

Durston House

Pupil Egression Policy

Aim of the Policy

- to set out the school's approach to dealing with pupils for whom Durston House is not the right school for academic, social or emotional reasons

Objectives of the Policy

- to establish criteria for egression from Durston House
- to give details of the process for Pupil Egression
- to provide current and prospective parents with a guide to their part in the process
- to complement the **Admissions, SEND, Behaviour and Exclusion Policies as well as the Educational Contract (in the School Handbook).**

Introduction

Durston House is an independent preparatory school for boys aged 4-13. The school is proud of its diversity, and aims to provide a broad, balanced education. Admission to the school, for the vast majority of pupils, is at Reception, and is non-selective. Registration and offers of places are done on a first-come, first-served basis. Admission to year groups after Reception is based on assessment and interview.

It is vital that each pupil is academically and emotionally suited to the rigours of school life at Durston House, able to cope with its academic demands and its expectations of social interaction. If, at any stage in a pupil's time at Durston House, the school considers his interests are not best served by remaining in such an environment, it will advise the parents that such is the case. This decision is the prerogative of the Headmaster.

Help and support is offered to pupils who struggle. However, there are times when these interventions do not result in the desired outcomes and, hence, a pupil may be asked to leave the school. This policy sets out the process for such cases.

Difficulties Leading to Pupil Egression

Academic or behavioural concerns, including social or emotional difficulties, may lead to pupil egression. All adults at Durston House who come into contact with pupils are required to keep records of any difficulty he experiences. An ongoing record is created on Oasis, the school's Management Information System, for pupils whose academic progress or social and emotional development is a cause for concern.

Academic Progress

The school expects pupils to perform at particular levels to be able to progress through the school. This is essential if the pupil is to thrive and to cope with the workload at school and at home.

Teachers keep written records of informal observations, test results and completed work. The results of class assessments, standardised assessments and end-of-year examinations are recorded on the DurstonNet.

Parents are informed of concerns by the Form Teacher. The Learning Support Department is consulted and a clinical assessment may be sought. Members of the school's Senior Management Team, including the Headmaster, the Director of Studies (DoS), the Head of Junior School (HoJSc) or Head of Pre-Prep (HoPrP), may be involved. Parents are asked to work closely with the school and to support any interventions or further investigation into a pupil's academic issues.

Academic progress is monitored through a combination of

- observation by teachers and teaching assistants
- written work completed in class and at home
- class assessments and tests
- standardised assessments (from Year 1)
- end-of-year examinations (from Year 3)

When a pupil's academic attainment does not progress in line with school expectations, associated problems may arise. These include:

- emotional distress of the pupil
- exacerbation of the pupil's academic difficulties through prolonged failure to keep up with peers
- disruption to other pupils in the class
- poor behaviour from other class members
- teasing/bullying of the pupil with academic issues

If a pupil's academic progress continues to be incompatible with school expectations, the school shall ask for him to be removed. The decision about the egression, and the timing of it, are at the discretion of the Headmaster.

Behavioural, Social and Emotional Progress (BSEP)

The school seeks to ensure that all pupils are secure, happy and positive, such that each can achieve significant personal development. This is essential if the pupil is to thrive and cope with the demands of school life at Durston House.

The school expects all pupils to follow the **Code of Behaviour**, see **Behaviour Policy in the School Handbook**, at all times, and to conduct themselves appropriately before school, during the school day and after school. Durston House School has a **Rewards and Sanctions Policy, School Handbook**, that applies to all pupils. There may be occasions where it is deemed that a pupil fails to demonstrate suitable progress on a behavioural, social or

emotional level to advance through the school. The behaviour displayed may be uncharacteristic of a Durston House pupil. Should this be the case, the pupil's parents are informed by the Form Teacher. The Learning Support Department is consulted and an assessment may be sought. Members of the school's Senior Management Team, including the Headmaster, the Deputy Head, the Head of Junior School (HoJSc) or Head of Pre-Prep (HoPrP), may be involved. Parents are asked to work closely with the school and to support any interventions or further investigation into a pupil's behavioural, social or emotional problems.

