



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

## Suspension and Exclusion Policy

|                       | Position/Committee                             | Date      |
|-----------------------|------------------------------------------------|-----------|
| <b>Prepared by</b>    | Deputy Headteacher:<br>Behaviour and Attitudes | July 2026 |
| <b>Approved by</b>    | Local Governing Body                           |           |
| <b>To Be Reviewed</b> | Deputy Headteacher:<br>Behaviour and Attitudes | July 2027 |



## **PERSONAL BEST: SUSPENSIONS AND EXCLUSIONS**

### **RATIONALE**

Please click [here](#) to view the Relationships Policy.

At Ilkley Grammar School, we believe that all pupils thrive when their efforts are recognised and rewarded, and when expectations for behaviour are clearly defined. The Personal Best strategy underpins this approach, promoting effective communication between teachers, parents, carers, and pupils.

This Suspension and Exclusion Policy should be read in conjunction with our Relationships Policy, which outlines the values and procedures that guide positive interactions within our school community.

While suspension is always a measure of last resort, it may be necessary where a pupil's conduct represents a serious or repeated breach of the school's expectations or situations when a pupil's continued presence in school would significantly compromise the safety, welfare or education of others. In such cases, exclusion may be used to formally address and record the behaviour. Our aim is to ensure that:

- The suspension process is applied fairly and consistently.
- All suspensions are lawful, reasonable, and proportionate.
- The process is clearly understood by governors, staff, parents, and pupils.
- Pupils remain engaged in education and are not at risk of becoming NEET (Not in Education, Employment, or Training).

### **LEGISLATION AND STATUTORY GUIDANCE**

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#)

It also reflects the guidance from Bradford as our LA which is in part included in this documentation and can be found at <https://www.bradford.gov.uk/education-and-skills/school-support-services/exclusion-from-school/>

It is also based on the following legislation, which outlines schools' powers to suspend pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011, The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)



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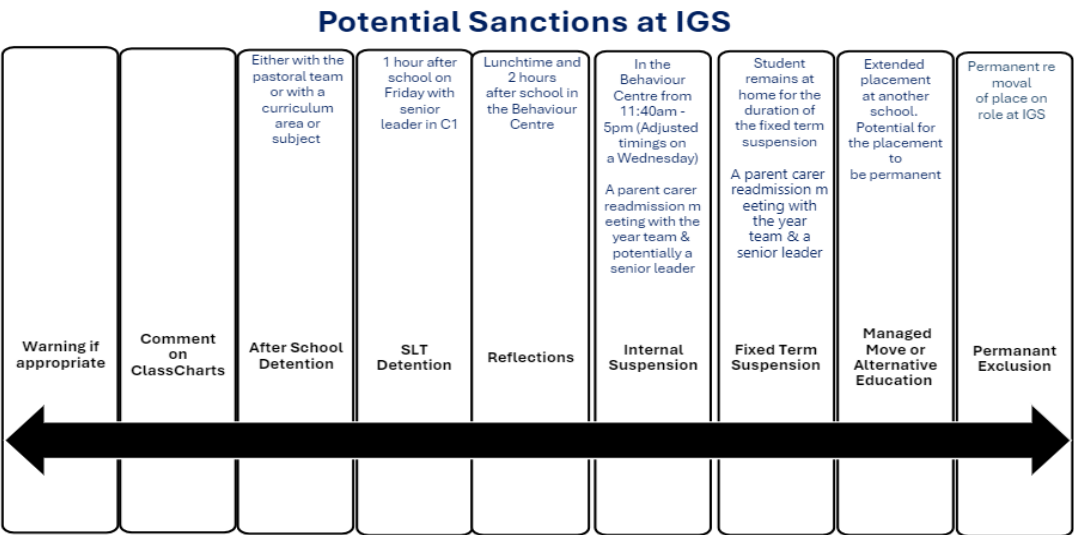
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The Relationships Policy reflects Ilkley Grammar School’s core values and outlines procedures designed to foster positive relationships among all stakeholders. Whilst we strive to ensure that these values are consistently demonstrated by our pupils, we recognise that there may be occasions when individuals make choices that negatively impact themselves or others.

In such instances, the school will review the incident in line with this policy and respond in a manner that is proportionate, constructive, and aimed at preventing recurrence. Our goal is always to support pupils in making better choices and to maintain a safe, respectful learning environment for all.



