



Individual and Pastoral Support Plan

Guidance for Primary and Secondary Schools

CONTENTS

1. Individual/Pastoral Support Plan summary.	Page 3
2. Set up and deciding if ISP/PSP is the right pathway.	Page 4
3. Individual / Pastoral support plan meeting format.	Page 6
4. Individual Support Plan (ISP): Set up document (6 weeks).	Page 7
5. Review Individual Support Plan (ISP).	Page 10
6. Pastoral Support Plan (PSP): Set up document (12 weeks).	Page 12
7. Review Pastoral Support Plan (PSP).	Page 17
Appendixes	
A: Checklist for reflecting on support in place or needed.	Page 20
B: Ideas for better classroom organisation / management.	Page 22
C: Ideas for better individual student management.	Page 24
D: Possible targets for SEMH and behavioural difficulties.	Page 27
E: Possible actions for parties involved.	Page 29
F: Student Risk Assessment / Behaviour Management Plan.	Page 32

1 INDIVIDUAL / PASTORAL SUPPORT PLAN SUMMARY

If a school decides it wishes to proceed with an Individual Support Plan (ISP) or a Pastoral Support Plan (PSP) then the following should be considered. ISPs / PSPs are for students for whom at least **one** of the below is true:

- Rapidly deteriorating behaviour choices.
- Early support interventions are ineffective.
- Persistent disruption to the learning of others.
- Being beyond the reasonable care and control of the school.
- Persistently breaching the health and safety of themselves and others.
- Receiving over the agreed level of behaviour points.
- Multiple suspensions.
- Failed respite placement.
- Serious breach of the school behaviour policy.

An ISP/PSP does not replace SEN Support, SEN Statements or Education Health and Care Plans (EHCP) but can be used alongside:

- If SEN Support is already in place, it should be revised during the process, to ensure that learning needs are not impeding behaviour.
- If the child/young person is not under SEN Support, this needs to be reviewed.
- Behavioural targets supersede academic targets whilst the PSP is in place. However, for some students an academic target can be helpful in ensuring better behaviour.

The ISP/ PSP:

- Is school based.
- Is overseen by the SENCo, or HoY (or a member of the Senior Management Team).
- Is short and practical.
- Has precise and realistic outcomes.
- Sets SMART targets broken down into fortnightly tasks.
- Keeps administration to a minimum.

Procedure when the school identifies a student at risk is to:

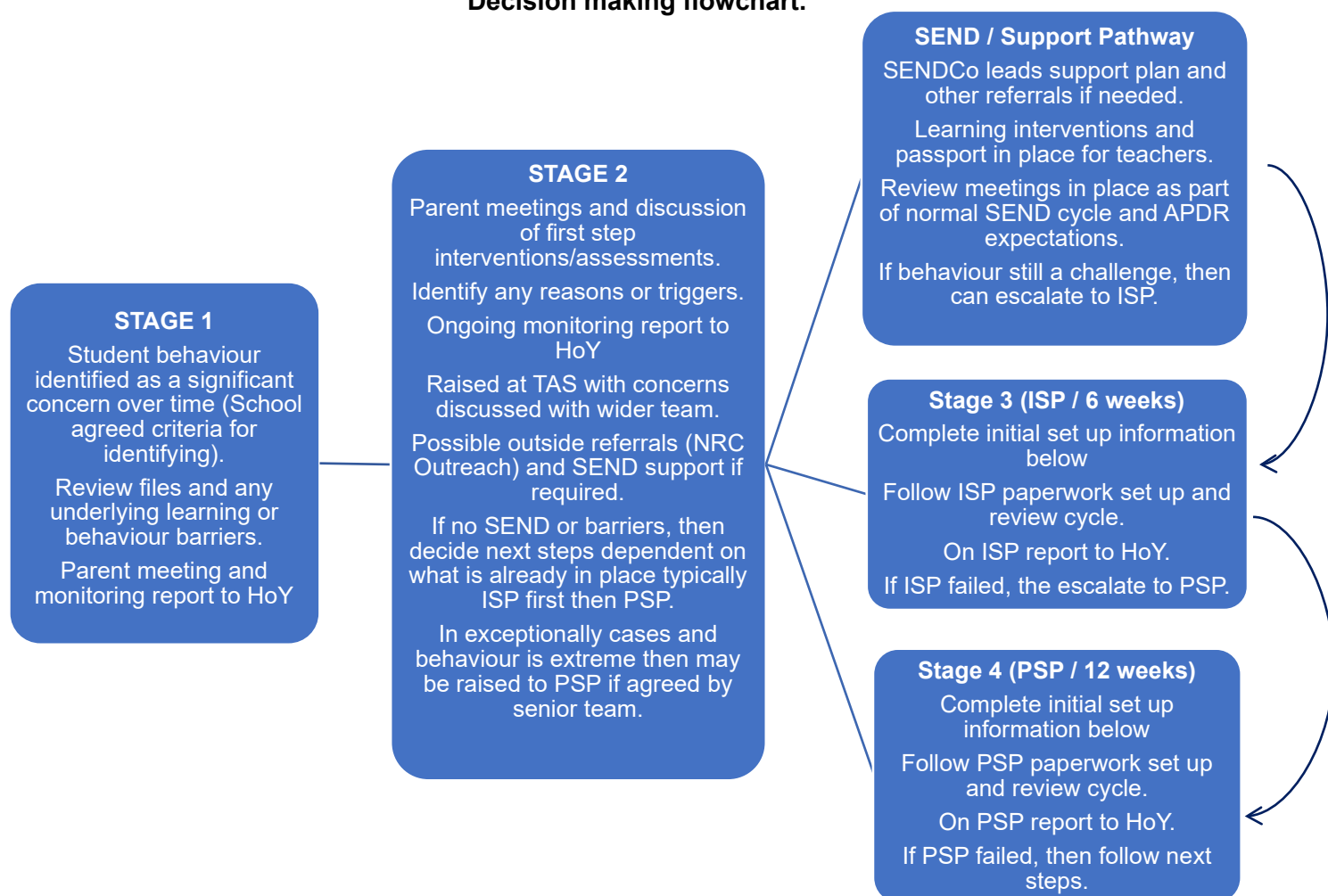
- Arrange a meeting with a senior member of staff and other staff, including the class teacher, the student and his/her parents/carers and any relevant agencies. At this meeting the ISP/PSP is agreed.
- Hold regular meetings to review the ISP/PSP. As targets/tasks are met, new targets/tasks and strategies can be included.

