

International School Seychelles



Pastoral Care Policy

You are not born for yourself but for the world

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1. Policy Aims

- ISS aim for an environment which enables and encourages all members of the school community to strive for excellence. For our children to gain the greatest benefit from their education it is vital that they are happy and well looked after.
- At International School of Seychelles (ISS), our objectives are to develop an ethos which demonstrates to children, parents/guardians and the wider community the importance of excellent pastoral care.
- The aims of this policy are:
 - To provide excellent pastoral care.
 - To have clear guidelines that are understood by students, staff and parents.
 - To create an atmosphere conducive to study.

1.1. ISS aims to:

- 1.1.1. Provide a safe and caring environment.
- 1.1.2. Contribute to students recognising that their freedoms and rights are reciprocated by responsibilities through Pastoral care that is concerned with fostering students' self-discipline.
- 1.1.3. Establish, develop and manage a school environment in which students learn to respect individual rights and fulfil social responsibilities.
- 1.1.4. Build a relationship of trust, cooperation and partnership between the school and family members, and that at all times, school personnel maintain respect for and sensitivity to diverse cultural values and family structures.
- 1.1.5. Every member of the community matters and we aim to provide a community where each person has the support they need. Student involvement in the process of development, implementation and review of the pastoral care program is important. They are encouraged to adopt responsible behaviour by example of staff and older students and come to understand it as a process requiring self-discipline, personal choice, responsibility and commitment.
- 1.1.6. Develop a collaborative approach within school community in which all participants have the support and opportunities needed to grow physically, emotionally, socially and intellectually.

2. Policy Scope

- International School of Seychelles (ISS) believes that students need to have the right level of pastoral care in order to be happy and succeed at school, personally and academically.
- This policy applies to all students.

2.1 Definitions

Pastoral care is the provision the school makes to ensure the physical and emotional welfare of children. A successful pastoral care programme means that children are safe, happy, involved and able to perform to their potential.

2.2 Links with other policies and practices

This policy links with several other policies, practices and action plans including:

- Respectful School policy
- Attendance policy
- Safeguarding policy

3. Monitoring and Review

- International School of Seychelles (ISS) will review this policy at least once annually.
- ISS will regularly monitor pastoral care to ensure that this policy is consistently applied.
- The Senior Leadership Team will be informed of any matters relating to pastoral care, to ensure oversight and action as appropriate.
- The Senior Leadership Team will report on a regular basis to the Board of Governors on issues around pastoral care, including outcomes.
- Any issues identified via monitoring will be incorporated into ISS action planning.

4. Pastoral Care

Class teacher / Form tutor	Each student in our care has a dedicated class teacher or form tutor, responsible for their personal development.
Phase Leader	Phase Leaders oversee class teachers / form tutors.
Counsellor	Our Counsellor works during the school day and provides additional support to students with emotional needs.

5. Behaviour

A reminder of our expectations, from our Respectful School policy.

5.1. School Expectations

ISS expects students to:	<ul style="list-style-type: none"> • Attend school regularly, punctually, correctly dressed and ready to learn. • Work and study to reach individual potential. • Behave in a co-operative and pleasant way towards staff. • Respect the feelings, integrity and property of others. • Care for the grounds, buildings and equipment of the school. • Take part in co-curricular activities of the school.
ISS expects parents to:	<ul style="list-style-type: none"> • Provide a safe, caring, disciplined and supportive home environment. • Ensure that students eat healthy food and attend school regularly, punctually, correctly dressed and ready to learn. • Take an active interest in the student's development and progress. • Support school policies and practices.
Students and parents can expect ISS to:	<ul style="list-style-type: none"> • Deliver the UK National Curriculum. • Provide a caring, safe, disciplined and supportive environment for learning. • Encourage self-growth and self-discipline. • Offer a wide choice of co-curricular opportunities. • Report on student progress. • Treat students respectfully.

5.2. Code of Conduct

<p>Respect for self</p> <p>Respect for self is essential in forming sound minds able to learn and to form a positive part of society.</p>	<p>Personal Hygiene Students take care of their physical self by ensuring that they have a high standard of personal hygiene.</p> <p>Uniform Students follow the school uniform code.</p> <p>Honesty Students are expected to be honest in all their dealings. Students do not plagiarise information from books, internet or other students' work; act in any way in a dishonest manner.</p> <p>Preparation for class Students are well prepared for school each day. They complete their homework by the due date and have the necessary materials for studies.</p> <p>Behaviour in class Students respect class rules set by the teacher. Students participate in class, remain on task with the work at hand; maintain a respectable level of noise, respect other students' work space and contribution, follow the teacher's instructions.</p> <p>Attendance Students attend school regularly and are punctual to school and for classes. Students do not come to school under the influence of mind altering substances.</p>
<p>Respect for others</p> <p>Showing respect for others is a positive sign of maturity and growth. As we show respect for</p>	<p>Personal space and touch Personal space includes a respectable distance that one keeps from others to ensure that one is comfortable and at ease. Students are expected to touch each other in respectful and appropriate manners. Students do not push, shove, kick, wrestle, fight or play fight, rough house or horse around.</p>

