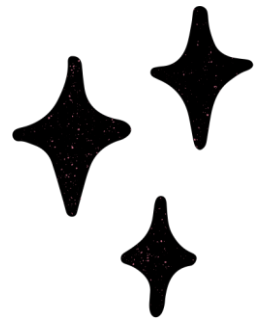




Successful Reintegration for Pupils who have faced Permanent Exclusion

Emma Grant
Park Primary School

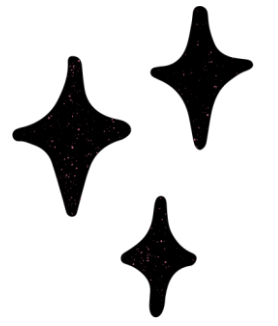
School Context



- Located in Aldershot on the Surrey/ Hampshire border
 - 1 Form Entry Primary - 207 children
 - 26% EAL
 - 42% FSM
 - 28% SEND (58 children)
- Incl 4.3% EHCP (9 children + 3 at assessment + 6 requests)
 - High Occurrence of ACEs
 - HT, DHT/SENDCo & Inclusion Leader
- TALA practitioner, Nurture, Morning Club, ELSA



Case Study



- The process of admitting a child who has been previously PEX
 - Before the child started
- Integrating into school – what this looked like at each stage
 - What Worked Well & Lessons Learnt
 - Next Steps





Previous Educational Experience

- Year R - Attendance = 99% (Lockdown 1)
- Year 1 - Attendance = 96% (Lockdown 2 & 3)
- Year 2 - Attendance = 37%

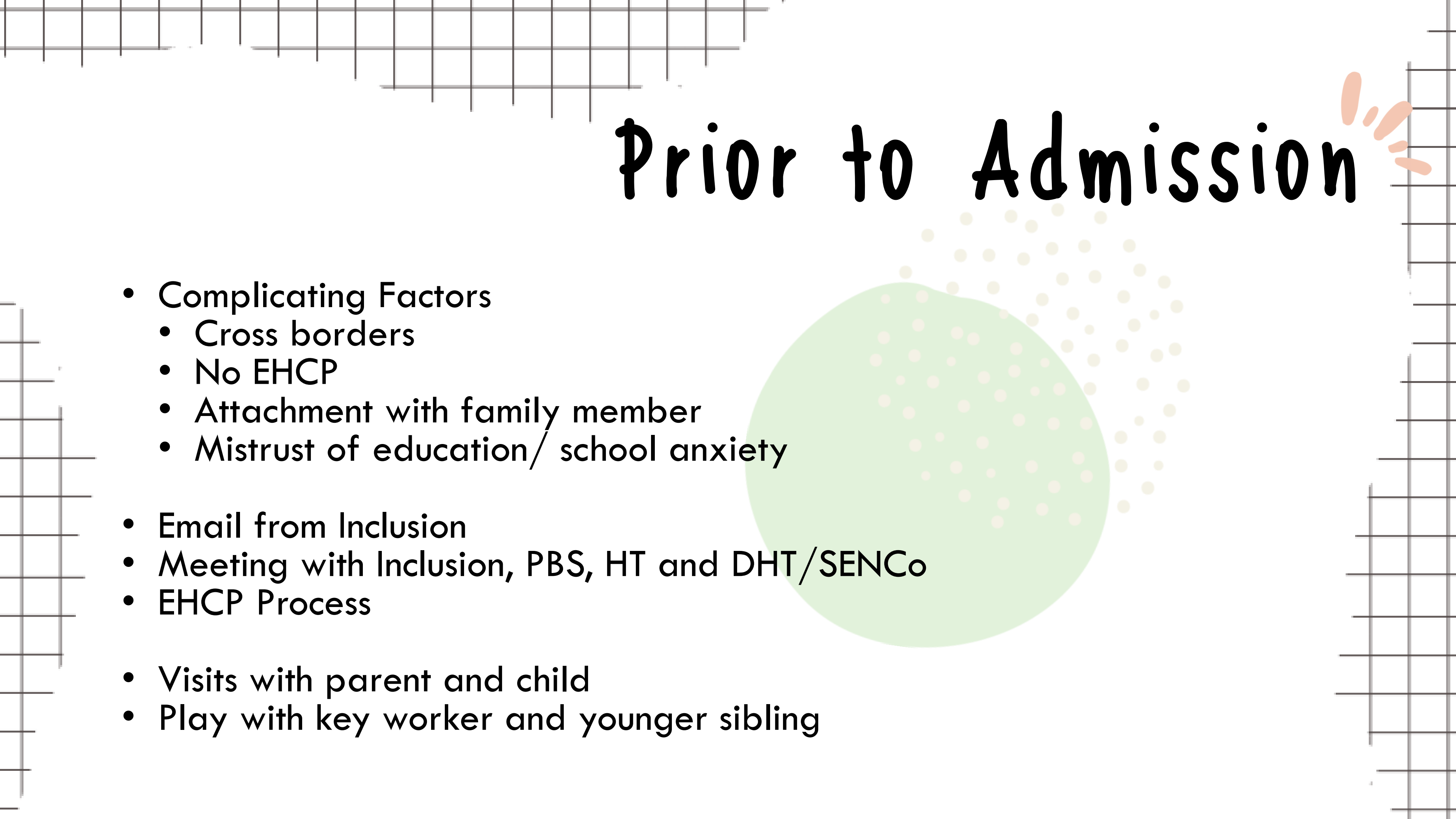
	Reading	Writing	Maths
Reception	Start: End: 71	Start: End: WTS	Start: 98 End: 84
Year 1	Start: 85 End: 73 PSC: 16	WTS	Start: 96 End: 88
Year 2	No assessment data	No assessment data	No assessment data



