

Lady Royd Primary School

Suspension and Exclusion Policy



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School Values

Lady Royd Primary School treats all members of the community with respect which is not conditional on past experience or current behaviour. The school staff work with pupils to demonstrate all aspects of our 6 School Values:

Accountability - Take responsibility for own actions, behaviour and learning, belongings and surroundings and support others in doing the same.

Self-Confidence - Celebrate your individuality and demonstrate the self confidence in your own ability to make the right choices.

Perseverance - Apply yourself to every aspect of school life with positivity and determination to do your very best.

Integrity - Always be truthful and act with kindness, honesty and integrity.

Respect - Treat people with the same levels of respect, courtesy and fairness you would expect from others.

Empathy - Understand and share another person's experiences and emotions.

Pupils at all stages of their education are encouraged to develop these values through explicit teaching and rewards. The behaviour demonstrated by applying these values underpins an atmosphere in school which supports and develops a positive learning environment.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities'. (DFE Suspension and Permanent Exclusion Guidance 2024).

The Need for a Policy

All members of the school community have a role to play in ensuring that behaviour in school supports

a positive atmosphere which allows all pupils to flourish, develop and learn and we promote positive behaviour through the examples set by adults and pupils, our behaviour policy and by having high expectations. Our behaviour policy ensures that pupils learn that there are consequences to inappropriate behaviour and there are clear sanctions for when a pupil does not meet the expected standard.

Prevention of Suspension and Permanent Exclusion

Managing serious or persistent problems

- School leaders accept that it is the behaviour that is the problem and not the child
- The behaviour of children giving cause for concern will be assessed • Triggers or antecedents will be established
- Individual programmes will be planned to help modify inappropriate behaviour
- The child may be referred to the Behaviour Support Service at Bradford Local Authority for additional support, e.g. anger management training.
- Parents will be invited into school to discuss their child's behaviour with their child's class teacher and the Behaviour leader. An individual Behaviour Support Plan will be drawn up which takes parents' views into consideration. Parents will then be kept informed of their child's progress.

The aim of the Behaviour Policy is:

- To help pupils realise the appropriate behaviours and provide strategy/guidance on making the right behaviour choice.
- To promote positive behaviour
- To help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour

To support good behaviour school staff ensure that the school rules are followed and these are regularly reinforced in class and Collective Worship to ensure that the children are clear about the levels of expectation of their behaviour and reviewed to ensure consistent use across the whole school.

Behaviour Support Plans

These will be used to help pupils at risk of suspension and permanent exclusion in order to support them to make correct behaviour choices.

Behaviour Support Plans will:

- Identify objectives and address no more than three at a time
- Include strategies for managing the environment, the class or group, and the activities which give rise to the inappropriate behaviours
- Emphasise teaching the child alternative positive behaviours
 - Specify the behaviour that is unacceptable and the consequence should it occur
- Include some form of assessment e.g. chart to grade behaviour during a session, to encourage responsibility for own behaviour

Classroom teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

Adult-led reflection time

It is the decision of the Headteacher, or Deputy Headteacher in their absence, as to whether to implement adult-led reflection time following an incident (see behaviour policy)

This will mean that the pupil will remain in school, with a member of school staff to reregulate. Parents will be informed if a child requires adult-led reflection time.

Alternatives to suspension and exclusion include:

- a) Restorative justice process; whereby the harm caused to the victim can be redressed
- b) Internal arrangement; removal from class for a set period to be taught in the Hive or other appropriate room.
- c) School can use the Step Out programme whereby through relationships with another school or provision support is sought.
- d) Change of timetable to support the pupil have success in the current setting.

An MT1 timetable

When might a reduced timetable be used?

A part time timetable is not a suspension but is planned for after thorough discussion with the senior leadership team. When a pupil is educated on a part time basis, they should be marked as absent using Code B

This is not an exhaustive list but it is likely that a pupil being considered for a reduced timetable would fall within one of these 3 categories:

- a) Part of an in-school support package

School, parent/carer and other professionals agree that a short-term (no longer than 6 weeks) reduced timetable would support a student who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

- b) Medical reasons

A student has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between the school and health professionals. Individual cases will be looked at to ensure a good education for children who cannot attend school because of health needs before offering a reduced timetable for this reason.

- c) Reintegration

As part of a planned reintegration into school (no longer than 6 weeks) following an extended period out of school e.g. following an exclusion, nonattendance, school refusal etc.

There are occasions when it is necessary and appropriate to suspend pupils for a fixed period, or, in very rare cases, permanently exclude. In most cases permanent exclusion will be the last resort after a full range of measures have been tried to improve a pupil's behaviour and engender a sense of personal responsibility. Whenever suspensions or permanent exclusions are used the DfE's Suspension and Permanent Exclusion Guidance (Sept 2024) is followed.

At Lady Royd Primary School, pupils identified as being at risk of suspension and permanent exclusion are provided with strategies to meet individual needs so that the school can support the pupil and their family as much as possible. Permanent exclusion is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher, or Assistant Headteacher in their absence.

