

# Student Pregnancy, Parenthood and Family Care: Support Plan

## 1. Purpose and Principles

The British Psychotherapy Foundation (bpf) is committed to providing a supportive, inclusive and respectful learning environment for students who are pregnant, become parents, or have family or caring responsibilities. This includes, but is not limited to, pregnancy, maternity, paternity, adoption, partner pregnancy, and other forms of family care.

The purpose of this Support Plan is to ensure that students are supported to continue their studies where possible, to take leave where required, and to return to study in a planned and supported way. The plan aims to balance student wellbeing, professional standards and academic integrity, in line with the [Student Pregnancy, Parenthood and Family Care Policy](#).

This Support Plan is intended to support students in relation to pregnancy, parenthood and planned family care arrangements as it relates to the [Student Pregnancy, Parenthood and Family Care Policy](#). Where a student experiences unexpected caring responsibilities, acute illness, or circumstances not directly related to pregnancy or planned parenthood, these will be considered under the [Additional Considerations Policy](#).

Staff supporting students should refer to the relevant policy to ensure that the most appropriate framework is applied.

## 2. Scope

This Support Plan applies to all students and members across bpf programmes and may relate to:

- Pregnancy (including complications or pregnancy loss)
- Maternity and paternity
- Adoption and fostering arrangements
- Partner pregnancy or birth
- Caring responsibilities for infants and children

The plan is flexible and will be tailored to the individual student's circumstances.

### **3. First Point of Contact and Coordination**

The student's first point of contact will normally be the Course Director, Manager of Training, or Chair of the Training Committee. This person will coordinate the Support Plan, act as the primary liaison, and ensure that agreed adjustments are communicated appropriately (with the student's consent).

### **4. Communication and Review**

Clear communication arrangements will be agreed with the student, including preferred method and frequency of contact. The Support Plan will be reviewed at key points (for example, during pregnancy, prior to leave, and prior to return to study) or sooner if circumstances change.

### **5. Health, Wellbeing and Risk Assessment**

Where relevant, a **Student Pregnancy, Parenthood and Family Care Risk Assessment** will be completed. This assessment considers physical, emotional, practical and professional factors related to study, teaching, placements and clinical work.

Students are not required to disclose personal or medical information beyond what is necessary to identify reasonable adjustments.

### **6. Attendance, Absence and Flexibility**

- As much as reasonably possible, we encourage students to schedule antenatal or adoption-related appointments outside of timetabled teaching and training sessions
- Where attendance is affected, arrangements for catch-up, recorded sessions or alternative learning activities will be agreed and recorded

### **7. Assessments and Academic Requirements**

Reasonable adjustments may be made to assessments, deadlines and examinations to accommodate pregnancy, parenthood or family care responsibilities. These may include extensions, alternative deadlines, modified assessment arrangements or phased progression, where appropriate. It's important that we have sufficient notice so that adjustments can be arranged in time.

### **8. Clinical Work**

Students undertaking clinical work should consider whether they can fulfil the length of psychotherapy commitment that their patient(s) has agreed to. We encourage students to make decisions in the best interests of their patient(s).

Delays to beginning work Clinical Work are possible and careful consideration will be made

### **9. Professional Placements**

For students undertaking a professional placements:

- Placement providers will be informed where necessary by the student or when necessary, by the bpf with the student's consent.
- The student is expected to follow the placement providers maternity related policy alongside the bpf's Student Pregnancy, Parenthood and Family Care Policy.

- Any adjustments will aim to maintain professional standards while supporting the student's wellbeing and learning.

## **10. Infant Observation**

In line with bpf guidance, students who are pregnant, new parents or primary carers may be advised to pause or defer infant observation or child-focused learning where personal circumstances are likely to interfere with learning outcomes or professional boundaries.

## **11. Training Journey**

Where a pause in infant observation, placement activity or clinical practice is required, it is acknowledged that this will have implications for the student's training trajectory.

Where a pause is implemented, this may result in a revised sequence of training elements, a delay to progression, or an extension to the overall duration of training. The implications of any pause will be discussed with the student and documented within the Support Plan. The plan will be subject to review at agreed intervals to determine readiness to return to the programme and to confirm any conditions attached to re-entry.

## **12. Personal Analysis**

For students who are engaged in personal analysis as part of their training:

- We strongly advise students to continue in personal analysis. Students who significantly reduce or pause their personal analysis may be required to recommence their personal analysis for an agreed period of time prior to returning to their programme of study.

## **13. Leave, Return to Study and Phased Reintegration**

The Support Plan will record any agreed period of maternity, paternity, adoption or family-related leave, alongside an anticipated return date.

