**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 success  Reward chart  ABC charts (triggers)  Countdown spots  Choose board with a selection of motivators / fiddle toys  Calming Box  Brain breaks  Breakfast Club  Visual 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 children  Behaviour 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 Therapy  Working 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.***