Previous Educational Experience

- Year 2
 - Aut: 6 Excl = 13 days
 - Spring – Attended PRU for period of time
 - Escalating Behaviours
 - Reduced Timetable
 - Permanently excluded in Spring term
- Started at The Hive in the Summer term

Prior to Admission



- Complicating Factors
 - Cross borders
 - No EHCP
 - Attachment with family member
 - Mistrust of education/ school anxiety
- Email from Inclusion
- Meeting with Inclusion, PBS, HT and DHT/SENCo
- EHCP Process
- Visits with parent and child
- Play with key worker and younger sibling



0. Establish an approach

- Feeling of rejection / unwanted
- Lack of trust of adults
- Often dysregulated – fight or flight
- Lacked a sense of belonging
- Constantly pushing boundaries
- Sensitive to perceived views of him from others

Attachment and Trauma Informed Approach.

1. The Role of Senior Leaders

- Model
- All SLT work with the child
- Positive reinforcement to other staff
- Limit background
- Revert back to ethos
- Remind all of previous positive examples, success stories and the impact to those children

A good example has twice the value
of good advice

— *Albert Schweitzer* —

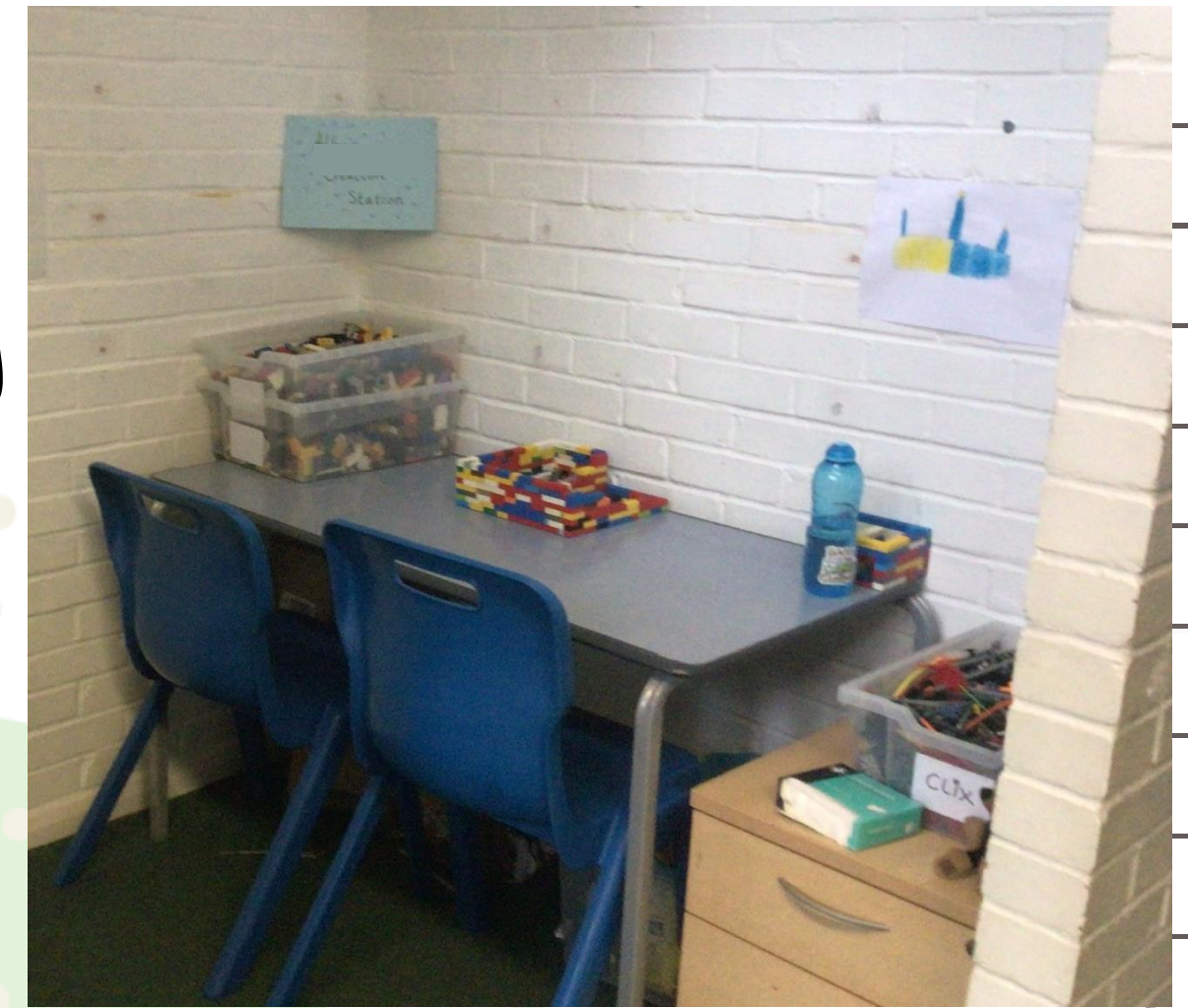
2. Building Relationships with Staff



- Tour of school
- Visits to PBS – HT and LSA
- Started with one member LSA
- Dare2Dream worker x 3 afternoons
- School dog
- Increase number of adults overtime - alongside trusted adults when introducing new
- Conscious of whether our actions are for the benefit of the child

3. Building a sense of belonging

- Conversations with his class, knew name and said hello during visits
- Warm welcome from all – staff acknowledged by name
- Built relationships with peers outside his year group
- At Park we
- Provide a base if child will not yet go into the classroom – put familiar items there to promote ownership



4. Personalised Timetable & Curriculum

First Objectives

1. To attend school
2. To feel safe in school
3. To engage in activities in school
4. To respond to adult instructions and school boundaries

Small world –
action men

Cup of tea and
breakfast

Sleeping

Teaching the
dog tricks

Jumping

Walking the dog

