

Pastoral Support Plan (PSP) Guidance

September 2021



Cyngor Bwrdeisdref Sirol
Blaenau Gwent
County Borough Council

Education Inclusion Services

**Pastoral Support Plan
Guidance**

Pastoral Support Plan Initial Summary Sheet

The Reason for a Pastoral Support Plan is:

To improve academic attainment, attendance and/or prevent alternative provision / permanent exclusion.

To support the pupil to manage his/her behaviour/attendance/academic performance.

To identify precise and realistic behavioural/academic/attendance outcomes for him/her to work towards.

Basic Details

Name

Date of Birth

Dates of Fixed Term
Exclusions

Attendance

Primary need /
diagnosis for PSP

Year Group

Brief description of current support in school and at home

Background information:

School:

Address:

Home/Mobile
Phone nos.

Nationality:

Ethnicity:

Preferred
Language:

Gender:

FSM:

Other (e.g.

MAT,EAL):

Any medical
information:

Additional Needs

SEN Register?	YES/NO	Code of Practice Stage (SA/SA+/ST):	
Initial Statement/IDP date:		Last Statement/IDP Review date:	
Support:			
Educational Psychologist		Date of last Consultation	

Educational Attainments (Complete as appropriate.)

Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

National Curriculum Levels (KS2 - 4)

Teacher Assessment	Current National Curriculum Level			Cognitive Ability Tests (CATs) Standardised Scores (SS)			
	KS2	KS3	KS4		NC Y4	NC Y7	NC Y9
English				Verbal			
Mathematics				Non-verbal			
Science				Quantitative			
Welsh				Mean S.S.			

Standardised Measures of progress

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available

KS4 Predicted Grades and Courses

Course	Subject	Predicted Grade

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Safeguarding Information

Looked after by the LA:

Social Worker Name:

Social Worker Contact details:

Child Protection Register:

Child In Need:

Risk Assessment:
(If yes the RA must be completed and attached to this form)

Involvement of Other Agencies

Educational Psychology Service		Inclusion Officer	
Education Welfare Service		Social Services	
CAMHS		Learning Coach	
Police		School Nurse	
Restorative Justice		Young Carers	
Families First		BAROD (substance abuse)	
Domestic Abuse		Youth Offending Service	
School Counsellor		REACH	
GP		CLA	

ATTENDANCE CONCERNS?

Truancy		YES/NO	
Attendance for last three terms	%	E.W.O. Involvement?	
Current term	%	E.W.O. Name:	
Last term	%	Action by E.W.O / School	

Term before last	%		
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Exclusions

Internal	Date initiated	Length in lessons/days	Reason	Parents/Carers informed

External	Date initiated	Length in days	Reason	Return Date

Governor Discipline Committee	Date	Parents/Carers attended	Outcome

**Pastoral Support Plan
Initial Meeting**

Name of Pupil:		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
Attending			
Agency	Name	Agency	Name
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
Main points arising from the discussion			
Key Triggers Identified			

Effective Support Already in Place		
Target 1	Strategies to support target 1	
Target 2	Strategies to support target 2	
Target 3	Strategies to support target 3	
Additional actions to be taken		
Action	When	By whom
Future meeting dates:		
Weekly (school and parents/carers)		
Interim (all professionals)		
Final (all professionals)		
Agreed by:	Signature	
Pupil		

Parents/carers	
School	
Other agencies	

**Pastoral Support Plan
Interim Review Meeting**

Name of Pupil:		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
Attending			
Agency	Name	Agency	Name
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
Apologies			
Summary of progress			
Target 1	Progress made		

Strategies	Review	
Target 2	Progress made	
Strategies	Review	
Target 3	Progress made	
Strategies	Review	
Additional Strategies		
Additional actions to be taken		
Action	When	By whom
Future meeting dates		
Weekly (school and parents/carers)		
Final (all professionals)		
Agreed by	Signature	

Pupil	
Parents/carers	
School	

**Pastoral Support Plan
Final Review Meeting**

Name of Pupil:		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
Attending			
Agency	Name	Agency	Name
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
Apologies			
Summary of progress			
Target 1	Progress made		

Strategies	Review	
Target 2	Progress made	
Strategies	Review	
Target 3	Progress made	
Strategies	Review	
Evaluation of progress		
Next steps to be taken		
Additional actions to be taken		
Action	When	By whom

Agreed by	Signature
Pupil	
Parents/carers	
School	

Appendix 1 - Guidance

What is a Pastoral Support Plan (PSP)?

