

PASTORAL SUPPORT PROGRAMME

Examples to support writing a PSP

What is going well – describe what the pupil can do relating to ‘behaviour for learning’

- Is able to sit still during carpet time for minutes
- Has some good peer relationships who can be good role models
- Has good relationships with some adults and will accept their direction when receptive
- Is able to show good resilience in(subject/task/activity)
- Will complete tasks when motivated and engaged
- Will ask for adult support/help from trusted staff
- Will show remorse and/or empathy
- Can show responsibility
- Is punctual and has good attendance
- Has aspirations for a future career in.....
- Demonstrates good self-help skills

What is not going well – describe what the pupil finds difficult which is causing adult concern

- Is unable to listen/focus during teacher input without disrupting the learning of others
- Finds it difficult to keep out of disputes between other peers
- Is unable to listen/communicate with an adult without interrupting
- Will regularly interfere with the learning of others
- Will be distracted at the start of lessons, seemingly in order to avoid starting learning tasks
- Shows little or no resilience during.....(subject/task/activity)
- Is overly self-critical
- If disengaged,will refuse to comply with simple requests
- Will often refuse to try new things
- Will rarely complete homework tasks

Pupil commitment	Parent/carer commitment
Treat all children consistently gently/with respect No reported incidents of hurting/physical aggressions No reported incidents of verbal aggression to peers and/or staff Complete homework as required (with support/minimal support/independently) Arrive in school/lessons punctually	Implement home/school contact book, signing and returning it to school daily Discuss with their child what went well at school Engage in weekly contact with the CT/SENCO Praise/reward progress/achievements Attend review meetings Set reasonable boundaries e.g. homework completion, sleep patterns, use of technology etc Complete any necessary actions from meetings e.g. refer to GP

Examples School support and strategies

Allow the pupil to arrive at.....
Allow the pupil to leave the classroom with (named person) just before the end of the day/lesson
Remove other pupils to a safe place ifhas an outburst
Allow sufficient time forto calm before expecting him/her to hear, reflect or make reparation for anything that has happened
Give the pupil an 'Exit strategy'
Any reparation will be done sensitively
Use short, simple, concise instructions/directions
Expectation of compliance e.g. sit down, thank you
Give responsibility to take on(task) to improve self-esteem and motivation
Use of the Incredible Five point scale to support emotional literacy
Use of Social Stories to support scenarios and behaviours (name explicitly)
Use of adapted timetable
Use of key person to meet and greet
Access to homework clubs
Access to counsellor (or other named professional)
Use of individualised reward system linked to behaviour system
Differentiated activities and personalised learning
Specific interventions (e.g. Sensory circuits, Lego Therapy etc)
Home/school/planner to be used positively to celebrate success
Organise a plan to manage unstructured times e.g. break/lunch
Pupil referral to another agency e.g. EP service/CHYPS etc
Peer mentor and/or buddy
Daily phone call/email to parent/carer

Examples of possible support from Outside agencies

Attendance officer to visit the family week beginning.....to discuss strategies to increase attendance to%
Support from STLS
Support from EP service
Support from Early Help/Social Services
Support from Mentoring/play therapist/counsellor

How will I know that I am doing well?

Positive communications between adults and student – verbal, non-verbal and written
Increased attendance and punctuality
Increased engagement in lessons
Increased levels of enjoyment (structured and unstructured times)
Increased confidence/motivation
Greater awareness of future aspirations

What will happen to help me get back on track?

Reduction in timetable
Reduce expectations to attend/complete lessons that are particular triggers
Reduce independence during unstructured times
Report cards
Visual reward charts