

How will we know if the PSP is working?

Every two weeks, you, your child and the school must review your child's progress to see if the targets are being met, to check that support is in place, and to see if the support needs to change. It is hoped that the plan will only be needed for a short term - usually for up to a maximum of 16 working weeks.

Who can support you?

Parent Partnership can support you to get help for your child and for yourself. They can also help to:

- support you at meetings
- complete forms
- help with letters
- communicate with your child's school.

Parent Partnership is able to offer advice and support.
Telephone 01905 727940 or
ppservice@worcestershire.gov.uk

This document can be made available in other languages (including British Sign Language) and alternative formats (large print, audio tape, computer disk and Braille) on request from the Reintegration & Exclusion Service on telephone number 01905 766628 or by emailing exclusions@worcestershire.gov.uk.



Pastoral Support Plans (PSP)

A Guide for Parents

April 2010

PSP- A Guide for Parents

What is a PSP?

A PSP is a detailed plan drawn up and agreed between you, your child and the school to improve your child's behaviour and to stop your child being excluded.

Who is involved in a PSP?

- A senior member of school staff who is responsible for inclusion (keeping children involved in learning)
- You and your child
- Possibly others such as Behaviour Support Service, Special Services, Educational Psychologist, Reintegration Officer and any other person who could help your child.

Why might your child have a PSP?

A PSP may be necessary if your child's behaviour at school means that he or she:

- is at risk of permanent exclusion
- has had a number of fixed term exclusions but their behaviour is not improving
- is behaving in ways that hinder their progress and achievement in school.

How is a PSP set up?

The school will ask you and your child to a meeting to discuss the following:

- Your child's behaviour and the reasons for it.
- Targets for improvement in behaviour. These must be specific and short-term, e.g. 'child will be able to do..... by.....'
- Details of the staff and support services to be involved in the plan, and any referrals that need to be made for further help.
- Details of support strategies to be used, e.g.,
 - What rewards will be given?
 - What warnings or punishments will be given?
 - How will my child be helped to behave well?
 - Who can he or she go to if upset?
 - What practical support will be given to help with school work?
 - What support will be given with relationships in school?
- How you can support the plan.
- The things your child must do to make the plan successful
- Review dates, time and place.