

### Reintegration following Exclusion

The current exclusion guidelines from the Department of Education state that

*“Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.”*

Schools will often hold a reintegration interview following a fixed period exclusion; however, for children in care this must include a review of the PEP following any exclusion.

The pupil would normally attend all or part of the interview. The interview is usually conducted by the head teacher or a senior member of staff. In some circumstances it may be helpful for another person to be present such as the designated teacher or governor for children in care or children with SEN.

The purpose of the reintegration interview and review of the PEP is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. It also provides an opportunity to:

- a. emphasise the importance of parents/carers working with the school to take joint responsibility for their child's behaviour;
- b. discuss how behaviour problems can be addressed;
- c. explore wider issues and any circumstances that may be affecting the child's behaviour;
- d. reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour; and
- e. create a useful forum to consider with parents/carers the possibility of a parenting contract.

The interview is usually held on the school premises on the day the pupil returns to school and at least one of the child's parents/carers is expected to attend the meeting. Any actions agreed should be used to update the target section of the PEP and any other relevant sections.

### Reduced Timetables

This should be a temporary measure, no longer than 6 weeks, with regular reviews. The purpose of these reviews is to assess the effectiveness of this measure and to increase educational provision towards full time as soon as possible. These arrangements must be fully described in the PEP.

Integration and reduced timetables are measures to help a child manage his/her behaviour – they must be used to meet the needs of the child and not the needs of the school.