Ilkley Grammar School remains committed to working in partnership with pupils and their families to foster positive relationships and provide consistent guidance. Our aim is to support all pupils in embodying the school’s core values.

As part of this commitment, our Reflection provision offers pupils the opportunity to reflect on the circumstances leading to an incident and to consider the impact of their actions on others. This reflective process is a key element in promoting personal growth and accountability.

Similarly, Internal Suspension allows our Behaviour Centre and pastoral staff to work closely with pupils to support their behaviour following specific incidents.

We are also an active member of the Three Valleys Behaviour and Attendance Collaborative (BAC), working alongside other local secondary schools. This collaboration enables us to access a range of alternative provisions for pupils who have received multiple fixed-term suspensions or for whom there are significant behavioural or pastoral concerns. These provisions may include:

- An Offsite Direction to another school for a period of time
- A managed move to another school for a fresh start

- Placement with an external provider such as a Pupil Referral Unit (PRU) or Behaviour Support Unit (BSU)
- Additional support through referrals to external agencies by our pastoral teams

These interventions are designed to provide tailored support and to help pupils re-engage positively with their education.

After gathering the context, the Deputy Headteacher (Behaviour and Attitudes), or other DHTs if not available, should review all evidence and agree the appropriate sanction considering all of the factors listed below, and recommend this to the Headteacher who will decide the course of action. In the event of a Fixed Term Suspension, the pupil and parents will be informed of this decision as soon as possible, and a letter will be either posted or handed to the parent/carer to outline statutory obligations and explain the process, together with a pack of work (this may be work on Showbie) to be completed at home.

Following a Fixed Term Suspension, parents or carers are invited to attend school with their child in order to take part in a 'Return from Suspension' discussion. Notes of the meeting are recorded, which will review the reason for the suspension, ways in which we can move forward positively and any additional support or actions to take place to avoid any further possible suspensions at any point in the future. We value the relationships between parents and carers and want to work collaboratively and positively together to ensure that the support and challenge are consistent.

In all cases of suspension, it is essential that appropriate members of staff are consulted to ensure that the decision is made professionally, fairly, and in line with school policy. The decision to suspend a pupil is based on a thorough review of the following factors, in consultation with pastoral leaders and senior staff:

- The seriousness of the behaviour or incident
- Written statements from staff and Pupils to establish a clear and evidence-based account
- The pupil's behavioural history
- Any known personal or extenuating circumstances
- The pupil's level of remorse and willingness to take responsibility
- Consideration of any Special Educational Needs, particularly where an Education, Health and Care Plan (EHCP) is in place
- Awareness of any adverse childhood experiences, trauma, or other relevant personal factors

This process ensures that each case is considered individually and that decisions are a proportionate means to a legitimate aim and aligned with our values.

### **Statutory Compliance and Decision-Making**



Ilkley Grammar School is committed to adhering to all statutory procedures relating to suspension and exclusion. Our aim is to ensure that every pupil receives their education in a safe, supportive, and respectful environment.

In line with Department for Education guidance, a decision to suspend or exclude a pupil will only be made:

- In response to serious or persistent breaches of the school's Relationships Policy, and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of others

Before making a decision to suspend a pupil for a fixed period or to issue a permanent exclusion, the headteacher will:

- Consider all relevant facts and evidence, including whether the incident was provoked
- Provide the pupil with an opportunity to present their version of events\*
- Take into account any known special educational needs (SEN)

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

\*Pupil statements will be sought wherever possible, but this may not be possible prior to the point of suspension due to the nature of the incident

## **Roles and Responsibilities**

### ***The Headteacher:*** Informing Parents/Carers

The headteacher will notify parents or carers in writing without delay, providing the following information:

- The reason(s) for the suspension or exclusion
- The duration of the suspension, or confirmation that the exclusion is permanent
- Information about the right to make representations to the governing board, and how the pupil may be involved in this process
- Instructions on how to submit representations

Where the governing board is legally required to consider reinstatement, parents will be informed of their right to attend the meeting, be represented (at their own expense), and bring a friend or supporter.

In addition, the headteacher, or a delegated senior member of staff, will contact parents by the end of the school day to confirm the suspension and its duration. Parents will also be reminded of their legal duty to



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ensure that their child is not present in a public place during school hours without a valid reason for the duration of the suspension. Failure to comply may result in a fixed penalty notice or prosecution.

