



## ISE Pastoral Care Policy

At ISE we have a responsibility for the care, welfare, safety and therefore the learning environment of all our students. The school's ethos provides the basis for this policy. The promotion of our agreed values and beliefs means a learner-centred approach.

### Definition

Teachers, administrative staff, welfare-staff and volunteer staff are all part of the ISE family team. This team ensures students are happy and secure in whatever activity they are taking part in, academic, social or other. We have established a caring commitment to guide and advise our students, equipping them with the skills needed to develop their English to the maximum and extend their awareness of other cultures. Teaching and non-teaching staff, all approach students in a positive and caring way.

### Aims

Through our pastoral care policy we aim:

1. To create and maintain an atmosphere where students feel they are safe, valued, respected and happy;
2. To promote the aims of our school;
3. To implement our code and practice for behaviour, which considers the views of all other members of the school, fostering a spirit of accepting inclusiveness;
4. To maintain the highest standards of teaching and learning;
5. To respond in a sympathetic way to the concerns and anxieties of our students.

### Specific Issues

#### 1 Ethos

The ethos of the school will be reflected in the linguistic, personal and social development of our students. This is achieved by the directors, senior management team and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community.

#### 2 Relationships

A good relationship between all students and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between: staff and students; students and peers; all staff; senior management team and staff; school and community.

#### 3 Values

The teacher should be prepared to discuss his/her values and beliefs with the students, in appropriate circumstances, and not only their knowledge. Social skills are central to the ethos of the school.

#### 4 Self Esteem

We believe that self-esteem and respect for others are central to the development and well being of all and that this promotes personal growth.

### Personal Safety

We will encourage students to be responsible for their own personal safety and help them to acquire skills to be able to do this so that they will be able to make the correct decisions and know where to get help if needed. Students and staff will also be made aware of the first aid officers and of the procedures for dealing with students who need



first aid. All students will be able to speak to the Welfare Officer if they need help or are concerned about any personal matter.

## Implementation

### 1. Roles and Responsibilities

Our Directors will have overall responsibility for the implementation of the curriculum including monitoring the safety of each student in the school. The senior management team will ensure that pastoral care is given a high profile in the school development plan. The Welfare Officer will monitor and evaluate the implementation of the pastoral care policy. S/he will work with all staff and ensure teaching resources are kept up to date and that staff are properly trained. Every member of staff will work to build students' self esteem and encourage assertiveness. Staff will facilitate students celebrating success.

### 2. Training

Training of both teaching and non-teaching staff will be led by the Welfare Officer.

### 3. Resources

Resources required to maintain and update the pastoral care and welfare policy will be updated as necessary.

### 4. Range of Pastoral Activities

All students are supervised during their contact hours at the school and responsibility for them remains with the school while they are in any classroom or common area. Thus supervision may also continue during all break times and extra-curricular activities.

Revised April 2019 (Oliver Eke and Hazel Parker)