



Suratthani International School

Pastoral Policy

Introduction

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the pastoral care arrangements and provisions, the school demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and full participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

The whole rationale behind the pastoral care programme is entrenched in the vision and ethos of the school.

Vision: Engaged learners who are prepared for a globalized world through mindfulness, academic excellence, and a supportive environment

Ethos: we aim to be an innovative, productive, and rewarding high quality academic institution for our students, parents, and teachers that provides the best education possible for all students through modern facilities, advanced educational methods, and first-class educational materials. Our vision is to create an international school in Suratthani that incorporates Thai culture and language. STIS is deeply committed to making sure our students love learning and are prepared for the future.

Rational

At Suratthani International School, the school's philosophy is based on the belief that every child, regardless of their intellectual ability or social background should have a rewarding educational experience which not only prepares them for life after school, but equips them with the devices proficient enough to be able to make a positive contribution to their country.



It is there our aim that all students will have the opportunity to:

- Acquire knowledge, skills, practical abilities and the will to use them
- Develop qualities of mind, body and imagination
- Be prepared for adult life at home, work and leisure and as consumers and citizens
- Develop above all a sense of self respect, the capacity to live as independent, self-motivated adults and the ability to function as contributing and caring members of a co-operative society.
- Feel secure and acceptable in a safe environment
- Know that they are valued as individuals
- Are encouraged in their learning, take pride in their work and develop a positive approach to study
- Can grow in their self-esteem, confidence and independent thinking
- Develop self discipline and a sense of responsibility
- Have the ability and knowledge to make informed decisions in relation to life and choices
- Contribute to the life of the school and the wider local community
- Foster good relationships among their peers and staff



The pastoral system encourages the staff to:

- Know that they are valued as individuals
- Are treated with respect
- Use their knowledge and judgement to offer the best support and guidance possible to pupils and parents
- Use their professional knowledge and expertise to praise and encourage pupils to fulfill their potential

The pastoral system encourages the parents to:

- Are well informed
- Are reassured that their child(ren) are being educated in a safe and caring environment
- Have opportunities to act in partnership with the school
- Display a sense of responsibility in terms of the support they provide at home to supplement learning in school.



The pastoral care system should system will provide academic and emotional support and help to promote good discipline and challenge unacceptable behaviour. At STIS, we undertake the following steps to help us to achieve our Pastoral Care aim:

- Ensure that Pastoral Care is central in the daily life of the school and is fully embedded into the curriculum.
- Develop a timetabled programme of study for all pupils through the Class Tutorial programme
- Devise policies and procedures which ensure that the physical and emotional security of our students (Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy and any others are relevant)
- Put in place a pastoral structure which identifies staff with specialized roles and responsibilities.
- Monitor pupils progress and communicate this to parents
- Offer a wide variety of extra-curricular activities
- Help and guide pupils through critical transition times by providing advice, support, mentoring and counselling
- Liaise with parents and other agencies for the benefit of the students
- Create a caring and orderly community which is sensitive to the needs of pupils. Staff and parents and promotes good relationships
- Aim for high standards of behaviour to provide an environment in which pupils can achieve their potential



On entry to the school, each student is allocated to a tutor group with a Class Tutor who has a daily contact with students and is responsible for dealing with day to day matters, as well as monitoring overall progress and providing academic guidance. In the primary school this role will be taken by the academic class teacher. In the Middle and High School, Tutor Group teachers will be assigned who will actually form part of the academic subject teachers.

The role of the Tutor Group Leader/Pastoral Teachers are:

1. Registration and routine business.

The class teacher/tutor should be in the position to receive pupils and is responsible for the accurate daily marking of the class register at the beginning of the day and for seeing that all information is maintained up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information parents.

2. Reports and Records.

The class teacher/tutor is responsible for the maintenance of progress cards and pupils' individual files together with report information. The class tutor is expected to cover aspects of achievement and personality which are not included in academic reports.

3. References and special reports.

In consultation with colleagues, class teachers/tutors may be expected to prepare initial drafts for references, testimonials and reports as required.

4. Personal appearance and conduct

Class Teachers are expected to keep a close eye on the personal appearance and behaviour of the pupils in their charge and to insist in reasonable standards being maintained,

5. Assemblies.

Class teachers/tutors are expected to attend assemblies with their classes and record attendance in assembly.



