



British International School of Timisoara

We Provide the Foundation on Which Our Children Can Flourish

School Policies

Pastoral Care policy

Approved by:

School Director

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Last reviewed by:

School Leadership Team

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Next review by:

School Leadership Team

Date: June 2025

General

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

It is fundamentally important for us to underline our vision and mission, and to promote these values within our school programmes. These values will be embedded within the routine of our school, in and outside the classroom. It is equally important for all of the members of our community to understand that we are all accountable for our actions and we must do our best to follow these values which are in place to ensure a safe, friendly and happy environment for all of the members of the BIST community. parents.

The emotional and physical wellbeing of our children is fundamentally important and represent the base on which children can develop at all levels. We know that a child who feels safe and happy can build self-esteem and therefore can learn and develop. From this perspective the Pastoral Care system of our school plays a vital role in the school philosophy and routine.

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Structure and responsibilities

British International School of Timisoara (BIST) is a caring community which tries to ensure that every student is equally valued and supported throughout his/her school career. All students are encouraged to achieve their full personal and academic potential and to work out their own moral and religious principles. Opportunities to take increasing responsibility for themselves and others, and to take part in community activities are an important aspect of school life.

The School's Pastoral Care System plays a vital role in the pursuit of these aims. The pastoral dimension of our school involves both a general and a specialised focus.

The General Focus

As an integral part of the whole school experience the pastoral dimension should be evident in:

- The invisible curriculum, i.e. school ethos, the quality of interpersonal relationships and the physical school environment.
- The teaching of individual subjects, which includes teaching and learning methods, the integration of cross curricular themes, methods of assessing and monitoring pupil progress and recording achievements.
- The School Reward System which is designed to recognise and reward positive behaviour, including effort, improvement, initiative, co-operation, contribution to school life, and achievement.
- The Extra-curricular Programme, which encourages participation in and enjoyment of constructive interests ensuring pupils have an opportunity to pursue and develop their special talents and interests.
- The Behaviour Policy, which aims to promote the rights and responsibilities of all in the school.

The Specialised Focus

At BIST there is a planned programme of pastoral activities which includes:

- School assemblies and registration
- Oversight of pupil progress – progress cards and reports
- Counselling / support
- Schools trips
- Charity projects
- Participation in competitions
- A University & Careers Guidance programme (UCC)
- Each pupil is allocated to a Form Tutor with a knowledge of individual student needs, talents, aptitudes, and abilities in the Tutor Group
- Pastoral Target Setting
- Student/Teacher mentoring

Roles and Responsibilities

The overall responsibility for the Pastoral dimension of school life lies with the School Director, Head of Secondary School and Head of Primary School.

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In the Primary School the Pastoral Team primarily includes the Head of Primary School, Deputy Head of Lower Primary, Deputy Head of Upper Primary, the PSHEE coordinator, the Class Teachers, the School Counsellor, the SEND Coordinator and the Designated Safeguarding Leads.

In the Secondary School, the Pastoral Team primarily includes the Head of Secondary School, the Deputy Head of School/Pastoral, the Form tutors, the PSHEE coordinator, the School Counsellor, the SEND Coordinator, the UCC counsellor and the Designated Safeguarding Leads.

The function of the Pastoral Care team is to plan and monitor pastoral care provision within the school and to provide support and guidance for teachers in carrying out their roles. The Pastoral Team meets regularly to discuss pastoral/academic issues within the school.

Each teacher has a pastoral role in their day to day interactions with students; however, the following staff have specific responsibilities:

All members of staff - have a responsibility for the pastoral care of other members of the School community. Any concerns with students must be passed on to the Class Teachers (PS) and Form Tutors (SS).

Class Teachers (PS) and Form Tutors (SS) – at BIST the main responsibility, with regards to Pastoral Care, is with the Class Teacher in the Primary School and the Form Tutor in the Secondary School.

The Class Teacher (PS) and The Form Teacher (SS) have a pivotal role in the implementation of the Pastoral System. They are responsible for the day to day welfare and personal development of the students in their tutor group:

- Set the “tone” for the day, by creating a positive ethos, establishing/encouraging good student/teacher, Student/student relationships, and developing both a Tutor Group and a school spirit and identity;
- Run the morning and afternoon registration and tutor time; plan meaningful activities for tutor time during the morning and afternoon sessions;
- Encourage high standards of work, behaviour and dress in students, and liaise with the relevant line managers over referred behavioural problems; look to reward achievements positively and implement, where necessary, appropriate sanctions.
- Promote, maintain and monitor the official records of attendance and punctuality. Ensuring notes are received concerning any absence and any absence of more than three days is checked with the relevant Head of School. Tutors should alert Heads of School to any patterns of, or suspicious, absences.
- Actively supervise students in weekly assemblies. Class Teachers / Form Tutors are encouraged to help with the organization and to participate in all aspects of the assembly.
- In the Primary School the PSHEE programme is delivered by the Class Teachers; in the Secondary School the PSHEE programme is delivered by the designated PSHEE teacher;
- Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home/school and relationships with other students and staff;
- Monitor and review their students’ current progress across the curriculum using all the data provided;
- Follow through concerns and issues about learning and effort when necessary with subject areas and parents, in consultation with the relevant Head of School;
- Be aware of social and personal factors relevant to the student within and outside of school;

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- Keep parents fully involved regarding students' progress, including curriculum related or behavioural concerns;
- Observe members of their Tutor Group in curriculum areas, if and where possible;
- Know all members of the Tutor Group and maintain the individual profile of each student;
- Assist the Heads of School in distributing letters/notices and participate in Parents' Evenings and report writing;
- Ensure relevant school policies (including Safeguarding, Anti-bullying, Health & Safety and Fire Drill) rules are explained and upheld

Other responsibilities and "duties" when discussing the role of a good tutor have been:

- To be a good role model
- To provide a positive relationship with an authority figure and encourage mutual respect
- To be consistent and fair, and act as a mediator for the students in the group
- To listen
- To have very high expectations of the individual Tutor Group members
- To focus students' minds on achievement through learning
- To discuss current affairs, address student issues (such as bullying)
- To encourage reading for pleasure and good study skills

Members of the Middle Leadership Team

- To support the Head of School with Coordinating Report writing
- Primary School Liaison (KS3)
- Year 6 Transition to Secondary School
- EAL, SEND and MAT - support, direction and co-ordination
- Compile and collate write-ups for newsletter/School magazine covering aspects of involvement regarding each Key Stage (Department)
- Track behaviour and attainment within Key Stage
- Co-ordinate celebration assemblies within Key Stage
- Supervise and conduct form tutor meetings
- Monitor uniform, attendance within the Key Stage and report in this regard, any concerns
- Report any Safeguarding issues to the DSL
- Ensure that **Schoolbase** is updated on all matters Key Stage specifics such as data, photos, changes, attendance etc.
- Supervise and manage new student induction throughout the year
- Assist the PSHEE coordinator in developing the PSHEE programme
- Send out parent mail regarding Key Stage specific issues
- Assist in the Option selection process

Head of Pastoral Care

In the Primary School, the Pastoral Care coordination is in the area of responsibility of the Head of Primary School who will be supported by the Deputy Head of Lower Primary and Deputy Head of Upper Primary;

In the Secondary School, The Deputy Head of Secondary / Pastoral, will look after the implementation of the Pastoral Care process and will monitor this, with guidance and support from the Head of Secondary

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School. The Deputy Head / Pastoral will work in close relation with the Deputy Head / Academic to ensure all important aspects related to the holistic development of the children are covered.

PSHEE Co-ordinator

PSHEE is currently coordinated by the Head of Primary School and delivered by the class teachers. In the Secondary School the PSHEE programme is coordinated by the PSHEE Coordinator, who will also be the one teaching the programme. The Deputy Head of Secondary / Pastoral will monitor the implementation of the PSHEE programme and will offer guidance and support.

The Schools nurse - is available for consultation by all students.

The School counsellor – is available in school during the school hours and offers support as needed.

The SEND Coordinator – is available in school during the school hours and offers support as needed, as per the school SEND policy.

The role of the parents

The parents play a vital role in the development of the children. We will organise various sessions with parents in order to ensure open and transparent communication related to our school approach, vision and values. It is highly important for us to ensure parents adhere to our school values and work with us to provide the best possible experience for the children. We will do our very best to keep parents informed and involved in the development of the children at all levels.

Policy review

This policy will be reviewed on yearly basis by the School Leadership Team.