

## **Pastoral Care at Hall Grove – Principles & Practice**

Hall Grove School is a community founded expressly for the education of children in their most formative years. All such establishments have manifold responsibilities: developing the pupils' skills, knowledge and physique, helping them to discover their innate talents and to strengthen their weaknesses, guiding them towards confident and balanced relationships with the human and natural world, giving them the chance to discover religious faith. Furthermore, entwined with the lives of the children are those of their families and of those who work in the School: their influence on the growing child will vary from one individual to another and thus will be truly incalculable. Amid these many influences, it is the function of Pastoral Care to observe the individual and to help in the maintenance of balance between the sometimes conflicting demands of growing up in a world of ever-expanding choice.

For most of a child's career in education, the Form Teacher, Tutor / Head of Year or Matron will mainly be answering simple practical questions. Few, however, are lucky enough to avoid all forms of problem: then the pupil and parents will need sympathetic support and as much guidance as the School is competent to offer. A broad range of experience and knowledge in a school are the best provision for the differing needs and personalities of its pupils as long as each is the assigned responsibility of one willing and capable adult, supported by an effective management structure. That is the principle followed at Hall Grove.

In the lower half of the School (Reception to Year 5), the children are managed mainly by their Form Teachers, who will be able to answer most enquiries; they may refer parents to specialist departments for particular issues. From Year 6 onwards, the Head of Year / Form Tutor is the best first point of contact. Matron is the senior member of Staff responsible to the Headmaster for Pastoral Care at Hall Grove. Children can talk to her in private and this may help them to resolve their own difficulties by expressing them. Boarders have the added benefit of informal contact with the Head of Boarding and the resident Staff after the working day is over. The Head of Pre-Prep., the Middle School Coordinator and the Deputy Head are available to provide colleagues and parents with a second opinion or an over-view when problems become complicated. Individual pupils' problems can also be considered at the weekly Key Stage meetings if it will be helpful. The Headmaster takes final responsibility in this as in every part of School life and shares with Matron the legal duties of Child Protection.

### **Guidelines for Staff:**

- *listen - to the stories of all involved*
- *do not act in haste*
- *detachment is helpful, not heartless*
- *do not conduct a public investigation unless it is clearly necessary*
- *respect a confidence but not at the expense of anyone's health or safety*
- *if in doubt or in any serious case, seek a second opinion*
- *in any case potentially involving a Child Protection issue, refer at once to one of the Child Protection Officers*
- *keep parents informed*
- *many of the storms of childhood can be weathered with firm but kindly guidance and belief in the possibility of a happy ending.*

AOJG, Revised September 2008

## **BULLYING – A NOTE FOR PARENTS**

One of the most distressing experiences of parenthood is finding that one's child has been involved in a case of bullying, whatever the exact role may have been. Modern opinion rightly abhors such behaviour and all Staff and children at Hall Grove share this feeling. To help Staff to understand what is meant by the term and what should be done when bullying is reported, a definition and procedure are a key part of the School's policies and Staff Handbook.

Every reasonable consideration will be given to all children involved and a second member of Staff will be present during investigation if circumstances allow. The four-tier procedure is intended to give a fair hearing to all, a fresh view at each level without loss of continuity and a sense of redress for the victim and of learning for the perpetrator. In the sad case of a child being unwilling or unable to respond to these efforts, the Headmaster reserves the right of suspension or even exclusion.

The School claims no higher source of wisdom but will endeavour to exercise common sense in the interests of the children in its care. The children themselves develop their own common sense through regular pastoral contact with their Form Staff and their own knowledge through relevant parts of the P.S.H.E. programme, which emphasises the responsibilities of the individual as a member of the community. These responsibilities are summarised in the Code of Conduct in the School Diary. After it comes the School's Complaints Procedure, which states clearly anyone's right to identify anti-social behaviour and call for help.