Behavioural, social and emotional progress of a pupil is monitored through a combination of

- observation by teachers and teaching assistants
- written records of incidents
- behavioural reports
- observation by SMT members

When a pupil's behavioural, social and emotional progress is not of the required standard, associated problems may arise. These include:

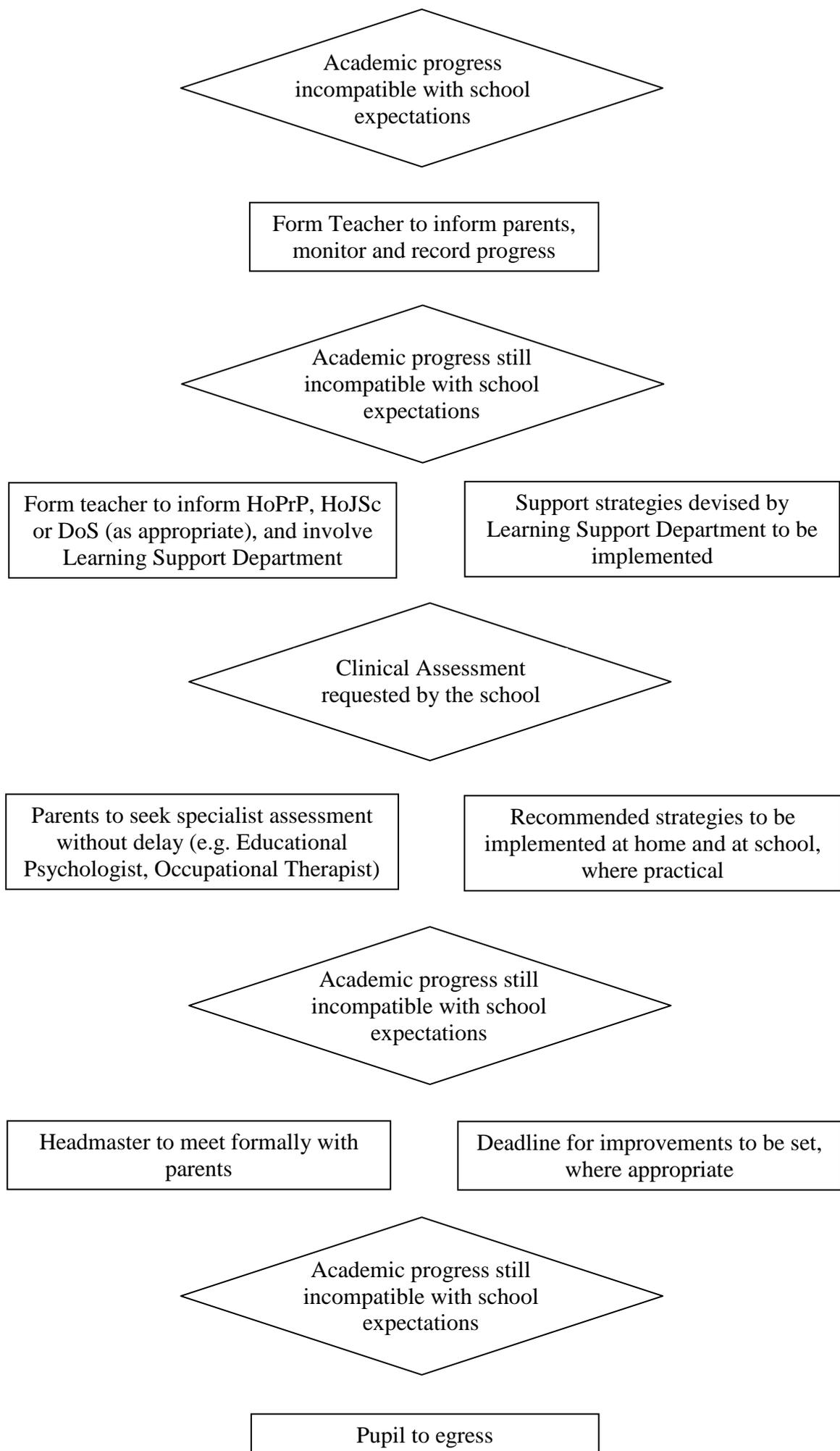
- emotional distress of the pupil
- distress caused to teaching staff
- danger caused to themselves and others
- poor behaviour from other class members
- teasing/bullying of the pupil with behavioural, social or emotional issues

