**Reintegration Meeting following an Exclusion**

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| **Pupil’s Name:**  | **Year Group:**  |

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| **Present at meeting:** |

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| **Date meeting held:** |

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| **Details of Exclusion:**  |
| **Dates:** | **No. of days:**  |

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| **Behaviour which resulted in exclusion being given:** |

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| **Has the work set during exclusion been completed and returned?** |

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| **Reflection (child to complete in the meeting or when back in school)***What happened?**How were you feeling at the time?**Who else was involved?**How do you feel now?* *How can you make it better?* |

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| **Actions by School / Academy:** |
| **Actions by Parent:** |
| **Actions by Pupil:** |

**Agreed actions are needed to ensure there are no further breaches of the school / academy’s behaviour policy and that the education or welfare of pupils or others in the school / academy are not seriously harmed.**

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| **Is a risk assessment needed?** **Date of completion** **Review date**  |
| **Is the pupil identified on the At Risk Register?** |
| **Is the Local Authority aware of the exclusion?**  |

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| **Signed:**  | **Position in Academy:**  |

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| **Parents:** | **Pupil:**  |

**Record of the meeting (please tick)**

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| **Copy to the parents**  |  |
| **Copy placed in the pupil’s school file**  |  |

**Strategies and Interventions to try in school**

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| Consistent rules and routines 121 time with an adult the child has a positive relationship with / dedicated time for children Regular check-ins Working with parents Praise and celebrate successReward chart ABC charts (triggers)Countdown spotsChoose board with a selection of motivators / fiddle toys Calming Box Brain breaks Breakfast ClubVisual timetable Time out card Group changes / places in the classroom Managed Move Re-integration meeting following exclusion Mindfulness  |
| Assessment / screening Boxall Profiling Nurture group or intervention based on the results of the screening 121 time with an adult the child has a positive relationship with / dedicated time for childrenBehaviour Plan / Multi Element Plan, regularly reviewed with parents and child / Report cards as suggested in EEF document In-class support Zones of Regulation 121 or as an intervention Mentoring / counselling (internal or external referral to Build Sound Minds etc)Personalised timetable Re-integration meeting following exclusion Safe space access Sensory / calming space SEAL programme SEMH Interventions e.g. Lego Therapy, Play TherapyWorking with parents Class changes Referral to Newton’s Walk PRU for Behaviour Support |
| Reduced timetable, regularly reviewed and with clear targets Alternative provision Early Help Assessment Referral to Educational Psychologist Re-integration meeting following exclusion Risk Assessment Positive Handling Plan Working with parents 121 time with an adult the child has a positive relationship with / dedicated time for children |

**Strategies to try at home**

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| Having a clear routine Reward chart Limiting time on devices Dedicated 121 time with a parent  |

***Please use the intervention booklet to signpost parents to support agencies and services that are appropriate.***