Other agencies that could be involved in the PSP:

- Educational Psychologist (EP)
- New River College (NRC) Outreach Service
- Children's Social Care (CSC)
- Child and Adolescent Mental Health Service (CAMHS)
- Family Support Services (e.g., IFIT, Families First, AMASS)
- Interpreters
- Voluntary Organisations

2 SET UP AND DECIDING IF ISP/PSP IS THE RIGHT PATHWAY

Decision making flowchart.



Next steps after failing ISP or PSP could include.

- *ISP failed: PSP set up, Managed move, respite placement school led.*
- *PSP failed: PEX, managed move, respite placement, SSEB presentation, alternative provision.*

ISP/PSP Initial Set up.

For a student to be deemed to require a support plan (ISP/PSP) it is a profoundly serious matter, and indicates that the school's policies, disciplinary sanctions, and support interventions have been disregarded. The school is committed to working with and supporting students and their parents/carers in order to bring about positive behaviour changes and prevent cases of permanent exclusions. Therefore, the decision has been made to initiate a support plan at this time.

In order to give all our students, the necessary environment for them to thrive, achieve and develop their character, both inside and outside of the classroom, the school has the highest standards and expectations for behaviour. In addition to positive behaviour in the classroom we also expect to see the same high standards around the school, within the local community and when on school trips/visits.

Support received by the student to date:

- *List any and all support the student has received whilst attending the school*

Overall targets for the duration of the ISP/PSP:

Select 2 targets that the student will need to meet in order to pass their ISP/PSP. The targets should be directly linked to the student's behaviour trends and be the most relevant to improving their behaviour.

1. ...
2. ...

Proposed support to be received by the student from the academy:

- *List all the support the student will be receiving from the school in order to support them to pass their ISP/PSP.*
 - *If the support has been in place since before the ISP/PSP was initiated please indicate it as "Continued." Example: "Continued student counselling"*
 - *If the support has been offered and refused by the student or their parents and carers please indicate it as "Refused by" Example: "Student counselling – Refused by Parent."*
 - *If the support is a new intervention that the student has not received before then please indicate the start date. Example: "Student counselling – To begin 01/01/2021"*

Proposed support to be received by the student and school from parents/ carers:

- *List the proposed support from the parents and carers such as, to go through and sign the students report card each evening etc.*

How will the student's progress towards their targets be measured?