6. Meetings

Class teachers/tutors are expected to attend pastoral meetings throughout the year

7. Relationship with Parents.

8. It is hoped that parents would see the class teachers/tutors as a matter of priority during the Parents Meetings. They are encouraged to foster good home-school relationships, but are advised not to undertake and personal visits with parents

9. Attendance and punctuality.

Absence, truancy and bad punctuality should be reported and reported

Stage Coordinator:

The Stage coordinator has a key role to play in both the schools pastoral as well as the academic structure and provide information, support, encouragement and guidance for class teachers/tutors for the teachers in their group, but also for the students under their care. They are also responsible for challenging unacceptable behaviour and promoting alternative positive behaviour. Each Stage Co-Ordinator manages his team of Class Tutors and co-ordinates and oversees their work. In addition to dealing with individual pupils, the Stage Co-Ordinator promotes a sense of each grade's identity through assemblies and other activities. The Stage Co-Ordinator will work closely in partnership with parents.

Responsibilities of Stage Co-Ordinator:

- Leadership of and support for Class Tutors within the year, ensuring that registration classes are used constructively.
- Assist in supporting the behaviour policy.
- Help Tutors with the classroom and school rules and encourage them to adhere to them.



- Ensure Tutors understand the school policies.
- Meet with Tutors to in advance to discuss any changes.
- Supervise attendance and punctuality.
- To liaise with member of staff when a student has problems.
- To attending parent meeting and coffee mornings to update parents on school matters.
- To supervise and direct a daily report system if needed.
- Support the learning centre with IEP's as needed.
- To oversee the awarding of award certificates when needed
- To do spot checks of homework and classwork books during impromptu class visits.
- TO write to parents with the support of the Principal.
- Support the teacher-in-charge of Student Council.
- To support the Thai staff during Cultural Celebration events.

School Counsellor:

At STIS we believe that the wellbeing of the whole child is of paramount importance. All aspects of mental health work together for the greater good of the develop of each child and should there be a misalignment or anything, this could have a negative impact on the academic development of the student. We endeavour to support our students emotionally as well as socially and academically.



Duties usually include:

- Listen to students' concerns about academic, emotional or social problems Help students process their problems and plan goals and action
- Mediate conflict between students and teachers Improve parent/teacher relationships
- Assist with college applications, jobs and scholarships
- Facilitate drug and alcohol prevention programs
- Organize peer counseling programs
- Refer students to psychologists and other mental health resources Work on academic boards to improve learning conditions



The effects of growing up in the 21st Century and the changing home background of our student's emphasis the need for effective pastoral care. Changing messages and influences from society towards issues such as sexual relationships and drug abuse impact upon all our young learners' lives. Young people are also much more exposed to the dangers and risks from abuse and violence in the community or home.

It is the school's belief that a climate which fosters effective learning, both in and out of the classroom, is at the heart of the educational process. Such a climate or ethos is evident in effective relationships among staff, staff and pupils; pupils and their peers; between parents and the school and the school and the greater community. This is central to any policy of pastoral care.

In keeping with the aims of the school, we believe that effective pastoral care maximises learning and that this can best take place within a safe and ordered environment. Therefore all young people have the right to be valued and respected in a secure environment and to have their abilities and talents nurtured and developed to their full potential.

It is therefore our intention to create a calm, tolerant and caring environment within which teacher, pupils and support staff can work to the best of their ability and enjoy a sense of belonging and self-worth. We believe that pastoral care encompasses all our pupils' experiences, activities, relationships and challenges.

Extra-Curricular

All students are encouraged to develop and pursue their interests through a wide-ranging programme of extra-curricular activities. These activities afford students the opportunity for personal and social development, acquiring and



refining skills, facing and overcoming challenges and co-operating with others, whilst engaging in an enjoyable activity. These voluntary activities take place after school.

All students are strongly advised to engage in the programme on offer, using their energies, talents, skills and enthusiasm in a constructive manner which will give rise to a sense of belonging to the school and in many cases represent the school positively within the community.

School trips afford pupils the opportunity to travel, make new friends, experience new cultures and there are many offer from year to year and throughout the grades.

All activities and trips are organized and supervised by school staff on a voluntary basis and pupils are expected to show courtesy and respect at alltimes.