



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A city
on a hill cannot be hidden. - Matthew
5:14b

Exclusion Policy

Approved by:	Board	Date: October 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	
Related Documents	Exclusion Policy (POLEX) Learning and Teaching Policy (POLTL) Equal Opportunities Policy (POLEO) Special Educational Needs (POLSEN) Anti-bullying (POLAB) Care and control Policy	
Guidance	Behaviour in schools – advice for headteachers and school staff – February Keeping children safe in education Use of Reasonable force in schools July Searching, screening and confiscation advice for schools School suspensions and permanent exclusions	
Author:	Jen Jakes (Primary Principal) Chris Rowbottom (Secondary Principal)	

Rationale

Bradford Academy Exclusions Policy works in accordance with the DfE guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024. This policy is linked to the Positive Behaviour Policy, Equal Opportunities Policy and Care and Control Policy.

Good behaviour in schools is essential to ensure that all learners benefit from the opportunities provided by education. Therefore, the government recognises that Academy suspensions, 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 the Academy and maintain the safety of the Academy's communities.

For the vast majority of learners, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other learners and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which learners can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Only the Principal of the Academy can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A learner's behaviour outside the Academy can be considered grounds for a suspension or permanent exclusion.

When establishing the facts in relation to a suspension or permanent exclusion decision the Principal will 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.'

Suspension

A suspension, where a learner is temporarily removed from the Academy, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the Academy's behaviour policy and show a learner that their current behaviour is putting them at risk of permanent exclusion.

Permanent exclusion

A permanent exclusion is when a learner is no longer allowed to attend the Academy (unless the learner is reinstated). The decision to exclude a learner permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the learner to remain in school would seriously harm the education or welfare of the learner or others such as staff or pupils in the school.

For any permanent exclusion, Principals should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Exclusions will only be resorted to when the Academy can demonstrate with adequate evidence that all reasonable steps have been taken and/or that the presence of the learner is likely to be severely

detrimental to his/herself, other learner, or staff. There may also be occasions when a short-term suspension is appropriate because of the severity of unacceptable behaviour, to send a clear message to the learner involved and others in the Academy. Suspension will be followed with a back-to-school meeting to reintegrate the learners with clear expectations and may include targets set in a behaviour contract. The Academy will make all efforts to engage the parents/carers in this meeting on or before the first day the suspended learner returns to the Academy.

Purpose

- To maintain an environment where learners can develop academically, morally and socially.
- To maintain the highest standards of behaviour.
- To maintain an environment where learners feel safe and secure.
- To protect the well-being of all learners and adults in the school. To meet statutory requirements, in particular to conform with the DFE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024

Guidelines

- Learners demonstrating aggressive or disruptive behaviour should move through the hierarchy of support and sanctions outlined in the Positive Behaviour Policy. However, suspensions and permanent exclusion will always be considered in the case of pupils involved in violent behaviour or other C4 and C5 behaviours explained in the Positive Behaviour Policy.
- Behaviour outside school may result in a suspension/permanent exclusion.
- Only the Principal may suspend.
- Principals will take account of their duty of care when sending a learner home following the decision to suspend or permanently exclude. This includes anticipating any safeguarding issues if a pupil is suspended at the end of an afternoon session.
- When establishing the facts in relation to suspend or permanently exclude decision the Principal 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'.
- Learners and their parents will be given an opportunity to express their view and the learner will have the opportunity to give their account of an incident.
- All suspensions and permanent exclusions must be formally notified in writing to the parents. They will be reported termly to the Local Authority, indicating the reason for suspension, the period of suspension, the right of parents to appeal, whether work has been set and the meeting for re-admission. The Local Education Authority and Chair of Governors will be informed of a permanent exclusion within one school day.
- Parents will be invited into school to discuss with an appropriate member of staff the conditions on which a learner may be re-admitted, where possible on the first day the pupil returns to the Academy.
- In all cases parents, will be informed of their right to make representations to the Governing Body to appeal the suspensions, although in the case of suspension, this may be after the duration of the suspension
- The learner will be involved in the meetings and decisions included in the suspension process, according to their age and ability.

- Support will be provided for suspended learners during suspension (e.g. by the provision of work and homework) and at re-entry to the school through the pastoral team. It is the responsibility of parents/carers to collect and return work to school to be marked. For learners with special educational needs, this should be matched appropriately to their Education, Health and Care Plan.
- In cases of exclusion that are permanent, or result in a pupil missing a public examination, the Discipline Committee of the Governing Body will meet within 15 school days. Even if excluded, a pupil will normally take part in public examinations unless doing so is to the detriment of another pupil. Such hearings will follow the procedures recommended in the LA and DFE Guidelines on Pupil Exclusions.
- A decision to exclude a learner permanently should only be taken:
 - In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the learner or others in the school.
- Where a pupil is given a fixed period of suspension of a duration of 6 days or longer, the school will arrange suitable full time educational provision from and including the sixth day of the suspension. This may be at a different school, or at an alternative education provision.
- During the initial period of up to 5 school days, the parents/carers of the suspended pupil must ensure that he/she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the learner is in the company of the parent(s).
- The Governing Body has the right to direct the Principal to reinstate a pupil who is the subject of a permanent exclusion.
- Where the Governing Body decide to uphold the decision to permanently exclude a learner, a letter will be sent out notifying the parents/carers within one day. This will be followed by a more detailed response within three to five days.
- Parents have the right to contest the decision of a Governing Body through an independent review panel. If a review is requested parent/carers must notify the Principal's PA in writing submitting any written evidence. When requested by a parent, this panel may need to appoint a Special Educational Needs expert to offer impartial advice. The independent panel may not direct the reinstatement of an excluded learner; however, it may direct the Exclusions Panel to reconsider its decision.

It is usual that suspension or permanent exclusion will occur on the following grounds:

- In response to a one-off behaviour which is so serious that it cannot be adequately dealt with by allowing the learner to continue to attend the Academy, even considering internal exclusion.
- An unprovoked act of physical aggression involving another pupil or any act of physical aggression against a member of staff.
- A criminal or serious act outside school that may impact on other pupils which requires investigation.
- A series of behavioural problems which culminates in the decision to exclude a learner because he or she is beyond the provisions the school can make.
- Possession or supply of illegal drugs on school premises; or if a learner comes onto the premises under the influence of drugs or alcohol.

- Possession of a weapon on school premises.

N.B. As not every eventuality can be foreseen, this is not an exhaustive list and Bradford Academy reserves the right to exclude for reasons deemed appropriate.