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Checklist for Pastoral Leaders

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| **Things to try** |
| Design a bespoke timetable with the child at the centre rather than the school. |
| Speak to the child, parents and teachers when designing the intervention. |
| Design a reward programme that recognises small steps and includes praise from each member of staff. |
| Have a staff contact point throughout the day that the child has agreed to and who will focus on the positives. |
| Separate the process of reward and sanction. |
| Give expectations or targets that are SMART. |
| Be prepared to reduce expectations or targets if the child is not achieving them. |
| RAG-rate the child’s timetable (with the child) and start with the lessons s/he is feeling successful in. Have an alternative setting for the classes that are RED. |
| Observe the child in the lessons they are successful in and those they are not. Work out what changes need to be made by the teacher to meet the student’s needs. |
| Use the observations to set out very clear language, scripts and differentiation for that child. Ensure the child and teachers understand it. |
| Have a small group of staff who will support, listen to and be an advocate for the child and to whom the child can go and not be judged. |
| Have daily, weekly and monthly calls with the parents and focus on the successes. |
| Ensure all assessments on potential education barriers have been done. You should have a bank of assessments to screen for the basics. |
| Ensure the child is represented in the school   * In displays * In positions of authority or responsibility * In clubs * In trips etc |
| Remain the adult in every situation. Focus on the outcome that you want, not the argument. |
| Be consistent individually and collectively. |
| Move the student to a safe place away from the pressure of an audience. |
| Listen to understand, not to respond |

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| **Things to avoid** |
| Defaulting to set systems and structures that have already failed. |
| Designing the programme in isolation and delivering it for the child to agree with. |
| Sticking to the school’s existing reward system and expecting them to adhere to something that may have already failed.  Designing a reward programme that is binary – you either do everything or nothing. |
| Having a staff contact point that is forced upon the child and who will focus on the negatives. |
| Making the monitoring meetings all about the negatives. |
| Expecting the targets to create the ‘perfect child’. |
| Re-setting expectations or targets the child is failing. |
| Expecting a child to attend all lessons if they are failing in some. |
| Ignoring the role of the adult in the child’s behaviour and assuming that it is all about the child. If you want the child to change then adults will need to adapt too. |
| Using the lesson observations in a negative way for either the child or the teacher. |
| Expecting the tutor, head of year or class teacher to be able to change the child’s behaviour. |
| Contacting the parent irregularly and focusing on the negatives. |
| Assuming the child is just naughty. |
| Allowing the behaviour to stop the child from being part of the community and accessing the whole school curriculum by ‘banning’ them from sports teams or trips etc. |
| Biting back with words or inflaming the situation. |
| Being tempted to bring up previous misdemeanours. |
| Reprimanding in public. |
| Interrupting, over-powering or ignoring. |

Reproduced from

‘Leading on Pastoral Care’

by Daniel Sobel

and

‘When the Adults Change, Everything Changes’

by Paul Dix