



Wycliffe Church of England Primary School

Suspension and Exclusion Policy



Ratified by the governing body: Oct 2025

To be reviewed on: Oct 2026

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.

The Need for a Policy

Wycliffe CE Primary School promotes positive behaviour through the example set by children and adult role models, the Behaviour Policy and by having high expectations.

There are occasions, however, when it is necessary and appropriate to suspend students 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 the student’s behaviour and engender a sense of personal responsibility.

Whenever suspensions or permanent exclusions are used, the DfE Suspension and Permanent Exclusion Guidance Sept 2024 is followed. At Shipley CE Primary School, children identified as being at risk of suspension and permanent exclusion are provided with strategies to meet individual needs so that school leaders can support the child 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 Deputy Headteacher in their absence.

A decision to exclude a child permanently from the school should be taken only if

- a) There is a serious breach or persistent breaches of the 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 students 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

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, including the involvement of our Learning Mentor and Senior Leadership Team
- The child may be referred to the Behaviour Support Service at Bradford Local Authority for additional support, e.g. anger management training, or other appropriate agencies
- Parents will be invited into school to discuss their child's behaviour with appropriate school staff. An individual Behaviour Support Plan may be drawn up. Parents will then be kept informed of their child's progress.

At Wycliffe CE Primary School, we work to help children to develop good character through positive relationships, encouragement and instruction whilst understanding their rights and responsibilities within the school setting.

All pupils have the right to feel safe at school; the right to learn, the right to be respected and to have fair treatment.

We aim to achieve this through the teaching of six key values rooted in Christian teachings:

1. Love
2. Hope
3. Courage
4. Respect
5. Creativity
6. Forgiveness

Our school is centred on our school Vision; where we strive to provide the best conditions for all in school to achieve. We aim for our school to be a culture that allows all within it, both children and staff, to flourish.

Behaviour Support Plans

These can 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
- 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.

Fixed Term Suspension

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

Suspension will not be used for minor incidents, poor academic performance or punctuality concerns, etc.

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 child has been made

1. Parents/carers will be informed by telephone 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 process.
2. Any suspension that leads to a child totalling over 15 school days 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 lead to the student 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 student 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 student totalling 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. Students will have a reintegration meeting after a fixed-term suspension (normally with the Headteacher or Deputy Headteacher) 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 emphasise the joint responsibility between school and parents/carers regarding the student and to explore measures to prevent further misbehaviour.
7. The school will keep a formal record of all fixed-term suspensions.

Child 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, which will be sent electronically via email, but 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 student 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.

Permanent Exclusion

Permanent exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Headteacher, or Deputy Headteacher in their absence, can permanently exclude a pupil.

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 a managed move. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

These may include:

- a) Serious actual or threatened violence or verbal abuse against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Racist abuse
- d) Persistent Bullying
- e) Supplying or being in possession of drugs or illegal substances (including alcohol) on the premises or on the way to or from school in the community
- f) Students who have a dangerous weapon on the premises or on the way to or from school in the community.
- g) Students who purposely tamper with or set off the fire alarm.
- h) Arson

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 student is never taken lightly. The DfE Suspension and Permanent Exclusion Guidance August 2024 also states on page 11 that 'a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.'

Procedure for decision making

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 student did what they are alleged to have done, the Headteacher may permanently exclude the student.

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 student 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, and, where applicable, Race Relations legislation and Disability Discrimination legislation;
- c) Allow the student 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 and the Governors' Pupil Disciplinary Committee process (sent electronically or via the post). The Local Education Authority will also be informed. Where applicable, a child's social worker will also be informed.
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/student'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. 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.

Child welfare following a permanent exclusion

1. The student may not come to the school or into the school grounds unless invited in.
2. 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.)
3. From day 6 onwards of permanent exclusion the Local Authority will arrange for alternative temporary education – usually at a Pupil Referral Unit.

The Headteacher (or Deputy Headteacher in their absence) are able to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH.

Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged.

Off-rolling and unlawful exclusions

Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.

Suspending a pupil for a short period of time, such as half a day, is permissible, however, the formal suspension process must be followed. Each disciplinary suspension and permanent exclusion must be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion.

Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.

SEN/vulnerabilities:

<https://www.gov.uk/government/publications/school-exclusion>: P23

Duties under the Equality Act 2010 and Children and Families Act 2014 Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have

due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and 6 Understanding your data: a guide for school governors and academy trustees - GOV.UK (www.gov.uk) 7 Section 88 of the Education and Inspections Act 2006.
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including (in the case of the governing board of relevant settings) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

When headteachers suspend a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, (virtual school head) as applicable.

When headteachers suspend a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.