

PASTORAL SUPPORT PROGRAMME

NAME	GENDER	ETHNIC ORIGIN	DOB	SEN SUPPORT/ CiC/EHCP	UPN
SCHOOL	CLASS / TEACHER		START DATE OF PSP	CO-ORDINATED BY	

PSP TIME LIMIT AND REVIEW DATES	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)
<p align="center">WEEKLY PLAN</p> <p>Week one: 9.30-10.30. Key person to meetat the school office (Parent on first day?) Week two: 9.30-11.30 As above Week three: 8.50 – 11.30 key person to meetfrom the agreed place and to walkto his form room Week four: 8.50 – 12.30to stay f REVIEW DATE SET FOR..... Week five : 8.50 – 1.05to stay for whole of lunch time Week six: 8.50- 2.30to stay for the majority of the afternoon, but to exclude the end of the day to enable a calmer end of day week seven :8.50 – 2.30 (as above) week eight 8.50- 3.20to stay for the whole day but to continue with the meet and greet/key person approach at start and end of day</p> <p>*adjust times to suit individual timetables</p>	<p>.....will discuss the lessons ensuring that all appropriate equipment/resources are available</p> <p>.....will enjoy receiving agreed school rewards</p> <p>.....will engage more with learning and allow adult support/direction as/when required</p>

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL
<ul style="list-style-type: none">is able to demonstrate good interpersonal skills and has a good sense of humouris able to engage well in (name specific subject area/task/activity)is able to show resilience in Maths lessons and can be challenged to complete further activitiesis able to cope well with most transitions throughout the dayrecently received a good reference from his work experience mentor who described him as reliable and sensiblehas two friends who are good role models 	<ul style="list-style-type: none">can sometimes find the start and end of the day difficultcan often call out answersgenerally has low self-esteem and confidence, particularly in writing tasksstruggles with unfamiliar adults e.g. PPA afternoons or Supply staffhas been sent out of lessons due to several incidents of rudeness and disruptionstruggles to accept adult direction without argumentstruggles to be in the right place if things aren't going to plancan often find friendships difficult to maintain and will sometimes have disputes at home/on social media that spill into the school environment

PUPIL COMMITMENT	PARENTAL COMMITMENT
<p>I will try to treat all other students with respect in school – no reported incidents of disrupting their learning or aggression towards peers</p> <p>I will report any incidents of inappropriate use of social media to the appropriate adults</p> <p>Signed.....</p>	<p>We will use positive communication with our child and school to reinforce expected behaviours</p> <p>We commit to the PSP process e.g. we will attend meetings and follow through with an agreed action points</p> <p>We will reinforce the messages of e-safety at home</p> <p>Signed.....</p>

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
<p>Mr Jones (SENCO) will ensure that all staff working withhave the following information ensuring that</p> <ul style="list-style-type: none"> -has a safe space within the school - has sufficient time forto answer a question - givea note pad or white board to write down answers - is given sufficient 'take up time' to be encouraged to make the 'right choice' - tasks are appropriately differentiated <p>Mr Evans (TA) will...</p> <ul style="list-style-type: none"> - Meetat the start of each school session and talk through the lessons and ensure that appropriate resources are available to him -ensure thatis encouraged to be responsible for seeing the Counsellor every week <p>Mr Jones (SENCO) will carry out the risk assessment and ensure that this anticipates challenging behaviours – ensure that ALL staff are briefed to best support.....when increased levels of anxiety are observed</p> <p>All staff – positive reinforcement when appropriate behaviours are observed. Ensure any unwanted behaviours are discussed withindividually</p> <p>Key words/help scripts shared with all staff</p> <p>e.g. "I'll give you a moment to think about that, and will come back to you" "Lets rewind, and think about how we can do that better"</p> <p>Signed.....</p>	<p>STLS – commitment to support school staff to discuss and suggest possible strategies/support to ensure that the PSP is a success</p> <p>EP- observeand offer advice/strategies in report</p> <p>Counsellor – to commit to weekly sessions and to ensure any absences are communicated to</p> <p>Signed.....</p>

PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?)	ACTIVE (How will adults know that I'm on the edge/ becoming anxious?)	REACTIVE (How will adults know that I'm that I'm ready to explode?)	RECOVERY (How will adults know that I'm returning to my calm feeling?)
<ul style="list-style-type: none"> o I will have all/most of my equipment o I will be communicative and willing to talk about the day ahead with a teacher o I will be smiling! 	<ul style="list-style-type: none"> o I may shout out answers o I may get upset or swear o I may not let my teacher help me o I may ask to go to theroom 	<ul style="list-style-type: none"> o I will swear words o I may run off the school site o I may throw something o I may shout o I may use physical behaviours to try to hurt 	<ul style="list-style-type: none"> o My swearing has stopped o I have returned to the school – perhaps gone to my safe space/room o I have stopped shouting or throwing things o I will take a drink of water, if I am offered one o I will engage with an adult about something different
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?
<ul style="list-style-type: none"> o Adults will smile back – everyone likes to smile!! o my teachers will be impressed if I have all my equipment ready for the day, but may be able to help if I do not. o My teacher will always try to give me help if I need it 	<ul style="list-style-type: none"> o My teacher will remind me to put my hand up or use my note book to write the answers down o My teacher may suggest I have timeout of the classroom o My teacher will remind me to use my safe space and give me time to be myself o My teacher will give me thinking time to help me to remember to make the right choices 	<ul style="list-style-type: none"> o My teacher will make sure that I am safe – they will need to know where I am, but will not follow me. o My teachers need to make sure that others are safe – if I throw something at another person, I will be removed from the classroom, or the other children will be removed 	<ul style="list-style-type: none"> o My teacher will be pleased that I have been able to return to the classroom, especially if I am able to carry on with the lesson o My teachers will talk to me about things that make me happy, before talking about what happened...

If this information is robust and concise, then a Risk Assessment would not necessarily be required

HOW WILL I KNOW THAT I'M DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?
<p>I will see lots of smiley faces!</p> <p>If I am on report, my teachers will have written positive comments</p> <p>I will be able to stay in school for longer periods of time</p> <p>I may enjoy school!</p>	<p>I may need a further reduction in my timetable</p> <p>I may be required to spend my break times in theroom</p>

Review dates (to be written in from the beginning of the PSP process)	
	Actions from the review meetings
Week 4: Date.....	
Week 8: Date.....	