SPALDING HIGH SCHOOL

PASTORAL SUPPORT PLAN (PSP) & ACADEMIC SUPPORT PLAN (ASP) POLICY
_____

HEADMISTRESS:	**Mrs M K Anderson**
LINK GOVERNOR: (SEND)	**Mrs D Mulley**
(SAFEGUARDING)	**Mr E Fragale**
(HEALTH & SAFETY)	**Mr J Smith**
DATE AGREED	**September 2021**

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. This policy also explains the process for ASPs which are used where concerns are related to specific academic performance in one, or a limited number of subjects.

Review Date: September 2023

_____   _____

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.

On occasion, an Academic Support Plan (ASP) may be more appropriate. This tool will be used where the concerns are related to specific academic performance in one, or a limited number of subjects. Academic targets are established by the student, parent and member of staff (key person) and are formally reviewed at each school grade point. ASPs are longer term (usually one academic year).

1.1 Key Person

All PSPs and ASPs should be overseen by a Key Person, usually a member of the Pastoral Team (PSPs) or Head of Department (ASPs).

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 presented challenging behaviours
- Been permanently excluded from another school or admitted to / from another school under the Managed Move Process.

1.3 When should an ASP be set up?

Before establishing an ASP, we would expect normal school processes to identify barriers to attainment to have been explored, for example, SEND or behaviour related issues. If the student is under-performing in one, or a limited number of subjects, or discretionary exemption has been applied to students commencing sixth form courses, an ASP will be established.

1.4 Drawing up a PSP/ASP and the 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 PSP/ASP.

Parent/s or carer and the student should be fully engaged with the target setting process. The PSP/ASP 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 her/his 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/ASP 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 pastoral 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/ASP targets so that they can help to support the student in meeting them.

Strategies that could be considered as part of the PSP/ASP 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.

1.5 Review of the PSP/ASP

The PSP will 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 formally 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.

The ASP will run for a set period and include clear time scales for all targets set. Ordinarily an ASP will not extend for more than an academic year. The ASP should be formally reviewed with all parties once per term and with a formal meeting following School grade points.

PSP and ASP 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.

1.6 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.

1.7 When the ASP is successful

As ASPs address academic under-performance, targets tend to be longer term and an improvement in outcomes may take time to be reflected in grades and a student's feelings of confidence in their subject(s). The ASP should only be closed when all parties (most especially the student and subject teacher) are confident that issues have been addressed performance is at least at an expected level for the individual.

1.8 When the PSP/ASP is not working

The Key Person should closely examine why the PSP/ASP is not working and critically evaluate issues such as engagement, participation or the nature of the set targets. Transparency and honesty are fundamental elements of the PSP/ASP process and concerns should be aired as early as possible within the formal review process, or earlier if necessary. All those involved in the PSP/ASP process should support and engage with dynamic problem solving, creative ideas and strategies to support the student in achieving their targets. Reasonable adjustments, providing they do not prejudice the provision to the efficient and effective deployment of resources or provision for the existing school population, should be considered.

If, however, the student's behaviour or under achievement has not been improved by the PSP/ASP 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.

- Appendix 4 and 5 are the ASP initial document and review document.

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

Spalding High School
PASTORAL SUPPORT PLAN

NAME OF STUDENT	YEAR / FORM

NAME AND ROLE OF KEY PERSON	DATE OF INITIAL PSP MEETING	NAMES OF THOSE PRESENT AT INITIAL MEETING

DOES THE STUDENT HAVE ADDITIONAL EDUCATIONAL NEEDS?	YES	NO
IF "YES" GIVE DETAILS		

FIXED TERM EXCLUSIONS		
DATE	LENGTH OF EXCLUSION	REASON

STUDENT PROFILE	
STRENGTHS	WEAKNESSES / AREAS OF DIFFICULTY

STUDENT COMMITMENT	PARENTAL SUPPORT STRATEGIES

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES

STUDENT TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

AGREED REWARDS	AGREED SANCTIONS

IS A RISK ASSESSMENT REQUIRED?	YES	NO
IF "YES" PLEASE ATTACHED COMPLETED RISK ASSESSMENT FORM		

DATE OF REVIEW MEETING:	

SIGNED (STUDENT)………………………………………………………………………

SIGNED (PARENT/CARER)……………………………………………………………….

SIGNED (KEY PERSON)…………………………………………………………………..

Spalding High School
PASTORAL SUPPORT PLAN- GUIDANCE SHEET

STUDENT PROFILE	
STRENGTHS	WEAKNESSES / AREAS OF DIFFICULTY
Information may be gathered from: • Student • Parent/s or carer/s • Teaching Staff • Support Staff • External Agencies • Assessment Information • Staff Round Robin • Student Profile • SIMs data • Other	See opposite.

STUDENT COMMITMENT	PARENTAL COMMITMENT
Acknowledge the student's role in working towards a successful outcome.	Reflect the shared involvement between home and school to support the student. Include arrangements for ongoing communication between home and school.