Revised July 2008

### **Anti-Bullying Policy**

Among the definitions of 'bully' in the *Shorter Oxford English Dictionary* is the following:

**a person who makes himself or herself a terror to the weak and defenceless.**

The pupils of Hall Grove range in age from four to fourteen years but this unpleasant form of human behaviour is unmistakable to an experienced onlooker, whether the aggressor is three or six feet tall. The urge to dominate is expressed through physical or verbal violence, mockery or the manipulation of general opinion in order to isolate a victim.

Sometimes this intended victim is a good match for the aggressor: then there is a clash of wills which is best resolved with judicious assistance which encourages mutual respect. Sometimes children unintentionally irritate each other: again, with help they may learn to coexist. In either of these cases it may be claimed that 'bullying' is happening but use of the word should be firmly set aside, so that it can be given its full value when needed. However, when one pupil is plainly distressed by another, the School must take action to remedy the situation. A flash of temper or a moment of excessive behaviour deserve a warning; when bullying is identified, in any degree, a four-tier procedure will be followed.

#### **STAGE ONE**

A pupil complains of bullying, either as the victim or as a witness; or an adult – parent or staff member – speaks up. The pupil's Form Teacher / Head of Year, if not the first point of contact, should be informed at once and will:

1. investigate, hearing both sides of the story separately and calling any witnesses;
2. inform the Head of Section and /or Matron who will assess the situation and decide on the procedure to be followed.

Should it be clear that bullying has not actually occurred, parties will be encouraged to make up their differences and shake hands. The Head of Section will keep a record of all incidents. The Form Teacher will monitor the subsequent behaviour of both parties discreetly and inform the Head of Section and Matron if problems arise again.

If it is apparent that bullying has occurred, the procedure moves to Stage Two.

## **STAGE TWO**

The Head of Section and Matron and / or the Form Teacher will:

1. speak firmly with the aggressor, making a record in his / her diary (Years 3 – 8) or on the sanction sheet in the individual assessment portfolio (Reception – Year 2);
2. give advice and reassurance to the victim;
3. consult the parents of both parties and enlist their support;
4. require the Form Teacher to monitor the subsequent behaviour of both parties discreetly and inform the Deputy Headmaster and Matron if problems arise again.

An account of the proceedings will be made by the Head of Section and copied to the files of pupil parties and his/her own incident book.

She/He may speak to the whole year group, emphasising the need for their cooperation in settling the matter and giving rules to be followed at times when conflict has arisen.

Throughout, choice of language needs to be careful, with the key word 'bully' used only when it is shown to be appropriate.

## **STAGE THREE**

If there is continuing or severe harassment, the matter should be taken directly to the Deputy Headmaster, who will repeat the procedure outlined above in the presence of Matron and inform the Headmaster. The aggressor may well be put on regular Report to the Deputy Headmaster, with the sanction of a personal visit to the Headmaster in the case of failure to modify behaviour. The formal record for the pupil's file will in all cases be shown to the Headmaster. Parents will be kept fully informed.

## **STAGE FOUR**

Unwillingness or inability to desist from aggressive behaviour will invoke the intervention of the Headmaster, who may prescribe:

- separate supervision during the School day and exclusion from Boarding
- suspension for a limited period
- exclusion.

*Note: there may be cases reported directly to the Headmaster (by a parent, perhaps), which he decides to deal with himself because of their urgency.*

Throughout, it must be plain that no form of harassment or violence is tolerated in the School, whatever provocation is claimed as justifying it. Equally important is the message that all must be willing to speak up when they know that wrong is being done. Each pupil's School Diary contains a Code of Conduct, Complaints Procedure and translation of the School motto, a copy of which follows.

### **Code of Conduct**

#### ***Always...***

- be aware of your actions
- respect others.

#### ***Never...***

- cause hurt
- spoil a chance to learn
- make community life difficult
- damage or take property.

#### ***In an emergency...***

- find an adult calmly but quickly.

### **Complaints procedure**

#### ***You must make your feelings known if...***

- you are being bullied
- you have been treated unfairly or harshly
- your property has been taken or damaged.

You might choose to speak to a member of Staff, such as your Form Teacher, Study Tutor, Head of Year, Matron, the Deputy Headmaster or Headmaster. Take a friend with you for support if you wish. You may well find that the Staff are aware of your problem or that there is a simple explanation.