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. This guidance aims to provide both a school management process and procedural framework within a PSP in any Blaenau Gwent school.

The PSP procedure and process is designed to support those pupils for whom the normal school based strategies have not been effective. A PSP is a structured intervention for pupils at risk of permanent exclusion. The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

The PSP should not be used to replace the normal Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

A PSP is essentially a school based and owned process. Schools and parents/carers will for the most part, be providing the additional support, interventions, adaptations and communication that are agreed.

Given the intensive nature of a PSP, schools need to target those pupils whose behaviours mean that they are at risk of permanent exclusion. A number of factors may be considered including the number of fixed term exclusions (three exclusions or more than ten days in one term should certainly be a trigger), integration from a managed move or starting at a school following a permanent exclusion. There is an expectation that pupils who receive three or more fixed term exclusions that amount to more than ten days' exclusion will be placed on a PSP.

It is for individual school leadership and management to decide upon the number of PSP's that it can manage at any one time, but given the fact that each one will require additional intensive support over and above that, that could be agreed as part of a normal Individual Education Plan (IEP) it is likely that only small numbers can be managed.

There would have to be a good reason for a pupil not to be on a PSP at the point of permanent exclusion. It would be expected that a PSP would have been in place within the last two terms. The PSP process is useful in co-ordinating support and reviews of alternative packages. The decision to propose a PSP should be done in conjunction with the school's behaviour policy.

Who should be invited to a PSP meeting?

An Inclusion Officer should be invited to attend the first meeting. This allows them to hear a potted history of issues and support to date. If by the time the interim and final reviews are held, things have not progressed then the Inclusion Officer should be invited to these meetings. The Inclusion Officer keeps records of all the information sent. This can be particularly helpful and important if he/she is supporting schools, for example in cases where parents/carers feel that a school is not doing enough to support a child or young person.

What should already be put in place?

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with pupil
- discuss difficulties with parents/carers
- consult colleagues in department, key stage, pastoral team and/or ALNCO regarding special educational needs
- additional staff training
- IEPs with smart targets and regular reviews

- referral to and liaison with EPS and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- allocation of a key worker
- managed move
- internal exclusion
- restorative approaches work
- CAF

If it is decided that a PSP is the best way forward, the school staff member identified as being responsible for co-ordinating monitoring and reviewing a PSP needs to initiate a meeting.

What does an effective PSP look like?

Before the meeting

The nominated person at the school for organising PSP's should arrange a PSP and invite the parents/carers (a model letter is available – Appendix 4) and appropriate outside agencies, as well as ensuring that key staff that are involved with the child are included. It would be advisable to check an Inclusion Officer is available before booking the date.

At this stage, the co-ordinator needs to ensure that the parents/carers and pupil understand the nature of the process before the initial meeting. Close liaison with the ALNCO is paramount.

Schools should also remember that good practice indicates that PSP's are most effective when there are on-going weekly meetings between the school and the parents/carers to discuss progress against the agreed targets.

Schools should ensure a suitable room is available.

The Staff Questionnaire (Appendix 2) should be completed to elicit staff views about the pupil and highlight the main areas of concern.

The Parent Questionnaire (Appendix 3) should be sent to parents/carers to give them the opportunity to describe the qualities in their child and express their own concerns.

