SURREY
COUNTY COUNCIL

Making Surrey a better place

Pastoral Support Plan
SE Surrey PSP Guidance for Schools

Children, Schools and Families Directorate

What is a Pastoral Support Plan?

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. This guidance aims to provide both a school management process and procedural framework within a PSP in any Surrey School.

The PSP procedure and process is designed to support those pupils for whom the normal school based strategies have not been effective. A PSP is a structured intervention for pupils at risk of permanent exclusion. The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

The PSP should not be used to replace the normal Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice. Staff should consider whether a PSP, CAF, or TAC Meeting is the best way forward. It may also be more appropriate to combine targets and strategies within a Child In Need or Child Protection Conference.

A PSP is essentially a school based and owned process. Schools and Parents will for the most part, be providing the additional support, interventions, adaptations and communication that are agreed.

Given the intensive nature of a PSP, schools need to target those students whose behaviours mean that they are at risk of **permanent exclusion**. A number of factors may be considered including the number of fixed term exclusions (2 or 3 in one term should certainly be a trigger), integration from a managed move or starting at a school following a permanent exclusion. There is a county expectation that pupils who receive 3 or more fixed term exclusions that amount to more than 5 days exclusion will be placed on a PSP.

It is for individual school leadership and management to decide upon the number of PSP's that it can manage at any one time but given the fact that each one will require additional intensive support over and above that that could be agreed as part of a normal Individual education Plan (IEP) and that it will run for 16 weeks it is likely that between 2-4 can be managed.

There would have to be a good reason for a student not to be on a PSP at the point of permanent exclusion. It would be expected that a PSP would have been in place within the last two terms. The PSP process is useful in co-ordinating support and reviews of alternative packages. The decision to propose a PSP should be done in conjunction with the school's behaviour policy.

Who should be invited to a Pastoral Support Plan meeting?

The county Exclusion and Reintegration teacher should be invited to attend the first meeting. There is a teacher allocated to each quadrant within Surrey. This allows them to hear a potted history of issues and support to date. If by the time the interim and final reviews are held, things have not progressed then the Exclusion and Reintegration teacher should be invited to these meetings. The teacher keeps records of all the information sent. This can be particularly helpful and important if he/she is supporting schools, for example in cases where parents feel that a school is not doing enough to support a child or young person.

Area	Name	Contact Details
North East	Mike Hickey	
North West		
South East	Pamela Marshall	
South West	Pamela Marshall	

For pupils in primary or secondary schools in Surrey maintained settings a Specialist Teacher from Behaviour Support Team should also be invited to the meeting. Inviting these staff in Academy and Secondary settings will depend on whether schools have chosen to buy back into the behaviour support team which is part of the Specialist Teaching Team. The Specialist Teachers may provide additional support and assessments for pupils in these years and liaise with the school, pupil and family. A referral to the STT should have been made in a timely manner, in advance of a PSP being required, so that the Specialist Teacher can provide assessments and advice. If this is not the case the person arranging the PSP should invite those currently involved.

A Specialist Teacher from Behaviour Support should be involved in a case for a prolonged time before a PSP becomes necessary to ensure that the school have tried a range and variety of strategies to support the pupil. This enables the Specialist Teacher to attend a PSP and have knowledge and understanding of the issues being discussed and strategies already used. Referral to the Specialist Teachers Team should be made via the Senior Lead teacher – there is one for each quadrant in Surrey using the Pupil Referral Form. Referrals should then be sent to the appropriate area office.

Who should be invited to a Pastoral Support Plan meeting?

Area	Senior Lead Teacher	Address
North East	Jo Kenyon	North East Specialist Teaching Team, Elmbridge Civic Centre, High Street, Esher KT20 9SD
North West	Karen Woosnam	North West Specialist Teaching Team, Quadrant Court, 35, Guildford Road, Woking. GU22 7QQ
South East	Jane Holmes	South East Specialist Teaching Team, East Surrey Area Office, Consort House, 5-7 Queensway, Redhill. RH1 1YB
South West	Jackie Foley	South West Specialist Teaching Team, Quadrant Court, 35, Guildford Road, Woking. GU22 7QQ

What should already be in place?

