



# Pastoral Care Policy

*Ensuring Holistic Student Development and Wellbeing at  
EIST*



# 1. Policy Title

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*Ensuring Holistic Student Development and Wellbeing at EIST*

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## 2. Policy Statement

At the English International School of Tunis (EIST), we are committed to fostering a caring, respectful, and supportive school community. Our pastoral care approach places the holistic development of each student at its heart—academically, socially, emotionally, and morally.

This policy outlines how EIST provides high-quality pastoral care, nurturing the well-being of all learners in alignment with COBIS standards. Our goal is to create an inclusive, nurturing environment in which every student is known and valued, enabling them to thrive in school and in life beyond.

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## 3. Aims and Objectives

The aim of pastoral care at EIST is to provide a supportive framework that helps students:

- Feel safe, respected, and cared for.
- Develop emotional intelligence and resilience.
- Form positive relationships with peers and staff.
- Achieve academic success through a sense of belonging and motivation.
- Participate actively in school life through leadership, service, and co-curricular engagement.

- Access helps early when challenges arise—social, emotional, academic, or behavioural.
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## **4. Scope**

This policy applies to:

- All EIST students from Early Years through to Year 10.
  - All teaching and non-teaching staff.
  - School leadership and governors.
  - Parents and guardians.
  - External stakeholders, as appropriate.
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## **5. Legal and Regulatory Framework**

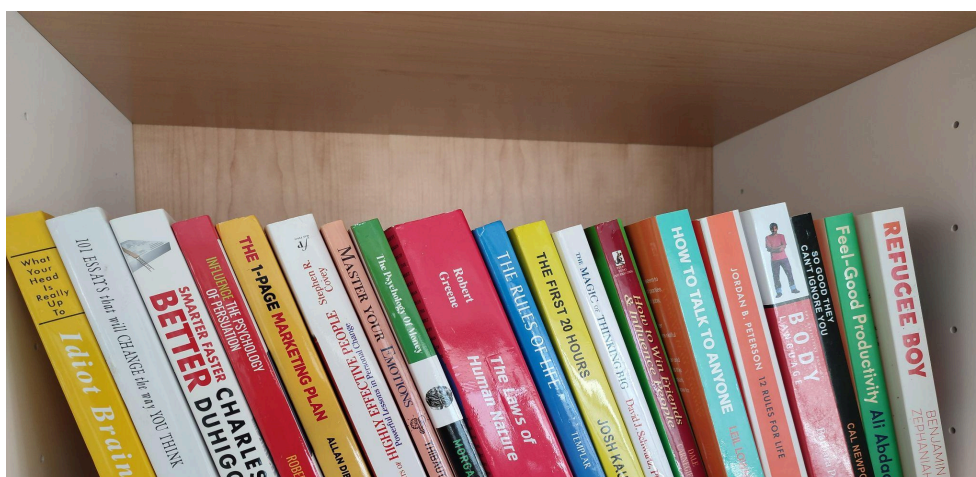
EIST pastoral care practices are informed by:

- Keeping Children Safe in Education.
  - Tunisian legal framework for child protection and welfare.
  - EIST's own policies, including Safeguarding, Anti-Bullying, and Behaviour Policies.
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## 6. Roles and Responsibilities

### Leadership Team

- **Ensure strategic oversight of pastoral care and wellbeing:**
  1. A **member of the Senior Leadership Team (SLT)** is specifically assigned to oversee pastoral care and reports termly to the Headteacher and Governors on wellbeing outcomes.
  2. **Pastoral Care and Safeguarding included as standing items** on SLT weekly meeting agendas to ensure ongoing monitoring and discussion.
  3. A **Pastoral Development Plan** has been created, with strategic goals such as “Enhancing student voice” which links to the wider School Improvement Plan.
  4. Annual **review of safeguarding audit** and analysis of wellbeing data (e.g. attendance, behaviour incidents, counselling referrals).
  5. Regular coordination with the **Designated Safeguarding Lead (DSL)** to ensure that all child protection cases are appropriately managed and reviewed.
  
- **Allocate resources and training:**
  1. Investment in hiring a **qualified School Counsellor**, available to all students, with a private and confidential space dedicated to emotional support.
  2. Budget allocated for **mental health resources**, including mindfulness journals, wellbeing books for the library, and apps for student use.



3. Staff received **annual training on safeguarding and student wellbeing**.
  4. **PSHE resources** purchased and integrated across year groups.
  5. Professional development opportunities provided to staff on **behaviour management, trauma-informed practices, and restorative approaches**.
  6. **Time and resources were allocated to organise school-wide events and themed weeks promoting mental health and wellbeing**, such as *Mental Health Awareness Week*, where students took part in activities including mindfulness sessions, kindness campaigns, and wellbeing art displays.
- Monitor implementation and effectiveness:
    1. Termly **student wellbeing surveys** (anonymous) to assess levels of happiness, support, and stress, with follow-up action plans created in response.
    2. Student voice initiatives, such as the **Student Council Feedback Forum**, where issues raised are discussed by SLT and acted upon.
    3. Tracking and analysing data trends in:
      - Attendance and punctuality
      - Behaviour referrals and rewards
      - Safeguarding concerns
      - Counselling uptake
    4. **House Captains** and form tutors complete weekly check-in reports highlighting any students of concern, which are then discussed in pastoral team meetings.

