

## **PASTORAL SYSTEM**

### **Overview**

In an attempt to achieve overall excellence at the school, pastoral care must take an integral role. The pastoral care system at SIS has a firm focus on holistic development of the students. It has a focus on the child's academic, sporting and cultural development while ensuring that the school is a safe, caring environment. We at SIS also wish for our students to play an important role within the community that surrounds them, both within and outside of the school.

### **Form Tutors**

The Form Tutor is the first point of contact when a parent has any concerns regarding their child. The Tutor is the primary person in the student's school life. To facilitate this process the Tutor will remain with their group of students throughout Key Stage 3 where possible.

The tutor oversees the pupil's academic and extra-curricular progress on a regular basis, and, although he or she may not necessarily give the advice himself, will often point the pupil towards the appropriate person. The tutor should know the pupils in his or her tutor group, what they do both in and out of school and shows an interest in their collective well-being. He or she may need to take the initiative if problems arise - in cases of bullying, for example, or when there are other emotional/psychological problems, or point them towards the Head of Pastoral Care.

The form tutor is a member of the academic staff and is the first person to whom parents or pupils turn for contact and advice. If a concern needs further discussion, then the tutor will always discuss the matter with the relevant member of school.

### **Head of Pastoral Care (When appointed)**

The HOPC over-see the work of the Form Tutors. This person is kept informed of any issues or positive acts that a student undertakes. The communication of this information is carried out through a referral system kept upon the network.

The HOPC is also responsible for mediating student disputes and liaising with parents over behavioural and social issues that occur outside of school and therefore not within the usual remit of the Form Tutor.

A job description for the HOPC is as follows:

- To help lead form and subject teachers in taking responsibility for the emotional and social welfare of the students.
- To help create and monitor behavioural and merit/ reward systems relating to the student body.
- To be available for individual student issues that are passed on by form tutors/ teachers, or to be used directly as an alternative to the form tutor.
- To advise and provide training for staff in relation to behavioural matters within the classroom.

- To take a role in dealing with any child protection issues that may arise.
- To initiate records of achievement and other appropriate systems.
- To be responsible for the delivery of PSHE and Citizenship in the school through a variety of means, including discrete lessons or assemblies where appropriate.
- To lead in the identification and provision for any student with a particular educational or behavioural need.

### **The House System**

Every student at SIS belongs to one of four Houses; Harimau, Rusa, Burung Kenyalang or Naga, and are given a house by the HOPC upon their admission. The most important aspect of the House system is the Inter-House Competitions. These are conducted in the academic, cultural and sporting realms. All competitions and merits contribute towards a House winner at the end of the year. The emphasis of these competitions is on both excellence and participation. These competitions provide students with an opportunity to excel in their areas of expertise due to the wide nature of the competitions on offer as well as a chance for the less able students to gain valuable points for their House. Furthermore, they allow students to develop their leadership skills and work in a team environment. These are all skills that are actively sought by future employers.

### **PSHE and Citizenship**

#### **Definitions of PSHE & Citizenship**

The PSHE and Citizenship curriculum aims to prepare all children for the opportunities, responsibilities and experiences of life, now and in the future. These include:

- Helping children to become responsible and active citizens of the global community
- Promoting equal opportunities and respect for themselves and others
- Promoting self-esteem and emotional well-being
- Helping children to form and maintain effective relationships
- Equipping children with the necessary knowledge, skills and understanding to make informed and healthy choices
- Promoting and developing their spiritual, moral, social and cultural development

### **Aims**

The PSHE and Citizenship curriculum aims to support the raising of achievement. The four main aims as set out in the National Curriculum are:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play a role as active citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting differences between people.

### **Whole school approach**

PSHE and Citizenship will be delivered throughout the curriculum, through both discrete (within the curriculum subjects) and indiscrete opportunities. These include assemblies (for which there is a timetable attached to this document), class/group discussions and debates, the school council, visits from outside educators, extra-curricular activities and community service, work experience, special projects and through the SIS school ethos. There is also Form time planned for the academic year 2013-2014, for which teachers will receive regular guidance from the HOPC in how best to support PSHE and Citizenship.

All class and subject teachers are responsible for implementing the ethos of PSHE and Citizenship, in addition to all children in KS3 receiving Citizenship lessons. The coordination and monitoring of PSHE and Citizenship throughout the school is the responsibility of the HOPC. Opportunities should

also be found to teach aspects of PSHE and Citizenship through other curriculum subjects that lend themselves to such opportunities, for example, the Humanities, Literacy, Science and Cultural Studies. The organisation of this is the responsibility of the class teacher.

Class teachers are also encouraged to use at least one assembly a year as a platform for an aspect of PSHE they feel is suitable for their class.

There is no requirement at this stage for any formal written assessments; however class teachers should ensure opportunities for informal observations to be made, as to a child's personal and social development.

PSHE promotes both the personal and social development of all children. A broad and balanced PSHE curriculum will aim to encompass aspects of health, including sex education and drug education; environmental education, economic and industrial understanding; careers education and guidance; citizenship; development of communication, problem-solving and interpersonal skills.

