



Stonyhurst [Stonyhurst College, Stonyhurst St Mary's Hall] Admissions Policy

Independent Co-educational Boarding and Day Schools

Stonyhurst

February 2010

Authority and circulation

1. This policy has been authorised by the Governing Body of Stonyhurst. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff. For the purpose of this document the use of the word “*School*, or *School’s*” is taken to mean Stonyhurst, being both Stonyhurst College and Stonyhurst Saint Mary’s Hall (SMH). Any concerns or ambiguities to this matter can be referred to the Bursar and Clerk to the Governors.

Policy statement

Stonyhurst has a long established tradition of helping families afford a Stonyhurst education, providing access irrespective of social or financial circumstances. This is an important part of our long-term mission.

Today a third of our pupils receive some form of financial support - and we would like to be able to help many more, in particular young people who would benefit from life in a boarding community.

We award a significant number of academic, music and all-round scholarship awards.

2. **The aims** of this policy are:
 - 2.1. To ensure compliance with the School’s charitable purposes. Stonyhurst is a Catholic school open to all in the clear understanding that the Roman Catholic religion delivered in the spirit of the charism of the Society of Jesus, and its teachings, underpin the ethos and life of Stonyhurst. Admission is neither restricted by location (region or worldwide) or by financial circumstances - excepting that overall there has to be a proper balance between income and costs such that the continuance of the School will not be financially imperilled.
 - 2.2. To identify and admit children who are most suited to, and most likely to benefit from, the particular education and formation Stonyhurst offers – children and young people who contribute to and benefit from the spiritual, academic, sporting and cultural life of the School. A child’s academic performance to date is an assessment consideration in the admissions process undertaken either by the Head of Stonyhurst College or the Head of Stonyhurst St Mary’s Hall as appropriate, in consultation with senior staff.
3. **Rewards and Sanctions:** Pupils are taught, encouraged and expected to develop and maintain a strong personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other pupils.

Pupils are rewarded for good conduct and performance in the following ways:

- Braggs (Lower Grammar and Grammar)
- Good Teas (Syntax)
- Headmaster’s (individual) commendation
- Celebration of particular successes in assemblies

It is recognised that the majority of pupils in the School respond positively to the discipline and control practised by staff. This ensures the wellbeing and safety of all pupils and staff in the College. The School has a very clear behaviour policy which sets out expectations for the conduct and behaviour of pupils. In very rare circumstances a pupil’s behaviour may warrant permanent exclusion from the school. This is the ultimate sanction and is implemented by the Headmaster at his discretion for the most serious offences of a behavioural or academic nature. It could be the culmination of a deteriorating situation that has been monitored over a period of time or it could be the result of one incident. Examples might include:

- Anyone supplying, possessing or using drugs
- Anyone who brings alcohol to the College on more than one occasion
- Any inappropriate behaviour of an explicitly sexual nature
- Any repetition of theft or vandalism

In such an event, parents have the right of appeal to the Chair of Governors in accordance with Stage 3 of the “Complaints & Appeals Procedure” set out below.

For full details of school sanctions please see Appendix 1.

Stage 3 of the Complaints and Appeals Procedure

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Chairman of Governors who may call a hearing of the Complaints Panel.
- The matter will then be referred to a Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the board of governors. The Chairman of Governors, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 14 days.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than two days prior to the hearing.
- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents’ complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 7 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel’s findings and, if any, recommendations will be sent in writing to the parents, the Head, and the Chair of Governors and, where appropriate, the person complained about.

4. **Equal Treatment:** We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents’ race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status. We expect all of our pupils to attend our church services and school assemblies which are fundamental to our ethos.
5. **Disability and Special Educational Needs:** The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the *Special Educational Needs and Disability Act 2001* in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Procedures

6. **Summary:** Our admission procedure has four elements:
 - a. Entry tests;
 - b. Interviews;
 - c. Character references;
 - d. Disability assessments (if applicable).
7. **Entry points:** These procedures apply at the main points of entry: 11+, 13+ and 16+ and also to candidates for occasional vacancies in any other year group.
8. **Entry tests:** These are as follows:
 - a. At 11+ candidates take papers based on National Curriculum expectations for English, Maths and Sciences. These papers are set by the School.
 - b. At 13+ candidates take Common Entrance papers.
 - c. For admission to other year groups, the school sets its own tests in certain core/option subjects as appropriate.
9. **Interviews:** These are of two kinds:
 - a. **General interviews:** In all cases there will be a general interview to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the school.
 - b. **Option interview:** At 16+ there may also be an "option interview" to explore a candidate's academic ability in a particular subject. For certain option subjects (such as Art) candidates may be asked to submit samples of their work.
10. **Character reference:** The Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interest, and any other special circumstances such as special education needs, or a disability. The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).
11. **Candidate's age:** Very occasionally, we may offer places to pupils one year ahead or behind their standard year group, if we consider, as a matter of professional judgement, that this would be in the best interests of the pupil and the School.
12. **Special circumstances:** We recognise that a candidate's performance may be affected by particular circumstances, for example:
 - a. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
 - b. If there are particular family circumstances such as a recent bereavement;

- c. If there is a relevant educational history, for example education outside the British system;
- d. If the candidate has a disability or specific learning difficulties;
- e. If English is not the candidate's first language.

In any of these cases, we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence or details from the pupil's current school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment.

13. **Disclosures:** Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.
14. **Additional factors:** If we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration has been given, we may give preference to:-
 - a. A child who already has a brother/sister in the school or whose parent is a former pupil here;
 - b. A child whose parent is a current member of our staff;
 - c. A child with a particular skill, talent or aptitude.

Appendix 1 : Sanctions

Offence	Punishment
Minor academic offence e.g. poor studies	Departmental Task
Failure to complete Departmental Task	Academic Detention I Saturday Evening Detention
Persistent idleness	
More serious breach of discipline in the classroom	
Behind with coursework	
Missed study period/missed lesson 1 st offence	

Minor breaches of discipline such as chewing in class, late (first offence) etc, are generally dealt with by issuing a Departmental Task.