- *List how, for example report card, Monitoring of SIMs, weekly or fortnightly round robin etc.*

3 INDIVIDUAL / PASTORAL SUPPORT PLAN MEETING FORMAT ***Based on a solution-focused approach with prompt questions***

1. What do we hope to get out of this meeting?

*Prompts: What are your best hopes for this meeting?
How will you know that it was useful for us to discuss this today?
What would need to be different next time you are with us to know this meeting has been helpful?*

2. What would be your best hopes for the future?

*Prompts: How will you know that things are going well?
What will you see the child/young person doing differently?
If a miracle occurred overnight and you woke up and the problem was solved, how would you know? How would things be different? What would you notice?
What will be the smallest signs that things are moving in the right direction?
What else will you be seeing?*

3. What are our past successes and what has worked in the past?

*Prompts: Even though things have been difficult – what do you think has been most helpful – even a little?
Tell me 5 things that you would not change about (student)?
Tell me 5 things that have been going well at home/school in the past week (or 2)?
Can you list 5 things that have worked in the past?
How have you been managing this? What has been most helpful? What other things have been helpful?
What else?*

4. Where are we now?

*Prompts: On a scale of 0-10, with 0 being the time that you were most concerned about the behaviour and 10 representing you not having to work, just knowing that the work is on track, where do you see things now?
What is it you're doing that means you are at X, not at 0? What else?
What else? What else?
What is it that you know about yourself that allows you to put things at X and not at 0? What else?*

5. Where would we like to go now?

*Prompts: Suppose today turns out to be useful, what will be the first 3 things you will be noticing following this meeting?
What are 3 things over the next week that will tell us that the child/young person is starting to settle in school/make progress?
What difference would it make? How will that show?
How will that be good for you? What will others see?*

6. What is our plan for the next steps (Use ISP or PSP models and paperwork)?

4 INDIVIDUAL SUPPORT PLAN

Set up document (6 weeks).

Student Name		Form group		Year group	
Date of Meeting:			Date of first review (3 weeks):		
Present at meeting:			Date of Final Review (6 weeks):		
			Person who will monitor ISP:		
STUDENT'S STRENGTHS:		CONCERNS:		AREAS FOR CHANGE:	
•		•		•	
TARGETS		STRATEGIES (Including Rewards and Sanctions)		INPUT	
1. 2.		•		SCHOOL: STUDENT: FAMILY:	

Student name		Form		Year	
SEND Status (E, K, N/A)				Student Premium / FSM (Y/N)	
Type of SEND (e.g., ADHD, ASC, SEMH)				CLA (Y/N)	
Is the students' behaviour now a significant concern or disruption to the school? Y / N Is the student at risk of permanent exclusion? Y / N Reasons: • Rapidly deteriorating behaviour choices. • Early support interventions are ineffective. • Persistent disruption to the learning of others. • Being beyond the reasonable care and control of the school. • Persistently breaching the health and safety of themselves and others. • Receiving over the agreed level of behaviour points. • Multiple Fixed term suspensions. • Failed respite placement. • Serious breach of the school behaviour policy.					
Staff Comments:					
Student Comments:					
Parent/ Carer Comments:					

Time and Date of first meeting:	
Time and Date of first review meeting:	
Time and Date of the final review meeting:	

As a student I understand that by signing this document I am agreeing to use the help and support available to me to make positive changes to my behaviour choices. I also understand that if I fail to meet my targets or my behaviour choices continue to be negative, I could possibly lose my place or be permanently excluded from the school.

Student signature		Date	
-------------------	--	------	--

As a parent/ carer I understand that by signing this document I am agreeing to the contents of this pastoral support plan. The possible consequences of my child not meeting their targets and failing their ISP/PSP, such as permanent exclusion, have been explained to me during this meeting and I have understood them.

Parent/carer signature		Date	
------------------------	--	------	--

As a member of staff at the school I am agreeing to support the student to pass their ISP/PSP.

Staff member		Date	
--------------	--	------	--

Quality assured by Senior Leader or line manager or other HoY.

Staff member		Date	
--------------	--	------	--

5 REVIEW INDIVIDUAL SUPPORT PLAN

REVIEW MEETING DATE (3 weeks): _____

Name of student:		Form group:	
Present:			
Apologies:			
Have the targets been met Yes ☐ Partially ☐ No ☐			
Summary of Progress:			
New Targets:			
Other support to be offered (if applicable):			

REVIEW INDIVIDUAL SUPPORT PLAN

FINAL REVIEW MEETING (6 weeks): _____

Name of student:		Form group:	
Present:			
Apologies:			
Have the targets been met		Yes ☐	Partially ☐ No ☐
Has the ISP been completed and passed		Yes ☐	Partially ☐ No ☐
Summary of Progress:			
Next steps (including escalation to PSP):			
Any other comments			

6 PASTORAL SUPPORT PLAN

Set up document (12 weeks).