### **Sixth Day Provision**

If a suspension exceeds five school days, the school is legally required to arrange full-time education from the sixth day. Parents will be provided with the following details either at the time of notification or as soon as the provision is confirmed:

- The start date of the alternative provision
- The start and end times of each session (morning and afternoon, where applicable)
- The address of the provision
- The name of the staff member the pupil should report to on the first day

If this information is not available by the end of the first day of suspension, it will be provided no later than 48 hours before the provision begins. If the provision starts before the sixth day, this information may be shared with less than 48 hours' notice, with parental consent.

### **Notification to the Governing Board and Local Authority**

The headteacher will notify the governing board and the local authority (LA) without delay of all suspensions and exclusions. Where applicable, the pupil's social worker and Virtual School Head will also be informed.

- When a permanent exclusion is issued, including cases where a fixed-period suspension is subsequently converted to a permanent exclusion
- When a suspension results in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a single term
- When a suspension would cause the pupil to miss a public examination

If the pupil resides outside the Bradford local authority area, the headteacher will also notify the pupil's home authority of the permanent exclusion and the reasons for it without delay.

For all other suspensions not meeting the above criteria, the headteacher will report them to the governing board and the local authority on a termly basis.

### **The Governing Board**

Responsibilities for suspension and exclusion appeals are delegated from the Moorlands Learning Trust (MLT) Board to the Local Governing Body (LGB). The LGB will convene a panel of at least three governors to consider such matters.



The LGB has a statutory duty to consider the reinstatement of any pupil who has been suspended or permanently excluded.

Note: Provision is not required for Pupils in their final year of compulsory education who have no further public examinations to sit.

### **The Local Authority (LA)**

In cases of permanent exclusion, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth school day following the exclusion.

### **Considering the Reinstatement of a Pupil**

The LGB panel will consider the reinstatement of a pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- The suspension would result in the pupil being suspended for more than 15 school days in a term (referred to as a Pupil Disciplinary Committee or PDC)
- The exclusion would result in the pupil missing a public examination or national curriculum test

If requested by parents, the LGB will also consider reinstatement within 50 school days of receiving notice of a suspension if the pupil has been suspended for more than 5 but fewer than 15 school days in a term.

Where a suspension would result in a pupil missing a public examination, the LGB will make every effort to meet before the date of the examination. The panel may:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil, either immediately or on a specified date

In reaching its decision, the LGB will consider whether the suspension or exclusion was lawful, reasonable, and procedurally fair, and whether the headteacher fulfilled their legal duties. The panel will determine the facts of the case on the balance of probabilities (a lower threshold than the criminal standard of beyond reasonable doubt).

Minutes will be taken during the meeting, and a record of the evidence considered will be kept. The outcome will be recorded on the pupil's educational record.

The LGB will notify the headteacher, parents/carers, and the local authority of its decision in writing, including the reasons for the decision, without delay.

### **Permanent Exclusion: Independent Review**



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When a permanent exclusion is upheld, the LGB will provide written notification to parents/carers, which will include:

- Confirmation that the exclusion is permanent
- Notice of the parents' right to request an independent review panel
- The deadline for submitting a review request
- The name and address to which the application should be submitted
- Guidance that the application should outline the grounds for review and, where applicable, how the child's special educational needs (SEN) are relevant
- Information about the right to request the appointment of an SEN expert, regardless of whether the child has recognised SEN
- A description of the SEN expert's role and confirmation that there is no cost to parents for this appointment
- A reminder that parents must indicate in their application whether they wish for an SEN expert to be appointed
- Information about the right to be represented (at their own expense) and to bring a friend or supporter to the review

### **Discrimination Claims**

If parents believe the exclusion was discriminatory, they may bring a claim under the Equality Act 2010:

- For disability discrimination: to the First-tier Tribunal (Special Educational Needs and Disability)
- For other forms of discrimination: to the County Court
- Such claims must be lodged within six months of the date of the alleged discrimination.

### **Independent Review Panel**

If parents request an independent review, Ilkley Grammar School will liaise with the Moorlands Learning Trust (MLT) to arrange for an independent panel to review the LGB's decision not to reinstate the pupil.

Applications must be submitted within 15 school days of the LGB's written notification.