### **Encouragement of Positive Behaviour**

The school has developed strategies that encourage positive behaviours. These strategies include:

#### **Merit Awards**

These are awarded for any work or behaviour that staff feels goes beyond what is the general expectation of a student at SIS. All merits will result in one point being awarded to the student's House. Their merits will be tabulated and published every week, and result in prizes and certificates at the end of each half term. These are for the top four in the list, plus outstanding achiever and most improved student.

#### **Subject awards**

These are given out at special award ceremonies at the end of each term. Each student has an online Record of Achievement that is kept upon the network. All subject teachers should aim to place an example of work in these folders once a term, which demonstrates excellent achievement for that student. Any photos, certificates or other points of interest should also be saved in order to produce an excellent R.O.A. upon a student's departure from SIS.

In more detail, the merit system for the Secondary school will primarily consist of two facets, one which will award students for general performance in school, and another for more subject based excellence.

In the back of the student's homework diaries, there will be a grid of boxes that will be signed by a teacher if they feel that the student has demonstrated either;

- An excellent piece of homework,
- Demonstrated a superb effort in class which constitutes excellent efforts to classroom discussion as well as written work and
- A social act of kindness, or the like, that deserves to be recognised and encouraged.

To fit with the existing style of recognising the achievements of house groups merits given will also be counted towards the relevant whole school house awards.

Subject teachers are also encouraged to recognise achievement within their classes continually through certificates etc, but also have a prize giving assembly each term, which will also provide an excellent piece of evidence to be put within a student's records of achievement.

Overall the purpose of the merit system will be to encourage and recognise outstanding effort in all areas of school life and provide evidence for future schools or employers of the nature and qualities of the student. Awards and merits will be given with care by teachers and will reflect only instances of excellent achievement, and therefore by their nature will be difficult to attain, as to preserve their importance and not devalue the system.

### **Censure of inappropriate behaviour**

Upon the network is a recording system that monitors student behaviour and achievement. It is an essential part of the school's effort to record and deal with incidents, and of the HOPC's ability to spot trends in behaviour. Staff are encouraged to deal with behavioural issues as and when they arise, but can seek guidance and support from the HOPC whenever they need the support. Information about how to deal with misconduct can be found within the student planner. However, a general overview can be found below.

### **Pupils code of conduct. (See planner for more clarification of actions and consequences)**

- Be punctual and properly prepared for all school activities.
- Be smart in the appearance of your uniform, both in and out of school.
- Show respect.
- Be polite to teachers and do as you are asked without argument. Teachers have a right to use reasonable authority for the benefit for all.
- Respect other pupils and their property. Everyone has a right to feel secure in school and benefit from what is offered.
- Be careful of school property. Everyone can benefit from using school facilities for work and leisure if treated well.
- Be an achiever.
- Classroom conduct. (See planner for more clarification of actions and consequences)
- The classroom code of conduct provides simple guidelines for classroom behaviour which should be the norm throughout the school. Pupils should;
- follow teacher instructions at all times
- enter the classroom in an orderly manner
- get books/pens/equipment out, place bags on the floor
- put a hand up to ask a question and wait to be asked to speak by the teacher. There should be no calling out.
- do not pack away until instructed to do so at the end of a lesson
- stand up on request, place chairs under tables and wait to be told to leave
- ensure that the room is clear of litter
- exit in an orderly manner

Within the student planner is a list of sanctions which are appropriate to specific issues.

Each incident will be dealt with on an individual basis. The following table is not exhaustive, but serves as a useful indication of the types of behaviour considered inappropriate, and the possible consequences.

### **Behaviour**

#### **Consequence**

##### **Level One**

##### **One off events**

- Late arrival at school
- Contact with home
- Not wearing proper school uniform

- Detention
- No homework or a lack of effort in class
- Lost time to be made up. Record made

**Behaviour**

**Consequence**

**Level two**

**Repeated level one behaviours**

Pastoral team informed. Parents contacted

- Rudeness
- Detention. Pastoral team informed and record made
- Bus misconduct
- Warning letter sent home
- Inappropriate language
- Detention. Record made and Parents contacted

**Behaviour**

**Consequence**

**Level three**

**Repeated level two behaviours**

Parents asked to come to school. H.O.P.C. informed. Contract made

- Falsifying a Parental note  
In school suspension
- Copying work, plagiarism or cheating  
Zero scored. Detention. Record made and letter sent home
- Severe disrespect towards a teacher  
In school suspension
- Smoking or possessing tobacco  
In school suspension
- Possessing alcohol or mind altering substances  
Expulsion
- Stealing  
In school suspension
- Vandalism  
Payment for repairs or replacement and in school suspension
- Truancy / Bullying or fighting  
In school suspension
- Racism  
In school suspension

All level three sanctions involve the Head of Pastoral Care and Headmaster. Parents will be contacted and if these behaviours persist, a behavioural contract will be amongst the options considered.

### **Unauthorised items**

These items will be confiscated if found during school time. They can be left at reception if accompanied by a note from Parents. The school will not be held responsible for items lost, missing or damaged at school.