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with student
- discuss difficulties with parents/carers
- consult colleagues in department, key stage, pastoral team and/or SENCO regarding special educational needs
- additional staff training
- IEPs with smart targets and regular reviews
- referral to and liaison with STT and/or EP team members and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- temporary placement at in-school unit or external Short Stay School (if available)
- allocation of a key worker
- mediation
- managed move
- internal exclusion
- restorative approaches work
- CAF

If it is decided that a PSP is the best way forward, the school staff member identified as being responsible for co-ordinating monitoring and reviewing a PSP needs to initiate a meeting.

What does an effective PSP look like?

Before the meeting

The nominated person at the school for organising PSP's should arrange a PSP and invite the parents (A model letter is available – appendix 4) and appropriate outside agencies, as well as ensuring that key staff that are involved with the child are included. It would be advisable to check STT and Exclusion and Reintegration Team's availability before booking the date.

At this stage, the co-ordinator needs to ensure that the parents/carers and student understand the nature of the process before the initial meeting. Close liaison with the SENCO is paramount.

Schools should also remember that good practice indicates that PSP's are most effective when there are on-going weekly meetings between the school and the parents to discuss progress against the agreed targets.

Schools should ensure a suitable room is available.

The Staff Questionnaire (Appendix 2) should be completed to elicit staff views about the pupil and highlights the main areas of concern.

The Parent Questionnaire (Appendix 3) should be sent to parents to give them the opportunity to describe the qualities in their child and express their own concerns

A member of staff who has a good rapport with the student should elicit how the student feels about the current situation. The student should be encouraged to express views freely and honestly and they should be recorded uncritically. (Appendix 5 can be used for Primary pupils and Appendix 6 for Secondary students.) The purpose of a PSP should be explained to the student and the agenda of the initial meeting shared before the meeting.

The Initial Meeting

The following information needs to be available at the meeting:
- The Initial Summary Sheet (Appendix 1)
- An up to date Behaviour Log
- An assessment of behaviours, using recommended scales such as the EBD Scale (Appendix 7) or similar (eg SNIP).
- Completed Staff questionnaire(s) (Appendix 2)
- Completed Parent Questionnaire (Appendix 3)

This may be presented as a written summary of significant information.

What does an effective PSP look like?

Parents and school staff will need to consider whether the pupil should be present for the whole meeting or whether it may be appropriate for him/her to contribute towards the end.

The chairperson will need to clarify the purpose and aims of the meeting, encourage brief introductions and run through the agenda (Appendix 8). The minute taker should be agreed.

Everyone should have the opportunity to have their say and offer some contribution to the solution to the issues.

At the conclusion everyone will need to be clear about what is to be done, by whom and by when. A consistent approach both in and out of school is necessary to effect a positive outcome.

Targets agreed at the meeting will need to be distributed to all appropriate staff the next day.

A record of the meeting (not minutes) will need to be sent to everyone who attended and others who are involved (Appendix 9).

A date for the next meeting will need to be set which includes key professionals. PSPs run for approximately 16 weeks or a similar length of time at the discretion of the meeting.

Ongoing Support

At the initial meeting monitoring arrangements will have been made explicit. These would usually be weekly or fortnightly with a key member of staff (although in exceptional circumstances, daily reporting may be helpful.)

The most effective PSP's are where there is ongoing communication between school and home. There should therefore be a commitment from both the school and the home for adults to meet each week to review how things are going. The pupil may be included for all or part of the meeting. This will provide opportunities to share successes and if necessary amend any arrangements to support the student to continue to move forward.

