



BOURNE COMMUNITY COLLEGE

Final Pastoral Support Programme

Guidelines for staff

September 2022

Next review July 2023



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

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Final Pastoral Support Programme

"The best interests of the child must be a top priority in all actions concerning children"

Article 3 - UNCRC

Guidance

"Students who do not respond to school actions to combat disaffection may be at serious risk of permanent exclusion or criminal activity and may need a longer term intervention to keep them from dropping out of school altogether. Teachers should actively identify such young people. Each one will need a Pastoral Support Programme worked up with external services."

DfEE Circular 10/99, Revised June 2004 on 'Social Inclusion: Student Support'

Main Principles of Pastoral Support Programmes (PSPs)

- PSPs are school-based interventions involving external agencies, parents/carers and the student. They support management of student behaviour particularly for those students at risk of suspension.
- A PSP is the written record of the programme of support available for the student
- A PSP should be set up:-
 - For a student who has several fixed period suspensions that may lead to a permanent exclusion
 - Where there is evidence that the student is at risk of failure by disaffection
 - Where a student's behaviour is deteriorating rapidly.
- It should be practical and set precise and realistic behaviour outcomes for all involved.
- Administration should be kept to a minimum.
- If a child has an Individual Education Plan the school must show that the strategies for behaviour have been implemented, monitored and assessed.
- The programme will involve student, parent/carer and multi-agency representation.
- A **Final PSP** can be considered only after all other strategies have proved not to be effective
- A **Final PSP** may mean support strategies tried previously are revisited.
- A student can on be placed on a **final PSP** with the agreement of the Assistant Headteacher, in consultation with APC
- The Assistant Headteacher has overall responsibility and oversight of the conduct of the **final PSP**

- A PSP will run for 16 working weeks and be formally reviewed every 4 weeks.

Setting up the Programme/Structure of a PSP meeting

The final PSP

This is a 16 week programme of support for students who are at risk of placement failure. Before a student is placed on this certain conditions have to be met.

Before the meeting:-

- Complete the APC referral form step one journey document
- Check that all listed strategies have been offered/tried
- A student can only be placed on a final PSP with agreement from the Assistant Headteacher, Student Support
- Invite parents, a member of staff from APC and other agencies as appropriate
- Collect a record of interventions previously used and their level of success
- Collect summary of staff views including academic progress
- Seek the views of student and parent
- Ensure key school based staff are involved:
 - Leader of Year
 - SENCO
 - SLT
 - Named key staff on an IEP if relevant

Conducting a PSP meeting

The Assistant Headteacher, Student Support should:-

- Chair the meeting, nominating someone to minute main points and agreed actions
- Ensure introductions are made and outline structure, timings and aim of the meeting
- Summarise briefly the strategies tried and focus the meeting on the way forward
- Invite contributions from all attendees (including clarification of student view)
- Agree long term aims for the PSP (achievable within 16 weeks)
- Agree SMART (specific, manageable, achievable and realistically timed targets) which can include:
 - Student and parent/carer
 - School staff
 - Other agencies (if appropriate)
- Identify a mentor/key worker
- Ensure date for the final review is set, a date for the interim review should also be agreed for key people
- Ensure that four meetings are agreed to monitor, review and set new targets with key people.

After the meeting

- Complete the paperwork from the meeting and communicate it to all relevant school staff, parents and other key professionals

Notes for Parents

- PSPs are school-based interventions involving external agencies, parent/carers and the student. They support management of student behaviour particularly for those students at risk of suspension.

- A PSP will be set up:
 - For a student who has several fixed period suspensions that may lead to a permanent exclusion
 - Where there is evidence that the student is at risk of failure by disaffection
 - Where a student's behaviour is deteriorating rapidly.

The programme will involve student, parent/carer and multi-agency representative.

The programme will run for 16 working weeks and be reviewed every four weeks.

The Student's Agreement

As a student at Bourne Community College I will:-

- Be punctual and attend regularly
- Bring the correct equipment each day
- Take pride in my appearance and wear the College uniform as required
- Encourage and respect others, their possessions and the College environment
- Be honest, polite and exhibit good behaviour at all times
- Work to the best of my ability, complete home study on time and meet coursework deadlines
- Take responsibility for my own learning, organisation and discipline
- Comply with the Internet access policy
- Participate to the best of my ability in all activities
- Raise any concerns or problems that I might have with the College and my parent/carers
- Go to bed at a reasonable time on school days.

<parent name>

Address

Address

Address

Address

<date>

Dear <parent / guardian name>

RE: <STUDENT NAME> (DoB)

As you are aware there are serious concerns about.....'s behaviour at Bourne Community College. Despite trying a number of strategies..... is still behaving inappropriately, so we are now at the stage where permanent exclusion is a real possibility.

There is a final opportunity for to engage with support from the college called a Pastoral Support Programme, (PSP). This is a 16 week programme of intensive support and monitoring that aims to help improve <his / her> behaviour significantly. However, if the PSP is unsuccessful 's place at the college will come to an end.

