# CLAYTON ST JOHN CofE PRIMARY

# Suspensions and Exclusion Policy

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| Ratified by Governors: | Autumn Term 2025 | Headteacher: Mrs Gemma Emsley |
| Next Review Date: | Autumn Term 2026 | |

**'Growing together in God's Love'**



A member of the bdat family

## Vision and values

**Safeguarding Statement of Intent**

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

**Our school vision:**

**"Growing together in God's Love"**

***"Give thanks the Lord, for he is good;***
***His love endures forever."***
*1 Chronicles 16-34*

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

**Our School Values:**



**Statement of Intent**

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

*Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. 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 Aug 2024)*

**The Need for a Policy**

Clayton St John C of E Primary promotes positive behaviour through the example set by adults and student role models, the Behaviour Policy, Behaviour Curriculum and by having high expectations.

Learning that there are consequences to inappropriate behaviour is an important aspect of education and the behaviour strategy has clear sanctions for when expectations are not met.
There are occasions 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 Aug 2024 is followed. At Clayton St John C of E Primary, students 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 student 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 student 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
• The child may be referred to the Behaviour Support Service at Bradford Local Authority for additional support.
• 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 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.

1. **Fixed Term Suspension**

Fixed Term Suspension means that a student is not allowed to come to the school for a fixed period of time. Students can also be suspended for lunchtime periods if behaviour at lunchtime is disruptive. A student 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 student 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 Governors' Pupil Disciplinary Committee process.
2. Any suspension that leads to a student 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

8. The school will keep a formal record of all fixed-term suspensions.

**Student 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.

## 2. 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 an offsite direction. 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 against another student or a member of staff.

b) Sexual abuse or assault.

c) 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

d) Students who have a dangerous weapon on the premises or on the way to or from school in the community.

e) Students who purposely tamper with or set off the fire alarm. 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 Aug 2024 also states in part 3 paragraph 2 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.

The DfE Suspension and Permanent Exclusion Guidance Aug 2024 is followed by the school. The updated guidance states:

1. The Headteacher (or Deputy Headteacher in their absence) can cancel an exclusion but this can only happen when the governing board has not yet 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.
2. 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.

**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).

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;
• quash the governing board's decision and direct that the governing body board reconsiders reinstatement.

Student 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.

Review

This policy should be reviewed and ratified by the Governing Body of Clayton St John Church of England Primary School every year.

**More Information:**

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024:

Suspension and permanent exclusion guidance August 2024 (publishing.service.gov.uk)

This policy should be read in conjunction with the following guidance and other BDAT/Academy specific policies:

- Preventing Youth Violence and Gang Involvement - August 2013
- Criminal Exploitation of Children and Vulnerable Adults: County Lines
- Relationships Education, Relationships and Sex Education and Health Education - September 2021
- Teaching Online Safety in Schools - January 2023
- Sharing Nudes and Semi-Nudes Advice for Education Settings - March 2024
- Guidance for Safer Working Practice in Education Settings - February 2022
- Children Missing Education Statutory Guidance - September 2016
- DFE Digital and Technology Standards - May 2024
- DFE Guidance on Working Together to Improve School Attendance – August 2024
- Alternative Provision Statutory Guidance - January 2013
- Behaviour in Schools Guidance - September 2022
- Keeping Children Safe in Out-of-School Settings: Code of Practice – September 2023
- Searching, Screening and Confiscation Guidance - July 2022
- Positive Environments Where Children Can Flourish - October 2021
- NPCC Guidance for Schools on When to Call the Police

- BDAT Equality Statement and Objectives
- BDAT GDPR Policy
- BDAT Recruitment and Selection Toolkit
- BDAT Health and Safety Policy
- BDAT Managing Allegations and Low Level Concerns Policy
- BDAT Whistleblowing Policy
- BDAT Attendance Statement
- BDAT Behaviour Statement
- BDAT Anti-Bullying Policy

- BDAT Prevent Policy
- Clayton St John C of E Primary Attendance Policy (Policies | Clayton St John CofE Primary School (claytonce.co.uk)
- Clayton St John C of E Primary Online/E-safety Policy Policies | Clayton St John CofE Primary School (claytonce.co.uk)
- Clayton St John C of E Primary Anti-bullying policy Policies | Clayton St John CofE Primary School (claytonce.co.uk)