Student Name		Form group		Year group	
Date of Meeting:		Date of first review (6 weeks):			
Present at meeting:		Date of Final Review (12 weeks):			
		Person who will monitor PSP:			
STUDENT'S STRENGTHS: •		CONCERNS: •		AREAS FOR CHANGE: •	
CURRENT SUPPORT IN PLACE:					
SEND/ACADEMIC: •		PASTORAL: •		OTHER: •	

PASTORAL SUPPORT PLAN

TARGETS 3. 4.	STRATEGIES (Including Rewards and Sanctions)	INPUT SCHOOL: STUDENT: FAMILY: LA/OTHER AGENCIES:
SEND/ACADEMIC:	PASTORAL:	OTHER:

Student name		Form		Year	
SEND Status (E, K, N/A)				Student Premium / FSM (Y/N)	
Type of SEND (e.g., ADHD, ASC, SEMH)				CLA (Y/N)	
Is the students' behaviour now a significant concern or disruption to the school? Y / N Is the student at risk of permanent exclusion? Y / N Reasons: • Rapidly deteriorating behaviour choices. • Early support interventions are ineffective. • Persistent disruption to the learning of others. • Being beyond the reasonable care and control of the school. • Persistently breaching the health and safety of themselves and others. • Receiving over the agreed level of behaviour points. • Multiple Fixed term suspensions. • Failed respite placement. • Serious breach of the school behaviour policy.					
Staff Comments:					
Student Comments:					
Parent/ Carer Comments:					

Time and Date of first meeting:	
Time and Date of first review meeting:	
Time and Date of the final review meeting:	

As a student I understand that by signing this document I am agreeing to use the help and support available to me to make positive changes to my behaviour choices. I also understand that if I fail to meet my targets or my behaviour choices continue to be negative, I could possibly lose my place or be permanently excluded from Arts and Media School Islington.

Student signature		Date	
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As a parent/ carer I understand that by signing this document I am agreeing to the contents of this pastoral support plan. The possible consequences of my child not meeting their targets and failing their ISP/PSP, such as permanent exclusion, have been explained to me during this meeting and I have understood them.

Parent/carers signature		Date	
-------------------------	--	------	--

As a member of staff at Arts and Media School Islington I am agreeing to support the student to pass their ISP/PSP.

Staff member		Date	
--------------	--	------	--

Quality assured by Senior Leader or line manager or other HoY.

Staff member		Date	
--------------	--	------	--

Student Name

Date of birth:

Year group:

Form group:

My Learning Difference

•

Key data

•

Student Strengths/interests

•

Teacher strategies

•

School support in place

•

Student Strategies

•

Parent/Carer support

•

Other agencies support

•

7 REVIEW PASTORAL SUPPORT PLAN

REVIEW MEETING DATE (6 weeks): _____

Name of student:		Form group:	
Present:			
Apologies:			
Have the targets been met Yes ☐ Partially ☐ No ☐			
Summary of Progress:			
New Targets:			
Other support to be offered (if applicable):			

REVIEW PASTORAL SUPPORT PLAN

FINAL REVIEW MEETING (12 weeks): _____

Name of student:		Form group:	
Present:			
Apologies:			
Have the targets been met		Yes ☐	Partially ☐ No ☐
Has the PSP been completed and passed		Yes ☐	Partially ☐ No ☐
Summary of Progress:			
Next steps or New targets if extension required:			
Any other comments			

REVIEW PASTORAL SUPPORT PLAN

FINAL EXTENSION REVIEW MEETING (18 weeks): _____

Name of student:		Form group:	
Present:			
Apologies:			
Have the targets been met		Yes ☐	Partially ☐ No ☐
Has the PSP been completed and passed		Yes ☐	Partially ☐ No ☐
Summary of Progress:			
Next steps:			
Any other comments			

APPENDIX

A: CHECKLIST FOR REFLECTING ON SUPPORT IN PLACE OR NEEDED

To have a snapshot of previous input please tick the appropriate boxes to help guide if an ISP or PSP is needed:

Support type	Tick if tried	Tick if successful or cross if partially successful	Tick if unsuccessful
Whole class reward and consequence system (e.g., Stay on Green or Traffic Light System).			
Group rewards (e.g., table points)			
Individual rewards			
Targets discussed and negotiated between student and teacher with daily monitoring or "check-ins."			
Weekly review between student and member of staff.			
Frequent and regular contact maintained between school and home.			
Meeting all staff working with student to plan strategies.			
Named 'Mentor' or key person for student to share concerns and success			
Extra' social skills/anger management work.			
Language of Choice.			
5:1 positive praise vs negative comment ratio.			
Nurture group.			
Reflection Corner/Table (restorative approach) as an opportunity to "put things right"			
Restorative meetings or conferences.			
Use of 'Time-Out' table (in class).			
Time-out in another class / Space.			
Consequences and rewards immediate and consistent.			
Alterations to individual timetable, for example changing groups for specific lessons or changing class.			
Access to 'safe haven' for opportunity to cool off.			
Peer support in the form of 'Buddy' to keep on track and with organisation if necessary.			
Input from Special Needs teacher/TA.			

