

**GREENFIELDS EDUCATIONAL TRUST**  
**ADMISSIONS AND REGISTRATION POLICY**  
**(Reviewed September 2015)**

This policy is a summation of many earlier policies that were written on the subject of Admissions during the development of the school, based on experience, circumstances and in some cases, what is required legally and therefore subject to inspection.

These Policies include (in date order):

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|--------------------------------------------------------------------------------------|---------------|
| 1 Policy: Acceptance into School                                                     | October 2003  |
| 2 Policy: Gifted and Talented<br>(G & T students are classified under Special Needs) | March 2005    |
| 3 Policy: Placement of Students in Classes                                           | March 2005    |
| 4 Policy: Registration of New Students                                               | April 2009    |
| 5 Policy: Special Needs and Disability Policy                                        | January 2010  |
| 6 Greenfields Admissions Policy (revised by Deputy Head for Expansion)               | November 2010 |
| 7 Policy: Accessibility                                                              | March 2013    |
| 8 Policy: Registration and Admission for Nurseries in E Sussex                       | December 2014 |
| 9 Briefing: Issues Arising in Registration written by Deputy Head                    | May 2015      |
| 10 Guidelines: re Admissions written by the Head                                     | July 2015     |

### **Initial Steps in the Admission Process**

The Admissions Secretary makes up a purple folder for the applicant and staples the admissions checklist to the inside front cover. Parents complete and sign the Registration and General Regulations and Conditions of Admission form. A registration fee is collected.

Both parents sign the forms and care is taken to absolutely ensure that parents understand their obligations, particularly that a term's notice is required if a child is to leave otherwise fees are due, and secondly that the Head may ask a child to leave without remission of fees.

The two forms and all relevant information about the student is put in the purple file and this must include at least school reports, any relevant email traffic, educational psychologist's reports, SATS results if available, any previous testing, Statements, examples of work if the child has been home schooled, and any special needs, e.g. the child is training as an Olympic swimmer before school every morning.

Get everything translated if it is not in English, especially Educational Psychology reports. (All kinds of data can be hidden in them). If School

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reports are missing, phone the last school and insist you have them. By law in the UK they are obliged to pass them on to the student's next school.

The Executive Head reviews the information in the folder and decides whether to move on to the next step of the admissions process or not. If the Executive Head agrees to continue the procedure, this does not mean the child has been accepted but has merely passed the first step. The Executive Head signs the checklist.

The student does assessments in Qual. The latest Cambridge assessments and a Reading Age test are reliable indicators of the level of ability of a potential student. All results are added to the folder.

The Head of School interviews the parents and the child to get even more data and answer questions. The Head of School needs to know as much as possible about the child, and family, and would ask questions about past schooling, purpose for coming to Greenfields, problems with school work, ethics, friends and anything else that needs to be asked or has come up from the registration form.

Potential boarders and family are also interviewed by the Head of Boarding.

Foreign students: If legally qualified and accepted by the Home office as eligible for a CAS, a foreign student is provisionally accepted by the school. If the student does not speak English, he enters the EFL class for intensive English tuition. The usual testing cannot be done and judgement is dependent on all communication between the school and the foreign parents prior to the student's arrival in the UK.

### **Acceptance or not.**

Greenfields is a non-denominational school that accepts children of any religious leaning or no religious leaning and of any race, colour or creed: it exercises a policy of equal opportunities and inclusion.

However, in considering whether to offer a place to a student or not, there are certain criteria by which to make a judgement - principally on whether the school has the resources and wherewithal to adequately service a particular student or whether acceptance would be detrimental to numbers of other students in the school.

Other criteria are:

- a) The school cannot accept a child who has been on psychiatric medication or street drugs because it is impossible to educate someone over such drugs.
- b) Students who apply for a place but have previously been expelled or suspended from a school.

