

SPALDING HIGH SCHOOL



PASTORAL SUPPORT PLAN (PSP) POLICY

HEADMISTRESS:

Mrs M K Anderson

**LINK GOVERNOR: (SEND)
(SAFEGUARDING)
(HEALTH & SAFETY)**

**Mrs D Mulley
Mr E Fragale
Mr J Smith**

DATE AGREED

MARCH 2016

Executive Summary:

This policy sets out the use of PSPs as an intervention tool to support students at risk of exclusion or with significant social, emotional and behaviour concerns.

Review Date: March 2018

Chairman of Governors

Date

Headmistress

Date

Section 1: Ethos and Expectations

Spalding High School supports the idea that students should be supported in appropriate ways in order to achieve their best, both pastorally and academically. A Pastoral Support Plan (PSP) is a time limited school based intervention tool to help students who are at risk of exclusion or with significant social, emotional and behaviour concerns to lessen inappropriate behaviour and tackle underachievement.

1.1 Key Person

All PSPs should be overseen by a Key Person, usually a member of the Pastoral Team.

1.2 When should a PSP be set up?

If a student has:

- Had an exclusion
- Been identified as being disaffected, at risk of serious under achievement or has behavioural issues
- Been permanently excluded from another school or admitted to / from another school under the Managed Move Process.

1.3 Drawing up a PSP/the PSP meeting.

The Key Person should invite parents and/or carers, student and outside agencies involved with the student (if relevant) to discuss the cause for concern and draw up the Pastoral Support Plan. Parent/s or carer and the student should be fully engaged with the target setting process. The PSP meeting should be positive and purposeful in drawing up a strategy for supporting the student and improving student outcomes.

If the PSP forms part of a reintegration meeting following an exclusion then the meeting should ideally be conducted prior to reintegration so the student can come back on a positive note.

The involvement of the student is crucial and needs to be planned according to his/her needs. In order to achieve this, the Key Person should ensure that appropriate baseline information on the student's strengths and weaknesses is gathered and analysed in advance of the PSP meeting.

Where a student with Special Educational Needs and Disabilities (SEND) is on PSP this must be made clear on the PSP documentation and the School must make "reasonable adjustments" to accommodate the additional needs of the student. This does not mean that the school should condone unacceptable behaviour but does mean that it should be flexible and creative in terms of the strategies put in place without prejudicing the provision for existing pupils.

The programme must have reasonable expectations and address both the academic and social needs of the student. Behaviour management strategies should be agreed and consistently applied by all involved. This includes the use of rewards and sanctions based on school policy.

The Key Person should ensure that all staff working with the student are aware of the main PSP targets so that they can help to support the student in meeting them.

Strategies that could be considered as part of the PSP include:

Using existing in-school support:

- Harnessing support already in classes the student attends
- Positive reinforcement via progress report/tracking card
- Peer or Staff Mentoring programmes
- School counsellor referral.

Making changes to existing programmes:

- Changing the student's tutor group or class
- Changing the student's set or group for one or a number of subjects
- Looking at alternative curriculum programmes.

Referral to outside agencies

- Referral to the Local Authority for specific support e.g. Behavioural Support Services
- Referral to Child and Adolescent Mental health Services (CAMHS)
- Links to other agencies that may offer advice, support, youth programmes.

1.4 Review of the PSP

The PSP needs to run for a set period and include clear time scales for all targets set. Ordinarily a PSP will not extend for more than 16 weeks. The PSP should be reviewed with all parties approximately every four – six weeks.

Reviews should be recorded on the standard review document (See Appendix 2). It is very important that the student is made aware where they have met a target/s and where further improvement is required.

If required, the targets can be amended as part of the review process to ensure that they are up to date and relevant.

1.5 When the PSP is successful

When the student has met the targets set then this improvement should be acknowledged and made clear to student / parents/carers. The PSP can then be closed.

1.6 When the PSP is not working

The Key Person should closely examine why the PSP is not working and critically evaluate issues such as engagement, participation or the nature of the set targets. If, however, the student's behaviour or under achievement has not been improved by the PSP one or more of the following may be appropriate:

- Referral of the student to the next level of seniority e.g. Head of Year hands over to Assistant Headteacher.
- Initiate discussions regarding the Managed Move Process
- Completion of a EHA (Early Help Assessment) leading to a TAC (Team around the Child)
- Students with SEND may also have an IEP (Individual Education Plan) as a more suitable means of long term monitoring and support.

Key documentation is contained in the appendices as follows and all master documents are stored on the T-Drive in the Pastoral folder:

- Appendix 1 contains the blank PSP proforma to be completed in the initial PSP meeting with additional guidance
- Appendix 2 contains the PSP review sheet for completion in subsequent follow up meetings to track and monitor progress
- Appendix 3 contains a risk assessment proforma. This should be completed and linked into the PSP for any student exhibiting violent / aggressive behaviour who might be a danger to themselves and / or others.

The Key Person leading the PSP should ensure that all documents are signed (by student, parent/s or carer, Key Person). Copies of the PSP should be:

- Stored on the student's linked documents on SIMS
- Stored on the T-Drive in the relevant pastoral folder
- Provided to parent/s or carer as a record.