All significant incidents recorded using "Antecedent, Behaviour Consequence" Form (ABC).			
Involvement of other agencies: • NRC Outreach • Children's Social Care (CSC) • Education Psychology • CAMHS • SaLT • Family Services			

B: IDEAS FOR BETTER CLASSROOM ORGANISATION / MANAGEMENT

- Establish rules and routines early to create a positive working environment. Students can be positively drawn into this process.
- Lesson beginnings - make sure you are there! Manage students' entry into the room, have a regular routine and greet the students individually. Your job, when students enter the classroom, is to change the environment into a learning environment and to mark the difference from their previous situation.
- Organise the groups they work/sit in.
- Draw a seating plan with students'/students' names in the appropriate place. This helps you to learn names and assists with classroom management.
- Always expect and work towards silence when you are talking or giving instructions/explanations. It may be useful to refer to different levels of noise, for example, playground noise, partner noise etc. This should be reinforced visually.
- Keep instructions to a minimum. Reinforce oral instructions with written illustrated instructions.
- Think about how you convey instructions/expectations, that is, your non-verbal behaviour. (Try not to march up and down!)
- Be firm but pleasant.
- Take care with transitions (how do you stop your class, give out/collect books and equipment etc.).
- Movement and vigilance in the classroom: keep a roving eye, be aware and try to pre-empt difficulties arising.
- Preparation: have the right number of books, pieces of paper etc. Do not blame the class if they become unsettled and acknowledge your part in the difficulties should they arise. It is often useful to 'take the blame' if students are having difficulties. This leaves self-esteem intact.
- Be aware that interruptions to your lesson from outside are unsettling.
- Always be familiar with your lesson plan and timing of each aspect of the lesson.
- Endings: have a regular routine/s and dismiss the class in a consistent and orderly way.
- Avoid confrontations initiated by students. Respond calmly to challenging behaviours to maintain the structure and flow of the lesson. Remember that your goal is to maintain the flow of teaching and learning.
- Be consistent.
- Prepare reinforcement and attention-switching activities for those who are experiencing difficulties. Pay regular visits to students in need of support/attention/reassurance.
- Engineer opportunities for success for students to receive relevant praise and improve self-esteem.
- Always have extension work available for more able students. You will often need this in

mixed ability teaching. Do not forget some students see additional work as a punishment. Think about how you present extension work. Never just 'add it on' if someone has just finished something. Always have a well-known reserve of work that a student might enjoy if they finish early. Build on strengths (opportunities for praise increase self-esteem).

- Familiarise yourself with student Passports and SEN Support Plans for those with Special Educational Needs. Differentiate work.
- Be aware of your physical position in the classroom. Try not to invade student personal space.
- Be aware of your use of language. Praise and encouragement far outweigh criticism when it comes to motivating students and getting the best results. If you are far away from using most of the praise in your classroom, you can get into good habits by making sure that every time you correct a student you 'finish the sentence' by finding one to praise. It will 'force' you to find positive behaviour in your classroom!
- Be aware of whole school policies (for example, Child Protection Policy, Behaviour Policy, and Anti-bullying Policy).
- Ask for support when you need it. Do not battle-on alone. The best resource you have is the teaching experience in your school.

C: IDEAS FOR BETTER INDIVIDUAL STUDENT MANAGEMENT

Have clear rules/routines.

Make sure you have made explicit what is expected, and everyone is clear about what they should do. Routines must be consistently referred to and positively reinforced.

Be aware of your:

- Body language
- Language used
- Teaching style
- Tone of voice

Certainty not severity

Be consistent. It is the certainty of a response and the follow-up that has the most impact on positive behaviour management not the severity. Pick up the minor yet important things regularly. It will help prevent major incidents occurring. Getting into an escalating series of consequences should tell you that a) something is wrong and b) this is not going to work!

Separate the person from the behaviour.

Give the message: "I like you. I do not like what you are doing". When delivering a request, always gain the student's attention first.

- a) Say the student's name.
- b) Establish eye contact.
- c) It engages the student, and they are more likely to comply with the request.

Say 'thank you' even if the student has not agreed to your request. It conveys the expectation that the student will do what you have asked. You see Michael deliberately push his pen onto the floor. Look, now say his name:

"Michael, pick up the pen, thank you." Now look away. Let there be "take-up time". You are meanwhile getting on with something else. You assume Michael's compliance. (Later on, you will be surprised if Michael has not complied. It remains a minor incident though and *you will not argue about it* with Michael. You and he know that there will be consequences.)

Phrase your requests.