You may use the telephone in the Main Reception Office. Next to the phone are the numbers for Childline (0800 1111), the Independent Listener (Mr. Micklethwaite – 01276 472363), NSPCC (0808 800 5000) and the Boarding Inspectors at OFSTED (08456 404040).

- ***Do not be afraid.***
- ***If you do not tell someone, they will never know.***

The School Motto is:

***Fais ce que dois, advienne que pourra***

It means.... ***Do your duty, come what may.***

## **PREVENTION**

The likelihood of bullying is diminished considerably if pupils feel themselves to be subject to School discipline even when adults are not present in person. Movement between lessons, queuing, waiting for Staff to arrive, distant corners of the Changing Rooms – all are times of uncertainty, when standards of behaviour may slip. Supervision must be taken seriously by all Staff, whether officially on Duty or simply passing by. At Break, it is essential that Duty Staff are mobile, visible and vigilant, taking an interest in the children's games and watching their patterns of play. If this job is done properly, unpleasant incidents will be fewer and the need for an unwelcome degree of regimentation can be avoided. It is a major responsibility.

Revised – October, 2008

# Complaints Procedure

Hall Grove has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint they can expect it to be treated by the School in accordance with this Procedure.

## Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and **informally**.
- If parents have a complaint they should normally contact their son/daughter's Form Teacher. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Teacher cannot resolve the matter alone, it may be necessary for him/her to consult the Head of Year, Head of Section, the Deputy Head or the Headmaster.

## Stage 2 – Informal Resolution

- Complaints made directly to the Head of Year, Head of Section, the Deputy Head or the Headmaster will usually be referred to the relevant Form Teacher unless the Headmaster deems it appropriate for him/her to deal with the matter personally.

## Stage 3 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should **put their complaint in writing** to the Headmaster. The Headmaster will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Headmaster will meet the parents concerned, normally **within fourteen days** of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Headmaster to carry out further investigations.
- The Headmaster will **keep written records** of all meetings and interviews held in relation to the complaint.
- Once the Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmaster will also give reasons for his decision.
- **If parents are still not satisfied with the decision, they should proceed to Stage 4** of this Procedure.

## Stage 4 – Panel Hearing

- If parents seek to invoke Stage 4 (following a failure to reach an earlier resolution), they will be referred to Dr John Cook, who has been appointed by the Headmaster to call hearings of the Complaints Panel.
- **The matter will then be referred to the 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 Headmaster.** Dr Cook, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally **within twenty-one days**.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any relevant matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than three 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 the facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete **within three days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Headmaster and, where relevant, the person about whom a complaint has been lodged.**

Parents can be assured that all concerns and complaints will be treated seriously and confidentially.

Correspondence, statements and records will be kept confidential except in so far as is required of the School by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the School's inspection; or where any other legal obligation prevails.

Revised September 2008

# Discipline Policy

Here at school, boys and girls are prepared for further stages of their education and for their lives as adults. Children and adults meet as pupils and teachers in the classroom, on the games field and in many other situations, formal and informal. If all are to live happily together and if the young are to enter adulthood with self-discipline, rules must be made and followed. As a principle, a Reward is a more powerful way of encouraging appropriate behaviour than a Punishment. For this reason it will be found that 'Ticks' far outweigh 'Crosses'.

Every boy or girl carries a Diary containing a copy of the School's Code of Conduct and Complaints Procedure, which say:

## Code of Conduct

### *Always...*

- be aware of your actions
- & respect others.

### *Never...*

- cause hurt
- spoil a chance to learn
- make community life difficult
- damage or take property.

### *In an emergency...*

- find an adult calmly but quickly.

## Complaints procedure

### *You must make your feelings known if...*

- you are being bullied
- you have been treated unfairly or harshly
- your property has been taken or damaged.

You might choose to speak to a member of Staff, such as your Form Teacher/Tutor, Head of Year, Matron, the Senior Master or Headmaster. Take a friend with you for support if you wish. You may well find that the Staff are aware of your problem or that there is a simple explanation.