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c) Severely disabled students needing very specialist assistance which Greenfields is not set up to do. Although obliged by law since 2003 to include children with disabilities, in the Disability Discrimination Act 2005 it states that provision can be given only “so long as that (it) is compatible with the efficient education of other children”. Acceptance is therefore at the Head’s discretion.

d) Students with criminal records or involvement in illegal activities.

e) Greenfields does not accept smokers and this is stated on the Registration Form. Students who smoke are asked to stop and acceptance can only be granted on this condition.

f) Sometimes, but rarely, a student will have a medical condition that requires extra care or medication. Details must be given in confidence to the Student Consultant or the school Medical Officer and acceptance would depend on whether the condition can be adequately controlled by the student/Boarding/parents.

## Programmes

The child’s school programme is the child’s academic “journey” through the school and the anticipated outcomes. Every child accepted into the school will be on a programme of some kind.

Acceptance depends on the criteria already stated and a programme agreed. If the child is entering the right class for his age, the normal school programme through the school from age 2 to 18 is the one the child will follow.

If the child is entering an EFL class and intending to continue with an English education, the parents need the programme to be explained to them so that they understand that learning English before entering mainstream school can, though it might not, add an extra year to a child’s education. The programme must be discussed, decided and agreed with all parties involved and signed by the parents.

If a child requires some kind of preparation programme, such as a reading programme, this may be done externally before admission to the school, but if proposed, all conditions of acceptance must be put in writing and signed by the parents. Alternatively, the programme may be offered as part of the runway into class and delivered in the school.

If a child is considered to be remedial but accepted into the school, a full explanation of the child’s needs and expected progress is mapped out with expected outcomes, and again, signed by the parents. The programme written for the child would be an IEP, (Individual Educational Programme) written in Qual and the child’s progress would be subject to additional testing and review. The Qualifications Department would be responsible for monitoring the progress of the child and the programme. Parents would be kept fully informed of the progress of their sibling and will be expected to work

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closely with the school and contribute to the programme in a positive way. Experience has shown this to be the case.

## **Placement**

Placement in class depends on all of the information that is before the Head in the purple folder. The majority of students will enter their correct year group. Possible or suspected G & T students enter their peer group and the procedure for G & T identification is implemented if they are seen to be genuinely G & T per the definition given in Greenfields policy.

EFL students enter either the senior or lower school EFL classes.

Students with IEP's may or may not be placed in a lower class than their peers so that they work at a level compatible with their ability, but only if agreed with all parties concerned as part of their programme.

## **Acceptance**

When the Head of School has all the information needed in the file, he reviews it and decides if a place can be offered the child.

The final decision on whether to accept a child or not, rests with the Executive Head. The decision will be based on all the information gathered in the purple folder, including interviews and copies of any programmes signed by the parents.

Following acceptance, the routing form is followed in sequence and the child/family are seen by the Dir of Income for the payment of fees, the Student Consultant for any medical needs or special diets, and the DTS for uniform and locker.

The admissions folder is forwarded to the class tutor before the child arrives, who reads it and then welcomes the child to his class. From the registration form, the teacher enters the needed details in the class register. The DTS creates a student file with the material from the purple folder and fills in the front form entitled Student Details.

The Admission Secretary then enters the child's details in the School Register. This is a legal document and must be kept up-to-date.

**Important Note:** this policy applies to the Lower and Upper schools. No child must ever bypass the lines and arrive in class without having been interviewed by the Executive Head, Heads of Schools, and Boarding if they are going to be in boarding.

EYFS has its own registration policy in alignment with the legal requirements for Free Entitlement as laid down by the Local Authority.

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This policy will be reviewed annually unless there is a need for amendment earlier.