A decision to permanently exclude a pupil from the school should be taken only a) in response to a serious breach or persistent breaches of the school's behaviour policy and b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Purpose

The purpose of this policy is to set out the process for fixed term suspensions and permanent exclusions for the benefit of parents, staff and pupils to ensure a consistent and fair process for all concerned.

Parents

The definition of a parent for the purposes of the Education Act is broadly drawn. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

Prevention of Suspension and Permanent Exclusion

1. The behaviour and attitudes of pupils is monitored regularly by class teachers, key stage leaders and SLT. Where pupils are at risk of suspension or permanent exclusion they are supported in a number of different ways including: report cards, mentoring and pupil support plans, parent meetings and alternative timetables and they may also be supported by external agencies such as Early Help and CAMHS.

Fixed Term Suspension

Fixed-term suspension means that a pupil is not allowed to come to the school for a fixed period of time. Pupils can also be suspended for lunchtime periods if behaviour at lunchtime is disruptive. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in an academic year).

Marking attendance registers following exclusion

When a pupil is excluded for a fixed term, they should be marked as absent using Code E.

Situations leading to a fixed term suspension

The school's Behaviour Policy clearly states the situations which will normally lead to fixed-term suspension, but it is also at the discretion of the Headteacher and Assistant Head, in their absence, to suspend for an incident which may not be covered by the behaviour policy and which is deemed to be of equal seriousness. Suspension will not be used for minor incidents, poor academic performance, punctuality concerns, or breaches of uniform rules (except where the latter results in persistent and open defiance of such rules). The length of fixed-term suspension is at the discretion of the Headteacher but will be for the shortest time deemed appropriate.

Procedure after a decision to fixed-term suspend a pupil has been made

1. Parents/carers will be informed by telephone where possible that a decision to suspend has been made. This will be followed by a letter of confirmation outlining the reasons for the decision and the Governors' Pupil Disciplinary Committee process.
2. Any suspension that leads to a pupil totalling over 15 school days of suspension in a term must be referred to the Governors' Pupil Disciplinary Committee. This Committee must meet within 15 school days of receiving notice of the suspension. The Headteacher and parents/carers will be invited to make representations to the Committee. The Committee will consider whether the Headteacher's decision to suspend was lawful, reasonable, procedurally fair, and proportionate, and will make a decision on whether or not to reinstate the pupil, i.e. whether or not to uphold the suspension, which led to the pupil totalling over 15 school days' suspension in a term. The clerk will inform parents/carers in writing of the Governors' decision within 1 school day.
3. This Committee must also convene if parents/carers request such a meeting for a suspension that leads to a pupil totalling over 5 school days' suspension in a term or up to 15. This Committee must meet within 50 school days of receiving notice of the suspension.
4. If parents/carers request a Committee meeting in relation to a suspension that leads to a pupil totaling 5 school days suspension in a term or less, the Committee must consider any representations made by parents/carers, but it cannot direct reinstatement and is not required to arrange a meeting with parents/carers.
5. Before a meeting of the Governors' Pupil Disciplinary Committee the school will send all the relevant material to the parents/carers and the governors on the panel 5 school days in advance of the meeting. Parents/carers have the right to be accompanied by a friend or representative.
6. Pupils will have a reintegration meeting after a fixed-term suspension (normally with the Headteacher or Assistant Headteacher for behaviour) where it is expected that parents/carers will attend with the pupil in question. The purpose of the meeting is to promote an improvement in behaviour, to emphasize the joint responsibility between school and parents/carers regarding the pupil and to explore measures to prevent further misbehaviour.
7. The pupil, parent and school all sign the return to reintegratioform, which sets out clear targets to achieve.
8. The school will keep a formal record of all fixed-term suspensions

Pupil welfare during suspension.

1. The parents have a legal responsibility to ensure that the pupil is not present in a public place e.g. parks, shopping centres at any time during school hours. (Bradford Council may issue fines to parents if this is breached)
2. The school will set work (either paper based or online – MS Teams/ Google Classroom). If paper based it is the parent/carers' responsibility to collect the work and return it to school.
3. After day 5 of suspension the school will arrange for alternative temporary education – usually at a different local school, or at a Pupil Referral Unit.
4. If a pupil is suspended at lunchtimes and is entitled to Free School Meals then the school can make arrangements for a packed lunch to be provided if parents/carers wish.

Separation of Pupils for Safeguarding Purposes

In rare circumstances, DfE Guidance on Suspension and Exclusions July 2026 gives schools the power to temporarily forbid a pupil from attending the school premises in order to separate them from another pupil (or pupils) for safeguarding reasons. This may include circumstances where an allegation of serious harm has been made by one pupil against another. This is not a suspension or permanent exclusion on disciplinary grounds and will only be used in situations where:

- There is an identified safeguarding risk;
- Separating the pupils is essential to protect one or more children and;
- The separation cannot practicably be achieved through arrangements that allow the pupils to remain safely on school premises.