A pre-return review will normally take place to:

- Reassess risk and wellbeing
- Agree a phased return if appropriate
- Review academic and clinical requirements

## **14. Link to Related Policies**

<https://www.britishpsychotherapyfoundation.org.uk/student-policies-and-regulations/>

## Student Support Plan

Field	Information
Student Name	
Programme and Year	
Nature of Circumstance	<input type="checkbox"/> Pregnancy <input type="checkbox"/> Maternity <input type="checkbox"/> Paternity <input type="checkbox"/> Adoption <input type="checkbox"/> Partner pregnancy <input type="checkbox"/> Other caring responsibility
First Point of Contact (Course Director / Manager of Training / Chair)	
Personal Tutor	
Emergency Contact Details Relationship	

### Key Dates and Review Points

Item	Date
Estimated Due / Placement / Start Date	
Current Stage of Pregnancy (Weeks)	
Planned Leave Period (if applicable)	
Review Dates	

### Communication Plan

Area	Agreement
Preferred Method of Contact	
Frequency of Check-ins	
Staff to Be Informed (with consent)	

## Risk Assessment

Area	Notes
Risk Assessment Completed	Yes / No
Key Risks Identified	
Adjustments Required	

## Attendance, Absence and Catch-Up

Area	Notes
Attendance Adjustments	
Catch-up Arrangements	
Remote or Flexible Access	

Area	Notes
Adjustments to Assessments	
Revised Deadlines	

## Personal Analysis

Area	Notes
Does the student intend to continue personal analysis?	Yes / No
If yes, how frequently	
If no, intended start date	

## Placement or Clinical Work (If Applicable)

Area	Notes
Placement Notified	
Clinical Services Notified	

Area	Notes
Patient Arrangements (Supervision)	
Adjustments or Pause	
Supervisor Report	
Patient Report	

### Absence and Return Plan

Area	Notes
Start of Leave	
Expected Return Date	
Phased Return Agreed	

### Practical Support

Area	Notes
Facilities or Practical Needs	
Wellbeing Support	

### Declaration

Name	Role	Signature	Date
Student			
First Point of Contact			
Personal Tutor			

## **Student Pregnancy, Parenthood and Family Care – Risk Assessment Form**

*This risk assessment form is to be completed as part of the Student Pregnancy, Parenthood and Family Care Support Plan. It is informed by sector best practice and adapted to the bpf's academic, clinical, and observation-based training environment.*

### **Section 1: Student and Course Details**

- **Student Name:**
- **Programme / Training :**
- **Stage of Training:**
- **Mode of Study:** (e.g. full-time, part-time, CPD)
- **Partner Institution (if applicable):**
- **Director of Training / Chair of Training Committee:**
- **Assessor(s):**
- **Date of Assessment:**
- **Expected Due Date / Relevant Date (if applicable):**

### **Section 2: Scope of Assessment**

This assessment should consider **all relevant elements** of the student's programme, including:

- Teaching and seminars (on-site and online)
- Assessments and examinations
- Clinical work and training patient cases
- Infant Observation
- Professional/Clinical placement
- Travel associated with study
- Return to study following maternity / parental leave

Please indicate whether the programme involves any of the following.

If yes, please describe the issue and any impact it may have on the student's ability to engage with their studies or training. Where known, note any adjustments or support that may help to reduce risk.

### Section 3: Physical Demands

Activity	Yes	No	Agreed adjustments/control measures
Prolonged standing or sitting			
Prolonged periods of walking or travel			
Carrying books, or other materials			
Restricted space or access issues			
Tasks that may become more difficult as pregnancy progresses			

### Section 4: Mental and Emotional Demands

Demand	Yes	No	Agreed adjustments/control measures
Challenging or inflexible deadlines			
High emotional load (e.g. clinical work, infant observation)			
Exposure to distressing material or situations			

### Section 5: Learning and Working Conditions

Condition	Yes	No	Agreed adjustments/control measures
Limited access to rest breaks			
Limited access to toilet facilities			
Lone working (including clinical or placement settings)			
Long hours seated			
Travel at unsociable hours or long distances			

Condition	Yes	No	Agreed adjustments/control measures
Access to breastfeeding facilities			
Exposure to unwell individuals			

## Section 6: Clinical Training and Infant Observation (if applicable)

### Clinical Element

Consideration	Yes	No	Agreed adjustments/control measures
Student currently seeing training patients			
Ability to meet minimum psychotherapy commitment			
Risk of interruption to patient care			
Ethical concerns identified			

### Infant Observation

Consideration	Yes	No	Agreed adjustments/control measures
Student undertaking an Infant Observation			
Student has infant under one year old			
Risk to observer role or core competencies			

## Section 7: Placements and External Settings (if applicable)

Consideration	Yes	No	Agreed adjustments/control measures
Placement provider informed			
Placement risk assessment completed			
Placement conditions pose additional risk			

Consideration	Yes	No	Agreed adjustments/control measures
Student able to meet placement requirements			

## Section 8: Health and Wellbeing Considerations

Please record any relevant information disclosed by the student (optional):

- Pregnancy-related symptoms or health conditions:
- Medical advice impacting study (if shared):
- Fatigue, pain, or stress considerations:
- Emotional wellbeing considerations:

## Section 9: Review and Monitoring

- **Next review date:**
- **Trigger points for review:** (e.g. progression of pregnancy, assessments, placement changes, return from leave)

## Section 10: Declaration

This risk assessment has been completed collaboratively and forms part of the Student Pregnancy, Parenthood and Family Care Support Plan.

- **Student Signature:** \_\_\_\_\_ Date: \_\_\_\_\_
- **Assessor Signature:** \_\_\_\_\_ Date: \_\_\_\_\_