



## **Sibling Placement Policy**

### **Purpose**

The purpose of this policy is to ensure that sibling placement decisions are made in the best interests of each child's academic achievement, social development, and emotional wellbeing.

Research and international school practices have shown that separating siblings in the classroom environment:

- Encourages independence and resilience.
- Reduces dependency and rivalry.
- Supports a wider range of learning and social opportunities.
- Contributes to fairer and more balanced classroom dynamics.

### **Policy Statement**

- As a standard practice, siblings in the same year group will not be placed in the same class/section from FS2 to Year 11.
- This policy also applies to twins and multiples.
- The purpose is to safeguard fairness, reduce dependency, and promote each child's independent academic and social growth.
- Exceptions may be granted only in exceptional circumstances as outlined in this policy.

### **Rationale**

#### **Academic Benefits**

- Encourages independent thinking and learning without reliance on a sibling's answers, ideas, or guidance.
- Allows teachers to assess and address the strengths, needs, and progress of each student without sibling influence or comparison.
- Reduces the risk of academic rivalry affecting confidence or motivation.

#### **Social and Emotional Benefits**

- Promotes the development of individual friendships and peer groups.
- Encourages confidence and self-reliance in social situations without leaning on a sibling for comfort.
- Reduces opportunities for sibling conflict during lessons, which may affect learning.
- Provides exposure to different teaching styles and classroom environments, supporting adaptability and resilience.

## **Classroom Management Benefits**

- Minimises the potential for siblings to distract one another.
- Reduces instances of perceived favouritism or unequal attention from staff.
- Supports balanced classroom dynamics by distributing family influence across multiple groups.

## **Exceptions**

- Exceptions will only be considered in *exceptional circumstances* (e.g., significant medical, emotional, or special educational needs where separation would cause distress).
- Any request for siblings to remain together must be submitted in writing to the Principal and supported by evidence from relevant professionals (e.g., psychologists, therapists, SEN specialists).

## **Professional Judgment**

- Final placement decisions rest with the school leadership team, based on the professional judgment of staff and the overall needs of the student body.
- Decisions will consider :
  - The individual needs of each student.
  - Class composition balance across the year group.
  - Fair allocation of resources.
- This ensures fairness, transparency, and equal opportunity for all children.

## **Annual Review**

- Class placements are reviewed annually before the start of the academic year.
- Sibling placement will be reassessed each year to ensure the arrangement continues to serve the best interests of the students involved.

## **Mid-Year Changes**

- Mid-year changes to placement will only be made if there is clear evidence that the current arrangement is significantly affecting academic progress, social development, or wellbeing.

## **Scope of Policy**

This policy applies to:

- All siblings enrolled from FS2 to Year 11.
- Class, group, and set allocations in all subjects.
- Academic year placement and mid-year transfers.

## **Conclusion**

- This policy safeguards each child's right to thrive as an independent learner while fostering social confidence, resilience, and balanced classroom environments. By applying this approach consistently, the school ensures fairness, avoids undue family influence within one group, and upholds the wellbeing and academic progress of all students.

## **Approval & Review:**

- **Approved by:** Ms. Sadia Wajid
- **Effective from:** *Academic Year 2025-26*
- **Review Date:** August 2026