



Barking Abbey School

Suspension Policy

The Governing Body approved this Policy on: 02.02.2024
Next Review: Feb 2025

Barking Abbey is committed to instilling the highest possible social and moral values in all its students and to ensure that student behaviour is conducive to learning.

The Governors of Barking Abbey consider that the use of the Headteacher's power to suspend from school can be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate.

This policy is intended to give a clear indication to staff, parents and students of typical circumstances within which the Headteacher will use powers to suspend and the procedures that will be followed in exercising them. Governors will rely on this in reviewing the actions of the Headteacher in suspending students.

It is the policy of the Barking Abbey to avoid suspensions, fixed term or permanent, whenever possible. The school's Behaviour for Learning Policy provides a clear framework which contains a range of constructive sanctions and how students who experience difficulties will be supported.

There are three main reasons for suspension: a serious breach of Barking Abbey's Behaviour for Learning Policy, persistent minor breaches of the Behaviour for Learning policy or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

The decision to suspend a student from school for either a fixed term or permanently is regarded as a last resort, and usually only after a range of these strategies have been undertaken. This includes: contact with family, behaviour report, detentions, department or internal exclusion. Parents will be informed of such decisions at all times.

Power to suspend

The Headteacher is the only member of staff within Barking Abbey who can suspend a student, either permanently or for a fixed term. In the absence of the Headteacher, the Deputy Headteacher may take this role.

Types of Exclusion

1. On campus/Internal Exclusions

Only the Headteacher, Deputy Headteacher or Assistant Headteacher can agree an on campus/internal exclusions. Heads of Year and Pastoral Managers and Pastoral Coordinators can request an on campus/internal exclusions by completing an on campus/internal exclusion referral form (see Appendix 1). Staff should not threaten a student with exclusion as they have no authority to carry out the threat.

Once the decision to internally suspend the student has been made, the parent should be telephoned and the details of the incident shared. The Pastoral Team will also email any member of staff who was originally involved in the incident so they are made aware of the follow up action that has taken place. The on campus exclusion will take place as soon as possible after the incident. Students placed in an on campus exclusion will be expected to follow different school day timings. Their day will begin at 8.25 and will end at 3.45pm. Students should bring in their own lunch for the day but those who do not have a packed lunch will be provided with a baguette if they have money on their account or if they have receive free school meals. Students receiving an on campus exclusion are expected to remain in silence but can ask for help or request the use of the toilet which they will be allowed to use during period 3 and period 5. Students in the room must maintain excellent behaviour and adhere to the rules of the room to ensure they do not need to repeat their on campus suspension. Any student who receives an on campus exclusion will be monitored using a On Campus Suspension Log form. (See Appendix 3).

Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

Before the student returns to lessons parental contact must take place. If appropriate, restorative justice will be organised and future actions and support agreed.

Off campus External Exclusions

Only the Headteacher, Deputy Headteacher or Assistant Headteacher can agree an off campus exclusions. Heads of Year and Pastoral Managers and Pastoral Coordinators can request an off campus exclusion by completing an on/off campus exclusion referral form (see Appendix 1). Staff should not threaten a student with exclusion as they have no authority to carry out the threat.

An off campus exclusion will see a student placed in the Pastoral Support Room at the opposite campus to the campus that the student attends.

Once the decision to set a student an off campus exclusion has been made, the parent should be telephoned and the details of the incident shared. The Pastoral Team will also email any member of staff who was originally involved in the incident so they are made aware of the follow up action that has taken place. The off campus exclusion will take place as soon as possible after the incident. Students placed in an off campus exclusion will be expected to follow different school day timings. Their day will begin at 8.25 and will end at 3.45pm. Students should bring in their own lunch for the day but those who do not have a packed lunch, will be provided with a baguette if they have money on their account or if they have receive free school meals. Students receiving an off campus exclusion are expected to remain in silence but can ask for help or request the use of the toilet, which they will usually be allowed to use during period 3 and period 5. Students in the room must maintain excellent behaviour and adhere to the rules of the room to ensure they do not need to repeat their off campus suspension. Any student who receives an off campus exclusion will be monitored using a On Campus Suspension Log form. (See Appendix 3).