You may use the public telephone. Next to the phone are the numbers for Childline, the Independent Listener and Surrey Social Services.

- ***Do not be afraid.***
- ***If you do not tell someone, they will never know.***

The School Motto

***Fais ce que dois, advienne que pourra***

means....

Do your duty, come what may.

## School Rules

Additionally, there are specific rules prohibiting some actions and requiring others, which are taught to the pupils and maintained by practice. They include some restrictions, on clothing and personal possessions, which remove an element of competition from School life.

### **Prohibited**

1. Bullying.
2. Bad language.
3. Fighting.
4. Any dangerous play.
5. Rough games, running or throwing indoors or near buildings.
6. Going to areas of the school which are deemed or marked 'Out of Bounds'. The children are given regular reminders of these areas.
7. Leaving litter.
8. Talking when silence is needed.
9. Wasting time between lessons.
10. Certain valuables
11. Using another's property unless lent it by the owner. Clothes should never be lent.
12. Buying, selling or exchanging.
13. Extra food/tuck ('packed meals' are only brought and eaten under School direction or by agreement with the Head of Pastoral Care for specific medical or dietary reasons).
14. Leaving the School unless with an authorised person.

### **Required**

1. Clean, tidy uniform, worn at all times except when specifically excused.
2. Proper greeting and leave-taking: always inform a member of Staff before leaving.
3. General courtesy.
4. Punctuality.
5. Appropriate equipment to all lessons.
6. Tidiness, beginning with personal property.
7. Good behaviour at meal times and in meal queues.

### **Action**

Infringement of the letter or the spirit of School rules may simply be corrected with a verbal warning. When the nature of the deed or the manner of the culprit make it appropriate, the child's action will be recorded in the pupil's Diary and noted with a formal warning or a cross and a suitable further sanction may be imposed. This record is regularly read by the pupil's Form Teacher, Head of Year, and Study Tutor who may decide that the pattern of behaviour is such that further action needs to be taken. This could be, for example:

- curtailing free time;
- giving a Detention (which may be supervised by the Deputy Head).

Any child receiving a third cross in a half-term must report at the next Break to the Head of Year and present the record for inspection and action, normally Detention at morning break or lunch-break with the Deputy Head. If a child should receive six crosses in a full term, then an 'After-School Detention' is administered by the Deputy Head and a formal letter is written to the child's parents, inviting them to formally discuss their child's behavioural pattern.

Whenever it is appropriate to inform the parents of what is happening and enlist their support for the action intended, consideration may be given to further action such as:

- putting the child on a 'Report' card; (see further explanation)
- close monitoring of the child;
- revocation of certain privileges;

The Diary is also a place for the recording of good deeds, which may be noted with a 'tick', resulting in favourable attention when the record is reviewed by the Form Teacher, Head of Year or Study Tutor. Ticks

and crosses (Conduct Points) will count, with Academic, Music and Sports Points, towards the term's total for the House Competition.

Any serious misbehaviour will be dealt with by the Deputy Head, taking into account the best interests of parties involved and the community as a whole. Children who are still unwilling or unable to co-operate will be sent to the Headmaster. Parents will be kept fully informed in all cases of serious or repetitive misconduct. When relevant, the Head of Pastoral Care/Matron is also kept fully informed of proceedings, measures and actions which arise from disciplinary issues.

**The most serious cases of pupil misbehaviour, or a significant failure by parents to uphold the school's standards or to pay the required fees, may be dealt with by temporary suspension of the pupil or by expulsion. Any appeal against the decision to suspend or expel a child would be dealt with under the Complaints Procedure.**

## **Rewards Policy**

All sections of the school operate '**Honourable Mentions**'. These are 'end of term' awards to two children in each class nominated by the class teacher. All-round effort, achievement, improvement, citizenship and character form the basis of these awards. In the first two terms of the academic year, Honourable Mentions can be used to award children who may not be awarded major prizes at Prize Giving.