Any such decisions will be made on a case-by-case basis in line with the principles of DfE Guidance on Suspension and Exclusions July 2026 and Part 5 of KCSIE 2026. The DSL will take a lead role in completing a risk assessment and exploring safety planning options, taking advice from Children's Social Care, the Police and the BDAT Head of Safeguarding as needed. Using this information, the Headteacher will make the final decision as to whether a safeguarding separation arrangement is required by considering:

- The best interests, safety and welfare of all pupils involved
- The wishes and feelings of pupils where appropriate
- The school's duties under the Equality Act 2010 and Human Rights Act 1998
- Whether reasonable adjustments or alternative on-site arrangements could safely manage the risk
- The educational and support needs of the pupil who will be forbidden from attending the premises

Parents will be informed of the reasons for any safeguarding separation that is put in place. The Local Governing Body should also be notified without delay.

All safeguarding separation arrangements will be kept under regular review and will remain in place only for as long as it is necessary and proportionate. Appropriate education, pastoral support and contact with the pupil will be maintained throughout the period they are not allowed to attend school,

and a clear reintegration and safety plan will be agreed prior to them returning.

The local authority should support school to ensure that suitable education is provided during any safeguarding separation, as per their duty under S19 of the Education Act 1996

Permanent Exclusion

The decision to permanently exclude a pupil is never taken lightly. A permanent exclusion means that a pupil is never allowed to come back into the school; the responsibility for finding the pupil their next educational establishment lies with the Local Authority.

Situations leading to permanent exclusion

After all other initiatives to improve behaviour have been exhausted, permanent exclusion may result from serious on-going behaviour problems or the failure of an offsite direction.

There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Pupils who have a dangerous weapon on the premises or on the way to or from school in the community.
- Pupils who purposely tamper with or set off the fire alarm.
- Supplying an illegal drug
- Other offence considered by the Headteacher to be exceptionally serious; particularly in cases of repeat offending where other sanctions have been shown to have failed.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The decision to permanently exclude a pupil is never taken lightly.

DFE statutory exclusions guidance (2024) also states on page 11 that 'the behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion.'

Procedure for decision making

The decision to permanently exclude may only be taken by the Headteacher or Assistant Headteacher in their absence. The standard of proof to be applied is the civil standard of proof i.e. on the balance of probabilities, if it is more probable than not that the pupil did what they are alleged to have done, the Headteacher may permanently exclude the pupil.

Permanent exclusion will not be imposed in the heat of the moment. In exceptional circumstances, usually where further evidence has come to light through an investigation, the Headteacher may issue a permanent exclusion to begin immediately after the end of a suspension. Before deciding whether to exclude a pupil permanently the Headteacher will:

- a) Ensure that a thorough investigation has been carried out;

- b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies
- c) Allow the pupil to give their version of events;
- d) Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- e) If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.

Procedure after a decision to permanently exclude has been made

1. Parents/carers will be informed without delay that a decision to permanently exclude has been made – either by telephone or in a meeting with the Headteacher. This will be followed by a letter of confirmation outlining the reasons for the decision as stated on the Ex1/Ex3 form and the Governors' Pupil Disciplinary Committee process (sent electronically or via the post).
2. The school will inform the parent/carer of the date of the Governors' Pupil Disciplinary Committee meeting at which governors will hear the school's case and the parents/carers/pupil's case.
3. Before the meeting the school will send all the relevant material to the parents/carers and the Governors on the Committee 5 school days in advance of the meeting.
4. The Governors will hear the case, at which parents/carers may be accompanied by a friend or representative. Governors will consider whether the Headteacher's decision to permanently exclude was lawful, reasonable, procedurally fair, and proportionate, and will make a decision on whether or not to reinstate the pupil i.e. whether or not to uphold the permanent exclusion. The clerk will inform parents/carers in writing of the Governors' decision within 1 school day.
5. Parents/carers do have a right of appeal to an independent review panel in the event that Governors uphold the permanent exclusion and information regarding this will be included in the letter sent to parents/carers. Parents must make this request within 15 school days of receiving notification of the permanent exclusion, and the panel should meet to review the case within 15 school days of the parents' request. Parents have a right to require the Trust to appoint a SEND expert to attend the review, regardless of whether the pupil has recognised special educational needs.

The panel may make one of three decisions:

- uphold the governing board's decision not to reinstate;
- recommend that the governing body reconsiders reinstatement; or
- quash the governing board's decision and direct that the governing body board reconsiders reinstatement.

Pupil welfare following a permanent exclusion

1. The parents have a legal responsibility to ensure that the pupil is not present in a public place e.g. parks, shopping centres at any time during school hours. (Bradford Council may issue fines to parents if this is breached).
2. The pupil may not come to the school or into the school grounds unless invited in.

3. The school will set work (either paper based or online – MS Teams/ Google Classroom). If paper based it is the parent/carers' responsibility to collect the work and return it to school for the first 5 days.
4. The local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

Monitoring and Review

The Headteacher will report on the number of suspensions and exclusions and their outcome to the Governors who will review the working of this policy.