An off campus exclusion may be used;

- To create space between two or more students who have broken the Barking Abbey school rules
- If on campus suspensions have already been tried and students continue to demonstrate the same levels of poor behaviour
- If a student with safeguarding concerns has engaged in suspension level behaviour and the school deems it necessary to keep the child in school
- As a strategy to help students avoid a suspension

Off campus suspensions are a strategy the school can use as an attempt to avoid suspending students. Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

Before the student returns to lessons parental contact must take place. If appropriate, restorative justice will be organised and future actions and support agreed.

Suspensions from school

Suspensions are an extremely serious sanction and should only be considered when all other sanctions have been exhausted. Long external suspensions are rarely effective and removing the student from the school will not solve the behaviour problem. As with all behaviour issues it is important to unlock the problem and seek strategies with the student to solve the problem.

Only the Headteacher can agree an external suspension or the Deputy Headteacher in his absence. This is agreed once a Suspension referral form (appendix 2) has been received.

The full details of the incident should be shared with the parent on the telephone and a suspension letter should, if at all possible be sent home on the same day (usually by email). A copy placed on the student's file. A Return from Suspension meeting (appendix 4) must be held with the parent/carer and

student, and the Head of Year before the student is allowed to return to lessons, a member of SLT will join these meetings where possible.

Removing a student from the school site for disciplinary reasons without following formal suspensions procedures is illegal even with the consent of the parent. If whilst investigating an incident a student needs to be isolated from others they should remain with a member of their Pastoral Team, a member of SLT or placed in the Pastoral Support Room (if appropriate). However, requesting that a student be taken home from school for safety reasons, is a rare but necessary step in some occasions. If this is needed, parents/guardians will always be contacted and students will not be allowed to leave until communication is made with home.

Hard and fast rules about the type of incident and the number of days suspension are generally not advisable because each situation and student requires a personal approach.

5 suspensions or suspensions of 15 days or more within an Academic term will be required to attend a Governor's Disciplinary Panel accompanied by their parent.

Whilst having regard to the circumstances of a particular case, the Headteacher will be likely to use suspensions in the following instances:

- Sustained challenge to the authority of a member of staff
- The use of foul or abusive language to a member of staff
- Sustained bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, age, religion, disability or sexual orientation)
- Persistent defiance of a school rule
- Acts of vandalism or physical violence
- Using drugs or alcohol and/or smoking within or in close proximity to the school site
- Conduct that has brought the school into disrepute
- Possession of banned items in school
- False or malicious complaints or accusations against members of staff or the school community.

This list does not note every offence for which a suspension may be used but gives an indication of the behaviour where it will be considered.

Suspension is a very serious punishment. It will usually be of the shortest possible duration to minimise the disruption to learning that extended absence from lessons results in.

We do not operate a fixed tariff system and each incident will be considered on an individual basis. Whilst an suspension may be an appropriate sanction, the Headteacher will make reasonable

adjustments and take into account any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered a bereavement, is experiencing a trauma, has mental health issues or has been subject to bullying.

During the first five days of a suspension, the student is the responsibility of the parent/carer, although the school must ensure that adequate work is set. The Pastoral Team will be responsible for the collection of work. It is the parent/carer's responsibility to ensure that the student does not come onto the school site, or is in a public place during school hours without reasonable justification.

On the 6th day of suspension, the school must provide suitable full time education, either on or off the school site. In line with all Barking and Dagenham secondary schools, this will involve the student attending Mayesbrook Park school or and another Barking and Dagenham school for the remainder of their suspension once the 6th day of suspension has been reached.

Governors believe that any student reaching their fourth suspension, during a relevant time period, has almost exhausted the capacity of the school to help them be successful. This will trigger a meeting with the Governor's Disciplinary Committee (referenced in appendix 5).

In exceptional circumstances, for example following a particularly serious incident (that does not merit a permanent suspension) or for rapidly deteriorating behaviour, a Governor's Disciplinary Committee will be convened even if five suspensions have not occurred.

A student can be suspended for an aggregated total of 45 school days in any one academic year.

An suspension may be extended or made permanent where:

It was necessary to suspend the student in order to complete the investigation freely. It is essential that if new evidence has come to light the suspended student is given the opportunity to respond to it before the suspension is extended or made permanent.

If the student has been reported to the police and the result of that investigation provides additional evidence to the school.

