PASTORAL SUPPORT PLANS

Guidance for schools in Gloucestershire

Updated September 2017
Although schools are not required by the DfE to use Pastoral Support Plans (PSP) Gloucestershire Local Authority acknowledges that the PSP procedure and process can be used where a school identifies that it will bring another element to supporting a pupil which has not already been included as part of the pupil’s My Plan / My Plan+.

The purpose of a Pastoral Support Plan

The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, 16 week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion

A representative from Gloucestershire Local Authority no longer routinely attends PSP meetings but the headteacher or PSP coordinator can contact one of the Local Authority Inclusion Advisers for advice about alternative interventions as well as the timing of a PSP.

Who is a Pastoral Support Plan for?

A Pastoral Support Plan is for pupils who are not responding to the normal behaviour strategies, who may be disaffected and who are at risk of permanent exclusion.

This may include pupils who:
- Have had a number of fixed period exclusions (2 or 3 in one term may be a trigger)
- Have low attendance which is impacting on their behaviour
- Are showing signs of rapid deterioration in their behaviour
- Are at risk of failure at school through disaffection
- Are supported through a My Plan/My Plan +

There are many indicators of disaffection in school; these can range from disruptive behaviour to unauthorised absence and prolonged truancy. Pupils who are at particular risk include:
- Young carers
- Pregnant schoolgirls/teenage mothers
- Travellers
- Refugees
- Pupils with chronic health problems
- Pupils in families under stress e.g. bereavement, parent in prison
- Pupils in transition from one phase of their education to another with special educational needs (SEND)
- Pupils with unidentified SEND
- Looked After Children (Children in Care CiC)
- Pupils from minority ethnic groups
- Young offenders
What should be put in place before a PSP?

Before a PSP is started a graduated response to pupil’s behaviour should be used i.e. My Plan / My Plan+

This may include school based support and/or a range of other agencies such as:
- Mentoring support
- Head of Year/House/Faculty support
- Teaching Assistant (TA) support
- Extra tuition/support around trigger subjects
- Mediation where particular subjects/teachers are an issue
- Referral to Education Psychology Service
- Advisory Teaching Service
- Initial Team Around the Pupil (TAC) meetings
- Alternative Provision Schools
- Special School Outreach Service
- Services listed on Gloucestershire Local Offer
- Early Help Partnership (multi agency partnership for pupils aged 0 -25)
- Families First Plus
- CYPS
- Youth Support Service

This list is not exhaustive.

The PSP, SEND and early intervention

A PSP is never an early or first response to a pupil failing at school because of their behaviour. It is most likely to succeed when is used as part of a measured response in supporting a pupil’s emotional, social and behavioural needs in school.

SEN pupils should have a My Plan / My Plan+ or equivalent in place which sets out both their needs and the specific strategies to support them. In exceptional circumstances, a crisis may precipitate unexpected and challenging behaviour. In such cases a PSP may supersede other support plans such as a My Plan.

Schools should assess whether presenting behavioural difficulties are due to an unidentified special educational need:

“Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.”

SEND Code of Practice Paragraph 6:21 January 2015
The PSP process

The process described should be effective in most cases for most schools but schools can adapt it to suit the needs of the individual pupil and the circumstances of the school. We recommend that a senior member of teaching staff is given responsibility for coordinating monitoring and reviewing the PSPs in the school.

Once the school has decided that a PSP is appropriate the PSP coordinator needs to set up the initial meeting with parents/carers and appropriate outside agencies. At this stage, the coordinator should ensure that the parents/carers and the pupil understand the nature of the process before the initial meeting.

Appendix A - PSP Information for parents and carers

Setting up a meeting

The PSP meeting should preferably be held at the school within the school day or just after however flexible meeting times should be offered where possible for parents/carers that are unable to attend in this time frame.

The following people should be invited to the PSP meeting by the school:

- the parents/carers of the pupil
- the pupil
- any professionals working with the pupil e.g. Learning Mentor
- member of staff with whom the pupil has a good rapport (optional)

A comfortable room should be made available. There should be a table and enough chairs for all attending. You may also wish to provide pens/paper and water. It is not always productive to invite all staff/professionals who support the pupil to the meeting and schools should decide which staff/professionals are essential to the process.

Gathering information

Before the PSP meeting the coordinator will need to collate information which will be used to inform the PSP. This will include:

The staff questionnaire

- It will not be possible or appropriate to have all staff involved with a pupil at school present at a PSP meeting. It will be useful to have the views of most of those people included.

Appendix B – PSP Prior to initial meeting

The pupil questionnaire

- While it is expected that that pupil should attend some if not all of the PSP meeting and be encouraged to express views freely and honestly, it may be difficult to ascertain their views during the PSP meeting.
- An adult who has a good rapport with the pupil should find out what the pupil thinks about the current situation.
- It may be useful to have the parent or another adult not employed by the school to help the pupil complete the questionnaire.

Appendix C – Pupil’s thoughts about school
Evidence from previous interventions and assessments
For example:
- Copies of support plans e.g. My Plan / My Plan+
- Behaviour logs and consequences
- Behaviour analysis
- Evaluations of any strategies suggested by EPS, APS and other agencies
- Attendance records and support
- Goals of behaviour checklist and Behaviour checklist summary
  (The PSP will only make a difference if it can add something more or new to current provision. The detail requested on the behaviour checklist along with the information collated from each relevant staff member about the pupil’s effort / attainment / attitude will provide those present at the PSP meeting with a way of planning strategies to meet particular pupil needs.)

Appendix D - Goals of behaviour checklist
Appendix E - Behaviour checklist summary

Early Help means that some or many other agencies are already involved in supporting the family. The PSP coordinator will need to contact any agency to ask for a commitment to providing ADDITIONAL or NEW support for the family during the period of the PSP as appropriate. The specific support can be agreed either in advance of or during the PSP meeting.

The initial PSP meeting

The initial PSP meeting should address positive points as well as the main concerns. Everyone present will have to be given the opportunity to speak and will be expected to offer some contribution to the plan to resolve the difficulties.

While school staff will have previously used a range of interventions as part of the pupil’s support plan My Plan / My Plan+, school representatives at the meeting will need to be prepared to make additional commitments as part of the PSP.

Central to the PSP is support therefore it is important that the pupil’s behaviour targets are closely linked to the behaviours causing concern. The behaviour targets are agreed and set by the adults at the initial meeting.

PSP targets for a pupil may centre on: (this list is not exhaustive)
- being punctual and being prepared for lessons
- collecting their report card and get it signed each day
- following the school behaviour policy
- allowing teachers to teach and other pupils to learn in lessons
- showing politeness and being respectful to all students
- not disturbing lessons
- participating in all lessons
- following adult instructions
- showing respect for others/property
- speaking politely to staff
- responding positively to reminders or warnings about behaviour
- completing all work set
The school will also make commitments to the PSP for example:

- Make changes to learning environment and unstructured times
- Review the deployment of additional adults (1:1 or group work)
- Review the differentiation of curriculum
- Adapt teaching to suit learning style and needs
- Check that the behaviour policy consistently applied
- Review the current behaviour management strategies
- Consult with colleagues in relevant department, key stage, pastoral team, SENCO
- Additional staff training
- Liaison with outside agencies
- Withdrawal from agreed lessons
- A flexible curriculum/an individualised timetable
- Adapted/increased use of ICT to support learning
- Undertake a risk assessment which includes preventative, proactive as well as reactive measures
- Temporary placement at in-school unit or APS
- Mentoring and/or counselling
- Additional careers advice

At the end of the meeting everyone will need to be clear about:

a) what is to be done
b) by whom
c) by when

A date for a meeting to review the PSP will be set.

**Advice on pupils attending the PSP meetings**

As a guide:

- A pupil at secondary school will attend the whole meeting.
- A pupil in junior years will join the meeting after the adults have agreed the main elements of the support plan.
- It may not be appropriate for a pupil in Infant years to come to a PSP meeting at all. The pupil’s parents /carers and/or class teacher should talk to the pupil after the meeting.

In some cases, the pupil will be too upset, anxious or disengaged to agree any commitments. This is normal and should not prevent the PSP going ahead parents/carers are central to the process and need to be present at meetings and willing to make a commitment to the PSP

After the initial PSP meeting and each review meeting the PSP coordinator will need to make sure all relevant staff who did not attend the meeting, know about the commitments.