The Mid Term Review

An outline agenda can be found in Appendix 8. A midterm review meeting between the pupil all the participants from the initial meeting will be useful to reflect on the progress to date. The focus should be on areas of improvement and the student should be praised for progress made. The half way point is the occasion for encouraging further and better efforts. The aim is to assess what is working, maximise it and to shift the emphasis away from what has gone wrong. Adjustments can be made to the routine, content and targets in the programme. Prior to the meeting the pupil's views should have been sought about how they feel they have made progress against the targets and strategies that are in place.

Where targets have been achieved, subsidiary or consequent targets can be introduced. It is important both to keep up momentum and to monitor and evaluate targets.

The idea of the session is to give pupils the opportunity to identify what has gone well, what effect that has had and how to replicate success.

Appendix 10 can be used to assess progress.

The Final Review

Although it should have been clear at some point in the second half of a PSP whether or not the programme has been successful, reviewing and assessing the intervention is an integral part of the process (Appendix 11).

Focusing on solutions is the key. If the current provision is not meeting the pupil's needs what further measures can be put in place to help a pupil sustain his /her place in mainstream schooling. The experience of the programme should provide excellent information from which to plan for the future. Appendix 8 provides an outline for this review meeting.

An assessment by the school of each programme will help develop knowledge for subsequent Pastoral Support Programmes. Identifying what went wrong has a place, but of far greater importance is to examine, replicate and develop what went right.

The procedures following a PSP could be as follows:

- School repeat PSP
- Look for a Planned Emergency Placement

Appendix 1
Initial Summary Sheet

Name		Date of birth	
Dates of fixed term exclusions		Attendance Record	

Primary need / Diagnosis	

Brief description of current support in school

Reason for PSP

Involvement of other agencies

CAMHS		Connexions		Educational Psychologist		
Education Welfare Officer		Exclusion and Reintegration		Housing		
Physical & Sensory Support		Police		School Nurse		
Social Care		Speech and Language		Specialist Teaching Team	BS	
					LLS	
Young Carers		Any other services				

Parental Involvement

Appendix 2
Staff Questionnaire

Name		Class	
National Curriculum Levels			
Speaking and Listening		Reading	
Writing		Maths	

Any additional comments regarding their learning

Please rate his/her behaviour this term

5 – Very good	4	3	2	1 – Very poor

Please rate the behaviour of the class

5 – Very good	4	3	2	1 – Very poor

Please rate the student's behaviour in each of these aspects:

Positive to teacher	5	4	3	2	1	Negative to teacher
On task	5	4	3	2	1	Off task
Self – contained	5	4	3	2	1	Attention seeking
Appropriate behaviour	5	4	3	2	1	Inappropriate behaviour
Positive to peers	5	4	3	2	1	Negative to peers
In their place	5	4	3	2	1	Out of their place
Appropriately equipped	5	4	3	2	1	Inappropriately equipped
Work up to date	5	4	3	2	1	Work behind deadlines
Able to follow instructions	5	4	3	2	1	Ignores instructions
Puts up their hand	5	4	3	2	1	Calling out
Answers appropriately	5	4	3	2	1	Answering back
Homework always done	5	4	3	2	1	No homework done
Calm when others behave inappropriately	5	4	3	2	1	Reacts badly when others behave inappropriately.

Appendix 2 - continued
Staff Questionnaire

Things this student does well in school

What strengths / skills does the pupil demonstrate in other areas?

What specific behaviours shown by this pupil regularly cause concern?

Any other comments you may wish to make

Please return this sheet to:	
Return date:	

Appendix 3
Parent Questionnaire

Child's Name		Class	

What do you think are your child's best qualities?

What sorts of things worry you about your child?

When did you first notice difficulties with your child's behaviour?

How does your child behave at home?

What do you think we can do to help your child at school?

Is there anything else you think we should know about?

I/We will/will not be able to come to the meeting.

Please delete as applicable.

Signed		Date	

Appendix 4
Letter to Parents

Dear _____

As you know we are worried that _____ may be placing themselves at risk of permanent exclusion from school. We want to do everything we can to avoid this, and are asking for your help.

We would like you to come to a meeting to plan a support plan for

_____ on _____

at _____.

