



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Neath Port Talbot

Pastoral Support Programme.

Guidance for Schools 2022

Welsh Section Title
English Section Title

www.npt.gov.uk



Introduction.

Welsh Assembly Government Guidance *Inclusion and Pupil Support* (Welsh Government 2016) outlines the framework within which schools would implement a Pastoral Support Programme (PSP). Due regard should be given to the guidance on educating and reintegrating excluded pupils; contained in *Exclusion from schools and pupil referral units* (Welsh Government 2019).

This document has been created to support schools in preparing a PSP and further develop a consistent approach across Neath Port Talbot.

This guidance is underpinned by our commitment to children's rights and specifically Articles 12 and 29 of the United Nations Convention on the Rights of the Child (UNCRC). Article 12 states that children and young people have a right to say what they think should happen when adults make decisions that affect them and have their opinions taken into account. Article 29 states that a child or young person's education should develop their personality and abilities as much as possible. It also encourages respect of others rights and values.



Purpose of the Pastoral Support Plan.

A PSP is a time limited school-based intervention that is designed to support children and young people who have not responded to a range of interventions/strategies put in place to combat disengagement and as a result, may be at serious risk of permanent exclusion. The PSP supports learners with additional learning needs including social, emotional and behavioural needs, this can include children and young people who are withdrawn and disengaged and/or displaying unregulated behaviours.

PSPs should identify need, support mechanisms and strengths to set realistic, achievable outcomes.

PSPs will need to be time limited and regularly reviewed. Welsh Government guidance states reviews should be at least every **six weeks** and more frequently initially, to ensure that it remains relevant to the pupil's needs. It should be overseen by a nominated senior school member of staff and the school's Additional Learning Needs Co-ordinator (ALNCo) should be included in discussions.

Any arrangement for part-time provision out of school must be established through a PSP. The PSP must make clear the actions all parties need to complete and their purpose. All out-of-school placements and those which are internal to the school must focus on the specific needs of the pupil, both academic and emotional, and must have as their objective the re-integration of the pupil into the mainstream as soon as practicable. This information needs to be included in the plan and shown on the timetable (see section on **Reduced Timetables**).

A PSP does not replace the Additional Learning Needs (ALN) statutory assessment process and plans although it may form part of planning for children and young people with ALN. The Equality Act (2010) states clearly that schools are required to make reasonable adjustments to all aspects of school life, including identifying anticipatory need and reviewing behaviour policy and practice.

All schools will have received training on the impact of adverse childhood experiences (ACEs) and trauma on children and young people's capacity to self-regulate. It is important that for those children and young people the PSP must be trauma-informed.



Used correctly the PSP can be a valuable tool to identify need and build on strengths, so that children and young people can experience success within education and are able to achieve.

The Pastoral Support Plan as a Collaborative Process.

An effective PSP is one that has been produced in collaboration through a constructive planning meeting with the child/young person, the family and other relevant external support agencies.

In the first instance, the school will need to organise a meeting to discuss the PSP. The Education Welfare Officer (EWO) must be involved in these meetings. Other attendees should include representatives of any other relevant agencies/services, the parent/carers or carers and involve the pupil where appropriate.

Outcomes within the PSP need to be driven by actions set for all the stakeholders involved. PSPs are not effective when they are experienced by pupils and families as a strict sanction with unrealistic targets imposed on them.

School

The school has the primary responsibility for identifying when a PSP is needed. They have the responsibility to:

- Nominate a senior member of staff to oversee the development, implementation and review of the PSP.
- Hold regular reviews of the PSP at least every 6 weeks and more frequently if initially.
- Support the outcomes identified in the PSP.
- Ensure their safeguarding policy and procedures are implemented and arrangements are put into place to monitor the pupil's safety in all arrangements.
- Involve the Additional Learning Needs Co-ordinator (ALNCo) in discussions and inform all other relevant school staff of the development of any PSP.
- Send a copy of the signed PSP to the (Physical Intervention and Pastoral Support Group (PIPSG) upon its agreement.



Local Authority

The Local Authority has a responsibility to monitor the use of PSPs and a duty to ensure pupils are accessing or have plans in place to access full-time education. Copies of PSPs must be forwarded to the PIPSG.

Support Agencies

In constructing a PSP, schools should liaise with all relevant agencies and consolidating planning and monitoring meetings wherever possible. Partner agencies could include:

- The Wellbeing and Behaviour Team
- Support for Learning Team
- Educational Psychology Service
- Education Welfare Service
- School Based Counselling Service
- Health Services
- Housing Services
- Team Around the Family
- Careers Wales
- Children and Young People's Services
- Western Bay Youth Justice and Early Intervention Service
- Parenting Team
- Youth Service
- Any third sector organisation providing support

Family

Involving the family is an important part of the process, where this is difficult advice can be sought from the Inclusion Service or any other relevant service, as appropriate. Parent/carer views must feed into the process and they should agree and sign the final PSP. It may be necessary to hold an additional meeting with a smaller number of participants to ensure parents/carers feel comfortable to communicate their views.

Pupil

The most important person to be actively involved in the PSP process is the pupil. The voice of the pupil should be evident within their PSP. A member of



staff who has a good relationship with the pupil should work with them to enable them to contribute. This could include working with them to express their views, identify their strengths and formulate solutions to inform outcomes.

The Welsh Government recommendations state that the school offer for the taught curriculum on a weekly basis should be no less than:-

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours
- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours
- Year 11 (children aged 15 to 16): 25 hours

Anything less than the hours above would be considered a reduced timetable and require a PSP.

Reduced Timetables

Any arrangements for a reduction in hours spent in education must be established through a PSP. This must be done with agreement with the parent/carer, school, key professionals and the local authority for a time-limited period.