A member of staff who has a good rapport with the pupil should elicit how the pupil feels about the current situation. The pupil should be encouraged to express views freely and honestly and they should be recorded uncritically. (Appendix 5 can be used for Primary pupils and Appendix 6 for Secondary pupils.) The purpose of a PSP should be explained to the pupil and the agenda of the initial meeting shared before the meeting.

The Initial Meeting

The following information needs to be available at the meeting:

- The Initial Summary Sheet
- An up to date Behaviour Log
- Completed Staff questionnaire(s) (Appendix 2)
- Completed Parent Questionnaire (Appendix 3)

This may be presented as a written summary of significant information.

Parents/carers and school staff will need to consider whether the pupil should be present for the whole meeting or whether it may be appropriate for him/her to contribute towards the end.

The chairperson will need to clarify the purpose and aims of the meeting, encourage brief introductions and run through the agenda (Appendix 7). A note taker should be agreed.

Everyone should have the opportunity to have their say and offer some contribution to the solution to the issues.

At the conclusion everyone will need to be clear about what is to be done, by whom and by when. A consistent approach both in and out of school is necessary to affect a positive outcome.

Targets agreed at the meeting will need to be distributed to all appropriate staff the next school day.

A record of the meeting (not minutes) will need to be sent to everyone who attended and others who are involved.

A date for the next meeting will need to be set which includes key professionals.

PSPs run for approximately 16 weeks or a similar length of time at the discretion of the meeting

Ongoing Support

At the initial meeting monitoring arrangements will have been made explicit. These would usually be weekly or fortnightly with a key member of staff (although in exceptional circumstances, daily reporting may be helpful).

The most effective PSP's are where there is ongoing communication between school and home. There should therefore be a commitment from both the school and the home for adults to meet each week to review how things are going. The pupil may be included for all or part of the meeting. This will provide opportunities to share successes and if necessary amend any arrangements to support the pupil to continue to move forward.

The Mid Term Review

A midterm review meeting between the pupil and all the participants from the initial meeting will be useful to reflect on the progress to date. An outline agenda can be found in Appendix 7.

The focus of the meeting should be on areas of improvement and the pupil should be praised for progress made. The half way point is the occasion for encouraging further and

better efforts. The aim is to assess what is working, maximise it and to shift the emphasis away from what has gone wrong. Adjustments can be made to the routine, content and targets in the programme. Prior to the meeting the pupil's views should have been sought about how they feel they have made progress against the targets and strategies that are in place.

Where targets have been achieved, subsidiary or consequent targets can be introduced. It is important both to keep up momentum and to monitor and evaluate targets.

The idea of the session is to give pupils the opportunity to identify what has gone well, what effect that has had and how to replicate success.

The Final Review

Although it should have been clear at some point in the second half of a PSP whether or not the programme has been successful, reviewing and assessing the intervention is an integral part of the process. Appendix 7 provides an outline for this review meeting.

Focusing on solutions is the key. If the current provision is not meeting the pupil's needs what further measures can be put in place to help a pupil sustain his/her place in mainstream schooling. The experience of the programme should provide excellent information from which to plan for the future.

An assessment by the school of each programme will help develop knowledge for subsequent PSPs. Identifying what went wrong has a place, but of far greater importance is to examine, replicate and develop what went right.

The procedures following a PSP could be as follows:

- School repeat PSP
- Look for a planned request for change of placement

Appendix 2 - Staff Questionnaire

Name:		Class:				
National Curriculum Levels						
Speaking and Listening		Reading				
Writing		Maths				
Any additional Comments regarding their learning						
Please rate his/her behaviour this term						
5 – Very good	4	3	2	1 – Very poor		
Please rate the behaviour of the class						
5 – Very good	4	3	2	1 – Very poor		
Please rate the pupil's behaviour in each of these aspects:						
Positive to teacher	5	4	3	2	1	Negative to teacher
On task	5	4	3	2	1	Off task
Self-contained	5	4	3	2	1	Attention seeking
Appropriate behaviour	5	4	3	2	1	Inappropriate behaviour
Positive to peers	5	4	3	2	1	Negative to peers
In their place	5	4	3	2	1	Out of their place
Appropriately equipped	5	4	3	2	1	Inappropriately equipped
Work up to date	5	4	3	2	1	Work behind deadlines
Able to follow instructions	5	4	3	2	1	Ignores instructions
Puts up their hand	5	4	3	2	1	Calls out
Answers appropriately	5	4	3	2	1	Answering back
Homework always done	5	4	3	2	1	No homework done
Calm when others behave inappropriately	5	4	3	2	1	Reacts badly when others behave inappropriately

Things this pupil does well in school

What strengths / skills does the pupil demonstrate in other areas?

What specific behaviours shown by this pupil regularly cause concern?

Any other comments you may wish to make.

Please return this form to:

Return date:

Appendix 3 - Parent Questionnaire

Name:	Class:
What do you think are your child's best qualities?	
What sort of things worry you about your child?	
When did you first notice difficulties with your child's behaviour?	
How does your child behave at home?	
What do you think we can do to help your child at school?	
Is there anything else you think we should know about?	
I/We will/will not be able to come to the meeting. Please delete as applicable.	
Signed:	Date:

Appendix 4 - Letter to Parents/Carers

Dear _____

As you know we are worried that _____ may be placing themselves at risk of permanent exclusion from school. We want to do everything we can to avoid this, and are asking for your help.

We would like you to come to a meeting to plan a support plan for _____ on _____ at _____.

It will be an opportunity for you to give us your views and will enable us to work together to help _____ to be successful in school. We have also invited staff from the school and professionals from other services to attend.

Would you please complete the form and return it to me by _____? If you wish to add additional information, please do so overleaf.

Thank you for your help.

Appendix 5 - Pupil View – Primary

Name:		Date:		
Class:		Year Group:		
Please help us by saying how you feel you are getting on in school. A grown up you trust can help as much as you want but they need to record your ideas and comments in your words.				
Activity	Happy	Okay	Sad	Comments
Reading				
Writing				
Maths				
PE				
Computers				
Science				
Art/Craft				
Carpet/Listening time				
Working by yourself				
Working with a group				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With teachers				

What things do you enjoy doing in school?

What things do you find tricky in school?

What would make school better for you?

What do you enjoy doing when you are not at school?

Appendix 6 - Pupil View – secondary

Name:		Date:	
Tutor Group:		Year Group:	
How would you describe yourself?			
What things do you like doing at school?			
What things do you find tricky in school?			
What would make school better for you?			
What do you enjoy doing when you are not at school?			

What do you think about your behaviour in?					
	Very Good	Quite Good	OK	Poor	Very Poor
Classrooms	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Toilet	5	4	3	2	1
Breaks	5	4	3	2	1
Outside school	5	4	3	2	1
Canteen	5	4	3	2	1
How do you feel you generally behave?					
5 – Very Good	4	3 - Average	2	1 – Very Poor	
Do you think your behaviour needs to change?					
Yes			No		
How do you feel about changing your behaviour?					
5 – Able to change	4	3 – May be able to change	2	1 – Unable to change	
Would you like some help to change your behaviour?					
Yes			No		
What would that help look like?					

Appendix 7 - PSP Meeting Agenda

Initial PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil does well (Class teacher, Head of Year/House or form tutor)
5. Analysis of staff questionnaires (SENCO)
6. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
7. Parent comments
8. Pupil comments (Their view should be given if they are not attending)
9. Contributions from other professionals
10. Summary and target setting
11. Strategies to support targets including rewards.
12. Monitoring and review arrangements
13. Dates of next meetings – weekly session, interim review, final review.
14. Thanks

Interim PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress to date
10. Review of targets and strategies to date, any additional actions
11. Monitoring and review arrangements
12. Thanks

Final PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress
10. Review of targets and strategies
11. Next steps
12. Thanks