

Admissions Policy



Legislation and Guidance that inform this document

- The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations (2012)

Other Red Balloon policies to be read in conjunction with this one

- Use of Reasonable Force

Statement of intent

Red Balloon seeks to clarify its 'target group' of students and to ensure that all students admitted will benefit from placement and allow/enable other students to progress academically and 'personally'.

Responsibility for implementation

Centre coordinators are responsible for ensuring that all potential commissioning agents, parents / carers of prospective students and the students themselves understand the requirements for admission and continued attendance.

All schools are required to have criteria for admission

Red Balloon Centres are independent schools providing for young people who are either not attending school (mainstream or other) or finding continued attendance at school damaging to their mental health.

Red Balloon Centres provide for students studying at KS3 and KS4. On occasion they may admit a student who is chronologically outside those key stages, but whose needs are best met by studying at either of these levels (eg a year 12 student who has missed a significant amount of their secondary education and needs to gain accreditation at GCSE level).

Admission may be sought either by parents or by a commissioning agent, the latter being most frequently school or local authority.

Our expectations are that any young person referred to a centre will:

- want to attend the centre,
- have a commitment to learning,
- acknowledge the needs and rights of other members of the community and their own responsibilities in ensuring those rights are met.

It is essential that all potential referrers grasp fully the requirements of the final criterion. Centres seek to offer an environment within which students can study successfully, and develop self efficacy, a place within which they feel physically and emotionally safe at all times. Centres are small and students have to be able to work together in a supportive manner. All students must contribute positively to the environment, or, at the very least, not actively damage the learning or personal development of their peers. In order to maintain that ethos, we cannot admit students who have a significant history of physical or verbal aggression (other than when they have acted under extreme duress) or who may require 'positive handling' (ie whose history of behaviour indicates that they are likely to require restraining to prevent them causing physical harm to others or to the fabric of the building).

We believe it to be essential that attendance is a genuine choice on the part of both the student and their parent(s) / carer(s). Thus, as part of the decision process (as to whether RB is an appropriate placement for a student), a student will be asked to attend two or more 'taster' days so that an informed decision may be reached *on both sides (ie by RB staff and by the student and family)*.

Policy updated Sept 2018, Bob Sproson, Director of Education - for annual review.