### **Upper School Rewards Policy**

The award of stars is a well-established tradition at Hall Grove. It provides an opportunity for staff to give a regular 'pat on the back' to deserving pupils.

**Ticks**: these are awarded for consistent good work over a period of time or for particularly good contributions in class. Teachers should place a 'Tick' on the piece of work for which it is awarded (or, in the case of oral contributions) on to a sheet of paper and sign it into the diary. Helpful / good behaviour will continue to earn ticks as before.

**A Premier**: these are for individual excellent work or for outstanding and consistent achievement. If a pupil is continuing to produce excellent 'tick-worthy' work on a regular basis, then a premier could be awarded instead of the next tick. The premier will be noted in the book or on the piece of work and pupils should bring the work **and** diary to IJA at the next opportunity. The pupils will show this work to IJA to sign off into the diary. These will count as 2 ticks.

N.B. 'Excellent' and 'Outstanding' are defined with reference to the abilities of the pupil and not the year group as a whole.

One of the weekly assemblies (Monday) will act as the opportunity for the Headmaster to hand out the Premier Certificates to the children in person (DOB will prepare these).

### **Other awards and prizes:**

**Ties** are awarded for consistent and sustained Academic, Music and Sporting excellence. The pupil must show exceptional commitment and attainment in their area.

**The End of Year Prizes** (cups, books and medals) are awarded at Prize Giving Day for outstanding ability in their area. There are prizes for academic subjects (usually books or book tokens) but also for non-academic subjects (e.g. Music, Drama, Art, Sport) and personal qualities such as Leadership or Citizenship.

## **Middle School Rewards Policy**

Every child in Middle School is allocated to a House.

### **Stars**

Children are given stars for good pieces of work, pleasing effort in lessons or unprompted acts of kindness or helpfulness. This allows teachers to reward small acts of good behaviour in a clear, meaningful way.

### **House points**

House points are seen as a major achievement and worthy of praise by form teachers. They may be earned by:

- achieving 10 stars, normally within a timeframe of approximately 10 days
- producing a very good piece of work
- an outstanding act of good behaviour, such as putting themselves out to help teachers or their peer.
- Victory in Inter-house competitions.

Children will often be awarded a house point for their contributions to their termly class assemblies.

### **Middle School Certificates**

Each week teachers choose 1 or 2 children in their form who are worthy of a certificate. This may be for good work, a conscientious or determined attitude to their work, a personal achievement or any positive contribution to the form. This is awarded in the Wednesday Middle School assembly, where the reason for the award is briefly explained, and applauded, as motivation for others. **This is worth 2 house points.** (This will equate to the Upper School Premier system).

## **Pre-Prep Department Rewards Policy**

### **Stars, Stickers and Stamps**

The Pre-Prep staff are aware that young children require immediate feedback and rewards for excellent work, effort or behaviour and therefore we have a range of rewards (stars, stickers and stamps) that are either put on the children's work or worn by the children. The teachers always ensure that the children are clearly told the reason for receiving the reward. Most of the classrooms display a chart explaining what children can receive rewards for e.g. helpfulness, good manners, excellent work, effort etc.

In Years 1 and 2 a star chart system runs alongside these rewards. If children attain 10 or more stars on their star chart during a week, they then receive a 'Teacher's Award' sticker for that week and these children stand up and receive a round of applause in our weekly 'Celebration Assembly'. Reception children can also attain 'Teacher's Award' stickers, but receive theirs immediately, following the good piece of work or good deed, rather than having to collect 10 stars to do so. They also stand up and receive a round of applause at Celebration Assembly.

### **Celebration Assembly**

Every Friday afternoon the Pre-Prep Department gather together to share examples of good work, conscientious attitudes, helpful or kind deeds and successes of various kinds. Each class takes it in turns to lead this assembly. Then children from each class are chosen by their teachers to show, explain or demonstrate pieces of good work, positive behaviour etc to all of the children and staff. Three or four children per class are awarded certificates each week at the assembly. Each class teacher explains the reason for the awards (the reasons are also written on the certificates) and the recipients are applauded. The children take these certificates home and where possible the teachers either speak to the parents at home time to tell them about their child's award and /or send home a copy of the piece of work.

