

Guidance for Staff, Governors and Parents/Carers

This guidance should be read alongside the school's Behaviour for Learning policy.

What is a Pastoral Support Plan?

Although schools are not required by the DfE to use Pastoral Support Plans (PSP) Enfield County School for Girls acknowledges that the PSP procedure and process should be used when we identify that a student requires additional support. The PSP procedure and process is designed to support any student for whom the usual school based strategies have not been effective. It is a structured, coordinated, 16 week school intervention designed to support students at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion, and fixed term exclusions and/ or permanent exclusions can still be issued by the school even if a PSP is in place.

Who is a PSP for?

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

This may include students 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

There are many indicators of disaffection in school; these can range from disruptive behaviour to unauthorised absence and prolonged truancy. Students who are at particular risk include:

- Young carers
- Pregnant schoolgirls/teenage mothers
- Travellers
- Refugees
- Students with chronic health problems
- Students in families under stress e.g. bereavement, parent in prison
- Students in transition from one phase of their education to another with special educational needs (SEND)
- Students with unidentified SEND
- Looked After Children (LAC)
- Students from minority ethnic groups
- Young offenders

What should be put in place before a PSP?

Before a PSP is started a graduated response to a student's behaviour should be used i.e. this may include school based support and/or a range of other agencies such as:

- Mentoring support
- Progress and Achievement Leader (PAL) support /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 Child (TAC) meetings
- Alternative Provision Schools
- Early Help
- CAMHS referral
- Families First Plus
- 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 student 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 student's emotional, social and behavioural needs in school. SEND students should have an IEP 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 an IEP. 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 student or young person has SEND. 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 PSP process will be managed by the DHT in collaboration with the SENDCo and the Progress and Achievement Leader.

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 student understand the nature of the process before the initial meeting.

Appendix A - PSP Information for parents and carers – Letter and questionnaire

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 student
- the student
- any professionals working with the student e.g. Learning Mentor
- member of staff with whom the student 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 student 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:

1. The staff questionnaire
 - It will not be possible or appropriate to have all staff involved with a student at school present at a PSP meeting. It will be useful to have the views of most of those people included.
2. The student questionnaire
 - Whilst it is expected that the student 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 student should find out what the student thinks about the current situation.
 - It may be useful to have the parent/carer or another adult not employed by the school to help the student complete the questionnaire.

Appendix B – Staff Questionnaire

Appendix C – Student's thoughts about school

3. Evidence from previous interventions and assessments

For example:

- behaviour logs
- 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 student's effort / attainment / attitude will provide those present at the PSP meeting with a way of planning strategies to meet particular student needs) .

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 student's support 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 student'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 student may centre on: (this list is not exhaustive)

- being punctual and being prepared for lessons
- collecting their report card and getting it signed each day
- following the school's behaviour policy
- allowing teachers to teach and other students 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
- complying with the school's uniform policy.
- attendance at line up, registration and all lessons.

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 is consistently applied
- review the current behaviour management strategies
- consult with colleagues in relevant department, key stage, pastoral team, SENDCo
- 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 students attending the PSP meetings

As a guide:

- a student at secondary school will attend the whole meeting.

In some cases, the student 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 D - PSP Initial meeting

A PSP normally runs for sixteen school weeks to ensure the student 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 student 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.

Monitoring

A member of school staff should meet the student regularly to review their progress towards their PSP targets. This will give the student 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 student's progress towards the targets. Any supporting agencies should report on the commitments they made.

Appendix E – PSP 8 week review

Staff, parents/carers and other professionals may make adjustments to their commitments if necessary. The targets set for the student should stay the same for the entire 16 week period. If the student has already met the target consistently, then they will need to consolidate their success over the second 8 week period. Focusing on solutions remains paramount. If the current provision does not meet the student's needs, further measures should be identified at the review to help them sustain their school place.

The 16 week review

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

Appendix F - PSP final review

If the PSP is successful

- If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the student should be given credit for responding positively to the support offered.
- School staff may continue to support and monitor the student'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 week 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, students manage to make changes to their behaviour after a PSP has finished and has deemed to be unsuccessful.
- If the student does not manage to change their behaviour then the headteacher may ask Behaviour Support Services for advice on alternatives.

Appendix A

Dear Parent/Carer

As you know, we are concerned about the current level of attendance / behaviour ofand she may be at risk of exclusion from school. **(Delete as appropriate)** We want to do everything we can to improve this situation, and are asking for your help. We would like you to come to a Pastoral Support Plan meeting foronat am/pm.

It will be an opportunity to give us your views and will enable us to work together to helpto improve her attendance/ behaviour and be successful in school.

Would you please complete the attached parent/carers questionnaire form and return it to me prior to the meeting. If you wish to add additional information please do so overleaf.

Please contact me at school if you have any further questions.

Kind regards

Helen O'Brien
Deputy Headteacher

Appendix A

PARENT/CARER QUESTIONNAIRE

STUDENT'S NAME:	FORM GROUP:
PARENT/CARER'S NAME:	

What do you think are your daughter's best qualities?