*Appendix F - PSP Initial meeting*
A PSP normally runs for sixteen school weeks to ensure the pupil has the opportunity to demonstrate improvement. A formal review is held at around eight weeks. In exceptional circumstances, the plan can be extended for a further four to eight weeks. Such circumstances involve events beyond the control of the pupil that may reduce their chances of meeting the targets set for them for example a family bereavement or a major change in family or school circumstances.

Appendix G - PSP meeting feedback

Monitoring

A member of school staff should meet the pupil regularly to review their progress towards their PSP targets. This will give the pupil the chance to identify what has gone well and how to replicate success. The key people who attended the original PSP meeting will be invited to the 8 week review and to the 16 week review to determine progress.

The 8 week review

All of the commitments which were agreed at the initial meeting will be reviewed. School staff should share reports about the pupil’s progress towards the targets. Any supporting agencies should report on the commitments they made.

Appendix H – Prior to review meeting

Staff, parents/carers and other professionals may make adjustments to their commitments if necessary. The targets set for the pupil should stay the same for the entire 16 week period. If the pupil has already met the target consistently, then they will need to consolidate their success over the second eight week period. Focusing on solutions remains paramount, if the current provision does not meet the pupil’s needs, further measures should be identified at the review to help them sustain their school place.

Appendix I – PSP Review

The 16 week review

All of the commitments agreed at the previous meeting should be reviewed. School staff should share reports about the pupil’s progress towards their targets. The PSP is evaluated and judged to have either been successful or unsuccessful.

Appendix I – PSP Review

If the PSP is successful

- If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the pupil should be given credit for responding positively to the support offered.
- School staff may continue to support and monitor the pupil’s behaviour as they may continue to have challenging behaviour despite the progress they have made.
If the PSP is not successful

- If the PSP is at risk of not being successful, alternatives should be discussed at the eight review meeting.
- The PSP coordinator will need to contact parents/carers to discuss options if the school feels that the plan is failing between review periods.
- If, after 16 weeks, the PSP has not managed to remove the risk to disaffection or exclusion then the school may decide to end the additional support agreed at the initial meeting.
- Occasionally, pupils manage to make changes to their behaviour after a PSP has finished and has deemed to be unsuccessful
- If the pupil does not manage to change their behaviour then the headteacher may ask the Inclusion Adviser for advice on alternatives.

Information on the following is available on the Schoolsnet:

- Managed Move Protocols
- CiC protocol

The Inclusion Advisers can be contacted at Shire Hall, Gloucester on 01452 427800
Appendix A

Preparing for a PSP meeting
- Think about what you can do at home to support your child in school.
- Talk to your child about what they think the school and others can reasonably do to help.
- Reassure your child that the main purpose of the PSP is to keep them in school.

Notes

A guide to abbreviations used in this leaflet:
EPI Education Performance & Inclusion
MYP My Plan/My Plan +
PSP Pastoral Support Plan
YSS Youth Support Team

Special Education Needs
A PSP does not replace MYP/MYP+ or the SEND assessment process;
- If your child has identified special educational needs there will be support as part of the SEND Code of Practice.
- If your child has an SEND Statement / EHC Plan and is at risk of permanent exclusion, the school should set up an Early Annual Review and invite the SEND Support Services and other professionals involved with your child. This is to avoid a permanent exclusion.

Information for parents and carers

Pastoral Support Plans

Gloucestershire County Council

What is a PSP?
A Pastoral Support Plan (PSP) (sometimes called a Pastoral Support Programme) is a school-based intervention to help individual children manage their behaviour in order to successfully complete their education at school.

When should a PSP be set up?
A PSP should be set up if your child:
- has been identified as being at risk of permanent exclusion.
- has been identified as being at risk of failure at school through dissatisfaction.

An advisor from the EPIS team may suggest a PSP for pupils who have had a number of fixed period exclusions.

You can also request a PSP for your child. Talk to school staff if you need further advice about PSPPs.

Setting up a PSP
The PSP is coordinated by a named member of school staff.
- A member of the school Senior Management Team should invite you to a meeting to discuss and agree the plan.
- The school may invite other professionals from other agencies e.g. Health, YST, who may be able to work with you, your pupil and the school to help eliminate the risk of exclusion or dissatisfaction facing your child.
- Wherever possible the meeting should be held during the normal school working day.
- Parents are a crucial part of the PSP process and school staff will try to arrange a time when you can attend the meetings.