### **Other Methods of Rewarding Children**

From time to time, when a child has completed an excellent piece of work, carried out a kind or helpful deed or demonstrated a conscientious attitude, their class teacher may decide to send them to another teacher in the department to receive praise and a reward.

## **Safeguarding Children at Hall Grove School**

*Child protection is one of the most sensitive and challenging areas that schools work in. All schools are under a duty to make clear to parents and carers the legal framework that they operate under. The principal Government documents that lie behind child welfare issues are the 2003 White Paper, 'Every Child Matters' and the 2004 Children Act.*

This school is committed to safeguarding and promoting the welfare of children and young people and expects all members of its community to share this commitment.

This means that we have a Safeguarding Children Handbook. All staff (including ancillary and supply staff) are aware of the Handbook and we hold regular training to remind staff of the procedures to follow. Parents, carers, and pupils are welcome to read the Handbook on request and it is available in the school office. We follow the procedures and protocols adopted by the Surrey Safeguarding Children Board.

Sometimes, when there are concerns about a young person's welfare, we may need to share information and work in partnership with other agencies. We will ensure that any concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that such a move would be contrary to the young person's welfare.

Our Child Protection Liaison Officers (CPLOs) are:

- Mr A R Graham - Headmaster
- Mrs G Burns – School Matron

In case of referral to Surrey Social Services, the CPLOs make initial contact by telephone and within 24 hours communicate the concerns in writing. The CPLOs receive specialist training at least every two years.

If you are worried about a young person's welfare, please record your concern, and any observations or conversation heard, and report to one of the CPLOs as soon as possible the same day. Do NOT conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is a danger to children) then you should report this to one of the CPLOs in confidence. If the concern relates to one of the CPLOs - refer to the other CPLO or directly to the Hall Grove Complaints Panel.

A R Graham, Headmaster  
Revised September 2008

## **Equal Opportunities**

It is Hall Grove School's policy to treat all people equally irrespective of race, ethnic origin, sex, marital or parental status, sexual orientation, creed, disability, age or political belief.

## **Admissions Policy**

Hall Grove School has an enviable record of excellent academic results at the Foundation Stage, Key Stage 1, Key Stage 2, Common Entrance and Scholarship level. We aim to help all our pupils become secure, happy and self-disciplined individuals through a diverse programme of academic, sporting, outdoor, artistic and musical activities.

No child is offered a place at Hall Grove unless it is felt that his/her aptitude and ability will enable them to flourish within the School's particular ethos.

To thrive in this atmosphere it is essential that the children who join the school are well-motivated, have the potential to achieve the learning outcomes set by the teaching staff and can adapt quickly to the educational and social demands of a carefully structured and busy school day.

To ensure that the pupils we accept at Hall Grove meet these criteria we liaise closely both with the parents and any pre-school, nursery or school the children are currently attending.

### *Admission to Hall Grove*

Prospective parents should make an appointment to meet the Headmaster who will show them round the school, explain its aims and methods, and discuss in depth how the individual needs of the child might be met by Hall Grove.

### *Entry to Reception*

As part of the assessment process that takes place before a child is finally accepted at Hall Grove, the Head of Reception will contact the child's current Nursery School for a progress report. In the unlikely event that we have any concerns about the child's suitability for Hall Grove at four years of age we will discuss these with the parents; otherwise we will confirm the offer of a place.

We value close collaboration with pre-schools and nurseries, not only as regards the information they supply us about the development of prospective pupils, but also through our interest in the methods they use to inspire and motivate the children in their care.

In practical terms this means that a place is usually confirmed in the six months prior to the next year's September intake. However in some cases this will be subject to further pre-school visits.

### *Entry to years above Reception*

Prospective pupils are invited to spend a morning at Hall Grove, during which they are assessed by a teacher familiar with the work undertaken by children of that age. Their report is passed to the Headmaster who, as in all cases, will make the final decision.

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