



## 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 (see Appendix 1, 2 and 3).

### 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 meets 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 students 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.



## 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 Directors
- Director of Education
- Head of School
- Head of Primary/Secondary
- School counsellor
- Form tutors
- Subject teachers
- Class teachers
- Teaching assistants

## Pastoral care procedures

### Students

The pastoral system is organised into a year group system, which includes subject teachers, form tutors, Key stage Coordinators, Head of Primary/Secondary, Head of School and the pastoral manager (Director of Education), 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 Head of Primary/Secondary, who oversees all the form tutors/class teachers 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.

### Induction programme for students

A comprehensive induction programme is in operation for:

Group	Staff member responsible
Incoming First Year Students	Director of Education, Head of School, Head of Primary/Secondary, Tutors/class teachers
Parents of First Year Students	Director of Education, Head of School
Students joining any other year groups	Director of Education, Head of School, Head of Primary/Secondary, Tutors, Student Council class rep.



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Transition Year Students

Key stage 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:** Director of Education and Head of School are always available to staff. The Board of Directors 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 to 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 Directors

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

### Director of Education and the Head of School

The Director of Education will work with the Board of directors, 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. Director of Education/Head of School 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 DSL, the School counsellor will contact relevant agencies in accordance with Child Protection Procedures.

### 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



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necessary. The tutor will support the work of the coordinators and teachers in supervising, overseeing and monitoring student behaviour 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 Director of Education and Head of School are 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/ Class Teachers & Tutors

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 students. 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 a 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 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 Head of School;
- 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.



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- 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

### Regular Rewards and Awards

Where appropriate, students will be rewarded for hard work and excellent behaviour. This will normally be in the form of verbal feedback at tutor group and phase assembly level. Certificates may also be issued.

### Annual Awards Ceremony

At the annual graduation ceremony several certificates are handed out to the most successful students. An ECIS student award for international understanding is given to the graduating student in year 13. A COBIS award is given to the most successful student in Y6 and Y13. The Johnathan Rider award for academic excellence is given to students in Year 6, 9 and 13.

## Policy Review

This policy is reviewed annually.

Reviewed July 2021



Appendix 1-Pastoral Care System in Primary School

# Circle of Support

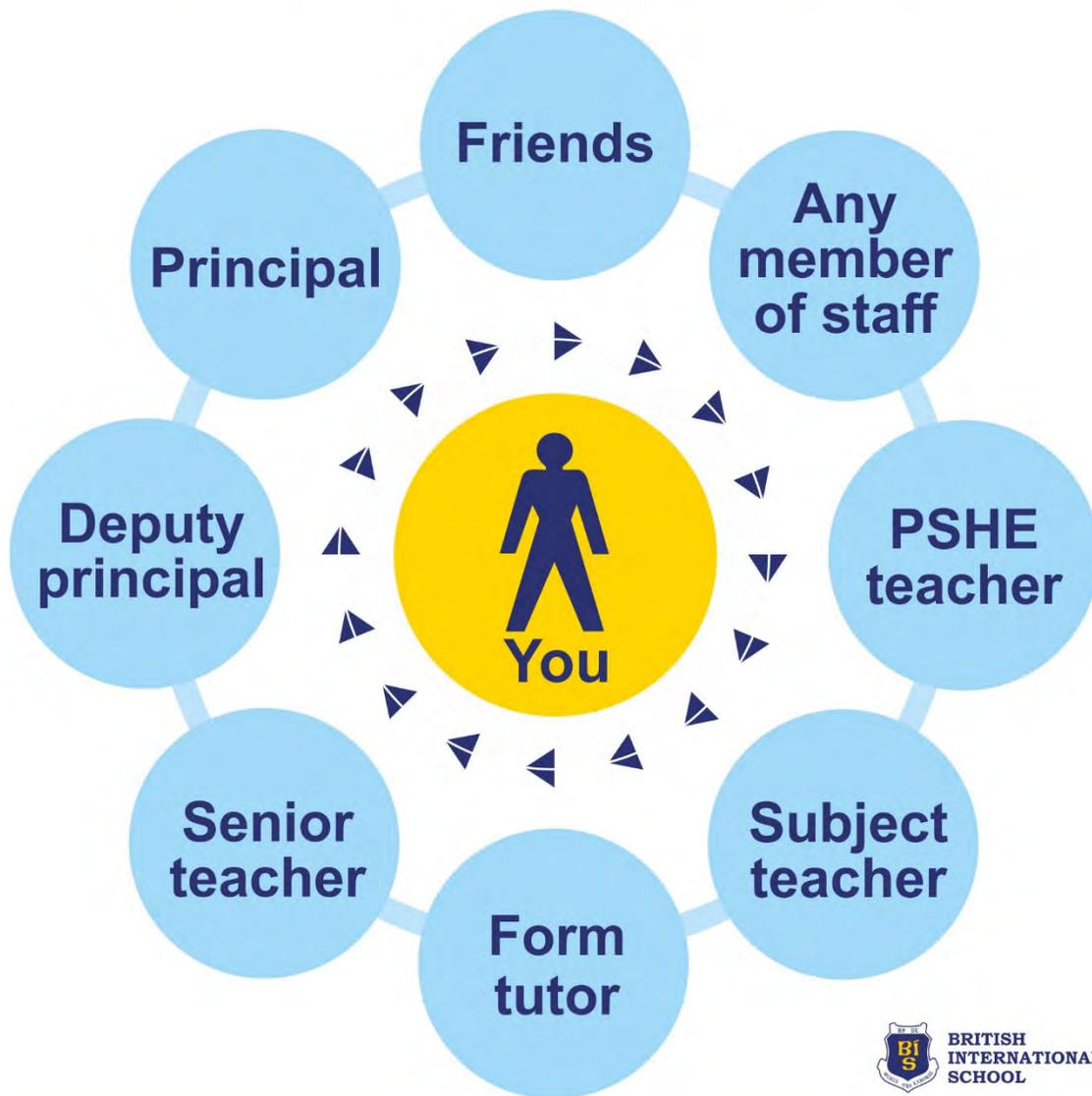
## Primary school





## Appendix 2-Pastoral Care System in Lower Secondary School

### Circle of Support Lower Secondary school





Appendix 3-Pastoral Care System in Upper Secondary School

# Circle of Support

## Upper Secondary school