5. **Regular parent feedback is gathered through termly and open day parent meetings**, where families are invited to discuss their child's wellbeing, academic progress, and overall experience at EIST. These events provide a valuable opportunity for parents to express concerns, share suggestions, and build strong partnerships with form tutors and pastoral leaders to ensure students feel safe, supported, and understood.
6. Additionally, **homeroom teachers are present every morning to greet and escort students into school**, creating a warm and welcoming start to the day. This daily presence also provides an opportunity for **informal conversations with parents**, strengthening communication and allowing for early intervention when concerns arise.
7. Annual **internal audit of pastoral systems**, including a review of tutor time activities, House engagement levels, and PSHE curriculum delivery.
8. **Pastoral Lead conducts lesson observations** and tutor time drop-ins to ensure consistency and care in form times and check-ins.

### **Designated Safeguarding Lead (DSL)**

- Lead on all safeguarding matters and concerns.
- Coordinate early intervention and referrals.
- Maintain records and liaise with external agencies.

### **Form Tutors / Class Teachers**

- Serve as the first point of contact for students and families.
- Build relationships, monitor wellbeing, and raise concerns where needed.

### **Pastoral Leads / Homeroom Teachers**

- Oversee pastoral systems for their year group or key stage.
- Organise and lead House activities and wellbeing initiatives.

### **School Counsellor**

- Provide confidential emotional support and therapeutic intervention.
- Deliver sessions/workshops on mental health and wellbeing.
- **Monthly circle group therapy sessions** were organised in collaboration with the **school's psychologist**, focusing on themes such as friendship, managing anxiety, emotional resilience, and self-esteem. These sessions created a safe space for students to share, reflect, and support one another under professional guidance.

### **All Staff**

- Foster a safe and inclusive atmosphere.
- Model respectful behaviour and identify concerns early.

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## **7. EIST Pastoral Structures and Implementation**

At EIST, pastoral care is not a standalone system—it is fully integrated into our school culture through a range of well-established structures and student-led initiatives.

## 7.1 The House System

Every student and staff member is assigned to one of our Houses upon joining the school. The House system promotes belonging, identity, mentorship, and healthy competition. Houses compete in sports, debates, art, and academic challenges. It also serves as a peer-support framework.

- **Weekly House Assemblies** reinforce values, motivation, and group identity.
- **House Captains** are student leaders, mentored by staff, who take initiative in wellbeing and team building.
- **House Points System** rewards effort, leadership, kindness, and achievements across school life.

## 7.2 Student Council

The Student Council gives learners a voice in school governance and promotes democratic values.

- Representatives are elected by peers in every year group.
- Regular meetings are held with SLT to raise ideas and concerns.
- The Student Council plays a role in anti-bullying campaigns, charity drives, and community events.
- Council-led surveys have influenced changes in uniform, lunch offerings, and school rules.

## 7.3 Co-Curricular Pastoral Development

Our co-curricular programme is designed to support character building, critical thinking, teamwork, wellbeing and leadership.

- **Debate Club:** A flagship programme where students compete nationally and internationally, promoting confidence, advocacy, and global awareness. **EIST debaters have started training to take part in national and international English-language competitions**, representing the school while developing skills in critical thinking, public speaking, and confident communication.



- **Model United Nations (MUN):** Students learn diplomacy and leadership by simulating global debates and issues.
- **Drama and Theatre Clubs:** Foster empathy, creativity, and emotional expression.
- **Mindfulness and Wellbeing Workshops:** Regular sessions that promote mental health, meditation, and stress management, especially around exam periods.
- **Peer Mentoring:** Trained older students support younger peers socially and academically.

#### 7.4 Personal, Social, Health and Economic (PSHE) Education

- Weekly PSHE lessons across all year groups.
- Topics include mental health, friendship, puberty, digital safety, diversity, and life skills.
- Age-appropriate delivery that fosters discussion and reflection.

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## 8. Identifying and Supporting Vulnerable Students

We proactively monitor student wellbeing and identify concerns early using a structured approach:

- Regular check-ins from Form Tutors.
- Academic tracking combined with behavioural logs.
- Self-referral and peer-referral options for counselling and support.
- **Individual Pastoral Support Plans (PSPs)** are created for students requiring targeted help, including those with EAL needs. These plans are developed in collaboration with the EAL coordinator and other relevant staff to ensure students receive the necessary academic and emotional support. EAL support sessions are tailored to the student's level of proficiency in English, focusing on language acquisition, integration into school life, and building

confidence in both social and academic settings.

- Collaboration with external agencies (when available), including psychologists or health professionals.

EIST is committed to safeguarding confidentiality while ensuring student safety at all times.

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## 9. Inclusion and Equity in Pastoral Care

Pastoral care is differentiated and inclusive. We actively support:

- Students with SEND or additional learning needs.
  - EAL learners and newly arrived international students.
  - Students from diverse cultural or religious backgrounds.
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## 10. Parental Engagement

- **Strong partnership with parents through regular communication, reports, and parent-teacher meetings**, as well as **weekly newsletters, emails, and Pronote** to keep parents informed about their child's progress, school events, and pastoral support. This ensures continuous dialogue between the school and home, fostering a collaborative environment for student success.
  - Parental workshops on topics such as cyber safety, teenage wellbeing, and exam stress.
  - Open-door policy for concerns and pastoral referrals.
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## 11. Monitoring, Evaluation, and Review

### Monitoring Tools:

- Student and parent surveys
- **Behaviour and wellbeing logs** are maintained to track student progress and monitor any concerns. These logs not only record areas for improvement but also highlight and **praise good behaviour**, celebrating positive actions and contributions to the school community. This approach ensures that students feel recognised for their efforts and fosters a positive, supportive environment.
- Attendance and engagement tracking
- Academic progress data
- Counsellor reports and feedback

### Evaluation:

- Termly review by the SLT and Pastoral Team
- Annual School Improvement Plan includes a pastoral care target area

### Review Cycle:

This policy will be reviewed every two years or sooner if required due to changes in legislation or school needs.

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