

Gordon's School

Suitability for Boarding Policy

The core principle that guides everything we do is **Putting Students First**.

Compliance

This policy complies with;

- School Admissions Code 2014
- Equality Act 2010
- SEND Code of Practice 2015
- Children and Families Act 2014

Introduction

It is a requirement of all state boarding schools that a child is confirmed as suitable to board before the application of oversubscription criteria published in the School's Admission Policy for both main school and sixth form. Any child deemed unsuitable to board will not be assessed against the oversubscription criteria.

Suitability for Boarding

The Suitability for Boarding assessment forms one of three separate and distinct parts to the residential boarding admissions process, which are;

1. Eligibility for a residential boarding place
2. Suitability for a residential boarding place
3. Main school admission process

Two questions are considered when determining suitability for boarding;

- a. Does the child present a serious health and safety hazard to other boarders, and
- b. Will the child be able to cope with and benefit from a boarding environment.

Procedures

In order to reach a decision on suitability for boarding, the School will apply the following arrangements:

- a. An interview, which includes the opportunity for each child to be present without their parent/carer
- b. Information from the candidate's present school and/or previous school where the candidate is not currently at school or has recently changed school
- c. Consideration of any other information that the parent/carer of the candidate may wish to provide to support the candidate's application or which may be provided at the request of the parent/carer by another person
- d. Information provided by a LA (or equivalent authority outside England and Wales) where relevant

In determining whether or not a candidate is suitable to board, Gordon's School has regard to the following questions:

- a. Does the candidate wish to board?
- b. Does the candidate have experience of staying away from their parents/carers whether or not s/he is currently a boarder?
- c. Does the candidate show evidence of self-reliance and independence?
- d. Does the candidate show evidence of understanding and relishing the challenges of a communal life?
- e. Does the candidate show understanding of the responsibilities of being a member of a boarding community?
- f. Is there any medical or psychological reason why boarding would not be appropriate, or any need that could not be met by reasonable adjustment to the boarding accommodation, routine and practice?

Decision on Suitability for Boarding

The decision is determined by the following two considerations;

- a. Does the child present a serious health and safety hazard to other boarders, and
- b. Will the child be able to cope with and benefit from a boarding environment.

In relation to a. the School may find the child unsuitable for boarding if there have been major behavioural difficulties (particularly involving refusal to follow rules around safety, physical violence or aggression, bullying, sexual misconduct, arson or vandalism), or if the child has been excluded from schools two or more times.

In relation to b. the School will make its own assessment as to whether the child would cope with the specific boarding environment it provides.

The School may refuse a place on unsuitability grounds even when the number of boarding places offered is below the admissions number.

The School will not rank applicants on the basis of suitability for boarding.

An Admissions Panel made up of at least two members of the School's Leadership Team and the Registrar for either main school or sixth form will determine whether or not a child is suitable for boarding.

A final decision on suitability for boarding based on the Admissions Panel's recommendation will be made by the Head Teacher.

Parents have the right of appeal in the case of a refusal and should refer to the Appeals Code.

Re-assessment

The School reserves the right to re-assess suitability for boarding at any time during the child's time at the school.

The same two criteria will be assessed;

- a. Does the child present a serious health and safety hazard to other boarders, and
- b. Will the child be able to cope with and benefit from a boarding environment.

If a child is determined to be unsuitable for boarding after a re-assessment, the boarding place will be taken away and the child may continue to attend the school as a Day Boarder only. Such a decision is the same as an exclusion from the activity of residential boarding (see below).

Fixed-period and Permanent Exclusions from Boarding (see Discipline, Rewards & Sanctions Policy)

The School reserves the right to remove a student from boarding where it is necessary to safeguard the interests of other boarders.

The School reserves the right to remove a student from boarding in response to a serious or a persistent breach of the School's Discipline, Sanctions and Rewards Policy.

If a student is excluded permanently or for a fixed-period from the activity of residential boarding, this does not constitute an exclusion from the School.

Permanent Exclusion from Boarding

A student may be excluded permanently from boarding following a re-assessment (see above) if deemed unsuitable to board. In such cases, the decision will be taken:

- a. Where the School finds the child unsuitable for boarding if there have been major behavioural difficulties (particularly involving refusal to follow rules around safety, physical violence or aggression, bullying, sexual misconduct, arson or vandalism), or if the child has been excluded from schools two or more times.
- b. Where the School will make its own assessment as to whether the child is coping with the specific boarding environment it provides.

Fixed Period Exclusion from Boarding

A student may be excluded for a fixed-period from boarding without re-assessment where the School believes a fixed-period away from residential boarding would serve as an appropriate sanction, or as a necessary step to manage behaviour.

A Moss

Head Teacher

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