Say exactly what you want students to do. Break down the behaviours *positively* into component parts, for example, listening put down your equipment, turn your chair to face me, sit still, rest your hands in a comfortable position and give me eye contact – thank you. Asking not telling can create a positive ethos. Try to give reasons for your requests.

Catch them getting it right.

Catch students carrying out requests and reinforce them with praise, rather than react negatively when someone gets it wrong. Say "Thank you", "Well done" "Terrific". If this feels difficult, then smile or nod in some form of acknowledgement. Be specific with the praise and explain what the child/young person did well. There should be a minimum ratio of 5 positive comments to 1 negative comment.

Use tactical ignoring.

Where you can, ignore behaviours that may be specifically designed to gain negative attention. It helps to respond positively and immediately when the student engages in the desired behaviour. When you can, praise and pay attention to a student nearby who is behaving positively (proximity praise). You may choose this rather than focusing on the original student's negative behaviour.

Attempt to re-frame situations

This reasserts the required behaviour without getting into conflict in the current situation.

Teacher: "How far have you got?"

Student: "I'm just checking to see if I've got my letter for PE." Teacher:

"Yes...but what should you be doing now?"

In other words, try not to be drawn into what they are doing or, worse, the reasons why they are doing it (and not doing what you have asked).

Wait a moment, then

"Back to work, thanks."

The student then does the required behaviour (hopefully), and the teacher can reinforce this with praise.

"Well done", "Thank you", etc.

Avoid conflict.

Remember what your aim is, for example for the student to finish the work set.

Student: "I want to work on the computer".

Teacher: "Yes (you agree) you can work on the computer later/this afternoon/tomorrow/when it's your turn, but right now, what you need to do first is..." Make sure the student can do it. This makes it hard for the student to say "You never let me..." because the teacher agrees with the request but sets the boundary.

Stick to the primary behaviour.

Stick to the primary behaviour. Remember what the real issue is. Students are adept at trying to deflect some types of attention (while seeking others at the same time). Do not get caught up in the secondary behaviours. These often become the source of conflict. For example, you make a request to change behaviour. The student responds with an attack.

Student: "Why don't you tell him/her? It's always me!"

(This is potentially much harder to resolve because you are being counter challenged and accused of being unfair. Now it can become personal.)

We must remember that this potential conflict has nothing to do with the primary event. The conflict is now about personal issues and feelings which are much harder to resolve. It is our responsibility as adults to understand our own feelings and try not to act on them in these situations.

Go back to the primary behaviour and restate it, for example, "What should you be doing now?" Praise students who are showing the main behaviours you want, especially those nearby. Highlight what it is that they are doing.

Offer choices or the illusion of choice.

For example,

"Well, you can do the work that has been set. If you need a bit of help that's because I have set a difficult thing to do. Everybody will need a hand. But we will all take a crack at it. Or you can refuse to do it and the consequences will be --- It's up to you. It is entirely your choice."

"Nothing" is not a choice. Choices allow the child to "save face", thus defusing anger. NB: it must be a real consequence and not just a threat.

No blame

On many occasions this is an appropriate strategy. "It doesn't matter" or "We can solve that later.... What we need/want now is...". State the next thing that the student needs to do. There are many variations in this approach.

Try to understand what is happening.

This may sound unreasonable, particularly if you are angry. However, most people want us to see situations from their point of view, even if ultimately, we do not agree. It is also true that once you know someone understands your point of view, you are more able to listen to their point of view. "I can see you are angry Mary, let's talk about it."

Stay calm where possible.

If you raise the temperature, the child/young person and the group will go with you. Wherever possible try to bring the temperature down. Children and young people, like adults, need time to think through the process of difficult interactions with others. Therefore, when trying to change student behaviour, give them time to think and time to manage their feelings well. This gives them space and an opportunity to carry out your request with dignity.

Rights and responsibilities

Focus on the rights and responsibilities of the students and the teacher.

Smile

Use humour but not sarcasm to defuse the situation.

Try to make "I" statements rather than "your" statements.

For example, "I'm finding this difficult" or "When this happens it makes me feel..."

Removal of the student

This is useful only as a last resort. Use it to allow students to calm down and reassess the situation. Always make room for reparation. State the required behaviour necessary for return. Be specific, break down the behaviour. Where necessary allow the student to elect back in.

We all have strategies of our own.

Sometimes they are so automatic we do not know what they are. After conflict or difficult situations, both minor and major, reflect on what you did, said, your tone, body language etc. If it worked, SHARE IT.

- Think about how whole school or whole class initiatives can reinforce positive behaviour management, for example use of curriculum, PSHE, assemblies, whole class reward plans, and use of circle time.
- Managing behaviour positively can be an extremely rewarding experience. It encourages and enhances positive relationships. However, there are times when it can be equally frustrating. Use a 'friendly' contact to support you in your endeavours, particularly if some of the concepts require practicing new skills. SENCos and mentors are there to support you.