It will be an opportunity for you to give us your views and will enable us to work together to help _____ to be successful in school. We have also invited staff from the school and professionals from other services to attend.

Would you please complete the form and return it to me by _____. If you wish to add additional information please do so overleaf.

Thank you for your help.

Appendix 5
Pupil View - Primary

Name:		Date:	
Class		**Year group**	

Please help us by saying how you feel you are getting on in school.
A grown up you trust can help as much as you want but they need to record your ideas and comments in your words.

Activity	🙂	😐	🙁	Comments
Reading				
Writing				
Maths				
PE				
Computers				
Science				
Art/Craft				
Carpet/listening time				
Working by yourself				
Working with a group				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With teachers				

What things do you enjoy doing at school?

What things do you find tricky in school?

What would make school better for you?

What do you enjoy doing when you are not at school?

Appendix 6
Pupil View - Secondary

Name		Date	
Tutor group		**Year group**	

How would you describe yourself?

What things do you like doing at school?

What things do you find tricky in school?

What would make school better for you?

What do you enjoy doing when you are not at school?

Appendix 6 - continued
Pupil View - Secondary

What do you think about your behaviour in:					
	Very good	Quite good	OK	Poor	Very poor
Classrooms	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Toilet	5	4	3	2	1
Breaks	5	4	3	2	1
Outside school	5	4	3	2	1
Canteen	5	4	3	2	1

How do you feel you generally behave?

5 - Very good	4	3 - Average	2	1 - Very poor

Do you think your behaviour needs to change?

Yes	No

How do you feel about changing your behaviour?

5 - Able to change	4	3 - May be able to change	2	1 - Unable to change

Would you like some help to change your behaviour?

Yes	No

What would that help look like?

Appendix 7
Emotional and Behavioural Scale Descriptors

Conduct Behaviour

1. Behaves respectfully towards teacher.
The pupil:
- respects the teacher and is co-operative and compliant, responding positively to instruction;
- does not talk back to the teacher or aim verbal aggression at the teacher;
- interacts politely with the teacher;
- will not be quarrelsome or deliberately try to annoy the teacher and will not interrupt or answer the teacher rudely.

A pupil may respond negatively to instruction, talk back to the teacher, be uncooperative with the teacher, be impertinent to the teacher, aim verbal violence at the teacher, swear in the teacher's presence, answer the teacher rudely, be quarrelsome with the teacher, deliberately annoy the teacher, interrupt the teacher, think it is funny to make the teacher angry.

2. Shows respect to other pupils
The pupil:
- respects other pupils and uses appropriate language, for example, not swearing or calling them names;
- treats other pupils as equals and does not dominate them with the use of intimidation or abuse;
- respects the views or rights of other pupils and avoids bullying or intimidation.

A pupil may aim verbal violence at other pupils, use psychological intimidation, show social aggression, be scornful with other students, call other pupils names, tease, try to dominate, use unethical behaviour, for example, inappropriate sexual behaviour, blame others, push ahead in queues.

3. Only interrupts and seeks attention appropriately
The pupil:
- does not seek to attract inappropriate attention in the classroom;
- acts in a manner appropriate to the classroom situation and does not play the fool, try to make the class laugh, shout out smart remarks or show of in the classroom;
- does not display attention-seeking behaviour;
- does not unnecessarily disrupt or interrupt other pupils who are working;
- does not verbally disrupt the class and keep unauthorised talking to other pupils to a minimum;
- does not disrupt other pupils using physical disruption such as nudging or poking.

The pupil may hum, fidget, disturb or disrupt others, talk to other pupils when not authorised to, seek attention, make the rest of the class laugh, pass notes in class, be verbally disruptive, throw things about during lessons, often talk when someone else is talking, climb on things, run around classroom, tap their foot or pencil, call out in class, eat, suck or drink inedible substances, behave like a clown, be loud, get into everything, be hyperactive, act smart, show concern for immediate rewards, need excessive adult contact, be excitable, do dangerous things without thinking, talk about imaginary things as if they were real, shout in class.