What sorts of things worry you about your daughter? When did you first notice difficulties with your daughter's behaviour?

How is your daughter behaving at home?

What do you think we can do to help your daughter at school?

Is there anything else you think we should know about or would like to discuss at the PSP?

- I/We will come to the meeting.
Consider whether you wish for your daughter to attend the whole meeting or towards the end.

- I/We cannot come to the meeting.

Signed: Date:

Appendix B

STAFF QUESTIONNAIRE - PSP

STUDENT'S NAME:	FORM GROUP:
SUBJECT:	
SUBJECT TEACHER:	DATE:

Please rate student's behaviour this term

Very good						Very poor
5	4	3	2	1		0

Please rate the behaviour of the class

Very good						Very poor
5	4	3	2	1		0

PLEASE RATE STUDENT'S BEHAVIOUR

Positive to teacher	5	4	3	2	1	0	Negative to teacher
On task	5	4	3	2	1	0	Off task
Self-contained	5	4	3	2	1	0	Attention seeking
Appropriate behaviour	5	4	3	2	1	0	Inappropriate behaviour
Positive to peers	5	4	3	2	1	0	Negative to peers
In place	5	4	3	2	1	0	Out of place
Appropriately equipped	5	4	3	2	1	0	Inappropriately equipped
Work up to date	5	4	3	2	1	0	Work behind deadlines
Ability to follow instructions	5	4	3	2	1	0	Ignores instructions
Putting up hand	5	4	3	2	1	0	Calling out
Answering appropriately	5	4	3	2	1	0	Answering back
Homework always done	5	4	3	2	1	0	No homework
Calm when others behave badly	5	4	3	2	1	0	Reacts badly to behaviour of others

Things this student does well:



What specific behaviours shown by this student regularly cause concern?

Other comments you may wish to make (including test results/NC levels):

Please return this sheet to _____ by _____



Appendix C

Self Assessment				Student's Name: _____		
Date of Completion: _____				Form Group: _____		
<p>Please help us by saying how YOU feel you are getting on in school. Please fill this in as honestly as you can.</p>						
SUBJECT						COMMENTS
English						
Maths						
Science						
Language						
History						
Geography						
Technology						
RE						
Art						
PE						
Drama						
Music						



IT						
Breaktime						
Lunchtime						
Homework						
Attendance						
Punctuality						

Please comment on the things you are pleased about

Please comment on things that worry you

How could things get better?

Appendix D

PASTORAL SUPPORT PLAN

School:	Date:
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Personal Details:

Name of Parent/Carer:

Name of Student: Form Group:

Date of Birth: Ethnicity:

Home Address:

Post Code:

Telephone Number:

Purpose of Pastoral Support Programme

1. To prevent permanent exclusion and/or improve attendance.
2. To help..... better manage her behaviour/attendance and to identify precise and realistic behaviour outcomes for her to work towards.

Does the student have an Individual Education Plan (IEP)?

Yes / No (if 'Yes' expand the IEP accordingly)

Does the student have a Statement of SEN or EHC Plan? Yes / No

Specific Areas of Concern: *(identified by any person present)*

1.

2.

3.

4.

Number of Days Exclusion*(last 12 months)*

Attendance*(current academic year)*

Student's Views:
Views

Parents / Carer's

.....
.....
.....
.....
.....

Other Involved Agency Views

Agency

.....
.....
.....

Target	1	2	3	4
The student will				
The parent/carer will				
The school will				
.....will				

Date of review meeting:

Please note: By signing this document you are stating that you fully subscribe to the PSP process and will aim to fulfil your agreed actions. There is no statutory aspect to this document, however, in the event of non-compliance this document could be used as evidence in applications for Parenting Orders.

School:
Parent/Carer:
Student:
Outside Agency:
Date:

To be distributed to all attendees

Appendix E PASTORAL SUPPORT PLAN – 8 WEEK REVIEW

Date: _____

Name of Student: _____ Form Group: _____

Present: _____

Apologies: _____

The original PSP was set up on: _____

Final review date: _____

Have the targets been met Yes Partially No

The targets were:

1. _____

2. _____

3. _____

Suggested strategies were: _____

Evaluation of Progress: _____

Further Action / Support needed to meet targets: _____

Parent/ Carer view:
Student view:

Signed by:

Student:	Parent/Carer:
School Rep:	Agency 1:
Agency 2:	Agency 3:

Appendix F PASTORAL SUPPORT PLAN – FINAL REVIEW

Date: _____

Name of Student: _____ Form Group: _____

Present: _____

Apologies: _____

The original PSP was set up on: _____

8 week review date: _____

Have the targets been met Yes Partially No

The targets were:

1. _____

2. _____

3. _____

Suggested strategies were: _____

Evaluation of Progress: _____

Further Action / Support needed: _____

Parent/ Carer view:

Student view:

Signed by:

Student:	Parent/Carer:
School Rep:	Agency 1:
Agency 2:	Agency 3: