

The Pastoral Support Programme

Inclusive Lincolnshire

July 2020



Contents

Page

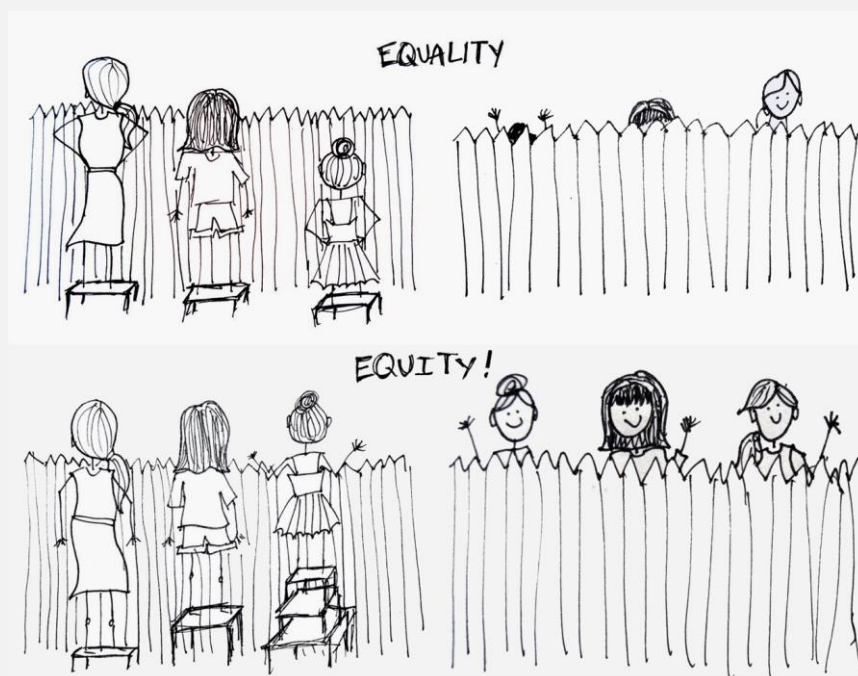
Purpose of the PSP	2
Support with PSP's and Engaging families	3
Sharing the plan	4
Reduced timetables and the PSP	4
Preventing exclusions Funding	4
The stages of the PSP	5
What if the plan is unsuccessful?	6
Staff questionnaire (Secondary)	7
Staff questionnaire (Primary)	9
Pupil questionnaire	11
Parent/carers questionnaire	12
PSP template	13

Purpose of the PSP

The Pastoral Support Programme is a process which should be put in place when children are failing to engage positively with learning. It could be that they are withdrawn and disengaged, are experiencing mental health challenges or acting out in more challenging ways. It is underpinned by the principle that children do well when they can and invites professionals to be curious about the underlying causes of troubling behaviour as well as an individual's strengths and resources and how to harness these. It is an opportunity to identify needs and to support learning so that children are able to move ahead to success and achievement.

Scientific evidence about the impact of trauma, or adverse childhood experiences (ACEs) on children's capacity to self-regulate is incontrovertible. Professionals are advised to ensure that plans are trauma-informed when children who have experienced 'high ACEs' are experiencing difficulties in school. LCC's trauma-informed PSP guide will facilitate this work¹.

Other pupils, such as those with neurodevelopmental difficulties like ADHD or ASD, may persistently fall short of a school's expected standard of behaviour, though they will make progress with the right support. Equalities and exclusions law is clear that there must be reasonable adjustments to behaviour policy and practice for this cohort. The PSP is an opportunity to plan reasonable adjustments. When the principle of equity is understood by all members of a school community, the PSP finds its most fertile ground and all children are able to flourish.