4. Is physically peaceable

The pupil:

- does not show physical aggression towards adults or other pupils;
- does not physically pick on others;
- is not cruel or spiteful to others;
- avoids getting into fights with others;
- does not strike out in anger, have temper tantrums or aggressive outbursts.

A pupil may fight, aim physical violence at other students, often lose their temper, yell and throw things, bully, aim physical violence at teachers, force other students to do things against their will, be deliberately cruel, pick on others, try to get even, be spiteful

5. Respects property

The pupil:

- respects the property of others – this may be seen by the pupil taking good care of property;
- does not take part in acts of wilful damage or destruction;
- does not steal from others.

A pupil may have poor respect for property, destroy their own things, destroy others' things, damage school property, steal things.

Emotional Behaviour

6. Has empathy

The pupil:

- is tolerant and considerate towards others;
- understands how others are feeling and tries to act in a way appropriate to the situation, for example, the pupil may try to comfort someone who is upset or hurt;
- displays emotions appropriate to the situation and is not emotionally detached;
- does not laugh at someone who is upset or injured.

A pupil may lack the ability to take on the role of others, be intolerant of others, be emotionally detached, be selfish, have no awareness of others' feelings.

7. Is socially aware

The pupil:

- who is socially aware will be conscious of, and understand, the social interactions happening around them;
- interacts appropriately with other people both verbally and non-verbally;
- is not socially isolated and does not spend long periods of time sitting or standing alone;
- has friends among their peers, and is not a loner;
- is not frequently daydreaming and staring into space;
- is actively involved in activities within the classroom;
- does not seem aloof, inactive, passive or withdrawn.

A pupil may daydream, stare into space, be inactive, be passive, be aloof, be out of touch with reality, be withdrawn and unresponsive to stimulation, not participate in class activities, not be accepted, not

be well liked, lack accurate perceptions of others, say or feel they do not have any friends, stare blankly, be listless, show bizarre behaviours, lack self-awareness.

Emotional Behaviour (continued)

8. Is happy

The pupil:

- appears happy by smiling and laughing when appropriate;
- should be able to have fun;
- is generally cheerful and not tearful and upset;
- is not discontented, sulky, morose or miserable.

A pupil may be depressed, discontented, unhappy, distressed, talk about not wanting to live, be prone to emotional upset, be unable to have fun, be tearful on arrival, cry easily, be sullen or sulky, be serious or sad, be self-harming, be pessimistic.

9. Is confident

The pupil:

- is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence;
- is not afraid of new things and does not fear failure when taking on new tasks;
- is not self-conscious or shy in most situations and does not feel inferior to other pupils;
- is willing to read out loud in class and put their hand up to answer or ask appropriate questions;
- is typically forthcoming in group/class discussions.

A pupil may act as if extremely frightened to the point of crying, be anxious, tense, fearful, upset by new people or situations, reticent, suck their thumb or bite their nails, lack confidence, fear failure, have feelings of inferiority, worry about things that cannot be changed, be negativistic, be afraid of new things, feel unable to succeed, lack self-esteem, be self-conscious, be overly submissive, be cautious, be shy, not take the initiative.

10. Is emotionally stable and shows good self-control

The pupil:

- remains relatively emotionally stable and does not frequently swing from positive to negative moods;
- soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody;
- shows good self-control and is able to manage their feelings and actions to suit the situation;
- is not easily frustrated or flustered and does not show signs of being touchy or uneasy;
- is able to delay gratification when required, and can wait for rewards or pleasurable items for prolonged periods of time.

A pupil may be touchy, display inappropriate emotional reactions, have difficulty expressing needs and feelings, have frequent or strong mood changes, be irritable, be tough minded, stay disappointed for a long time if a favourite activity is cancelled, be unable to delay gratification, be easily flustered,

be sensitive, have little self-respect, over-react to normal situations, not accept punishment or praise, instigate poor situations, be unable to accept responsibility.