- Mobile phones
- Ipods, radios or walkmans
- Personal game systems
- Roller skates, roller blades or skateboards

### **Forbidden items**

These items must not be brought to school. Failure to adhere will result in consequences outlined within the school behavioural policy.

- Real or imitation weapons
- Mind altering substances.ca

### **Monitoring Behaviour and other particular needs**

#### **The report card**

If poor behaviours become more regular in their frequency, or if a particular offence is severe enough, the HOPC may deem that a report card is necessary for a fixed period of time. A copy of this is upon the network.

#### **SMART cards**

Some students have specific targets, which have been suggested by a member of staff and/or the HOPC, which are then written upon a SMART card that is carried with them during their academic day. Staff should sign the card if the student has fulfilled his or her target during that lesson. They will then hand this to the monitoring HOPC who will decide upon whether the student has progressed from either bronze to silver or silver to gold, or needs to repeat that target.

The SMART card can also be used to help fulfill an IEP. An IEP can be written for students who have been admitted into RISS with prior identification of any SEN, or they can be written by the HOPC for students who have been identified through a termly audit by all staff. All copies of relevant documents are kept upon the network. Extra guidance can be found in the SEN policy.

### **Overall Disciplinary Ethos**

The school will follow the ethos of assertive discipline through therapeutic behavioural management techniques. All staff will undertake INSET which will discuss and teach these methods.

### **Assemblies**

Assemblies will be called regularly where specific presentations, guest speakers or items for discussion will be covered. Form tutors may also decide to use the opportunity to take form assemblies at any point of the academic year. The school has an assembly timetable in place that helps to cover PSHE, citizenship and cultural issues not covered elsewhere in the curriculum.

## **Developing Leadership and a student voice**

### **Rationale:**

Developing leadership in our students depends on our school providing opportunities to learn about ways in which they can make a difference in the world around them. At SIS all students will be provided with opportunities to develop leadership abilities through a range of presentation and service modes. We offer students avenues to explore their potential for personal growth and leadership through working with others, developing teamwork, exploring their interaction and influence within the school community and commitment to valuing and improving the school environment.

### **Key Principles:**

All students have the potential to develop and demonstrate leadership skills over time.

Leadership is developed through learning, guidance, role models and opportunity.

Leadership skills, knowledge, attitudes and values can be encouraged and developed through a wide range of school programs and activities.

Leadership opportunities should provide for and encourage equal participation by boys and girls.

Student leadership opportunities and roles need to be perceived as valuable by the students and the school.

At the moment, the school has developed a leadership model for the Senior School that has three areas:

- The Student Council
- House Captains

In all of these areas students will be provided with adequate opportunities to display authentic and effective leadership. Furthermore they will be provided with a supportive scaffold from staff who will seek to foster and extend the students leadership potential.

### **i) Student Council**

The council has been made up of elected students from each of the Tutor Groups. This body meets monthly with the Advisor. The purpose of this body has been to provide a link between the student body and the teaching faculty. The council members will act as role models to their peers as well as establishing and implementing programmes and activities that will benefit the school.

Selection of this group was made by peer voting. Each member of the tutor group had the opportunity to cast a vote for the person they felt would best represent them on the council. The term of office will be one academic year. This provides many students with the opportunity to develop their leadership potential. The council members will elect a President who chairs all meetings and a Secretary who will maintain all meeting records.

### **SIS Student Council Mission Statement**

The SIS Student council is a group of students, elected by our peers. Our primary stated goal is to continue to make SIS a great place to be place. We seek to achieve this goal through the following actions:

- Acting as a vehicle for communication between the staff and the students
- Acting as role models to our peers

- Facilitate the organisation of various activities that are of interest to the student body
- Provide a forum through which student issues can be voiced
- Create a link between SIS and the wider community

We strive to achieve these aims to the best of our ability and with the desire to do what is best for our school community. To this end the key values of our organisation are:

- Leadership
- Discipline
- Integrity

### **ii) House Captains (When Appropriate)**

For the future, each House will have a Boys Captain and a Girls Captain within the Secondary and Primary schools. They are appointed by the individual Heads of House in consultation with the staff from within the House. The House Captains will keep their positions for one academic year. It is possible that the same student may be appointed as House Captain in subsequent years. The House Captains may also be members of the student council.

The role of the House Captain is to assist the Head of House with the running of the House. Specific duties that the House Captain will perform include:

- Assisting House staff in getting House Teams together
- Reporting on Sporting events in assemblies
- Assisting House staff in House activities
- Actively becoming involved in House activities
- Acting as a positive role model for the House
- Encouraging House support

The House captain does not necessarily need to be the captain of individual House teams. In fact if another student displays an aptitude in a given area then, in order to foster leadership in the entire cohort, then this other student may take on the leadership role. However, the House Captain would be expected to act in a support capacity.

### **Community Service at SIS**

With the help of the student council, all students will have the opportunity and time to contribute to the local community of SIS itself, and it's wider location of Penang Island as a whole. Ideas may be to fund raise, provide skills and become active within charitable organisations of Penang. Community links are to be developed by the school during the academic year beginning 2013.