- Basic needs met
- Showing we care
- Building trust
- Explore scenarios whilst feeling safe (role play)
- Able to model and correct indirectly
- Perseverance
- Physical activity

5. Listen to their needs (however they express it!)

- Tells you to go away / leave them alone
- Says no but does it anyway
- Fidgety
- Snarls
- Ignores you

Thank you for telling me that you need some time alone. I'm going to wait outside and I'll come and check on you in 5 minutes.

I can tell that you are feeling ...

I going to help you by ...

6. Dealing with bumps along the way.

- Set your boundaries
- Stay consistent
- Change of face is key for all
- Prioritise behaviours to address
- Consider your capacity at key moments
- Don't overreact based on history
- Debrief for staff
- Debrief for child
- Prioritise re-establishing relationships
- Circle of Adults

This is progress



This is also progress



And so is this



- fish video

- animals - molly
- feed fish

- built relationships
- can do quickly

- can respect some rules + routines

Strengths /
interests

- active things / parkor / gymnastics.

- competition / pranks

- building relationships children

- visual learner

- sensory activities

- can tell us what he needs.

- regulated
- laugh
- smile
- converse

- basketball

- Lego

- riding bikes

- boundaries + routines

- cooking

- Likes walking molly

Name

Name

- too much language

- being told 'no' when heightened.

- lack of sleep

- hunger

Triggers

- personal space

- Being touched

- Men

- number of people

- Not knowing where should be / who with / what doing

Environmental adaptations

- Need another chill out space.
- Lid on rainbow.
- corner cushion on radiator.

Taxi - collect 2/2.30

Tues + Thurs.

- space

- Change of ^{face}~~space~~

get rather than ask

- Regular foods

- reduce language

de-escalation strategies

- reduce people

- Regular movement

- distraction

- be near but busy doing something else.

- ignore behaviour

- adult conversation funny / interesting within ear shot

Leave alone

- Give warning of safety + expectation

- Get EQ/EL ASAP

- Tap out:

Plan B

- Remove everything from room.