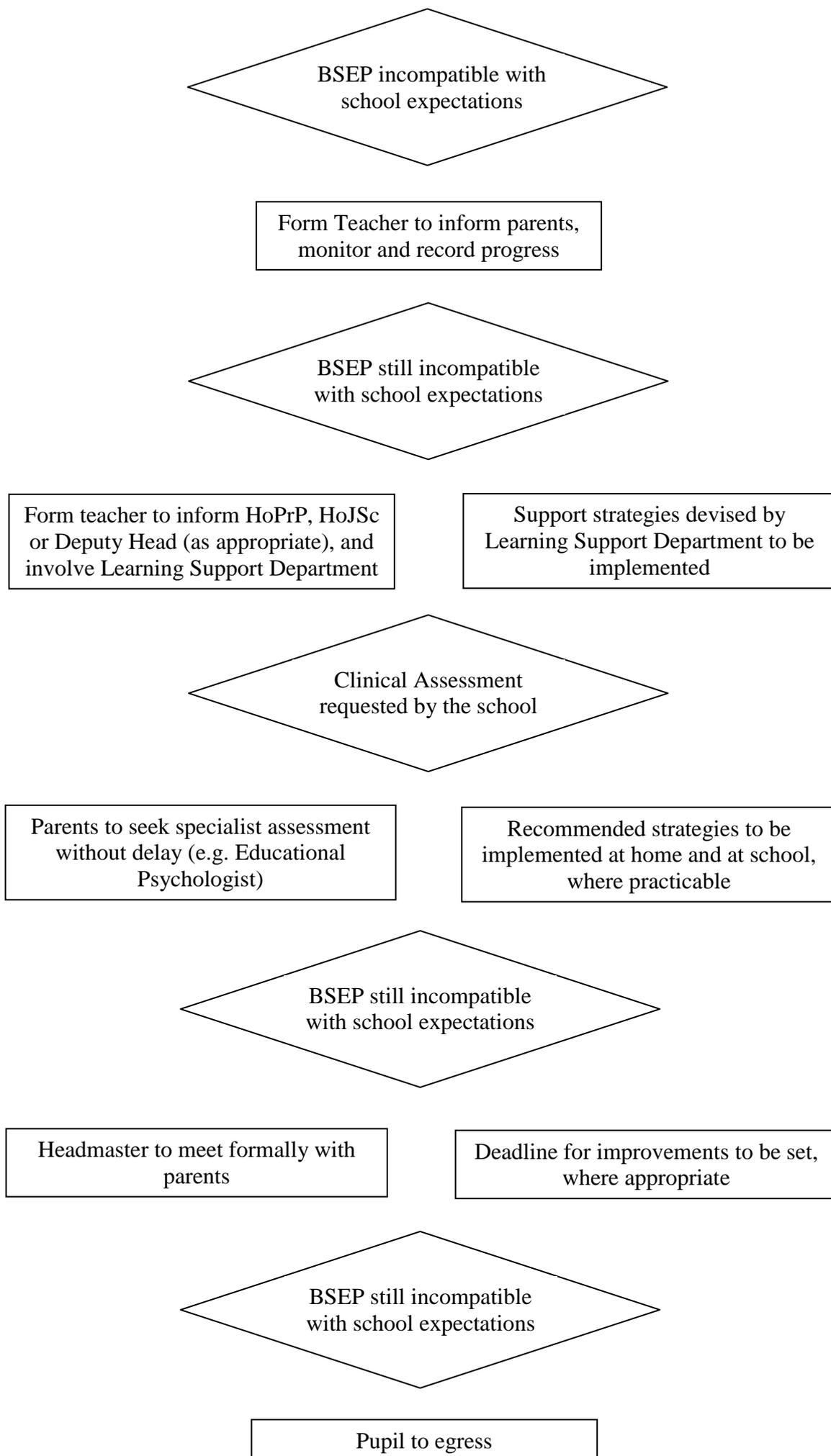
If the behavioural, social and emotional progress of a pupil remains incompatible with school expectations, the school shall ask for him to be removed. The decision about the egression, and the timing of it, are at the discretion of the Headmaster.

The Process

The flowcharts below set out the process of monitoring and resulting action.

Depending on the specific difficulties a pupil experiences, not all steps in the process may necessarily be taken. At any stage, it is the Headmaster's prerogative to leave out stages or ask for the pupil to be removed.





Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

<i>Created</i>	<i>May 2016</i>	<i>JS/SWP</i>	<i>Version 1</i>
<i>Approved</i>	<i>27 May 2016</i>	<i>SMT</i>	
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