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- As part of a planned re-integration into school following an extended period of exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools (although this should not be the norm for managed moves). Currently reintegration for pupils due to non-attendance or school refusal is co-ordinated by the Education Welfare Service via a home visit and liaison with school. This approach should aim to reintegrate a pupil quickly. Awaiting a date for a formal PSP meeting should not delay a pupil's return to school date.
- Reasons outlined in the section **Purpose of a PSP.**

The school will record the pupil's attendance using the appropriate registration code, in order that both the school and Neath Port Talbot County Borough Council can monitor when the pupil began and ended their reduced timetable. Ordinarily, this should be a "C" code.



The Stages of a Pastoral Support Plan.

The PSP should be led by a senior member of school staff and/or the ALNCo. This professional will then co-ordinate each of the following stages:

Stage One: Deciding on a PSP

Where a PSP is being considered this will need to be discussed with the school's EWO in the first instance. The needs of the pupil should already have been assessed and a graduated response adopted, drawing on a range of internal expertise within the school and external support. It is expected that there will be at least one developed and reviewed Individual Development Plan (IDP) unless there has been a sudden change in circumstances and need.

Stage Two: Information Gathering

Before convening the PSP meeting, the co-ordinator will have to collate data to inform the plan. This should include:

- Information from school staff
- Pupil contribution
- Parent/carer contribution
- Evidence of all previous interventions (e.g. behaviour analysis, attendance record, IEP, IBP, summary of current support from any agency involved).

Stage Three: Organising the meeting

A planning meeting should be arranged with sufficient notice so that all relevant professionals can attend. If parents/carers are attending then a suitable venue/room should be identified to ensure it is as comfortable as possible.

The pupil should be asked which adult, in addition to their parent/carer, they would like to attend in order to represent their views.

Stage Four: Conducting the meeting

The agenda for this meeting is set by the PSP itself. Everyone present should have the opportunity to contribute to the plan as it develops during the course of the meeting.

Consideration should be given to the range of factors which could be impacting on the pupil when developing the plan. These could include:



- Health/Disability
- Pupil wellbeing/mental health
- Adverse Childhood Experiences (ACEs)
- Home circumstances
- Learning needs and attainment levels
- Educational history
- Significant personal relationships
- Relationships with staff and fellow pupils
- Significant events
- Individual perceptions of all involved
- Specific behaviours and any patterns
- Attendance
- Attachment issues

Developing personal, specific and measurable outcomes are essential. The Outcome Sequence is a tool to enable this. The Support Sequence Tool helps explore how to achieve the outcome.

Where possible the PSP should be signed and copies shared at the end of the meeting. If not possible the PSP needs to be circulated ASAP after the meeting.

Once the PSP has been completed it should be emailed to the PIPSG. A record of the PSP is maintained by the school and the EWO and will be monitored on a regular basis.

Stage Five: Review and monitoring

All PSPs should be reviewed every six weeks and more frequently initially. A copy of the review should be sent to the Local Authority.

It is generally expected that a PSP will last no longer three months, as at the three month point the learner should be fully integrated in to fulltime education.

In exceptional circumstances where the duration of a PSP extends for more than three months, this will require the authorisation of the Director for Education.

A member of staff, with whom the pupil has a good relationship, will meet the pupil frequently to review progress towards the PSP. This will give the



pupil the chance to identify what is working and what is not working. These reviews should be weekly and be conducted in a solution focused/ outcomes focused way.

The co-ordinator will need to contact parents to discuss options if the school feels the plan needs amending between review periods.

At the end of the review process, the impact of the PSP should be evaluated and next steps considered. This could include:

- continue with PSP where there is evidence that progress is made and interventions are effective
- adapt or amend the PSP to meet need
- ceasing the PSP as outcomes have been achieved
- discussing next steps with the EWO and relevant professionals



Pastoral Support Programme Initial Meeting					
Pupil Name					
Pupil's Date of Birth					
School					
UPN		ALN stage		ALN Need	
FSM Y/N		Attendance %		No. Exclusions	
Date of Meeting					
PSP School Lead					
Meeting attendees:					
Reason for PSP? (objective summary from all perspectives)					
Previous strategies and interventions? (refer/attach any supporting documentation)					
What is working? (Focus on strengths and current success. Use feedback from family, pupil and other agencies)					



What is the positive change I want to achieve? (Targets need to be specific, measurable, achievable, realistic & time based- SMART & solution focused, child/young person's views.)

1

2

3

The school agrees to: (Proactive- what changes are needed to support. Reactive- how will setbacks be managed to ensure safety, reflection & learning)

[Parent/carer name] agrees to: (How can the family help achieve the targets)

Other professionals agree to: (name and agency)

Signed by pupil

Date:

Signed by parent/carer

Date:

Signed by school

Date:

Review Date



Primary Timetable example

Day	Activity and Venue
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Secondary Timetable example- include activity and venue

Lesson- Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Lesson- Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Pastoral Support Programme Review Meeting					
Pupil Name					
Pupil's Date of Birth					
School					
UPN		ALN stage		ALN Need	
FSM Y/N		Attendance %		No. Exclusions	
Date of Meeting					
PSP School Lead					
Meeting attendees:					
Summary of progress					
Targets		What are pleased about		What are we concerned about	
1.					
2.					
3.					
What have we tried? (Were agreed actions, carried out)					
What have we learnt?					



Outcome of review	Y/N	If yes, explain why
Continue PSP		
Amend PSP		
Discontinue PSP		

Revised Targets (if applicable)	
1.	
2.	
3.	
Any new agreements (include who is to action)	
Signed by pupil	Date:
Signed by parent/carer	Date:
Signed by school	Date:
Further Review Date	



Primary Timetable example

Day	Activity and Venue
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Secondary Timetable example- include activity and venue

Lesson- Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Lesson- Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



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