Learning Behaviour

11. Is attentive and has an interest in schoolwork
The pupil:
- who is attentive listens to the teacher and is not easily distracted from the task in hand;
- should not find it difficult to work when others around them are talking at a reasonable level;
- shows an interest in most schoolwork;
- gets started on tasks without delay and has the motivation to carry them through;
- generally get enjoyment from school tasks and consequently completes them without complaint.

A pupil may show verbal off-task behaviour, lack interest, not finish work, not listen or hear, have to be reminded again and again, have trouble paying attention, find it hard to sit still, not concentrate on tasks, have a short attention span, be easily distracted, fail to maintain interest in their work, give up easily, have a negative approach to schoolwork in general, be lazy, respond negatively to school, be frequently absent or arrive late at lessons, arrive late at school, not have ambition, not be keen to achieve.

12. Good learning organisation
The pupil:
- competently copes with individual learning situations;
- produces tidy work, at a reasonable pace;
- seems to have a good grasp of how to organise learning tasks so that they can be successfully completed;

This item deals with organisation deficits, which significantly hamper the learning of the individual, rather than motivational deficits.

A pupil may be forgetful, copy, have trouble organising schoolwork, rush into things without thinking, appear confused about learning tasks, be slow/inaccurate, worry about things that cannot be changed, get occupied overly with one activity, get easily frustrated, have difficulty in making choices, be fussy, have messy schoolwork, fail to meet targets/deadlines, complain of not being able to copy with schoolwork, not be prepared for lessons.

13. Is an effective communicator

The pupil:

- will show good communication skills;
- should be able to communicate effectively with adults and peers;
- is coherent;
- knows when it is appropriate to speak;
- is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, for example, eye contact, stance, distance;
- should be able to organise communication in both individual and group situations.

This item refers to using or ignoring social communication and not medical problems, for example, stuttering.

A pupil may answer before a questions is finished, not attempt to furnish information when requested, answer without stopping to think, not use language to communicate, have repetitive speech, have incoherent speech, avoid looking others in the eye, have difficulty communicating, have a speech difficulty, have limited non-verbal support of speech, have difficulty planning behaviour and feedback and responding to feedback, have limited non-verbal communication of attitudes and emotions, talk constantly.

14. Works efficiently in a group

The pupil:

- works well in a group situation;
- works collaboratively with others and is an effective communicator in group discussions;
- listens to what others have to say and consequently ads positively to group discussions;
- is willing to take on responsibilities in a group context.

A pupil may refuse to share with another student, have trouble waiting their turn, refuse interactive games or tasks, not be willing to work collaboratively.

15. Seeks help where necessary

The pupil:

- seeks attention from the teacher when appropriate;
- works independently unless a problem arises that cannot be solved without the teacher's help.

A pupil may be unable to work independently, constantly seek help, have excessive demands, persist and nag, not seek information appropriately or ask relevant questions

Appendix 7- continued
Emotional and Behavioural Scale Descriptors

Name		Age	
Teacher		Date	

		Not at all	Rarely	Some Times	Fairly Often	Often	Always
		0	1	2	3	4	5
1	Behaves respectfully towards teachers						
2	Shows respect to other pupils						
3	Only interrupts and seeks attention appropriately						
4	Is physically peaceable						
5	Respects property						
Total out of 25:							
6	Has empathy						
7	Is socially aware						
8	Is happy						
9	Is confident						
10	Is emotionally stable and shows self-control						
Total out of 25:							
11	Is attentive and has an interest in school work						
12	Good learning organisation						
13	Is an effective communicator						
14	Works efficiently in a group						
15	Seeks help where necessary						
Total out of 25:							
Overall total out of 75							