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Record existing support. Record additional strategies to be put in place as part of the PSP.	Record existing support. Record additional strategies to be put in place as part of the PSP.

STUDENT TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE
Record positive targets in the first person e.g. "I will…..."; "I can…." Agree SMART Targets: Specific Measurable Achievable Realistic Time-constrained. Make one target a shared home/school target	Decide how you will know the student has been successful. Decide how you will measure this on a daily/weekly basis.	Consider strategies: Including using existing in school support. Making changes to existing programmes. Referring to outside agencies. Allow a reasonable amount of time for strategies to work. Remember to make "reasonable adjustments" for SEND students.	

AGREED REWARDS	AGREED SANCTIONS
Consider the student's views. Use incentives the student feels positive about – these have more chance of success.	Employ a staged approach to the usual school sanctions.

PASTORAL SUPPORT PLAN REVIEW

NAME OF STUDENT	YEAR / FORM	DATE OF BIRTH	
NAME AND ROLE OF KEY PERSON	**NAMES OF THOSE PRESENT AT REVIEW MEETING / DESIGNATION**	**DATE OF REVIEW MEETING**	
		WEEK • 4………………………………… • 6………………………………… • 8………………………………… • 10……………………………….. • 12……………………………….. • 14……………………………….. • 16……………………………….. • 16+………………………………	

PROGRESS MADE TOWARDS TARGETS

NOT MET (NM), PARTIALLY MET (PM), FULLY MET (FM), EXCEEDED (E)

Targets:

Attendance   %   DOWN/STEADY/UP

Punctuality   %   DOWN/STEADY/UP

VIEWS OF STUDENT:

VIEWS OF PARENTS/CARERS:

VIEWS OF KEY PERSON/SCHOOL:		
VIEWS OF OUTSIDE AGENCIES (IF APPROPRIATE)		
ACTION TO BE TAKEN / AMMENDMENTS TO PLAN AND NEW TARGETS	WHO	WHEN

DATE OF REVIEW MEETING:	

SIGNED (STUDENT)…………………………………………………………………………

SIGNED (PARENT/CARER)…………………………………………………………………

SIGNED (KEY PERSON)……………………………………………………………………

Appendix 3

RISK ASSESSMENT

NAME OF STUDENT	YEAR / FORM	DATE OF BIRTH

IS THIS RISK ASSESSMENT LINKED TO A PSP?	NAME AND ROLE OF PERSON COMPLETING RISK ASSESSMENT	
	DATE ASSESSMENT COMPLETED	

DOES THE STUDENT HAVE SEND?	YES	NO
IF "YES" GIVE DETAILS		

MEDICATION/MEDICAL ISSUES

PARENT/CARER COMMENTS

BEHAVIOUR		RISK			STRATEGIES/COMMENTS
		H	M	L	
AGGRESSION		H	M	L	
THE PUPIL TARGETS	PEERS				
	VULNERABLE PEER				
	STAFF				
	STRANGER				
FRENZIED ATTACK	UNPREDICTABLE				
	PREDICTABLE				
SINGLE HIT/KICK	UNPREDICTABLE				
	PREDICTABLE				
BITE/SCRATCH	UNPREDICTABLE				
	PREDICTABLE				
SPIT	UNPREDICTABLE				
	PREDICTABLE				
THROW OBJECTS	UNPREDICTABLE				
	PREDICTABLE				
		H	M	L	
SELF – INJURIOUS BEHAVIOUR (SIB)	ACCORDING TO MOOD				
	OBSESSION/COMPULSION				
	USE OBJECTS				
	POTENTIAL FOR SERIOUS HARM				
	POTENTIALLY LETHAL				
SEXUALISED BEHAVIOUR	TARGETS UNCONSENTING STUDENTS				
	INTIMIDATORY BEHAVIOUR				
	COMPULSIVE MASTURBATION				
	INAPPROPRIATE MASTURBATION				
	INCOMPLETE MASTURBATION				
	EXHIBITIONIST				
DESTRUCTIVE BEHAVIOUR	RIPPING				
	SHREDDING				
	DELIBERATLY BREAKING				
	ACCIDENTALLY BREAKING				
UN-PREDICTABILITY	RUNNING AWAY				
	FLOPPING				
	SCREAMING/NOISES				
	RUNNING INTO ROAD				
	SLAPPING/PUNCHING OBJECTS				
	GENERAL BEHAVIOUR				
RISK SITUATIONS	UNSTRUCTURED ACTIVITIES				
	STRUCTURED ACTIVITIES				
ACTIVITY INVOLVING					
	FOOD/DRINK				
	WAITING				
	MOVING				
	CLOSE SUPPORT				
	DISTANT SUPPORT				
	IN A QUEUE				
	SITTING				
	ALONE				
	IN A GROUP				

