars, returning Amesbury families and children of Old Amesburians. Where a conflict arises between the Main List and occasional places, due to demand for places, the Head determines which children will be offered places, taking into account the criteria listed above.

## 4. Application Procedure

- a) Some parents register their children for the Main List before visiting, whilst others prefer to meet the Head first and tour the school. In either case please address all mail to, or contact directly, the Head of Marketing & Admissions.
- b) In Pre-Nursery and Nursery, there are no formal assessments and children automatically proceed from Nursery to Reception.
- c) We will sometimes offer places to the younger sibling of an older child that has left the Early Years department for another school. However, this is entirely dependent upon the overall availability of places and sessions. We give priority (in terms of places and sessions) to parents who have made a firm commitment to their children continuing their long term full time education at Amesbury.
- d) There is no entrance test for a child entering the preparatory school from our own pre-preparatory department. Once a child is in the school it is assumed that they will stay until entry for senior school at 11+ or 13+.
- e) A child entering Reception – Year 8 from another school is assessed by teachers during a visit (morning/full day). There is no formal assessment, instead teachers are asked to ‘base line’ your child’s performance (academic, socially, emotional and physically) on the day against that of their future classmates. The invitation to visit does not mean that a place will necessarily be offered.
- f) Entry into the preparatory school at Year 3 is generally oversubscribed. We aim to have a confirmed list by half term of the Michaelmas Term prior to entry i.e. by October 2021 for entry into Year 3 in September 2022. However, an occasional place may become available during the Lent and Trinity Terms of the year prior to entry if parents of a child in our own Year 2 give notice.
- g) The Head of Marketing & Admissions will try to be sensitive to parental preferences, however if the offer of a visit is declined within the time frame outlined above in (e) and (f) or parents delay their child visiting, then another child on the list will be invited to visit. This does mean that parents run the risk of missing out on a place that might otherwise have been offered.
- h) The school deems the place accepted and confirmed on receipt of the completed School Contract (and refundable confirmation of entry deposit). The child’s name is then placed on a class list.
- i) The early offer of a confirmed place is designed to give certainty to parents for whom Amesbury is the first choice school. It is for that reason that the Head of Marketing & Admissions will ask parent to explicitly confirm that if their child is

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offered a confirmed place and it is accepted, then he / she will not sit any entrance examination / assessment for another school once the offer has been accepted.

- j) If for some reason parents are unable to take up the place they must inform the Head of Marketing & Admissions by January 1<sup>st</sup> of the year of entry otherwise they will be liable for a terms fees in lieu of notice.

## **MISBEHAVIOUR, EXCLUSION AND EXPULSION**

### **a) General**

We strive to create a positive caring learning environment which encourages children to develop a sense of responsibility towards themselves and others.

We know that low esteem affects behaviour, learning and relationships and that children thrive on praise, recognition and respect. However, this does not mean that negative behaviour can be ignored. Limits are set which are there to protect the safety and the rights of all. The youngsters in our charge are encouraged to, and ultimately actually have to, respect these limits.

When reprimanding children for misbehaving we try to ensure the following; appropriateness of reprimand, immediacy, relevance, reflection, a sense of redemption and hopefulness for a more positive future, strong home school communication.

### **b) The Roles of the Head of EYFS & Deputy Head**

These roles are pivotal. The Head of EYFS is kept informed of any concerns within the Department, whilst the Deputy Head maintains a watching brief. In Years 1-8 the Deputy Head has a direct responsibility for the pastoral care and wellbeing of the children and is informed of any concerns. Both roles are intended to provide support and guidance to staff, to maintain discipline, ensure that decisions are made wisely and without prejudice.

### **c) The Role of the Head**

The Head is responsible for ensuring the Behaviour and Sanctions Policy is consistently and fairly implemented throughout the school and reports to Governors on the effectiveness of the policy.

The Head is the only member of staff to have the authority to exclude or expel a child. No other member of Common Room has the right to do so or to threaten to do so.

A child may be excluded for a variety of reasons. Typically, their general behaviour may be poor, and in spite of the normal disciplinary procedures being invoked there is little or no change. Exclusion may also be a response to a single serious act. It is a last resort prior to expulsion.

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Exclusion may go hand in hand with a requirement from the school that a child receives expert guidance outside of school, otherwise his/her place will be forfeited.

There is no set limit to the number of exclusions and/or the length of time a child is excluded (this may extend from a single day to a more prolonged period). However, it is unlikely that a child would be excluded more than twice before parents were instructed to remove the child from school.

A child may be expelled (required to leave the school permanently) due to their general behaviour being poor and, in spite of normal disciplinary procedures being invoked, showing little or no sign of improvement, or for a single particularly serious act.

The Head may only expel a child, after consultation with the Chairman of Governors and/or Governor Responsible for Child Protection / Safeguarding.

## **d) The Role of Parents**

The primary place where learning and discipline occur is in the home. School looks to support this but it is unrealistic to expect that every family's discipline framework will be identical to that of school. Therefore, the relationship between teachers and parents, especially tutors / senior leadership team and parents, is crucial, as a medium through which to explore perspectives and work out mutually what is best for each individual child.

We expect that parents will support their child's learning and co-operate with the school. If the school has to use reasonable sanctions, parents must support the actions of the school. If parents have any concern about the manner in which their child has been treated, they should initially contact the Form Teacher/tutor who may seek advice from the Deputy Head. If the concern remains, they should speak to the Head.

Parents have an automatic right of appeal to the expulsion via the governing body. (See Complaints Policy 33a)