The panel will consist of either three or five members, including:

- A lay member to chair the panel, who has not worked in any school in a paid capacity (excluding experience as a governor or volunteer)
- School governors who have served for at least 12 consecutive months in the last five years and have not been teachers or headteachers during that time
- Headteachers or individuals who have served as headteachers within the last five years
- Where a five-member panel is convened, it will include two governors and two headteachers. A clerk will be appointed to support the panel.



The panel may decide to:

- Uphold the LGB's decision
- Recommend that the LGB reconsider reinstatement
- Quash the LGB's decision and direct that it be reconsidered (only if the decision is deemed legally flawed)

Decisions are made by majority vote. In the event of a tie, the chair will have the casting vote.

### **Reintegration Following a Fixed-Term Suspension**

Following a fixed-term suspension, a reintegration meeting will be held involving the pupil, their parents/carers, a senior member of staff, and other relevant staff as appropriate.

Supportive measures that may be implemented upon return include:

- A behaviour contract
- Monitoring through a report system
- Placement in internal provision (Ilkley Grammar School's Behaviour Centre)

### **Partnership with Bradford Metropolitan District Council (BMDC)**

Ilkley Grammar School works in close partnership with Bradford Metropolitan District Council to report and record all suspensions and exclusions. The school is both supported and held accountable by designated BMDC staff.

A copy of BMDC's centrally produced guidance is included in the Relationships Policy and is available upon request.

### **BMDC Guidance on Pupil Exclusions**

Only the headteacher (or acting headteacher) has the authority to suspend or exclude a pupil. This may be:

- A fixed-period suspension of up to 45 school days in a single academic year
- A permanent exclusion
- Lunchtime suspensions count as a half-day fixed-period suspension
- Pupils at Risk of Suspension/Exclusion

Where a pupil is at risk of suspension or exclusion, the headteacher must ensure that:

- An appropriate support package is in place
- The Home/School Agreement is active and understood



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- Parents/carers have been regularly involved in discussions and interventions
- Detailed written records of all relevant incidents must be maintained.

### **Investigating the Incident Leading to Suspension or Exclusion**

Before making a decision to suspend or exclude a pupil, the headteacher must conduct a thorough investigation to establish the facts and the pupil's level of involvement. This process includes:

- Determining whether the incident may have been provoked, including by racial or sexual harassment
- Collecting signed and dated written statements from all involved parties and witnesses\*
- Ensuring the pupil alleged to be responsible is given the opportunity to present their version of events, even if they are not currently in school
- Establishing the facts with strong supporting evidence that the conduct occurred and that the pupil was responsible

\*Some circumstances may occur where suspension may need to occur before all statements can be taken

### **Suspension During an Ongoing Investigation**

In cases involving serious incidents, it may be necessary to suspend a pupil on a fixed-term basis while the investigation is ongoing. If this occurs, the suspension letter to parents must clearly state that the purpose of the suspension is to allow time for the investigation to be completed.

Once the investigation concludes, the headteacher will determine whether to:

- End the suspension
- Extend the suspension
- Convert the suspension into a permanent exclusion

### **Police Involvement**

Where an incident may warrant police involvement:

- The police should be contacted as appropriate
- Other relevant agencies, such as the Youth Offending Team (YOT) or Children's Social Care (CSC), should be considered for involvement
- A fixed-term suspension may be issued initially

If legal proceedings are possible, the headteacher should consult with the police before interviewing witnesses or Pupils involved

### **Determining the Appropriate Sanction**

Once the investigation is complete and the pupil's culpability has been established, the headteacher must decide whether suspension or exclusion is the appropriate response. All decisions must align with:



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- The Relationships Policy
- The School Discipline Policy
- Any other relevant policies (e.g. the school's Drugs Policy)

Failure to follow these policies may result in the decision being overturned by the Pupil Disciplinary Committee (PDC) or an Appeal Panel.

Sanctions may vary between Pupils based on:

- The degree of involvement
- Their disciplinary history
- Any remorse shown

### **Equalities Considerations**

All decisions must take into account the school's Equal Opportunities Policies and comply with relevant legislation, including:

- The Race Relations Act 1976 (as amended)
- The Disability Discrimination Act 1995 (as amended)

### **Permanent Exclusion**

The DfE guidance states that to permanently exclude a pupil is the final step in the school's disciplinary process and it should normally be used as a last resort.