2. Permanent Exclusion

Permanent Exclusion is reserved for offences that would have a seriously damaging effect on the life of the school, the well-being of other students or of staff, or seriously and persistently interfere with teaching and learning in the school. This is not necessarily limited to conduct that has taken place during school time or on/near to the school. The DfE lays out the following criteria for permanent exclusion:

- Serious violence which creates fear and anxiety among staff and students
- Possession of an offensive weapon on or within close proximity of the school site
- Dealing in drugs on or within close proximity of the school site

- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse
- Serious breach or persistent breaches of the school's Behaviour for Learning Policy
- Allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school

A permanent exclusion is a serious step, and will only be taken when all other alternatives have been explored. However, it is clear that for some students, in some circumstances, this is the only available and appropriate option.

In most cases, permanent exclusion will be the final step in a process of dealing with disciplinary offences following the wide range of strategies which have been tried without success. It is an acknowledgment by the school that it has exhausted all available strategies for dealing with the student and should only be used as a last resort.

There will however, be circumstances where a 'first offence' is so serious that permanent exclusion has to be considered. The school may then also wish to inform the police or other appropriate agencies.

The DfE guidance is clear that we have a statutory duty not to discriminate against students on the grounds of protected characteristics such as disability or race and that we should give particular consideration to fair treatment of students from groups who are vulnerable to exclusion.

The school will work actively to avoid permanent exclusion from school. It is very much a last resort and where possible we will pursue the following before a permanent exclusion is confirmed:

- A campus change to the opposite site to which the student usually attends (can be done once)
- A Managed Move to another local school
- A placement at an alternative curriculum provider
- A highly personalised curriculum programme
- Securing an Education and Health Care Plan and possibly a placement in a resourced provision

Governors Disciplinary Panel- Permanent Exclusion Hearing

- In the case of a permanent exclusion, the Governors' Disciplinary Committee must review the recommendation that the Headteacher has made to permanently suspend a student following representation from the school and parents or carer. The parent/carer may bring a representative to the meeting. The student should also attend the hearing. A Local Authority representative will also attend to advise the Panel as necessary throughout the hearing.

- Parents and the Local Authority will be notified of the decision to permanently suspend in writing setting out the reasons for the decision. The Governors' notification will also include the notice of the parents' rights to ask for the decision to be reviewed by an independent review panel and the date by which an application for a review must be made and to whom.
- In the case of an independent review, parents have the right to appoint someone to make written and or oral representations to the panel. Parents may also bring a friend to the review.

Independent Review Panel (IRP)

This must meet within 15 days of receiving a request and will include 3-5 members including a Lay Chair, School Governor and Headteacher (within the last 5 years), a SEN expert if requested by the parent and the Head/Chair of the Disciplinary Committee. Additional evidence can be heard.

The IRP can uphold the decision to permanently suspend or recommend that Governors reconsider or quash the decision and direct that the decision be reconsidered. The IRP does not re-take the decision. It can only over-turn it on limited grounds, namely if the decision falls foul of judicial review principles i.e. it is illegal, irrational, procedurally improper.

If Governors are directed to reconsider the decision to suspend and do not reinstate the student, the IRP will order the school to make a payment to the Local Authority towards the cost of alternative provision.

Governors Disciplinary Committee-5 exclusions or suspensions for 15 days or more

- Details of the Disciplinary Committee will be communicated without delay by letter and telephone message as appropriate
- It will be clerked and advised by the Clerk to the Governors or a person with experience of clerking such meetings
- The Clerk will ensure all members of the Committee are reminded of the legal framework for their hearing.
- The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any guidance issued by the Secretary of State
- The Governors will discuss the case alone with the Clerk after all parties have had the opportunity to state their case and respond to the points put by the other parties
- For hearings related to 5 separate exclusions, if the Committee agree that there has been a significant and persistent disregard for school discipline then governors will alert the student,

and their family, that another similar offence would be likely to lead to a permanent exclusion. In these circumstances, a final warning will be given.

- For exclusions of 15 days or more, the Disciplinary Committee can uphold the exclusion, overturn it but not alter the duration.
- If a suspension of 15 days or more is upheld (or there has been 5 exclusions) governors will alert the student, and their family, that another similar offence would be likely to lead to a permanent exclusion.

Monitoring and Review

The Headteacher will report regularly on the incidence of suspensions and permanent exclusions to the Governors Children's, Families and Community Sub Committee. This group will review the operation of this policy in consultation with the Headteacher and staff, and to recommend any changes to the governing body. National guidance related to exclusion will also be referred to during the exclusion process.