¹ <http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>

Support with the Pastoral Support Plan Process

The Pastoral Support Plan can be used as a tool to support children who display behavioural difficulties or mental health difficulties. Dependent on the purpose of the PSP, schools can therefore seek support from the Pupil Reintegration Team for Behavioural Difficulties or the Healthy Minds Team for Mental Health difficulties. All schools have a locality Pupil Reintegration Team caseworker who can be engaged via PRT@lincolnshire.gov.uk or on 01522 555798 (North) or 01522 555816 (South). For Health Minds please contact the named practitioner for your school, or the locality HUB on 01522 421699 (LWL), 01476 858277 (NKSK), 01205 446949 (BSH), 01522 07367 (EL).

Engaging Families in the Pastoral Support Process

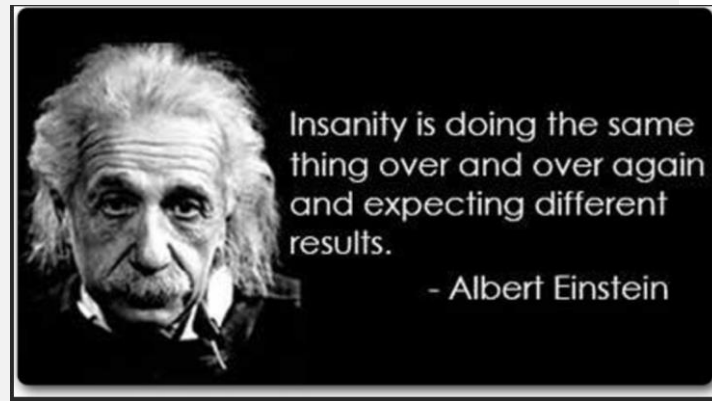
Hope, Collaboration and Creativity

Whilst family members do not have to attend PSP meetings or give their consent to school formulating a plan for inclusion, it is highly beneficial to involve them, as well as Pupil Reintegration Team (PRT) caseworkers or the Healthy Minds Team. When a family is reluctant to support the PSP process, then the PRT caseworker can attempt to resolve that through a home visit or telephone consultation.

The best PSPs are collaborative endeavours. They recognise parents as experts in their children and seek to harness that insight. They also strive to promote agency with pupils actively involved in thinking about solutions. Here solutions-focused questioning is a powerful tool and these are included within the PSP planning documents as prompts that can be deleted as the sections are populated.

An effective PSP meeting will not be experienced as a disciplinary measure but a constructive planning session that fosters hope (We have the right people here to get through these difficulties) collaboration (everybody will contribute constructively to the plan) and creativity (the formulation of strategies and reasonable adjustments, drawing on the thinking of all participants). A 'Solutions Focused Coaches Workbook' is available via PRT caseworker, with training if required, at no cost.

PSPs are not effective when they are experienced by pupils and families as ultimatums with stringent or unrealistic targets imposed by professionals. They should not be viewed as the means to enforce a behaviour policy because that will by this stage have been tried and failed. Its purpose is to design a bespoke, differentiated approach to socio-emotional learning, drawing on all available resources, including those provided by pupil and family.



Sharing the Plan to Ensure a Consistent Approach

The PSP will undoubtedly include agreements that all staff, including non-teaching, need to know about, especially those that relate to adjustments to teaching and learning. There may also be a reactive agreement: how staff should manage incidents that might still occur. Progress will be severely hampered if agreements are not enacted in all classrooms, **so sharing the PSP with all teachers, or at least key strategies from it, is of critical importance.**

Reduced Timetables and the PSP

Any pupil to be placed on a reduced timetable, defined as less than full-time education in school, should have this exceptional measure planned within a PSP process.

In this way, parents/carers are consulted and able to consent (a legal requirement) and arrangements for review are transparent. Where a pupil is Child in Care or has an EHCP, then the Local Authority Virtual School and/or relevant SEND caseworker must be invited to the PSP meeting alongside other relevant professionals. The arrangement must also be logged on Perspective Lite.