Should my child come to the meetings?
- You will be able to agree with school staff whether your child should be present for the whole meeting or join in towards the end. Generally, children at secondary schools attend the whole meeting.
- What will happen at the first meeting?
- The Initial PSP meeting will look at positive points and main concerns.
- Everyone present will have the opportunity to have their say and will be expected to offer some contribution to the plan to resolve the difficulties.
- Central to the PSP is support. As a parent, you can suggest ways you think the school can support your child.
- This is your chance to talk about things that have been most helpful for your child in the past.
- For the PSP to be effective it is important that your child commits to meeting key behaviour targets.
- By the end of the meeting, everyone should be clear about what is to be done, by whom and by when.
- A date for a meeting to review the PSP will be set.
- How long will the PSP last?
A PSP normally runs for 16 school weeks to ensure your child has the opportunity to show improvement. A formal review is held at around 8 weeks. In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks.

How will we know if the PSP is working?
A member of school staff will normally meet your child regularly to review their progress towards the PSP targets. This gives your child time to identify what has gone well and how to repeat success.

The people who attended the original PSP meeting will be invited to review meetings to examine progress.

During the 8 week review:
- All commitments agreed at the Initial meeting are reviewed.
- School staff will report on your child's progress towards the PSP targets.
- The commitments made by staff, parents and other professionals may change if necessary. If the current support is not meeting your child's needs further measures can be put in place to help your child manage their place in school.

At the 16 week review:
- All commitments agreed at the previous meeting are reviewed.
- School staff will share reports about your child's progress towards their targets.
- The PSP is reviewed and judged to have either been successful or unsuccessful.
- What if the plan is not successful?
If it appears that the PSP is unlikely to be successful, alternatives will be discussed at the review meeting. The headteacher or member of staff responsible for PSPs will contact you to discuss options if the school feels that the plan is failing between reviews.
# Pastoral Support Plan

Prior to Initial meeting

<table>
<thead>
<tr>
<th>Pupil’s name</th>
<th>Date of Birth</th>
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<table>
<thead>
<tr>
<th>Please tick in one box only for each category</th>
<th>Overall poor</th>
<th>Overall satisfactory</th>
<th>Overall good</th>
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<tr>
<td>✔</td>
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- **Attainment/Progress**
- **Effort**
- **Attitude to staff**
- **Attitude to peers**
- **Homework**

What classroom management strategies have you found to be most effective for this pupil?

**Additional comments:**

Name: 
Role: 
Date: 
# Pupil’s thoughts about school

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>The things I like best at school are:</th>
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<table>
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<tr>
<th>The things I am good at or interest me are:</th>
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| The people I like best at school are:       |
| Adults                                      |
| Children                                   |

| The things about school I don’t like are:   |
| The things about school I find difficult are: |

| I think school would be better for me if:    |
|                                            |

| At school I would also like:                |
|                                            |
Please note below any known issues for this pupil that may be impacting on their behaviour in school:

<table>
<thead>
<tr>
<th>Health – emotional or physical</th>
<th>Talks out of turn</th>
<th>Refuses to complete work</th>
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<tbody>
<tr>
<td></td>
<td>Acts like the class clown</td>
<td>Refuses to comply with simple requests</td>
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<tr>
<td></td>
<td>Distracts others from learning</td>
<td>Answers back /tries to have the last word</td>
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<td></td>
<td>Fails to comply with class rules</td>
<td>Swears at staff in front of a group</td>
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<tr>
<td></td>
<td>Interferes with others’ learning</td>
<td>Refuses to speak to adults when reprimanded</td>
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<tr>
<td>Loss – bereavement or separation</td>
<td>Puts hand up to ask unnecessary questions</td>
<td>Leaves the class /school without permission</td>
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<td></td>
<td>Requests toilet break during lessons</td>
<td>Climbs a tree/ onto the school roof and refuses to come down</td>
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<td>Pushes and/or touches others while lining up</td>
<td>Refuses to listen to reprimand/ walks away</td>
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<td>Whistles/hums during lessons</td>
<td>Picks on other pupils</td>
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<tr>
<th>Safety – personal</th>
<th>Hitting / kicking / punching others</th>
<th>Avoids starting learning tasks</th>
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<tr>
<td></td>
<td>Refuses to make amends or apologise</td>
<td>Appears excessively tired</td>
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<td></td>
<td>Apparently unprovoked verbal attacks on other pupils</td>
<td>Complains about the difficulty of even simple tasks</td>
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<tr>
<td></td>
<td>Tries to “get even” with someone for perceived or real wrong doing</td>
<td>Refuses to try new things</td>
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<tr>
<td></td>
<td>Holds a grudge</td>
<td>Underachieves in lessons</td>
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<tr>
<td>Identified Special Educational Needs</td>
<td>Appears to lack remorse</td>
<td>Gives up easily</td>
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<tr>
<td></td>
<td>Damages school property</td>
<td>Is overly self-critical ‘I’m no good’</td>
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<tr>
<td></td>
<td>Reacts extremely to accidents against their person or belongings</td>
<td>Requests support when quite capable of completing the task independently</td>
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<tr>
<td></td>
<td>Says things that are personally hurtful</td>
<td>Appears to lack opinions or ideas</td>
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</table>
### BEHAVIOUR CHECKLIST SUMMARY

<table>
<thead>
<tr>
<th>Key issues known for this pupil that may be impacting on their behaviour in school:</th>
<th>Totals provided by members of staff</th>
<th>0 = Very rarely or never</th>
<th>1 = Occasionally</th>
<th>2 = Regularly</th>
<th>3 = Very often</th>
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<tr>
<td><strong>Health – emotional or physical</strong></td>
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<td>Tries to &quot;get even&quot; with someone for perceived or real wrong doing</td>
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<tr>
<td><strong>Key subject areas where behaviour differs significantly from most</strong></td>
<td>Holds a grudge</td>
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Based on work by Rudolf Dreikurs - misdirected goals of behaviour
Pastoral Support Plan

Initial meeting

Pupil:
Date of birth:
Date of meeting:

Attendees:

Reason for the PSP:

Supporting facts for the PSP (what do we know about the pupil that gives school staff confidence that a PSP might be successful?)

Previous school interventions detailed on support plan

List of supporting documents/reports to be attached:
What needs to happen to remove this risk of permanent exclusion/disaffection?

The pupil will:

The school will:

The pupil’s parent/carer will:

Other agency involvement/ commitment to the PSP:

Date of interim review:                     Final review:  
cc Parent/carer
## Pastoral Support Plan
### Meeting Feedback

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<thead>
<tr>
<th>Pupil:</th>
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<td>Date of meeting:</td>
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<th>Pupil commitment:</th>
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<th>Parent/carer commitment:</th>
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<th>Any other agencies’ commitments:</th>
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Please speak to the PSP coordinator if you have any query about any of the commitments above. All commitments will be reviewed at PSP meetings.
Pastoral Support Programme
Prior to review meeting

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<tr>
<th>Pupil’s name</th>
<th>Date of Birth</th>
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<tr>
<th>Target</th>
<th>Percentage of time the pupil met this target during the review period</th>
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<td>%</td>
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<td>2</td>
<td>%</td>
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<td>3</td>
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Please tick in one box only for each category

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<tr>
<td>Attainment / Progress</td>
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<td>Effort</td>
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<td>Attitude to staff</td>
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<td>Attitude to peers</td>
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<tr>
<td>Homework</td>
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What classroom management strategies have you found to be most effective for this pupil?

Additional comments:

Name:          Role:     Date:
Pastoral Support Plan

Review 8 week / 16 week

Pupil:
Date of birth:
Date of meeting:

Attendees:

Progress – refer to the PSP
To what extent...
  • Has the pupil met the PSP targets?

  • Did the school provided the additional support agreed at the last meeting?

  • Has the pupil’s parent/carer met their commitments to the PSP?