Appendix 1 On campus/ Off campus (Internal Exclusion Form)



Sandringham referrals sent to DRO. Sixth form to OBO.

Longbridge referrals sent to KWA.

Referrals must be submitted by 3:30pm for processing the following day.

Referrals will only be processed once communication with parents and pupil has been made.

Name of Student:	Year Group:	FG:
Date of Incident:		
Does the child have any SEND needs that should be considered?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, what?	EHCP <input type="checkbox"/>	SEN K <input type="checkbox"/>
Has on campus suspension been communicated with home?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Has on campus suspension been communicated with child involved?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Has a full investigation been carried out?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Statements from all students, witnesses, staff and the student recommended for exclusion.</i>		
Does this incident involve an assault on a member of staff?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If yes, please ensure that HR and the DSL are informed.</i>		
Are there any safeguarding concerns for any victims / suspects?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If yes, please ensure that a safeguard referral has been made and then the DSL has been informed.</i>		
Does this incident involve allegations of child-on-child sexual abuse?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If yes, please ensure that a safeguard referral has been made and then the DSL has been informed.</i>		
Are there any extenuating factors that need to be considered? <i>Please add details if appropriate</i>		
Safeguarding <input type="checkbox"/>		
SEN Concerns <input type="checkbox"/>		
Family Issues <input type="checkbox"/>		
Wellbeing <input type="checkbox"/>		

Proposed length of on campus suspension:		
One Day <input type="checkbox"/>	Two Days <input type="checkbox"/>	Three Days <input type="checkbox"/>
Four Days <input type="checkbox"/>	Five Days <input type="checkbox"/>	Ten Days <input type="checkbox"/>
Priority of on campus suspension:		
Urgent (next day) <input type="checkbox"/>		Non-Urgent <input type="checkbox"/>
Reason / s for On Campus Suspension		
Persistent disruptive behaviour <input type="checkbox"/>	Confrontational behaviour <input type="checkbox"/>	Dangerous behaviour <input type="checkbox"/>
Physical aggression towards peer <input type="checkbox"/>	Verbal aggression towards peer <input type="checkbox"/>	Damage to property <input type="checkbox"/>
Graffiti <input type="checkbox"/>	Truancy <input type="checkbox"/>	Sexually inappropriate behaviour <input type="checkbox"/>
Disruptive behaviour in PSR <input type="checkbox"/>	Refusal to go PSR <input type="checkbox"/>	Bullying <input type="checkbox"/>
Cyberbullying <input type="checkbox"/>	Inappropriate use of ICT <input type="checkbox"/>	Inappropriate use of social media <input type="checkbox"/>
Intimidating behaviour <input type="checkbox"/>	Aggressive behaviour <input type="checkbox"/>	Swearing at staff <input type="checkbox"/>
Bringing the school into disrepute <input type="checkbox"/>	Possession of banned item <input type="checkbox"/>	Sexual abuse <input type="checkbox"/>
Racial abuse <input type="checkbox"/>	Homophobic abuse <input type="checkbox"/>	Gender abuse <input type="checkbox"/>
Theft <input type="checkbox"/>	Other, please state: <input type="checkbox"/>	
Details of On Campus Suspension:		
BEST Habit Breached (to be included in letter sent home)		
Bravery <input type="checkbox"/>	Excellence <input type="checkbox"/>	<u>Self Discipline</u> <input type="checkbox"/>
Team BA <input type="checkbox"/>		

Details of Return from Exclusion meeting:			
Date:	With HOY <input type="checkbox"/>	With AHT <input type="checkbox"/>	With HOC <input type="checkbox"/>
With HT <input type="checkbox"/>			
Referral completed by:		Date:	

Appendix 2 Suspension form

	<h1 style="margin: 0;">BARKING ABBEY SCHOOL</h1> <h2 style="margin: 0;">SUSPENSION REFERRAL</h2>
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Sandringham referrals sent to SGB only.

Longbridge referrals sent to JGI only.