Monitor
Explore touch +
visual
strategies to
calm.

delayed processing
- patience with
processing
Sensory

Touch sensory

7. Identify and celebrate small steps

(set aside what education 'should look like')

Sleeping in the
Rainbow Room

Calling an adult
by their name

Asking for a cup
of tea or some
cereal

Coming to school
on time

Being in school
full time

Talking to or
acknowledging
a new member
of staff

Listening to a
music lesson
outside of the
school hall

Taking a photo of
a school activity
home to share with
family.

Improving
attendance and
punctuality

What does Progress Look Like?



What does Progress Look Like?



What does Progress Look Like?



Small Steps → Big Progress

- Attending school full time
- Attendance is improving
- Awake more!

- Swearing is rare
- Accepts sanctions

I like school

- 2 friends in school
- Has started to play with children in his class

- Joined in some PE lessons
- Took part in sports day

- English writing lessons
- Relationships with 8 members of staff in school
- No exclusions

First Objectives

1. To attend school
2. To feel safe in school
3. To engage in activities in school
4. To respond to adult instructions and school boundaries

My favourite subject
is writing

Wednesday 24th May 2023 AJ
 I.O. To add the suffixes -er and -est to create new words
 • Can you add -er and -est to root words to create new words?
 • Can you recognise when to get rid of an e?
 • Can you recognise when you need to turn a y into an i?

kind est

politest

sweet est

happiest

friendlier

jolier

sweet est

calm est

There is no one friendlier than I.

In my SW ^{at the} voice I said, 'May I come in?'

I am one of the happiest neighbours in our village.

I could not have been kind

It has often been said that I am the fr
 around.

I was as SW eeT as

Later

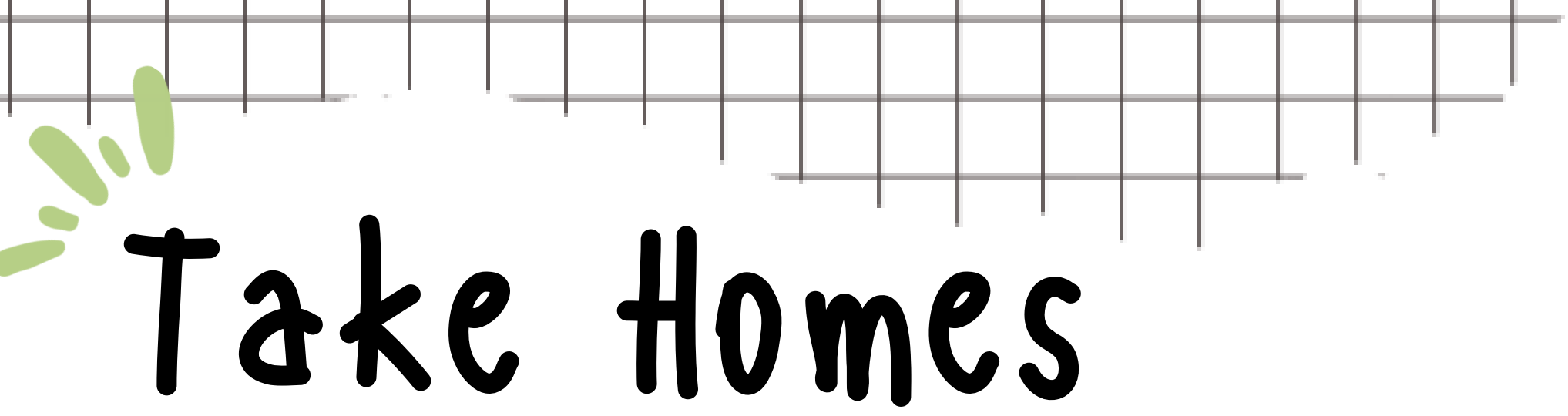
I put my costume on.

Just then

it was time to join the parade.

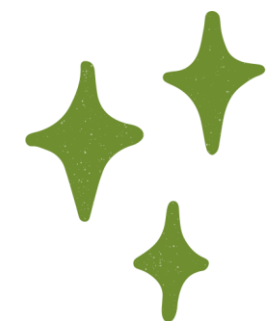
Finally I FOUND
the peace rock king ✓✓





Take Homes

- Ethos is everything
- Senior leaders model and lead by example
- Prioritise relationships at every point
- Change of face is key – for staff and pupil
- Identify what success looks like & celebrate along the way
- Take time to identify what you have learnt
- Always have a Plan B
- Keep in mind the difference you are making to the child's long term outcomes – especially when things are tough.





Any questions?