  • Has any other agency been involved?
Additional information
(including any new school, parent/carer or outside agency commitments)

Outcome of review:

Date of next meeting – if appropriate:

cc Parent/carer
Pastoral Support Plan
Initial meeting
Glenarm Primary School

Date of meeting:
Pupil’s name: Claire S – Year 2
Date of birth:

Attendees:
Senior Teacher (Head /Deputy headteacher)
Class teacher
SENCo
Parents

Reason for the PSP:
- Claire has had 2 fixed period exclusions this term for hurting other children in school.
- She has been physically restrained on three occasions to prevent her from jabbing another pupil in the face (once with a paintbrush and twice with a pencil). On each occasion Claire did not respond to adults telling her to put the object down and became aggressive with her teacher when she came between her and the other pupil.

Supporting facts for the PSP (what do we know about the student that gives school staff confidence that a PSP might be successful?)
- Claire is in a mixed aged class and gets on well with two older girls. She is able to play gently with them. On a couple of rare occasions when Claire was rough at play with these girls, she responded positively when they refused to continue the game with her.
- Claire enjoys using the class computer and can sit well during carpet sessions when she knows she will be able to use the computer afterwards.
- Claire has a very good relationship with the school secretary who is a family friend and Claire calms quickly when she is with her.
- Claire is always keen to come to school and had 100% attendance last year. She was very upset to miss school in November when she was ill for 2 days.
- Claire enjoys 1-1 attention and is generally well behaved during weekly small group social skills sessions.
- At a cognitive level, Claire knows what gentle behaviour means.

Previous school interventions (set out in My Plan or equivalent)
- Claire has a My Plan / My Plan+ with behaviour as well as cognition targets and strategies for her teacher and support staff – During the previous review period Claire had made very limited progress towards her outcomes. The outcomes were supported by advice from advisory teacher for C&L.
- Claire had 1-1 plus in class support from the Primary Outreach Team of the Alternative Provision School – This had a very positive impact on Claire’s self esteem but did not reduce the incidents of aggression.

List of supporting documents/reports to be attached:
- Thoughts about school completed with the class TA
- Current support plan / review paperwork from APS-outreach team
- Teacher summary sheet
What needs to happen to remove this risk of permanent exclusion/disaffection?

The pupil will:
- Treat all other children consistently gently in school – no reported incidents of hurting others

The school will:
Mr Kennedy will carry out a risk assessment and set up a plan for anticipating a violent outburst by Claire. The plan will include the following strategies for adults in school:
- Allow Claire to leave the classroom with the class TA just before the end of the day when other children begin to pack up for home
- Remove other children to a safe place when Claire has an outburst.
- Allow sufficient time for Claire to calm down before expecting her to hear, reflect or make reparation for anything that has happened. It will be important that she speaks to any pupil who might have been hurt before the end of the same school day. Reparation will need to be managed sensitively to avoid humiliation on Claire’s part and to help her learn to sort things out as a matter of course.

Mr Kennedy will brief all staff to:
- Use short simple directions emphasising the preferred behaviour. Expect compliance e.g. ‘Sit down quietly’ rather than ‘don’t make so much noise.’ Claire, this is my turn to talk, I expect you to listen. Thank you.’
- Limit the time Claire is allowed to spend outside and giving her a responsibility to take on for the remaining minutes or directing Claire to be with a named member of staff who will lead play activities and provide positive feedback as she begins to develop the specific play skills. Claire might then be allowed to take more responsibility for managing her own play activities.
- Encourage a no tolerance approach to hurtful behaviour. Mr Kennedy will lead the whole school assembly teaching children to respond assertively by using an open hand gesture and a clear loud simple statement - Stop it I do not like that! In this way Claire gets immediate feedback about her behaviour from her peers

Mrs Stewart will:
- Use scaling activities during 1 - 1 withdrawal 2 x weekly to allow Claire time to explore strategies to manage difficult feelings
- Use ‘positive blame’ to help Claire begin to reflect on ways she is able at times to do the right thing e.g. You played really gently today, how did you do that?’ This way of talking should reflect the positive ethos of the school and the adults’ persistent interest in ‘what works’ over ‘what’s wrong’ in terms of children’s behaviour.