Name of Student:	Year Group:	FG:
Date of Incident:		
Does the child have any SEND needs that should be considered?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, what?	EHCP <input type="checkbox"/>	SEN K <input type="checkbox"/>
Has the suspension been discussed with home?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Has the suspension been discussed with child involved?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Has a full investigation been carried out?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Statements from all students, witnesses, staff and the student recommended for exclusion.</i>		
Does this incident involve an assault on a member of staff?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If yes, please ensure that HR and the DSL are informed.</i>		
Are there any safeguarding concerns for any victims / suspects?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If yes, please ensure that a safeguard referral has been made and then the DSL has been informed.</i>		
Does this incident involve allegations of child-on-child sexual abuse?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If yes, please ensure that a safeguard referral has been made and then the DSL has been informed.</i>		
Are there any extenuating factors that need to be considered? Please add details if appropriate		
Safeguarding <input type="checkbox"/>		
SEN Concerns <input type="checkbox"/>		
Family Issues <input type="checkbox"/>		
Wellbeing <input type="checkbox"/>		

Proposed length of Suspension:	
One Day <input type="checkbox"/> Two Days <input type="checkbox"/> Three Days <input type="checkbox"/> Four Days <input type="checkbox"/> Five Days <input type="checkbox"/> Ten Days <input type="checkbox"/>	
Priority of Suspension:	Urgent (next day) <input type="checkbox"/> Non-Urgent <input type="checkbox"/>
Primary reason / s for Suspension	
<input type="checkbox"/> PP = Physical assault of a pupil. <input type="checkbox"/> VP = Verbal abuse / threatening behaviour of a pupil. <input type="checkbox"/> OW = Use or threat of use of an offensive weapon or banned item (not a vape). <input type="checkbox"/> OW = Possession and use of vape. <input type="checkbox"/> DS = Abuse relating to disability. <input type="checkbox"/> SM = Sexual misconduct. <input type="checkbox"/> PH = Wilful and repeated transgression of protective measures in place to protect public health. <input type="checkbox"/> MT = Inappropriate use of social media or online technology. <input type="checkbox"/> RA = Racist abuse. <input type="checkbox"/> TH = Theft.	<input type="checkbox"/> PA = Physical assault of an adult. <input type="checkbox"/> VA = Verbal abuse / threatening behaviour of an adult <input type="checkbox"/> DB = Persistent or general disruptive behaviour. <input type="checkbox"/> BU = Bullying. <input type="checkbox"/> DM = Damage. <input type="checkbox"/> LG = Abuse against sexual orientation and gender identity. <input type="checkbox"/> DA = Drug and alcohol related.
Details of Suspension, please provide a description of the incident.	
BEST Habit Breached (to be included in letter sent home)	
Bravery <input type="checkbox"/> Excellence <input type="checkbox"/> Self Discipline <input type="checkbox"/> Team BA <input type="checkbox"/>	
Details of Return from Exclusion meeting:	
Date:	With HOY <input type="checkbox"/> With AHT <input type="checkbox"/> With HOC <input type="checkbox"/> With HT <input type="checkbox"/>
Referral completed by:	Date:
Following receipt of referral JGI / SGB will discuss with TRO and make the final decision. JGI / SGB will communicate with Pastoral Teams and CHN	

Appendix 3 Behaviour Reflection Sheet



Mobile Phones must be handed into reception at the start of the day. If a pupil is using their phone, it will be confiscated in line with the Mobile Phone Policy.		
Student Name:	Year Group:	Form:
Length of Suspension:		Date of Suspension:
Reason for On Campus Suspension:		
Lunchtime requirements: Student Lunch order is taken during P1 and will be delivered to the PSR at Lunchtime. Students are not to leave the PSR to collect lunch. Own Lunch <input type="checkbox"/> Cheese Baguette <input type="checkbox"/> Ham Baguette <input type="checkbox"/> Chicken Baguette <input type="checkbox"/> Water is provided in the PSR.		Toilet Breaks There are two toilet breaks throughout the day. 10:30am and 2:00pm. If a student has a toilet pass this will be taken into consideration.



