



Student Welfare and Pastoral Support Policy

Purpose

BIS is dedicated to best serve our students' needs, modelling them into mature and well-adjusted young adults, who will be confident and equipped to make a positive contribution to society.

This policy should be read in conjunction with Safeguarding and child protection policy, behavioral policy, health and safety, and equal opportunities policy.

Rationale

Pastoral Care is a core dimension of life of the school. It is defined as the system of roles, resources, structures, policies, programmes and processes employed to support the development of young adults. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values. This policy sets a formal structure for pastoral care, setting out clear and defined roles and expectations to ensure that every member of our school community has access to relevant pastoral structures and procedures.

Pastoral Goals

1. To provide a safe, caring and supportive environment for students.
2. To care for and support each member of the school community. Priority is given to the nurturing of teaching and learning relationships

Aims of a Pastoral Care Structure

- To clarify roles, responsibilities, tasks and procedures.
- To create links between all areas of the Pastoral Care Programme.
- To promote an environment which meet the needs of each student.
- To acknowledge and support each person's role in the school community.
- To nurture teaching and learning relationships.
- To recognise talents and abilities.
- To monitor progress at every level for the student.
- To act as an early warning system for the early detection of "at risk" students.
- To help the young person to make their own decisions through greater self-awareness and independence.
- To promote clear values that animates our school.
- To support an engaging curriculum, through related policies.
- To involve all partners in the life of the school.



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Pastoral Care Personnel

We take a collaborative approach to Pastoral Care in BIS and therefore, each staff member has a role to play in its implementation. However, there are a number of personnel who have a specific role to play.

These include:

Board of Management

Principal

Deputy Principal

Key stage co-ordinators

School counsellor

Form tutors

Subject teachers

Pastoral care procedures

Students

The pastoral system is organised into a year group system, which includes subject teachers, form tutors, key stage coordinators, Deputy Principal and the pastoral manager (Principal), and external counsellors. The whole system is overseen by the Pastoral manager, who is responsible overall for the pastoral care at the school.

Students are organised into tutor groups, within their year groups, with a tutor who may usually look after the group for the majority of their time. The first point of contact for students or parents should be the relevant form tutor, as they typically handle day to day matters and give advice where needed or requested.

The next point of contact is the Key stage coordinator, who oversees all the form tutors in their year group, and who typically handle a wide range of issues concerning student welfare and happiness, concerns over attendance and punctuality as well as dealing with discipline issues. Supporting all Key stage coordinators is a non-teaching pastoral manager.

The School also benefits from a strong partnership with outside agencies such as the Institute of Mental Health, department for Children and Adolescent Mental Health, the Educational Psychologist Service. The school also employs a full-time counsellor to provide advice and support at times of difficulty.

Induction programme for students

A comprehensive induction programme is in operation for:

Group	Staff member responsible
Incoming First Year Students	Principal, Deputy Principal, Key stage coordinator, Tutors
Parents of First Year Students	Principal, Deputy Principal
Students joining any other year groups	Principal, Deputy Principal, Coordinator, Tutors, Student Council



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class rep.

Transition Year Students

Coordinator, Tutors, Career Guidance Counsellor

Staff

Induction and Mentoring: Each new teacher has an Induction day prior to commencing teaching to familiarise them with the school, its Mission Statement, Ethos and the School Policies and Procedures. The Key stage coordinators support teachers in their first and second year of teaching. Standard meetings are a further support to beginning as well as experienced staff.

Professional and Staff Development: The staff is provided with ongoing professional development. School based professional development is part of regular in-school and out of school staff meetings.

Staff Support: The Principal and Deputy Principal are always available to staff. The Board of management organise regular social outings for staff.

Parents

The School will support parents by communicating to them about their child's progress and development. We will also assist parents by informing them of how best they can help their child academically.

If parents are experiencing family problems the school can offer support through assisting the children come to terms with those difficulties.

If necessary the school will ask the school counsellor to speak to parents who seek assistance.

Roles and Responsibilities

Board of Management

The Board of Management supports the principles of inclusivity and equality of access. The Board will have overall responsibility for the development and monitoring of policy.

The Principal and Deputy Principal

The Principal will work with the Board of Management, staff and students in the development of the policy and ensuring that the proper structures and resources are put in place for its effective operation. The Principal / Deputy Principal will oversee the implementation of the policy, provide from available resources the necessary structures to implement the policy, contact and liaise with parents and with outside agencies as necessary and will remain available to meet students, staff and parents in a supportive environment. In their role as Designated Liaison Person and Deputy Designated Liaison Person, the Principal and School counsellor will contact relevant agencies in accordance with Child Protection Procedures.