Appendix 8
PSP Meeting Agenda

Initial PSP Meeting Agenda

1	Welcome (includes anticipated finish time)
2	Purpose and aims of the meeting
3	Introductions and apologies
4	What the student does well (Class teacher, Head of Year/House or form tutor)
5	Analysis of staff questionnaires (SENCO)
6	Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
7	Parent comments
8	Student comments (Their view should be given if they are not attending)
9	Contributions from other professionals
10	Summary and target setting
11	Strategies to support targets including rewards.
12	Monitoring and review arrangements
13	Dates of next meetings – weekly session, interim review, final review.
14	Thanks

Interim PSP Meeting Agenda

1	Welcome (includes anticipated finish time)
2	Purpose and aims of the meeting
3	Introductions and apologies
4	What the student is doing well (Class teacher, Head of Year/House or form tutor)
5	Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6	Parent comments
7	Student comments (Their view should be given if they are not attending)
8	Contributions from other professionals
9	Summary of progress to date
10	Review of targets and strategies to date, any additional actions
11	Monitoring and review arrangements
12	Thanks

Final PSP Meeting Agenda

1	Welcome (includes anticipated finish time)
2	Purpose and aims of the meeting
3	Introductions and apologies
4	What the student is doing well (Class teacher, Head of Year/House or form tutor)
5	Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6	Parent comments
7	Student comments (Their view should be given if they are not attending)
8	Contributions from other professionals
9	Summary of progress
10	Review of targets and strategies
11	Next steps
12	Thanks

Appendix 9
Pastoral Support Plan – initial meeting

Name of pupil		Pupil's Date of Birth	
Class/Form		Year Group	
Date of meeting			

Attending			
Name	**Agency**	**Name**	**Agency**
	CAMHS		Connexions
	Educational Psychologist		Education Welfare Service
	Exclusion and Reintegration		Housing
	Physical and Sensory Support		Police
	School Nurse		Social Care
	Speech and Language		Specialist Teaching Team
	Young Carers		

Main points arising from the discussion

Key triggers identified	
Effective support already in place	
Target 1	**Strategies to support target 1**
Target 2	**Strategies to support target 2**
Target 3	**Strategies to support target 3**

Additional actions to be taken		
Action	**When**	**By Whom**

Future meeting dates	
Weekly meeting (school and parents)	
Interim meeting (All professionals)	
Final meeting (All professionals)	

Agreed by	**Signature**
Pupil	
Parents	
School	
Other agencies	

Appendix 10
Pastoral Support Plan – Interim review meeting

Name of pupil		Pupil's Date of Birth	
Class/Form		Year Group	
Date of meeting		Date PSP was set up	

Attending

Name	Agency	Name	Agency
	CAMHS		Connexions
	Educational Psychologist		Education Welfare Service
	Exclusion and Reintegration		Housing
	Physical and Sensory Support		Police
	School Nurse		Social Care
	Speech and Language		Specialist Teaching Team
	Young Carers		

Apologies

Summary of progress

Appendix 10 continued
Pastoral Support Plan – Interim review meeting

Target 1	Progress made
Strategies	**Review**
Target 2	Progress made
Strategies	**Review**
Target 3	Progress made
Strategies	**Review**

Additional strategies

Additional actions to be taken

Action	When	By Whom

Future meeting dates

Weekly meeting (school and parents)	
Final meeting (All professionals)	

Agreed by	**Signature**
Pupil	
Parents	
School	

Other agencies			
Name		**Pupil's Date of Birth**	
Class/Form		**Year Group**	
Date of meeting		**Date PSP was set up**	
Date of interim review			

Attending

Name	Agency	Name	Agency
	CAMHS		Connexions
	Educational Psychologist		Education Welfare Service
	Exclusion and Reintegration		Housing
	Physical and Sensory Support		Police
	School Nurse		Social Care
	Speech and Language		Specialist Teaching Team
	Young Carers		

Apologies

Target 1	**Progress made**
Strategies	**Review**

Target 2	**Progress made**
Strategies	**Review**
Target 3	**Progress made**
Strategies	**Review**
Evaluation of progress	

Next Steps

Additional actions to be taken

Action	When	By Whom

Agreed by	Signature
Pupil	
Parents	
School	
Other agencies	