The Department for Education (DfE) acknowledges that, in exceptional cases, a permanent exclusion may be appropriate for a first or one-off offence. These may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Possession or supply of an illegal drug
- Carrying an offensive weapon

In all other cases, permanent exclusion should only be considered when all other strategies and sanctions have been exhausted.

The DfE guidance states that a decision to permanently exclude a pupil should only be taken:

- In response to a serious breach of the school's Relationships Policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of other Pupils or staff
- Alternative Strategies to Exclusion

Before considering exclusion, a range of alternative strategies should be explored, including:



- Restorative justice: A process that allows the pupil to acknowledge harm caused and work toward resolution with those affected
- Internal suspension: Temporary removal from class to a designated area within school or another supervised setting
- Parental engagement: Regular communication and collaboration with parents/carers
- Behaviour or learning support units
- Multi-agency meetings: Involving external professionals to coordinate support
- Mentoring
- Temporary curriculum adjustments or disapplication of the National Curriculum
- Work-related learning or experience (for Pupils aged 14–16)
- Voluntary service or community engagement
- Assessment placements at Pupil Referral Units (PRUs) for Key Stage 3 Pupils
- Involvement of external providers
- Off-site direction: Temporary placement at another school for a set period, issued under the direction of the headteacher and in agreement with the host school.

Note: Parents must never be pressured into removing their child from school under threat of exclusion. Pupils must not be removed from the school roll to encourage alternative placement.

### **Support Programmes and Early Help**

Pupils who do not respond to school-based interventions may be at risk of exclusion or involvement in criminal activity. Staff should proactively identify such Pupils and ensure a coordinated support plan is in place.

#### *What is Early Help?*

Early Help is a school-led intervention designed to support Pupils in managing their behaviour more effectively. It should:

- Be overseen by a nominated member of staff
- Set clear, realistic behavioural targets
- Involve external agencies where appropriate
- Be practical and time-bound, with minimal administrative burden
- Not replace an Individual Education Plan (IEP) or SEN assessment

A meeting should be held involving school staff, external agencies, voluntary groups, and the pupil's family.

#### *When to Initiate Early Help*

Early Help should be initiated automatically for any pupil who:

- Has had multiple fixed-term suspensions



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- Is identified as being at risk of disengagement or failure due to disaffection

### *How to Set Up Early Help*

The school should invite:

- The pupil's parents/carers
- The nominated staff member
- Relevant external agencies or voluntary groups

The group will discuss concerns and agree on a support plan with clear targets, actions, and timescales.

### **When Not to Suspend or Exclude**

It is unlawful for schools to:

- Send a pupil home unofficially and ask parents to return them after they have “cooled down”
- Require parents to attend a meeting before a pupil is readmitted following a fixed-term suspension

Note: While not a legal requirement, Ilkley Grammar School encourages reintegration meetings to promote mutual understanding and support a positive return to school.

Examples of where suspension should not be used include, but are not limited to:

- It is unlawful to suspend or exclude a pupil for the following reasons:
- Minor incidents such as failure to complete homework or forgetting dinner money
- Poor academic performance
- Lateness or truancy, unless there is persistent and open defiance
- Breaches of the school uniform policy (e.g. hairstyles or jewellery), unless there is persistent and open defiance
- As a punishment for the behaviour of parents (e.g. extending a suspension until parents attend a meeting)
- Refusal to sign or comply with the Home/School Agreement
- As a result of an unmet special educational need

### **Types of Suspension and Exclusion**

Only the headteacher (or, in their absence, the most senior teacher acting in that role) may suspend or exclude a pupil. There are three types of exclusion:



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- Fixed-period suspension
- Lunchtime suspension
- Permanent exclusion

**Fixed-Period Suspension:** A pupil may be suspended for up to 45 school days in a single academic year. Each suspension should be for the shortest time necessary to support reintegration. The school must provide and mark work during the suspension and arrange for its collection and return. Pupils must be readmitted the day after the suspension ends. After the sixth day of suspension, the school must provide full-time education. Once a pupil has reached 45 days of fixed-period suspensions in a year, no further fixed-period suspensions may be issued.

**Lunchtime Suspension:** May be used for disruptive behaviour during lunch periods. Counts as a half-day fixed-period suspension. Parents must be informed and have the right to make representations. Lunchtime suspensions must not be indefinite. Pupils eligible for free school meals must still receive a meal (e.g. a packed lunch). Prolonged use of lunchtime suspensions is discouraged; alternative strategies should be explored.