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Form tutor

The form tutor, through meeting students on a regular basis, will identify any challenging areas for the students in their group and liaise with coordinators, management and other members of the care team, as necessary. The tutor will support the work of the coordinators and teachers in supervising, overseeing and monitoring student journal and attendance and will encourage group activities e.g. sport etc.

School counsellor

School counselling is a specialist role undertaken by those professionally trained in counselling theory and practice. It involves a trained professional forming a relationship with a student to support them with identity development, enhance their resiliency skills, and develop the resources to manage their relationships with others in their life. Effective counselling seeks to empower the student to develop their coping skills and make positive changes in their lives. It includes working with individuals, groups and families, and working at the interface between students and others around them who may influence their lives. Counselling activities of a counsellor within a school may include developing, helping and/or supporting the delivery of skill development programmes, as well as providing specialist advice to staff and the community and making referrals. Counselling activities may also include providing mediation between students, as well as between students and staff.

Where possible, the school counsellor will also be timetabled to teach PSHE to the year group, thus enhancing the relationship between the counsellor and student and promoting openness and trust.

Guidance Counsellor (Senior School)

The principal of a secondary school is required to ensure all students are provided with appropriate career information, advice, guidance and education to prepare them to join the workforce or undertake further training when they leave school. Students need to learn strategies that will equip them to plan and manage their learning and career pathways, at school and beyond.

The Guidance Counsellor provides for the needs of the students in the area of career guidance. The Guidance Counsellor is available to meet students in class groups and for individual consultation with students and/or parents on matters related to career advice. They liaise with the other staff members as necessary, in providing this support and guidance.

Subject Teachers

The Subject Teachers will have regular contact with the class and will deal with simple issues as they arise. They will normally be the first to be approached by pupils. Relevant information and issues that require further attention will be passed to the form tutor, who can then contact the coordinator or school counsellor, depending upon the nature of the concern. The teacher will create a positive learning environment in the classroom which encompasses the development of the whole person.

Subject teachers will write weekly report on each of the courses they are teaching, with special emphasis on the particularly positive performance/behaviour of their students as well as on any concerns they might have about a particular students.

Student Council Liaison Teacher

The main role of the student council liaison teacher is:

- To meet with the student council regularly and report to the Principal;



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- To promote the interests of the student council;
- To assist and advise the student council;
- To be the link between students and teachers and management.
- To encourage a link with management to highlight student's needs.

Code of Behaviour

The Code of Behaviour is outlined in the BIS Behavioural Policy and is in place to facilitate learning and teaching in a positive, safe and secure atmosphere. The policy has been developed in partnership with the staff, students, parents and management. Refer to Behavioural Policy, Primary/Secondary.

Recognition of Positive Behaviour

Awards Ceremony

At BIS, we acknowledge the value of recognising positive behaviour in motivating and encouraging our students. Every member of staff may give a student a comment in the homework diary to recognise good organisation, participation, performance, effort in school activities etc. A weekly assembly is held every Friday in both the Lower and Upper Primary School. Each teacher gives out a 'Star of the Week' certificate and then explains verbally why the certificate was awarded to the whole of the assembly. The Principal's Award is also handed out to one student every Friday if a pupil has done something extraordinary. Students from Reception to Year 9 have the opportunity to win Athletics certificates which come in Gold, Silver and Bronze depending on the number of points they have earned online. The Athletics certificates are handed out at the end of every half term with Bronze being handed out in class whereas Gold and Silver are handed out in the assembly.

At the end of the academic year 'Pupil of the Year' and 'Most Improved student' certificates are awarded to one student in each class.

In the lower senior school, the weekly assembly is held on a Tuesday. Athletics certificates are awarded once every half term. Gold certificates are given out in the assembly and Silver and Bronze certificates are placed in the school reports. Other certificates that are awarded are for activities like the 100 Word Challenge and IDEA the Inspiring Digital Enterprise Award.

At the annual graduation ceremony several certificates are handed out such as the Citizenship award and the Johnathan Rider award for academic excellence in Year 6 and Year 9. A Pupil of the Year award is handed to the graduating class member with the highest overall grades.

Policy Review

This policy is reviewed annually.

Reviewed July 2019