The pupil’s parent/carer will:
- Use a scaling approach to discuss Claire’s successes on a daily basis using a ‘positive blame’ approach
- Continue to liaise closely with school staff as appropriate and attend PSP review meetings
- Contact her GP during the forthcoming week to discuss possible medical reasons for Claire’s aggressive behaviour at school and home

Other agencies’ involvement / commitment to the PSP:
- Strategic Lead from EP and I team to lead senior staff meeting to agree support for subject teachers to make the PSP a success

Date of interim review: + 8 weeks

Final review: + 16 weeks

cc School File, Parent
Pastoral Support Plan
Initial meeting
St Louis High School

Date of meeting:
Pupil's name: Connor D - Year 10
Date of birth:

Attendees:
Senior Manager (Head of Key Stage /Deputy headteacher)
Tutor/head of year
Parents
Student

Sample PSP - Secondary

Reason for PSP:
• Connor as had 4 fixed period exclusions this term for persistent disruption of lessons.
• He has been sent out of lessons 6 times in 3 weeks for incidents of rudeness to staff.
• Last month he was involved in a serious bullying incident of a younger student which led to the permanent exclusion of one of his friends.

Supporting facts for the PSP (what do we know about the student that gives school staff confidence that a PSP might be successful?)
• Connor had no referrals on his behaviour log in years 7 and 8.
• Mr Jones feels that the bullying incident was out of character for Connor and unlikely to be repeated as he expressed real remorse for what had happened.
• He is generally well behaved in maths, art and ICT lessons.
• Connor’s parents are very supportive of school plans to help Connor.
• Connor recently had a good reference from his work experience mentor who described him as reliable and sensible.
• On a one to one basis Connor shows good interpersonal skills and has a good sense of humour.
• Connor has 2 friends who are particularly good role models.
• Mr Jones is confident that Connor has the potential to get 5 GCSEs if his attendance improves to allow him the opportunity to catch up with missed coursework.

Previous school interventions (set out in My Plan or equivalent)
• Connor has an adapted timetable and gets 1-1 support to catch up with geography coursework in study support on Tuesdays – this had had limited success.
• Connor sees the school counsellor once weekly – Connor says this has been helpful.
• Connor has a My Plan / My Plan+ with behaviour targets and strategies for subject teachers – During the previous review period Connor had made some success towards his outcomes. New outcomes were then set supported by advice from the EP.
• Connor has been on Head of year report for 4 weeks – most comments have been positive but Connor regularly loses the report.

List of supporting documents/reports to be attached:
• Current My Plan / My Plan+ and EP report.
• Pastoral summary and attendance log.
• Teacher summary sheets.
What needs to happen to remove this risk of permanent exclusion/disaffection?

The pupil will:

- Allow teaching and learning in all lessons
- Treat all other students consistently with respect in school – no reported incidents of bullying
- Speak politely to staff at all times

The school will:

Mr Jones will arrange:

- TA support in 3 English lessons weekly where Connor struggles most
- Change in staffing for one geography catch up session
- Work related tutor to explore work experience options for Connor in car mechanics
- Additional Connexions time to allow Connor a chance to explore/plan for post 16
- Extended use of his time out card to include maths and monitor the use of the card closely to ensure Connor does not miss out on essential teaching time
- Continued written feedback to Connor via the HOY report and adapt it to allow Connor to have a new card daily
- All teaching staff to give Connor a verbal reminder before issuing formal warnings about rudeness where possible to allow him take up time to avoid escalation of incidents

Mrs Allen will:

- Use scaling activities during mentoring sessions to allow Connor time to explore strategies to manage difficult feelings
- Meet Ms D to begin a Early Help assessment as part of the Graduated Pathway to explore the family’s broader needs
- Review progress towards PSP commitments with Connor fortnightly

The pupil’s parent/carer will:

- Use the HOY report to discuss Connor’s successes on a daily basis using a ‘positive blame’ approach
- Work with attendance officer to support Connor to attend every day
- Help Connor to develop a plan for post 16 to motivate him to achieve at school
- Continue to liaise closely with school staff as appropriate and attend PSP review meetings

Other agencies’ involvement / commitment to PSP:

- Attendance officer to visit the family week beginning 14/10 to discuss strategies to increase attendance to 95%
- Strategic Lead from EP and I team to lead senior staff meeting to agree support for subject teachers to make the PSP a success

Date of interim review: + 8 weeks

Final review: + 16 weeks

cc School File, Parent
This guide was written by the Education Performance & Inclusion team
Please contact us on 01452 427800 if you have any questions.