The best resource you have is the experience in your own school. Share your own. Ask others for theirs.

Use of important adults

- It is important to identify the adults who do get on with a child/young person with social, emotional and behaviour difficulties (SEBD). It is useful for these children to have an "aunty" in school that they can go and talk to after an incident, who will not be judgemental. This should not be the Head teacher.
- 80 – 90% of phone calls home are negative. Ensure that positive phone calls are made. By doing two a day, the whole class can be covered in three weeks.

Developmental strategies

Many children/young people with difficulties in behaviour may not act in an "age appropriate" way. They may find it hard to take turns, to work with their peers or even work alongside other children/young people.

It is important to let these children/young people have a chance to cover the earlier stages which they may not have experienced properly before and part of the strategy may be a change in the expectations of the adults. Sometimes it is better to think of the child/young person as a much younger individual.

D: POSSIBLE TARGETS FOR SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

To raise self-esteem	• Say or write one good thing about his/her own work. • To show a piece of work to an adult in the school of his/her choice. • To work in pairs and praise each other's work. • To carry out a responsibility in art/PE/class. • Think of one/two good things you did today/this morning/before lunch. • To show...how to use...the computer plan...to another student. • To link student target to a school target. For example, if you put your hand up in lessons, an adult will speak to you within one minute.
To enter the classroom and prepare for each lesson in an appropriate way	• To walk into the classroom and walk straight to seat. • To walk in single file through the door. • To take off coat and place it... • To greet (acknowledge the teacher).
To develop his/her organisational skills	• To turn up to lessons on time, in morning, after break (those on time leave the room first at the end of the lesson). • To line up quickly and quietly in the playground.
To develop self-concept as a learner	• To identify two things that I have done well today/this session. • To put a tick on my chart every time I know the right answer that another child/young person has given. • To agree with Ms/Mr...how much/what type of work I have to do. • To show...my best piece of work each day. • To help someone in class to.... • To show each piece of work to....
To begin to resolve conflict	• To stay calm by using X technique even if someone upsets me. • To ask for help from...if I am angry or upset. • To move to this area of the school go to...if I think I might hurt someone. • To understand feelings in various situations (several targets). • To manage feelings in various situations (specify several targets). • To develop strategies appropriate for different situations, for example, if I am upset, I will ask the teacher if I can leave the room. • To name three things which make me angry.

To communicate with members of staff appropriately	• To put up my hand if I want to ask a question. • To say “Excuse me” before I speak to the teacher. • To wait until a teacher has finished talking to another student before asking my question. • To say “Please” and “Thank you”. • To look at the teacher when he/she is talking to me. • To stand still and show that I am listening. • To moderate the tone of my voice. • If I speak politely, I will be listened to even when things go wrong.
To develop interpersonal skills	• To tell the class teacher if I feel... • To seek adult’s help when... • To ask a child/young person next to me if I do not understand. • To say “Please” if I... • To say “Thank you” when... • To have a positive interaction (defined) every day. • To identify a possible (defined) positive interaction each day. • To help another child/young person with a curriculum strength I have. • To say “Excuse me...” • To walk into assembly silently/hands by side. • To walk directly to the bin and back. • To say “Hello” when greeted. • Be gentle with X. • If I am angry with someone, say “Stop it, I don’t like it”.

E: POSSIBLE ACTIONS FOR PARTIES INVOLVED

E1: SCHOOL

- Is a PSP merited? PSPs are reserved for students where the risk of permanent exclusion is high. Large numbers of PSP's will reduce their effectiveness and blunt the focus of the school and supporting agencies. The school should monitor PSPs for numbers, year group, gender, ethnicity etc.
- Student is referred to EP for assessment via SENCo.
- A TA is nominated to work with students in areas of difficulty.
- Positive behaviour monitoring card is devised to boost student's/student's self-esteem.
- Incidents will be recorded in the normal way.
- Between 2-4 realistic SMART targets have been set for students to work towards including, where possible, a target that has already been met. Strategies should be added to support students and staff.
- A place for the student to take 'time out' has been allocated.
- A common seating plan has been arranged for the student in lessons so that he/she is surrounded by supportive students/nearer teacher.
- Students will be occupied in unstructured time, for example, break and lunch.
- Students will have the opportunity to talk or discuss with a specified member of staff with some form of guaranteed access.
- Students could be rewarded for meeting targets as part of the regular school reward system and/or a separate system.