Why have you been sanctioned with an On Campus Suspension? _____ _____ _____ _____ _____	What inappropriate behaviour did you display? _____ _____ _____ _____ _____
Which BEST habits did you not display? Bravery <input type="checkbox"/> Prioritising <input type="checkbox"/> Excellence <input type="checkbox"/> Tolerance <input type="checkbox"/> Self-Discipline <input type="checkbox"/> Self-Regulation <input type="checkbox"/> Team BA <input type="checkbox"/> Open Mindedness <input type="checkbox"/> Courage <input type="checkbox"/> Democracy <input type="checkbox"/> Optimism <input type="checkbox"/> Justice <input type="checkbox"/> Empathy <input type="checkbox"/> Individual Liberty <input type="checkbox"/> Respect <input type="checkbox"/> Rule of Law <input type="checkbox"/> Perseverance <input type="checkbox"/> Organisation <input type="checkbox"/> Curiosity <input type="checkbox"/>	Which BEST Habits could you apply in future? _____ _____ _____ _____ _____ _____
Following your time in the PSR how <u>doe</u> you feel about the incident? _____ _____ _____ _____	If this incident were to happen again, how might you do things differently? _____ _____ _____ _____



Appendix 4 Return from Suspension Meeting Template



PARENT MEETING RETURN FROM PSR RETURN FROM SUS

Staff to be circulated in communication

Form Tutor Subject Teachers SEN Team Pastoral Team Other (state) _____



Student:	Tutor Group:	Date:
Date of Incident:	Year:	SEN: ✓ × PP: ✓ ×
Present:		
Reason for meeting:		
1.		
2.		
3.		
Discussion Items: (use attached notes as necessary)		
1.		
2.		
3.		
Agreed Actions		

Appendix 5
Suspension
trigger points



BARKING ABBEY SCHOOL

SUSPENSION TRIGGER POINTS

Formal Suspensions are the highest sanction in school.
For students who are persistently sanctioned with suspensions, the following
Trigger Points should be used.
CHN will populate all Suspension to the Suspension and On Campus Suspension
Tracker.

[SUSPENSION AND ON CAMPUS SUSPENSION TRACKER 2022-24.xlsx](#)

One Suspension

Return from Suspension meeting
with family, HOY and AHT.
Head of Year Report.

Two Suspensions

Return from suspension meeting
with family, HOY, AHT and HOC.
Pupil on Pastoral Support Plan.

Three Suspensions

Return from suspension meeting
with family, AHT, HOC / HT.
Rapid Response Referral.

Four Suspensions

Return from suspension meeting
with family, Governing Panel.
Final Warning Contract.

Permanent Exclusion

Permanent Exclusion from Barking
Abbey School.



BARKING ABBEY SCHOOL

ON CAMPUS SUSPENSION TRIGGER POINTS

On Campus Suspension is the highest internal sanction.
For students who are persistently sanctioned with an On Campus Suspension,
the following Trigger Points should be used.
CHN will populate all On Campus Suspensions Tracker and will notify HOYs of
the appropriate follow up.

[SUSPENSION AND ON CAMPUS SUSPENSION TRACKER 2022-24.xlsx](#)

One On Campus
Suspension

Phone call from Pastoral Team

Two On Campus
Suspension

Parent meeting with Pastoral
Team

Three On Campus
Suspension

Parent meeting with HOY and
AHT for Behaviour & Inclusion

Four On Campus
Suspension

Meeting with AHT for Behaviour
& Inclusion and HOC

Five On Campus
Suspension

Formal Suspension.
Return from Suspension meeting.

When students are sanctioned with a On Campus Suspension:
Report to main reception at 8:30am.
Mobile phones must be collected and given into Main Reception.
PSR Workbooks are to be completed.
PSR Report Card are completed by supervising staff.
Students will be dismissed at 3:45pm.

Appendix 7 Removal to the PSR trigger points



BARKING ABBEY SCHOOL

PSR TRIGGER POINTS

A weekly report will be run to highlight the students who are persistently referred to the PSR.

Behaviour and Inclusion Manager will populate all PSR usage and notify AHTs and HOYs when students reach the appropriate trigger point.

[PSR ANALYSIS 2023-24.xlsx](#)

Five Referrals to PSR

One Day on Campus Suspension.
Pastoral Meeting

Department / Pastoral Report.

Ten Referrals to PSR

Two Day on Campus Suspension.
HOY and AHT for B & I Parent meeting.

Head of Year Report.
Round Robin of T & L Strategies.

Fifteen Referrals to PSR

Two Day on Campus Suspension.
AHT for B & I and HOC Parent meeting.

Two Week SLT Report.
SEO Referral

Twenty Referrals to PSR

Formal Suspension for Persistent Disruptive Behaviour.

Return from Suspension Meeting.
Behaviour Contract.