**Permanent Exclusion:** This is the most serious sanction and should be used only when all other strategies have failed. It is typically the final step in a graduated response to persistent or serious misconduct. The decision must be consistent with the school's Relationships Policy and other relevant policies (e.g. Drugs Policy). The exclusion must be based on a serious breach of policy and/or where the pupil's continued presence would seriously harm the education or welfare of others.

### **Permanent Exclusion for Exceptional or One-Off Offences**

In exceptional cases, a pupil may be permanently excluded for a first or one-off offence. Examples include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These examples are drawn from the [Pupil Exclusion Manual: Education Bradford](#).

In such cases, the school should consider informing the police and other relevant agencies (e.g. Youth Offending Team, Social Workers).

These offences are not exhaustive but illustrate the severity of behaviour that may warrant immediate exclusion. If the pupil is not permanently excluded, they retain the right to return to school, and alternative provision may not be appropriate.

### **Persistent Misbehaviour**



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Where a pupil continues to engage in persistent and defiant misbehaviour despite the application of appropriate sanctions and support strategies, permanent exclusion may be considered. The final or “trigger” incident must be sufficiently serious when viewed in the context of the pupil’s disciplinary history.

Key considerations include:

- The Relationships Policy must explicitly allow for exclusion in such cases
- No assumption of guilt should be made based on past behaviour
- A fair and impartial investigation must be conducted
- Alternative strategies must have been explored and, where appropriate, implemented
- Full records of behaviour, sanctions, and interventions must be maintained
- The exclusion letter must explain that the decision was based on both the final incident and the pupil’s behavioural history
- The letter should also state that the headteacher believes the pupil’s continued presence would seriously harm the education or welfare of others

The Secretary of State does not expect reinstatement in cases of persistent and defiant misbehaviour, including bullying or repeated possession/use of illegal drugs on school premises.

### **Decision-Making and Investigation**

Permanent exclusion should never be imposed in the heat of the moment. If a serious offence is suspected, a fixed-period suspension may be used to:

- Protect the safety of others
- Allow time for a full and fair investigation

## **PUPILS AT RISK**

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)**

Statutory guidance on identifying, assessing, and making provision for Pupils with SEND, including those with social, emotional, and mental health needs, is outlined in the Special Educational Needs and Disability (SEND) Code of Practice. Schools must have due regard to this guidance.

School governing bodies have a statutory duty to use their best endeavours to ensure that appropriate provision is made for any pupil with SEND.



## Exclusion and Pupils with SEND

Permanent exclusion should be avoided for Pupils with an Education, Health and Care Plan (EHCP), except in the most exceptional circumstances. The same principle applies to Pupils:

- Receiving support under the SEND Code of Practice (K code)
- Undergoing an Education, Health and Care Assessment (EHCA)
- Already holding an EHCP
- Support for these Pupils should be clearly documented in their OnePlan, which enables effective review and communication with parents and external agencies.

In most cases, parents will already be aware of ongoing behavioural concerns. Schools must adopt a graduated approach and exhaust all practicable means to maintain the pupil's placement, including:

- Seeking advice from Bradford Metropolitan District Council (BMDC)
- Engaging external support services
- Requesting a statutory assessment of need

For Pupils with an EHCP, a fixed-period suspension should be considered in the first instance, followed by an emergency review involving the SEND Casework Officer to evaluate the EHCP and determine next steps.

## SEND Partnership and Parental Support

Ilkley Grammar School is committed to working in partnership with parents and carers. We can provide information about voluntary agencies that offer support, including advice on suspensions and exclusions.

The OnePlan and SEN Record of Need help document the support already in place and guide further interventions.

## Disabled Pupils

Under the Disability Discrimination Act 1995 and the Equality Act 2010, schools must not discriminate against disabled Pupils by suspending or excluding them because of their disability.

Disability includes physical, sensory, intellectual, or mental impairments. Discrimination may occur when:

- A disabled pupil is treated less favourably than others without justification
- Reasonable adjustments are not made to prevent substantial disadvantage

Schools must demonstrate that their actions are justified and that reasonable adjustments were considered. Many disabled Pupils also have SEND, and schools should consider the support provided in that context.



Schools are strongly advised to seek legal advice where discrimination is alleged.