Trust Management for Academics and Standards  
July 2015. Reviewed September 2015

**GREENFIELDS EDUCATIONAL TRUST**  
**GREENFIELDS SCHOOL POLICY: BEHAVIOUR/**  
**MISBEHAVIOUR & EXCLUSIONS**  
**(Reviewed September 2015)**

There are a number of policies and systems in place that promote good behaviour throughout the school starting with the children of 2 years old in the Montessori/EYFS pre-school up to the older students in the sixth form. The school's philosophy is one of education as opposed to punishment and the engagement of a child's willingness to adopt behaviour that is social and beneficial in terms of his personal self-esteem and that of the group as a whole.

The EYFS/Montessori pre-school follows the disciplinary procedures contained in Dr Maria Montessori's educational philosophy and her fundamental belief in the uniqueness of the child.

She said, "Discipline has as much to do with the adult who has charge of the child as it has to do with the child himself. We believe that children learn by observation and mimicry of what they observe. Discipline must be self discipline if it is to be effective".

Behavioural policy embracing Dr Maria Montessori's guidance has been specially written for the pre-school and is followed as a code of conduct and means of correction or calming when needed in the classroom.

The Lower School has its own simpler version of the school rules and the children are aware of them. The Junior School House system supports and promotes good behaviour with healthy competitiveness and rewards for deserving winners.

Education in an ethical code is taught consistently in projects, assemblies, drama and lessons using The Way to Happiness, a common sense moral code written for children and based on the same work by Mr L Ron Hubbard, humanitarian and educator.

Behaviour that is unacceptable in the Lower School is corrected in the classroom but the child will be sent to the Head of Lower School, and possibly the Student Consultant in the senior school, if to no avail.

In the Senior School the Rules and Ethics System is clearly written in a booklet and on entering the school, each new student is briefed on the contents of the book before arriving in class so that the school's code of conduct is known from the start.

The Rules and Ethics system is precise in its explanation of the levels of discipline, what is expected of every student and the sanctions that will be

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applied for instances of misbehaviour. As an example, level 1 violation of the rules is corrected instantly by the teacher or staff member at the time. Level 2, which includes bullying, malicious accusations against staff or destroying school property, will be handled in interview and with correction by the Student Consultant. Level 3 violations such as breaking the law, will result in expulsion.

A Log of sanctions implemented is kept by the Student Consultant

The Way to Happiness is integral to the ethos and pastoral care of the whole school for a number of reasons, one of which is that it is a non-religious code yet its precepts teach respect for religious beliefs, essential in a school containing a student body of many children from different races and creeds. Further, all twenty one precepts consult a child's own sense of what is correct behaviour and can strengthen tentative holds on personal concepts of right and wrong.

In the Juniors and Seniors, correction is frequently achieved through understanding the precepts of the Way to Happiness. Other subjects that promote good behaviour are presented in PSHEE sessions, assemblies and tutor times.

To further promote good behaviour, there is a House System in the Seniors that rewards academic and sporting success, and social contributions as simple as assisting staff in tasks, setting a good example or simply a display of good manners.

The Boarding House also has its own commendation system. It is aligned and based on demonstrations of trust and responsibility and is operative whilst a student resides in the Boarding House for however many years that may be.

This Behaviour Policy is designed to promote good behaviour, self-discipline and mutual respect by providing a whole school consistent approach to behaviour management. It is strongly anti-bullying and safeguards those pupils with special educational needs (SEN). See also the Anti-Bullying Policy.

Teachers have a statutory duty to discipline behaviour that is unacceptable, in the classroom, on outings and elsewhere when they have children under their care. This includes Teaching Assistants. Teachers may also give detentions both in and out of school time, as long as the latter does not place a pupil at risk, and confiscation of property and search for prohibited items without consent is permitted. Force however, nor corporal punishment, must never be used.

In Greenfields, the School Rules and Ethics System provides a tried and tested policy for instances of misbehaviour of varying degrees that all

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teachers can follow and apply when needed, but equally it is balanced by a system of personal correction and reward for good behaviour.

References: Rules and Ethics system  
The Way to Happiness  
House Systems  
Manners Course

Originally written 31 December 2009. Regularly reviewed and recently updated Sept 2015 by Trust Management