Preventing Exclusions Funding

This can be accessed via the Pupil Reintegration Team through the PSP for pupils with behavioural difficulties and is designed to contribute towards the cost of an intervention or resource. Funding of up to £1,000 will be considered to support the delivery or purchase of specific interventions, as identified within the PSP overall plan. This, along with the amount of funding requested, simply needs to be emailed to the locality caseworker, who is also available to advise on the range of interventions that are likely to be funded in this way.

The Stages of the PSP

The PSP should be led by a senior member of school **with SENCo input**. This professional will then co-ordinate each of its stage

Stage One: Gathering Information

Before convening the PSP meeting, the co-ordinator will have to collate data to inform it. This will include:

- The staff questionnaire
- The pupil questionnaire
- The parent/carer questionnaire
- Evidence of all previous interventions (e.g. behaviour log, behaviour analysis, attendance record, IEP, Early Help assessment, summary of current support from any agency involved).

Stage Two: Initial Meeting Invites

The co-ordinator will usually be responsible for inviting parents/carers.

All agencies already involved should be invited to the initial meeting. If the pupil has SEND, then the input of specialist teachers, or educational psychology would be beneficial.

It is important that questionnaires are distributed in good time so that this feedback can be analysed by the PSP co-ordinator prior to the meeting. It is likely that the 'what we are worried about' section will have been completed, at least in part, prior to the meeting through reference to these responses.

Stage Three: Practical Arrangements

Book a suitable room with comfortable seating and a table.

Ensure refreshments are available.

Give parents/carers the opportunity to make notes by providing a pen and paper.

Stage Four: Conducting the Initial Meeting

The agenda for this meeting is suggested by the PSP itself, and everyone present should have the opportunity to contribute to the plan as it develops during the course of the meeting. The discussion will be underpinned by solutions-focused and trauma-informed principles. If agreements are recorded by a scribe as the meeting progresses, it may be possible to share copies at the end. If not, the PSP needs to be circulated ASAP after the meeting. The pupil should be asked which adult, over and above parent/carer, he or she would like to be there.

Stage Five: Solutions-Focused Coaching

A member of school staff, who does not have to be the PSP co-ordinator, will meet the pupil regularly to review progress towards the PSP agreements between formal reviews.

This gives the pupil the chance to identify what has gone well and **how to replicate success (solutions focused)**. A *Solutions Focused Coaching Handbook for Educators* (Dr. Geoff James) is available from PRT caseworkers at no cost.

It will be agreed at the meeting who will undertake this role. It should be an adult with whom the pupil has a trusting relationship. The one-to-one coaching should be held at least weekly, until progress is secure.

The PSP co-ordinator will gather feedback from all staff involved to take to the 8 and 16 week reviews, using the same questionnaires.

Stage Six: The 8 Week Review

The key people who attended the initial PSP meeting will be invited to the 8 week review and then to the 16 week review to consider progress.

All agreements made at the initial meeting need to be reviewed. Ensure all successes are celebrated.

Any supporting agencies will report on the agreements they made.

Staff, parents/carers and other professionals may make adjustments to their agreements if necessary. However, the pupil's agreements should stay the same for the 16 week period, even if that means one of them is simply being consolidated.

Stage Seven: The 16 Week Review

All agreements agreed at the previous meeting are reviewed.

School staff will share reports about the pupil's progress.

The impact of the PSP is evaluated and next steps agreed.

Next Steps (What if the plan is unsuccessful?)

The coordinator will need to contact parents to discuss options if the school feels the plan is failing between review periods. At the end of the process, the following options are all possible: continue with PSP as it is helping; adapt it; close as goals have been achieved. For pupils with behavioural difficulties school can also refer to BOSS for additional specialist input.

Staff Questionnaire (Secondary)

Prior to initial meeting

Pupil's name		Year group	
Subject		Set	
Subject Teacher		Date	

This questionnaire can be used for pupils where there are concerns about either challenging behaviour or mental health and wellbeing.

