

Guidance for Parents

What is a Pastoral Support Plan?

A Pastoral Support Plan (PSP) is a school based process intended to support your child if the school based strategies have not been successful. A PSP is a planned intervention for pupils who have received Fixed Term exclusions or at risk of permanent exclusion. A pupil on a Reduced Timetables (RTT) should be on a PSP to support the reintegration back to attending school full time.

The aim of the PSP is to involve everyone in the shared challenge of improving your child's behaviour and social skills and ensuring social and educational inclusion. All involved should be clear about their responsibilities and what needs to be achieved.

A PSP is a useful tool to coordinate the support that the pupil receives from all professionals ensuring maximum opportunity for success.

The process is reviewed every 2-4 weeks where progress is reviewed.

What is involved in a PSP?

A PSP will identify the behaviours that your child does well, and those not so well.

It will set out exactly what is expected of you and your child and also the responsibilities of all of the professionals that are involved.

The PSP will also detail both the recognition that your child will receive if they demonstrate efforts to meet the responsibilities as well as the consequences that will result if he/she does not demonstrate sufficient efforts. Finally, the PSP should detail the time limit for the duration of the PSP including dates when the PSP will be reviewed.

What does an effective PSP look like?

Before the meeting, the school should have already implemented many strategies to help to be successful. All professionals will consider what your child requires the most support with and if there are any other barriers that may prevent him/her reaching their potential. If you believe that there are any undiagnosed learning difficulties, or other factors that may affect your child's ability to respond to expectations, you should communicate these to the school.

A member of staff who has a good relationship with your child will ask him/her their thoughts and feelings and make sure that they are aware and understand the process and possible implications.

What do the PSP meetings look like?

The school will provide you with a copy of the PSP document which should be started before the first meeting and completed during. All key staff involved with your child should be at the meeting where it will be made clear what is to be done, by whom and by when. A consistent approach both in and out of school to effect a positive outcome is essential.

You should be asked if you think it is appropriate for your son/daughter to be present for the whole meeting or to contribute at the end.

At the end of the meeting, dates should be set for the reviews. Ideally you should be asked to meet with the class teacher weekly, with a Senior Leader fortnightly and a more formal meeting with all professionals every 4 weeks.

The most effective PSPs are when the communication between home and school is ongoing and positive.

The final meeting should not be the time where it is decided that the PSP is not working. The regular communications between yourself and the school will focus on successes, solutions and ways forward.

If the intervention is not deemed a success, then the school may discuss further assessment or other options to support your child.