



FOREWORD

This guidance on Pastoral Support Programmes was drawn up by a multi-professional group of staff from a range of schools, Education Support Services, Social Services, Youth & Community Services, the Careers Service and Youth Offending Team. The composition of the group reflects the need for multi-agency working to enable school staff to support and maintain pupils within full time mainstream education, wherever possible.

The reduction of exclusion and the maintenance of relevant full time education for all pupils is a fundamental part of the Council's strategy for alleviating educational and social disadvantage and developing the potential of young people in Telford & Wrekin. It is also the keystone of the Government's Social Inclusion Policy within the area of education.

I hope that this guidance plays a useful part in helping schools continue to develop good practice within this area. The guidance provides many local examples of what can be achieved, as well as drawing upon good practice within other areas of the country. The theme that runs through the document, and in many of the examples of good practice, is the need for agencies to work together to support the pupils who are frequently supported by different agencies. The focus on school pastoral programmes enables all of the agencies involved in supporting young people, to ensure, wherever possible, that they deliver that support through a coherent multi-agency framework.

Christine Davies

PASTORAL SUPPORT PROGRAMMES

This guidance was produced by a small working group consisting of staff from Primary Schools, Secondary Schools, Housing, Health & Care, Youth and Community Services, Behaviour Support Team, Educational Psychology Service, Careers Service, Advisory Service and the Youth Offending Team. It has been supplemented with examples of good practice from a diverse range of providers working with young people who have or have had difficulties in remaining within the education system.

PART 1 – Guidance for implementing Pastoral Support Programmes

PART 2 – Pastoral Support – Good Practice

GUIDANCE FOR IMPLEMENTING PASTORAL SUPPORT PROGRAMMES

1. Why a Pastoral Support Programme?

All staff in schools can be challenged by pupil's unacceptable behaviour and have a variety of policies, strategies and systems to counter this problem. The Pastoral Support Programme (PSP) is intended to fit into school policies for unacceptable behaviour. The PSP is a new title for the system of recording the actions taken when a pupil has significant behavioural difficulties. The PSP, as outlined in circular 10/99, is the document which brings together all the action a school, in partnership with parents/carers and other agencies, may take to help pupils address their behavioural difficulties. It is also a mechanism for alerting the Local Authority to pupils whose behaviour may, if unaltered, lead to permanent exclusion. This will enable the Local Authority to work with the school and possibly to instigate the further involvement of other agencies who may be able to support the pupil and the school.

2. Who should have a Pastoral Support Programme?

The Pastoral Support Programme is a specialised programme intended for those pupils who exhibit significant emotional and/or behavioural difficulties. It is not intended for minor or persistent low level misbehaviour. Pupils who are likely to require a PSP:

- all pupils who have had more than one fixed term exclusion.
- pupils who are re-integrating into a new school following a permanent exclusion.
- pupils who are re-integrating into school following long term absence.
- pupils who are re-integrating into a new school from a Young Offenders Institution.
- Pupils who may have significant emotional difficulties following a move into the care system, or after major family trauma eg. bereavement.

3. Who sets up the programme and who should be involved?

This is a school based intervention and would normally be the responsibility of a senior member of the pastoral staff. However, care should be taken to ensure that the implementation of the PSP is a whole school responsibility and not an issue just for the pastoral team or staff. The PSP should also take account of the pupil's learning needs and incorporate appropriate curriculum differentiation or modification.

An effective PSP will seek to draw in relevant people other than school staff eg members of support agencies (BST, EP, LSAT, EWO) or other agencies

(Housing Health & Care, Careers Service, Youth & Community Service, Substance Misuse Team). Secondary schools will have devolved Standards Fund to enable these services/agencies to be purchased. Standard Funds for support in the Primary Phase will be retained by the LEA. The PSP should never be drawn up without a determined effort to gain parental involvement. Experience shows that where school staff and parents work in partnership, then pupils problematic behaviour is more likely to be improved quickly and for a longer period of time. Where a pupil is looked after by the Local Authority then the PSP should be an integral part of the pupils overall care plan.

For pupils who have identified special educational needs the PSP can be incorporated into the pupils Individual Education Plan. Schools are not required to produce two plans (ie a PSP and an IEP), however the incorporation of plans should involve pastoral, SEN staff and relevant teaching staff. There is a danger that, for pupils with SEN, behaviour management stops being a whole school issue.

The school has the responsibility for monitoring and amending the PSP. There are currently less outside agencies available to Primary Schools and so this makes the involvement of the LEA's support services and staff even more vital. The number of PSP's at Primary level is likely to be small, on the fixed term exclusion figures for 1998/99 there would only have been 23 PSP's in the Primary Phase based on the fixed term exclusion rate. (100 in Secondary, 12 in Special).