The start of the PSP is a meeting with staff from the college and professionals from outside agencies. The aim of the meeting is to identify how best we can support <student name> to improve behaviour. As agreed, this meeting will be held at the college on _____ at _____ .

The meeting will focus upon <student name's> individual needs and develop, with the involvement of the other agencies as necessary, a plan of support and intervention.

Weekly targets will be set for <student name> to improve <his/her> behaviour and <student name> will be on a **daily report** to me to record progress against the targets. These targets will be reviewed formally in **four meetings** with you during the 16 weeks of the PSP.

To prepare for the first meeting, please complete the enclosed **Parent / Carer Views** questionnaire. This is your opportunity to record your views on how <student name> can be best supported in school to significantly improve behaviour.

Please work with to complete the enclosed **Student Views** sheet and to discuss the urgent need for a change in <his / her> behaviour.

Please bring both sets of views to the meeting as they will help us develop a suitable PSP.

By working together in this way I hope that we can help to make the necessary changes to <his/her> behaviour to ensure successful completion of <his / her> education at Bourne Community College.

Yours sincerely

Enc:

Parent / Carer Views
Student Views

PLEASE ATTACH COPIES OF IEP/IBP/PSP etc

BOURNE COMMUNITY COLLEGE PARENT/CARER VIEWS

We want to work together with you to develop a plan to support your child's behaviour. You may like to use this sheet to write what you think. You can send it to us or bring it to the meeting

My name is: _____

I am the parent/carer of _____

I think that these things are going well for my child:

- _____
- _____
- _____

I think that these things could be affecting my child's behaviour and learning in school:

- _____
- _____
- _____

I think these things would make a difference to my child's behaviour and learning in school:

- _____
- _____
- _____

I think I could do these things to make a difference to my child's behaviour and learning in school

- _____
- _____
- _____

Comments:

Signature: _____ Date: _____

Pastoral Support Programme – Student Views

We want to work together with you to develop a plan to support your behaviour. You may like to use this sheet to write what you think.

I think that these things are going well for me:-

-
-
-

I think these things could be affecting my behaviour and learning in College:-

-
-
-

I think these things would make a difference to my behaviour and learning in College:-

-
-
-

I would like to say:-

-
-
-
-

Signature:

Date:

**Staff paperwork
Pastoral Support Programme – Bourne Community College**

Name of pupil:		Attendees:	
Date of birth:			
Date of First Meeting:			
Incidents that have triggered the PSP:-			
Summary of most recent interventions:-			
Aim of PSP			
College View		Student View	
Parental View		Other	
Agreed Support			
Agreed Support		Who will be responsible?	Monitoring
Agreed Pastoral Support and Student Targets:-			
SMART Target		Success Criteria	Monitoring/Rewards
Meeting Action Points:-			
Action		Who will be responsible?	By when
Date of next meeting:			

Student Review Sheets

My PSP Review

Name

The date is
.....

This is my first PSP Review.

Since my last meeting I have made progress in these ways:-

1.
2.
3.
4.

I have managed to do this because:-

1.
2.
3.
4.

I am still having problems with:-

1.
.....
2.
.....

I think that I would be able to deal with these problems if:-

1.
.....
2.
.....

Bourne Community College Pastoral Support Programme

First Review – Date of meeting: Attendees:		
Review of last PSP		
What is going well?	What has helped?	What needs to be reviewed?
		Responsibility
New Agreed Pupil Targets	Success Criteria	Monitoring/Rewards
New Agreed Pastoral Support	Who responsible	By When
Final Review – Date: Progress towards Targets/Reviewed Pastoral Support: Outcome/Next Step:		



My PSP Review

Name

The date is

This is my second PSP Review.

Since my last meeting I have made progress in these ways:-

- 1.
- 2.
- 3.
- 4.

I have managed to do this because:-

- 1.
- 2.
- 3.
- 4.

I am still having problems with:-

- 1.
.....
- 2.
.....

I think that I would be able to deal with these problems if:-

- 1.
.....
- 2.
.....

--

My PSP Review

Name

The date is

<p>This is my third PSP Review.</p> <p>Since my last meeting I have made progress in these ways:-</p> <ol style="list-style-type: none">1.2.3.4. <p>I have managed to do this because:-</p> <ol style="list-style-type: none">1.2.3.4. <p>I am still having problems with:-</p> <ol style="list-style-type: none">1.2. <p>I think that I would be able to deal with these problems if:-</p> <ol style="list-style-type: none">1.2.
--



My PSP Review

Name

The date is

This is my final PSP Review.

Since my last meeting I have made progress in these ways:-

- 1.
- 2.
- 3.
- 4.

I have managed to do this because:-

- 1.
- 2.
- 3.
- 4.

I am still having problems with:-

- 1.
.....
- 2.
.....