Please scale your reflections on his/her behaviour this term

Very poor Very good
0 10

Please scale behaviour your reflections on the overall behaviour of the class

Very poor Very good
0 10

Please scale your reflections of his/her mental and emotional wellbeing

Very poor Very good
0 10

Please rate pupil on the following behaviours:

	1	2	3	4	5	6	7	8	9	10	
Off task											On task
Needing attention											Self-contained
Negative to peers											Positive to peers
Out of place											In place
Poorly equipped											Fully equipped
Work behind											Work up to date
Ignores instructions											Follows instructions
Calls out											Puts up hand
Homework not done											Homework done
Volatile											Calm
Negative to teacher											Positive to teacher
Socially withdrawn											Socially engaged
Low attendance											Full attendance
Negative to self											Positive to self

Things this pupil does well:
What <i>specific</i> behaviours regularly cause concern? What triggers have you identified?

Please return toby.....

Staff Questionnaire (Primary)

Prior to initial meeting

Pupil's name		Class	
Teacher's name		Date	

This questionnaire can be used for pupils where there are concerns about either challenging behaviour or mental health and wellbeing.

Please scale your reflections on his/her behaviour this term:

Very poor Very good
0 _____ 10

Please scale your reflections on the overall behaviour of the class:

Very poor Very good
0 _____ 10

Please scale your reflections of his/her mental and emotional wellbeing:

Very poor Very good
0 _____ 10

Please identify the behaviours that are a worry (an example in the first row)

Specific Observable Behaviours	The first time you saw this behaviour	Your description of the worst event of this behaviour	Your description of the last time you saw this behaviour	How often this behaviour happens	Times this behaviour is more likely to happen (triggers, stressors, noted patterns)
Absconding from lessons	End of term 2 (just before Christmas)	Absconding from PE & attempting to scale the fence	21 st Feb 19	Between 5-8 times per week	Wednesdays or when he is late for school

What is making it harder for the child/young person to self- regulate ?
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Consider the child's history and any negative life experiences as well as what could currently be making this harder for the child
Existing Successes - Times the child/young person has been able to self-regulate :
Are there times where the concerning behaviours could have been present but the child/young person was able to self- regulate? What did they do? Who else was there? How did they help?
Existing Strengths – What's working ?
What have been your most effective strategies? (How long have these been in place?) What hasn't been effective? (How long was this in place?)

Where 10 is the pupil shows many signs they are fully able to regulate their emotions and 0 is show no signs they are able to self-regulate, what number would you say they are?

0 10

Please return this sheet to by (date)

Pupil Questionnaire

Name:

Date:

What are you good at?	What would your friends and family say are the best things about you?
What does a good school day look like? (Think about where you are, who you are with, what you are doing, the time of the day)	
Which adults do you feel relaxed and happy with at school?	Are there any friends who help you?
What do they do to help?	
How will you know this PSP has worked? What will be different in your life?	
What could we change in school to help you?	

Parent/Carer Questionnaire

Name:

Child's Class Teacher or Tutor Group:

What are the best things about your child?	
Are there any activities or items that help your child outside of school? (even if it is only a little)	
Including yourself, who are the people who help your child outside of school?	What do they do or try to do and does this seem to help? (even if it's only a little)
When did you first notice difficulties with your child's behaviour?	
What do you think is making it hard for your child to manage at school?	
What do you think we can do to help your child at school?	
Is there anything else you would like to discuss at the PSP meeting?	

Pastoral Support Programme

The Pastoral Support Programme can be used for pupils where there are concerns about either challenging behaviour or with their mental health and wellbeing.