4. How might a Pastoral Support Programme work?

As has been previously stated a PSP should only be drawn up for pupils with significant emotional and/or behavioural difficulties. For this relatively small but demanding group of pupils a PSP will not be the first intervention strategy to be used by school staff. The PSP should fit into, and complement the schools existing behaviour policy. It was originally proposed by HMI that the PSP should be in the final stage of a 3 part process.

Stage 1: Teacher raises concern about behaviour. The teacher looks at factors within the classroom or school that may be exacerbating the pupil's behaviour eg pupils learning difficulties, seating within the class (ie sitting next to pupils who trigger, encourage the inappropriate behaviour).

Stage 2: - The teacher shares concerns with other relevant members of staff. Does the problem cross curriculum areas or class groupings, is the unwanted behaviour present within settings with all staff. Are there known factors outside of school which may be impacting on the pupil's behaviour?

- At this stage parents should be involved a) to alert them to the problem and b) to gain their support in resolving the difficulties. The Education Welfare Officer (EWO) may be

usefully involved at this stage to aid communication between home and school and to advise on any community issues which may be impacting on the pupils behaviour.

Stage 3: - If the pupil's misbehaviour or problems continue and the pupil is in danger of, or has already had more than one fixed term exclusion, then consideration should be given to the formulation of a PSP.

- It is at this stage that a member of the Authority's Support Services should be involved. This might be an EWO, a member of the Behaviour Support Team or the school's area Educational Psychologist.

- If the unwanted behaviour continues even after the implementation of their advice as part of the PSP then it may be necessary to involve an Education Officer from the Pupil Services Team. This can be achieved by completion of a pupil planning meeting or case conference form. (These forms were sent to schools on 26/08/99 and are also available on the schools 'n' drive).

5. What will a Pastoral Support Programme look like

The format of the PSP is open for schools to draw up, a sample is provided in Appendix A. A good PSP would probably include the following:

- Pupil's name, D.O.B. (for younger pupils the number of terms in school)
- Pupils strengths – what they are good at, what they have achieved both in school and out.
- A clear description of the pupil's behaviour – nature, duration and frequency. Information on the pupil's preferred learning style eg. Verbal, practical, individual/group/class. A note of any known learning difficulties including stage on the SEN code of practice.
- It should identify short term targets alongside provision which will enable changes in behavioural targets.
- It should identify rewards for achieving targets and sanctions to be used if appropriate behaviour is not maintained.
- It should identify the contribution of parents and agencies eg BST
- The date(s) when the PSP will be reviewed.

6. Implementing and Reviewing the Pastoral Support Programme and who will monitor it

(The guidance in Circular 10/99 suggests that the plan should last for about 16 weeks. It should be kept under regular review to ensure that the pupil's behaviour is improving.)

At the end of the time allocated for the PSP there needs to be a careful review of its impact on the pupils' identified difficulties. The process of completing the PSP and its implementation will have given staff a clearer view of the pupil, their difficulties, their response to interventions and the need for further support and assessment of their needs.

It may be that a further PSP is required either to continue the support that has already been identified or to re focus the support or to implement new strategies.

PASTORAL SUPPORT PROGRAMMES

Name of Pupil (include academic and non academic strengths, National Curriculum Year Group, DOB)

Nature of Difficulty(describe the nature of the difficulty, it's frequency, it's duration, any antecedents to the difficulty occurring and the outcomes of the difficulty – pupil response, peer response, staff response, school response).

**Action/Interventions/
Strategies to Date** (include dates and personnel involved)

Planned Interventions (include targets to be achieved resources and personnel to be involved, mechanisms for reporting to school, parents etc, how success will be rewarded and the sanctions that may be used.) An example of format might be:
Target behaviour – tasks to achieve target/provision – resources/personnel – review date.

Parents Action that parents will take to support the PSP.
Liaison/contact mechanisms.

Action Who, nature of involvement, frequency and direction of their interventions.

Monitoring Who will monitor the plan and the frequency of the monitoring.

PASTORAL SUPPORT PROGRAMME

Name..... D.O.B.....
 National Curriculum Year Group.....

Nature of Difficulty (frequency, duration, antecedents, response to peers/staff)

Pupils' strengths (academic, extra curricular, personal qualities)

Action/Interventions to date (include dates and personnel involved)

PLANNED INTERVENTION			
Pupils Needs	Targets to be Achieved	Action (who, what, when)	Resources/Liaison Arrangements

Pupils Needs	Targets Achieved	Action (who, what, when)	Resources/Liaison Arrangements

Key member of staff.....
Pupils signature.....
Parent/Carer Signature