I think that I would be able to deal with these problems if:-

- 1.
.....

2.

Attendees:

Review of last PSP

What has gone well?	What has helped?

What decision has been made about future placement?

Next Steps	Who is responsible?

Parent.....	Signed.....	Date.....
Student.....	Signed.....	Date.....
Asst. Head Student Support	Signed.....	Date.....
Assistant Education Officer	Signed.....	Date.....

Other.....	Signed.....	Date.....
Other.....	Signed.....	Date.....

Student at risk of Placement Failure



School centred support

eg; internal strategies, IEP, IBP, use of student support centre, PSP, EHP



School complete Alternative Provision Form

This could lead to any of the following:
 Identification of further strategies/support
 Involvement of other agencies
 Development of bespoke alternative learning programmes



Final PSP

This is a 16 week intervention based on common Area A criteria. It is expected to last the full 16 weeks.

If this intervention is successful then the student will remain in the home school.



If not successful

APC and school discuss appropriateness of alternative provision for this student.
 eg; DOS (Directed Off Site) placement at APC.



V & C panel to provide consistency/monitoring/evaluation of impact of referrals.

CHILDREN'S SERVICES
Care, Well-being and Education
Pupil Entitlement – Fair Access

**Referral form for Alternative Provision or Inclusion
Support**

- Please complete the form in full and submit to fairaccess@westsussex.gov.uk
- Please provide as much relevant detail as possible; the boxes will expand
- All referrals will be considered at Allocation Meetings. These usually take place fortnightly and do not operate during the school holidays
- A response from the Teams will be communicated to you within 2 weeks of the Allocation Meeting stating what has been agreed and the name and contact details of the alternative provision.
- The manager of fair Access will hear any allocation disputes in the first instance

Declaration

I am aware of the referral for Alternative Provision and I understand and agree that the school will share relevant information with the Local Authority and the chosen alternative provider. That information will be held securely in accordance with the data protection act (1998). The information may be held on record until the pupil reaches the age of 26 and will then be destroyed.

Name of parent/carer.....

Signature..... Date.....

Child/Young Person's Name:		D.O.B.:	Gender:	Year Group:	Code of Practice: <i>(Please highlight)</i> School Support SSEN/EHCP	Child Looked After: <i>(Please highlight)</i> Y N
UPN	Pupil Premium Y/N	Individual Additional Resource	Y / N	Free School Meals	Y / N	
Diagnosis (if applicable):			Date of diagnosis:			
			Name of diagnosing practitioner:			
Home Language:		Attendance %	Suspensions in last 12 months:			

PARENT/CARER DETAILS

Name:	Relationship:
Address:	Contact No:
Name:	Relationship:
Address:	Contact No:

Social Care involvement

Name:	Contact:
Local Authority:	Mobile:

School details

School:	School Tel. No.:		
Name of school key contact:	Role:	Email:	
Class Teacher:	Headteacher:		
Area	A	B	C1 C2
Type of referral	Medical AROE PEX		
	Other – please give details		
What do you want from this referral			
Main concerns:			
Strengths of pupil:			
Interests of pupil:			

1. The ASSESS, PLAN, DO, REVIEW CYCLE (SEND Code of Practice 2014)

ASSESS – How have you assessed the Child/Young Person? (please give scores or assessment findings)
PLAN – From these assessments, what needs have you identified?
DO – What adjustments and interventions have you made to address these needs?

Please provide information about the school/settings best endeavours to support this students learning

Strategy/intervention	Dates	What has been the impact	Professionals name/role
Educational:			
Health:			
Social Care:			

2. AGENCY INVOLVEMENT

Agency Name – please highlight where involved	Current (Please tick)	Completed (date completed)
Learning and Behaviour Advisory Team		
Social Communication Team		
Sensory Support Team		
Educational Psychology Service		
Ethnic Minority Achievement and Traveller Team		
Speech and Language Therapy		
School Nurse		
Child Development Centre		
Child and Adolescent Mental Health Service		
Social and Caring Services		
Family Support Service		
Early Help Plan		
FSN		
Other: (please specify)		

What has been the impact from these Agency Involvements?

AGENCY	Impact

3. What are the outcomes that you would want to see resulting from this referral

<p><i>Key outcomes:</i></p> <ul style="list-style-type: none"> • • •

Supporting information	Current (Please tick)	Attached (Please tick)
End of Key Stage results for Maths English and Science		
Cognitive Assessment Test Results		
Reading and Spelling Scores		
SEN Category <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and Mental health difficulties • Sensory and or physical needs 		
Assessment of social, emotional or mental health needs		
Individual Learning Plan		

Key Contact Name and Signature:

Date:

Contact details:

e.mail:

tel:

extn:

AP Charges will be applied in accordance with the published information

FORM TO BE RETURNED BY SCHOOL VIA EMAIL PLEASE TO

fairaccess@westsussex.gov.uk