ENVIRONMENTAL CONSIDERATIONS	RISK			STRATEGIES/COMMENT
	H	M	L	
FASCINATION WITH FIRE				
FASCINATION WITH WATER				
OPEN DOORS/ GATES				
CLIMB GATES/FENCES				
CLIMB OUT OF WINDOWS/OVER FURNITURE				
CRAWL UNDER GATES/FENCES				
TENDENCY TO LEAVE GROUP				
TENDENCY TO HIDE				
TENDENCY TO LEAVE SITE				
LACK OF AWARENESS OF DANGER				
LACK OF AWARENESS OF WATER DANGER				
LACK OF AWARENESS OF TRAFFIC DANGER				
LACK IF AWARENESS OF STRANGER DANGER				
TENDENCY TO APPROACH/INTERACT WITH STRANGERS				
BANG WINDOWS/ SLAM DOORS				
TENDENCY TO OVER-TURN FURNITURE				
TURN ON TAPS				
TURN ON ELECTRICAL EQUIPMENT				
TOUCH ANY AVAILABLE SUBSTANCE				
STRONG PICA HABIT				
OTHER BEHAVIOURS/DANGERS NOT MENTIONED				

PERSONAL INTERVENTION REQUIREMENTS	APPROVED/NOT	STRATEGIES/COMMENT
CURRENT INTERVENTION METHODS USED:		
NUMBER OF STAFF REQUIRED TO SUPPORT STUDENT:		

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY			
RISK REDUCTION OPTIONS			
MEASURE	POSSIBLE OPTIONS	BENEFITS	DRAWBACKS
PROACTIVE INTERVENTIONS TO PREVENT RISK			
EARLY INTERVENTIONS TO MANAGE RISKS			
REACTIVE INTERVENTIONS TO RESPOND TO ADVERSE OUTCOMES			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
FOCUS OF MEASURES	MEASURES TO BE EMPLOYED	LEVEL OF RISK
PROACTIVE INTERVENTIONS TO PREVENT RISK		
EARLY INTERVENTIONS TO MANAGE RISKS		
REACTIVE INTERVENTIONS TO RESPOND TO ADVERSE OUTCOMES		

PLANS AND STRATEGIES SHARED WITH	COMMUNICATION METHOD	DATE ACTIONED

STAFF TRAINING ISSUES		
IDENTIFIED TRAINING NEEDS	TRAINING PROVIDED TO MEET NEEDS	DATE TRAINING COMPLETED

AGREED AND SIGNED BY (PARENT/CARER: ………………………………………………………………

AGREED AND SIGNED BY (KEY PERSON): ………………………………………………………………...

DATE: …………………………………

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
MEASURES SET OUT	EFFECTIVENESS IN SUPPORTING THE CHILD	IMPACT ON RISK
PROACTIVE INTERVENTIONS TO PREVENT RISKS		
EARLY INTERVENTIONS TO MANAGE RISK		
REACTIVE INTERVENTIONS TO RESPOND TO ADVERSE OUTCOMES		
ACTIONS FOR THE FUTURE		

PLANS AND STRATEGIES EVALUATED AND SIGNED BY (PARENT/CARER):…..…………………………………………

PLANS AND STRATEGIES EVALUATED AND SIGNED BY (KEY PERSON):…..…………………………………………...
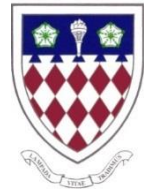
DATE: ………………………..…………………

SPALDING HIGH SCHOOL
ACADEMIC SUPPORT PLAN

NAME OF STUDENT	YEAR / FORM

NAME AND ROLE OF KEY PERSON	DATE OF INITIAL ASP MEETING

NAMES OF THOSE PRESENT AT INITIAL MEETING / DESIGNATION:

DOES THE STUDENT HAVE ADDITONAL EDUCATIONAL NEEDS?	YES	NO

STUDENT PROFILE (inc reasons for the Academic Support Plan)

SCHOOL SUPPORT AND STRATEGIES	HOME SUPPORT STRATEGIES

STUDENT TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

DATE OF REVIEW MEETING:	Autumn data	
	Spring Mock	
	Summer Report	
TBC	Other if necessary	

SIGNED (STUDENT)……………………………………………………………………

SIGNED (PARENT)……………………………………………………………………

SIGNED (KEY PERSON)………………………………………………………………..

Appendix 5 ACADEMIC SUPPORT PLAN REVIEW MTG 1/2/3: Date:_____

NAMES OF THOSE PRESENT AT INITIAL MEETING / DESIGNATION:

PROGRESS MADE TOWARDS AGREED TARGETS

Progress: NOT MET (NM), PARTIALLY MET (PM),FULLY MET (FM), EXCEEDED (E)

	Progress	Comment	Action to be taken/amendments	Who	When
Target 1:					
Target 2:					
Target 3:					
Attendance % DOWN/STEADY/UP Punctuality % DOWN/STEADY/UP					

VIEWS OF STUDENT: Signed:
VIEWS OF PARENTS/CARERS: Signed:
VIEWS OF KEY PERSON / SCHOOL: Signed

DATE OF NEXT REVIEW MEETING:	