Appeals involving discrimination:

- Permanent exclusions: Heard by the Independent Review Panel
- Fixed-period exclusions: Heard by the First-tier Tribunal (Special Educational Needs and Disability)

### **Children in Public Care**

Children in public care are particularly vulnerable to underachievement. Schools must make every effort to avoid exclusion and should:

- Seek early involvement from BMDC and other professionals
- Involve Social Services at the earliest opportunity

### **Race Equality**

Schools have a legal duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Foster good relations between racial groups

Support and advice are available from BMDC's Diversity and Cohesion Team, which also monitors statutory Racial Incident Reporting Forms.

*Schools must:*

- Ensure decisions about suspension or exclusion are free from racial bias
- Monitor and analyse exclusions by ethnicity
- Revise policies and practices if adverse impacts on specific racial groups are identified
- Provide training for staff and governors on unconscious bias and cultural awareness
- Foster strong links with community groups to support inclusive practice

Headteachers, governors, and appeal panel members are advised to read the Equality Act 2010 in full.

### **Drugs Related Exclusions**

Ilkley Grammar School adopts a zero-tolerance approach to the possession, use, or supply of illegal and unauthorised substances. This policy aligns with the Department for Education (DfE) guidance:



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“Illegal drugs have no place in schools. It is vital that schools send a clear message to the whole school community that the possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.”

School boundaries include:

- The school site and its immediate vicinity
- Journeys to and from school, including public transport and school buses
- Off-site activities such as work placements, college visits, and school trips (including those during holidays)

Substances covered by this policy include:

- Controlled substances (e.g. cannabis, ecstasy, heroin, cocaine, LSD)
- Substances purporting to be illegal drugs
- Legal substances such as alcohol, tobacco, vapes, and solvents
- Over-the-counter and prescription medications (unless authorised for medical use)

### **Sanctions and Procedures:**

Possession or use of alcohol, tobacco, or vapes: Pupils will be investigated and may be placed in Reflection. Repeated offences may result in internal suspension, external suspension or permanent exclusion.

Possession of controlled substances: Will result in a full investigation and likely suspension or exclusion. Repeat offences or lack of mitigating circumstances will lead to a recommendation for permanent exclusion.

Supply or intent to supply: Includes offering, selling, giving, obtaining on behalf of others, or trading substances. This will result in a recommendation for permanent exclusion, regardless of whether the offence occurred on or off school premises.

*Police involvement:* All incidents involving controlled substances will be reported to the police.

*Governance:* The Chair of Governors will be informed of all serious drug-related incidents.

*Support:* The school will act sensitively toward any pupil seeking help for a drug-related issue.

### **Weapons and Offensive Items**

Ilkley Grammar School has a zero-tolerance policy regarding the possession of offensive or harmful weapons on school premises or while travelling to or from school.

*Legal Context:*



It is illegal to carry a knife or offensive weapon, even for self-defence. Police and school staff have the authority to search Pupils suspected of carrying weapons. Carrying a weapon can result in arrest, a criminal record, and long-term consequences for education, employment, and travel.

### **School Response:**

If a pupil is suspected or found to be in possession of a knife or offensive weapon (e.g. baseball bat, razor blade, or improvised harmful object):

- A search will be conducted
- An investigation will be initiated
- BMDC will be consulted for guidance
- Parents/carers will be informed
- The police will be contacted
- A recommendation for permanent exclusion will be made if possession is confirmed

### **Permanent Exclusion for Exceptional Circumstances**

In line with DfE and Education Bradford guidance, permanent exclusion may be appropriate for a first or one-off offence involving:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These offences are considered serious breaches of school policy and may warrant immediate exclusion to protect the safety and welfare of the school community.

### **Separation of pupils for safeguarding purposes**

Introduced as part of the updated [DfE Suspension and permanent exclusion from maintained schools](#) (Paragraphs 26-29), it may be necessary to forbid a pupil from attending the school site due to an allegation of harm by one pupil against another.

In this scenario, the local authority must arrange education for the pupil if IGS or the pupil's parent does not/cannot do so. *This is not an exclusion on disciplinary grounds.*

In such cases the following will take place:

- The school should inform parents of the reason why the pupil has been temporarily forbidden from attending its premises, and in conjunction with the designated safeguarding lead (or a deputy)



- The governing body should also be notified without delay and ensure this is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises.



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE