



Pastoral Care Policy

Chartwell International School

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Purpose

CIS is dedicated to best serving 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 the Safeguarding and Child Protection Policy, Behavioral Policy, Health and Safety, and Equal Opportunities Policy.

Rationale

Pastoral Care is a core dimension of life at 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).

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 pastoral care.
- 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 the progress of students in all areas of school life.
- 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.

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Pastoral care personnel

We take a collaborative approach to Pastoral Care in CIS 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:

Director of Community Relations and DSL
Academic Director
Heads of School
School Coordinators
Wellbeing Director
Wellbeing Counsellor
Homeroom Teachers
Subject Teachers
Teaching Assistants

Pastoral care procedures

Students

The pastoral system is organised into a year group system, which includes Subject Teachers, Class Teachers, Head of Primary/Secondary, DSL, Wellbeing Director, Coordinators, and Wellbeing Counsellors.

Students are organised into year groups, and within their year groups, a homeroom teacher looks after the group. The first point of contact for students or parents should be the relevant homeroom teacher, as they typically handle day-to-day matters and give advice where needed or requested.

The next point of contact is the Coordinator if they level has it if not the Head of School, who oversees all the class teachers in their year group, and who typically handles a wide range of issues concerning student welfare and happiness, concerns over attendance and punctuality as well as dealing with discipline issues, in consultation with the school counsellor.

Staff

Induction and Mentoring: Each new teacher has an Induction day, before commencing teaching to familiarise themselves with the school, its Mission Statement, Ethos and the School Policies and Procedures. The Year group coordinators/Head of School/Academic Director support teachers continuously. Standard meetings are a further support to beginning as well as experienced staff.

Professional and Staff Development: 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 Head of School is always available to staff.

Parents

The School will support parents by communicating with 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.

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If necessary, the school will suggest that the wellbeing counsellor speaks to parents who seek assistance regarding school-related issues their children are facing.

Roles and responsibilities

Advisory Board (AB)

The Advisory Board supports the principles of inclusivity and equality of access. AB receives the termly DSL report that includes the overall view of the pastoral issues across schools.

Head of School and Director of Community Relations

The Director of Community Relations will work with the SLT in the development of the policy and ensuring that the proper structures and resources are put in place for its effective operation. The 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 services as necessary and will remain available to meet students, staff and parents in a supportive environment. In their role as DSL/ADSL, the Wellbeing Director or directly the DSL will contact relevant agencies in accordance with Child Protection Procedures.

Homeroom teachers

All teachers are expected to act as homeroom teachers. The role is a key part of the smooth running of the pastoral and academic systems in CIS. All students have a class teacher to help them develop in the balanced way set out by the School. Homeroom teachers help students when they have problems, guiding and advising them and their parents about important issues arising during their educational journey and being especially interested in all their activities.

Homeroom teachers are the first point of contact for students and parents. They help students when they have problems, guiding and advising them and their parents about important issues arising during their educational journey.

The Homeroom teacher will be responsible for a group of students.

Monitoring

The Homeroom teacher will monitor the academic and pastoral progress of the students and be responsible for reporting and recording that progress.

Pastoral

The Homeroom teacher will be the first point of contact for students. They will act appropriately in helping these concerns be addressed. The Homeroom teacher must follow the guidelines of all safeguarding procedures.

Duties include but are not limited to:

- Meeting, greeting and registering students in the morning;
- Treating all members of the community, colleagues and students, with respect and consideration;

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- Being a communication channel between school and students, ensuring that students are always kept up to date and informed;
- Treating all students fairly and consistently;
- Setting a good example to students in terms of appropriate dress, standards of punctuality and attendance;
- Monitoring of pastoral and academic progress by face-to-face communication;
- Ensure important updates are recorded centrally;
- Hold Homeroom teacher sessions/meetings with their students as necessary;
- Taking an interest in the students assigned;
- Be a positive role model and advocate for the students;
- Support the aims of the School in a positive and constructive manner;
- Report any possible concerns relating to child protection to DSL;
- Be proactive and take responsibility for matters relating to health and safety.

Wellbeing 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 their overall 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 Wellbeing 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.

Academic Director

The Academic Director provides academic leadership and oversight across the whole school, supporting high standards of teaching and learning and working collaboratively with staff, students, and families to promote student achievement and educational success.

As part of the school's pastoral support network, the Academic Director may become involved when specific academic needs or concerns arise, working alongside teachers, the Wellbeing Team, and families to identify appropriate strategies and support for individual students.

In Secondary School, the Academic Director also serves as the school's key contact for the external university and career guidance agencies that partner with Chartwell. In this role, they facilitate students' access to these services and support them in connecting with the appropriate external guidance as they explore post-secondary education and future career pathways.

The Academic Director works collaboratively with students, parents, teachers, and external professionals, where appropriate, to ensure students receive coordinated academic support and guidance throughout their educational journey.

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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 students. Then the information and issues that will always be passed to the Homeroom teacher, who can then contact the school coordinator and/or Head of School, 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.

Code of Behaviour

The Code of Behaviour is outlined in the CIS Behavioural Policy and is in place to facilitate learning and teaching in a positive, safe and secure atmosphere. Refer to Behavioural Policy, Primary/Secondary.

Recognition of positive behaviour

Regular rewards and awards

Students will be regularly rewarded for hard work, great effort and excellent behaviour. This will normally be an age-appropriate reward in the form of verbal feedback, motivational charts, homework/library passes, certificates, best table manners, between others.

Policy review

This policy is reviewed annually.
Reviewed August 2026

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Appendix 1-Pastoral Care System in Chartwell School