E2: PARENT/CARER

- Parent/carer agrees to sign a home – schoolbook and return it with student to school each day.
- Parent/carer will give little give small non-tangible rewards to their child when appropriate, such as playing a game, making a cake.
- Parent/carer agrees to ensure that the child/young person will bring his/her book bag, diary each day.
- Parent/carer will keep in contact with their child's/young person's class teacher(s), Head of Year or SENCo each week.
- Parent/carer will set reasonable times for student to come in each evening.
- Parent/carer will ensure that student gets an adequate night's sleep.
- Parent/carer will maintain a calm and supportive atmosphere in the home.
- Parent/carer will have access to parenting courses where needed.
- Parent/carer will ensure student obtains medical advice where needed.
- Parent/carer will ensure that student takes any prescribed medication.
- Parent/carer will be notified of and attend review meetings.
- Parent/carer will praise and reward positive progress by student at school.

E3: STUDENT

- Student agrees to attend school according to the timetable that has been negotiated with him/her.
- Student recognises the school's behaviour policy.
- Student agrees to take monitoring/report cards home each evening and to bring them back each morning.
- Student agrees to make sure that he/she has the correct equipment with him/her each morning.
- Student makes a commitment to working towards the targets set with and agreed by him/her.
- Student agrees to co-operate with the key worker (e.g., TA or Learning Mentor).
- Student agrees to take any problems to designated member of staff.
- Student agrees to try again even if things go wrong.



F: STUDENT RISK ASSESSMENT / BEHAVIOUR MANAGEMENT PLAN (IF NEEDED)

RISK NUMBER	RISK FACTORS (Continued)	Please Tick			
		CURRENT	PREVIOUS	NEVER	NOT KNOWN
F	VULNERABILITIES				
1.	Risk of abuse from others e.g., being bullied	☐	☐	☐	☐
2.	Risk of sexual exploitation	☐	☐	☐	☐
3.	Running away from home/school	☐	☐	☐	☐
4.	Family conflict	☐	☐	☐	☐
5.	Peer conflict	☐	☐	☐	☐
6.	Drug and Alcohol use	☐	☐	☐	☐
7.	Risk of radicalisation	☐	☐	☐	☐
G	F HARM				
8.	Accidental harm (e.g., Falling, Careless, Climbing, Wandering into the road)	☐	☐	☐	☐
9.	Lack of awareness of danger (e.g., association with others who present a risk of harm)	☐	☐	☐	☐
10.	Overdose	☐	☐	☐	☐
11.	Self-injury (e.g., Cutting)	☐	☐	☐	☐
12.	Non-compliance with medication	☐	☐	☐	☐
13.	Suicide attempts	☐	☐	☐	☐
H	HISTORY OF CONTAINMENT				
14.	Special Hospital	☐	☐	☐	☐
15.	Secure Unit	☐	☐	☐	☐
16.	Young Offender Institution	☐	☐	☐	☐
17.	Locked Ward	☐	☐	☐	☐
18.	Detained at a Police Station	☐	☐	☐	☐
19.	Detained under Section 136, MHA 1983	☐	☐	☐	☐
I	ENGAGEMENT WITH SERVICES				
20.	Engages well with support services	☐	☐	☐	☐
21.	Rejects offers of support	☐	☐	☐	☐
J	OTHER RISKS:				
22.	<i>Please provide details.</i>	☐	☐	☐	☐



(2) RISK MANAGEMENT PLAN FOR EACH IDENTIFIED RISK

[illegible]



(3) STRATEGIES AND APPROACHES

	Strategy	Try	Avoid
1.	Clear boundary setting	☐	☐
2.	Consequences re-enforced	☐	☐
3.	Distraction/Re-focussing (<i>e.g., child's interests</i>)	☐	☐
4.	Diversion	☐	☐
5.	Encouragement	☐	☐
6.	Humour	☐	☐
7.	Limited choices	☐	☐
8.	Named adult contact	☐	☐
9.	Negotiation	☐	☐
10.	Physical hold (wrap/double elbow/figure of four)	☐	☐
11.	Planned ignoring	☐	☐
12.	Positive touch/grounding (<i>e.g., pressure blanket</i>)	☐	☐
13.	Reassurance	☐	☐
14.	Self-scaling of behaviour (to encourage self-regulation)	☐	☐
15.	Simple instructions delivered one at a time	☐	☐
16.	Specific praise	☐	☐
17.	Take-up time/countdown (<i>e.g., "In five minutes the activity will end."</i>)	☐	☐
18.	Time-out card	☐	☐
19.	Verbal advice and support	☐	☐
20.	Other: <i>Please provide details</i> <i>e.g., Time-in card</i>	☐	☐

CONTACT DETAILS OF PERSON COMPLETING FORM:

Name		Position	
Contact Number		Email	