School:

Pupil:

Year/Form:

Pupil's date of birth:

Date of initial meeting:

Attendees:

Date of 8 week review:

Attendees:

Date of 16 week review:

Attendees:

Identification of SEND

Write 1 in box for primary need & 2 for secondary (if appropriate)

Communication & Interaction		Cognition and Learning			Social, Emotional and Mental Health	Sensory and/or Physical			
SLCN	SpLD	MLD	SLD	PMLD	Specify conditions (eg ADHD)	VI	HI	MSI	PD

SLCN – Speech Language and communication needs

SpLD - Specific Learning Difficulties

PMLD – Profound and Multiple Learning Difficulties

VI – Vision Impaired

MSI - Multi-Sensory Impairment

ASD – Autistic Spectrum Disorder

MLD – Moderate Learning Difficulties

SLD – Severe Learning Difficulties

HI – Hearing Impaired

PD - Physical Disability

Reading age:

Chronological age:

Reading intervention:

What are we worried about?

An objective summary of the pupil's presentation in school that is causing concern.

What's working well?

Subjects going relatively well, any positive relationships with staff and/or pupils, social and emotional as well as academic strengths, talents and achievements – use feedback from family/any supporters as well as from pupil. Focus strongly on strengths and success that is already happening. Create hope.

Agencies involved to date and any relevant reports

SEMH-related whole staff training undertaken (e.g. trauma-informed practice)

Any scheduled:

What needs to happen now?

The school commits to: (please delete prompts)

Proactive: think about the function(s) of the unwanted behaviour and changes which will allow need to be met without it.

e.g. tangible needs. Provide equipment. Homework break. Access to learning mentor.

e.g. need for attention: key-worker support. Meet and greet.

e.g. need to escape/avoid. Permission not to read in front of class. Signal to indicate when struggling with work. Own changing area for PE. Reduced/personalised timetable (within school) and dropping non-core subjects to relieve pressure and reduce stress. Some learning in small intervention class. Having access to a safe base.

e.g. need for control: collaborative problem-solving, post incident; choice of task to secure learning goal.

e.g. sensory needs: leave p4 5 mins early to avoid noisy lunch queue. Issue early lunch pass. Wear ear defenders. Have own work station. Use weighted blanket.

e.g. need for perfection: staff to reinforce and modelling that it's ok to make errors.

Reactive: agree how setbacks will be managed, to ensure safety of all, reflection and learning.

e.g. Staff will contact XX when there is a disturbance that prevents learning of class and work will be completed in the inclusion room. There will then be a meeting with (member of staff) to ensure next lesson goes better.

e.g. In instances of self-harm: staff to support and provide medical attention if required.

School Adjustments/Interventions	8 week review – decision to adjust or continue	16 week review – decision to adjust or continue

[name of parent/carer] commits to: (please delete prompts)

Engage child in thinking about how parent could assist with the plan. How can wellbeing be promoted? How can positive influences/relationships be utilised? How will success be recognised and encouraged?

Behaviour strategies and boundaries that parents can implement at home.

Support academic learning at home and support with completion of homework.

Parents to validate their child's emotions and recognise and celebrate their achievements in facing fears. Don't avoid everything that causes anxiety. Support child to confront fears where possible- introduce an exposure ladder to break down their anxiety into manageable steps to help the child overcome this.

Calm parent, calm child: parents to model how they successfully manage anxiety, let child know when they are using a coping skill.

School refusal: discuss with child their reluctance to go to school, try to establish any specific worries.

(If this is a reduced timetable PSP, outline arrangements for supervision.)

Family support strategy	8 week review – adjust or continue?	16 week review – adjust or continue?

[name of pupil] commits to: (please delete prompts)

The pupil commitments need to be achievable, specific and as far as possible owned by pupil. There will usually be no more than three. When/then formulations are helpful in promoting solutions focused thinking and child's agency:

e.g. when I fall out with someone: I will put my hands in my pocket and walk away.

e.g. when I am feeling sad/anxious/angry: I will go to XXX to talk about it; I will use relaxation or distraction techniques; I will go for a walk or use my safe base.

e.g. I will keep a mood/anxiety diary, I will have a good sleep routine.

Pupil commitment	8 week review – comment on progress	16 week review – comment on progress
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Other professionals agree to: <i>name and agency</i>		
Agency support strategy	8 week review – adjust or continue?	16 week review – adjust or continue