<p>others we also earn respect in return.</p>	<p>Students do not engage in public displays of affection.</p> <p>Language Students communicate in English in the school. Students do not use abusive, profane or offensive language, upsetting or lewd gestures and derogatory remarks towards others.</p> <p>Passageway and Playground behaviour Students conduct themselves in a polite way and in an orderly manner: speak in a conversational tone, no screaming; allow others space to move; walk and not run or jump; keep their hands to themselves; speak with an inside voice, no shouting; be considerate to others using the same space.</p> <p>Harassment Harassment is a serious offence that may lead to serious consequences or being subject to exclusion/expulsion from the school.</p>
<p>Respect for environment</p>	<p>IT facilities Students will use the equipment responsibly and abide by the school's policies and procedures for use of internet.</p> <p>School infrastructure Students should not deface or damage school property in any way (including unauthorized graffiti on the walls, write or carve on the chairs and tables, deface books, etc...)</p> <p>Mobile phones Students at ISS are not allowed to bring their mobile phones to school. If they are in the Sixth Form, they can bring their phone under the following conditions: 1) Under no circumstance are phones or any other electronic device to be used to film or photograph incidents or other students and staff at school without permission. 2) Teachers may give permission to students to use their mobile phones in class to support learning activities otherwise mobile phones are kept on silent or switched off and put away.</p> <p>Prohibited Items The ISS prohibits students from having and /or using the following on the school premises: sexually explicit materials; matches, lighters, tobacco products; gum; large amounts of money; music loud speakers; explosives, fireworks, fire crackers; alcohol, tobacco and other drugs; weapons or replica weapons and any other dangerous items.</p>

6. Rewards and Sanctions

6.1 Rewards

Level	ACHIEVEMENT	EXAMPLES (Academic / Pastoral / Social)	REWARD	STAFF
1	Minor achievement of any kind	<ul style="list-style-type: none"> • Attendance • Punctuality • Successful completion of work • Good standard of work • Attitude • Uniform • Helping others 	Praise Merit(s) on iSAMS	Member of staff
2	Repeated achievement of any kind in more than one subject / area of school		Communication between Form Tutor and Parents/Guardians by email / phone call	Form tutor
3	Additional achievements following Level 3	<ul style="list-style-type: none"> • 100% attendance • 100% punctuality • Milestone reached for Merits 	Presentation of certificate in Key Stage assembly	Form tutor / Head of Department
4	Excellent achievement		Written communication to parents	Phase Leader
5	Repeated excellent achievement or Single occurrence of outstanding achievement		Mention in newsletter	Head of Primary / Secondary
			Student of the Month certificate	
			Head's commendation in Key Stage assembly	
			Written communication to parents/guardians	
6	Repeated excellent achievement or Single occurrence of outstanding achievement		Principal's Commendation	Principal
			Recognition / Prize at award ceremonies	

6.2 Sanctions

Level	OFFENCE	EXAMPLES (Academic / Pastoral / Social)	CONSEQUENCE	STAFF
1	Minor non-compliance of any kind	<ul style="list-style-type: none"> • Attendance • Lateness • Failure to complete work • Poor standard of work • Attitude • Misbehaviour • Uniform 	Warning Demerit(s) on iSAMS Extra work given	Member of staff
2	Repeated minor non-compliance of any kind		Form Tutor report for a week	Form tutor

3	Lack of improvement following Level 2		Meeting with student, parent and staff (including Form Tutor) to agree action plan + Loss of privileges	Form tutor / Head of Department
4	Serious breaches	<ul style="list-style-type: none"> • 3 demerits in a week • Under-performance identified in subject reports 	Written contact with parents + 30min lunchtime detention	Phase Leader
5	Repeated serious breaches or Single occurrence of unacceptable behaviour	<ul style="list-style-type: none"> • Absenting self from lessons / School without permission • Entering prohibited areas, e.g. Primary toilets by non- primary students 	Written contact with parents + 60min after school detention	Head of Primary / Secondary
		<ul style="list-style-type: none"> • Non-adherence to uniform / dress code regulations 	Student sent home	
		<ul style="list-style-type: none"> • Non-attendance at after school detention • Persistent attitudes or behaviour which are inconsistent with the ethos of the school 	Internal suspension	
		<ul style="list-style-type: none"> • Non-attendance or non-engagement for internal suspension • Possession of a mobile phone on school premises (3 weeks exclusion) • Lying to / withdrawing information from school management • Any form of bullying • Cheating, plagiarism • Inappropriate use of IT, computer hacking • Serious misconduct towards a member of the School community or which brings the school into disrepute on or off School premises – e.g. a malicious allegation against a member of staff • Vandalism, Theft • Blackmail, Physical violence, Intimidation, Racism etc... 	Fixed term exclusion + re-admittance meeting. The re-admittance will be conditional on the student abiding by a Behaviour contract/Code of Conduct which will be monitored regularly.	
6	Repeated serious breaches or	<ul style="list-style-type: none"> • Lack of improvement following the steps above being taken 	Permanent exclusion	Principal

	Single occurrence of unacceptable behaviour	<ul style="list-style-type: none"> • Supply, possession or consumption certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco. • Misconduct of a sexual nature 		
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(This list is not exhaustive, but indicates some of the forms of behaviour which are not acceptable to our school.)

7. Drugs, Alcohol, Smoking

Definitions	<ul style="list-style-type: none"> • Alcohol: means intoxicating liquor of all descriptions (including beer, cider, wine and spirits) and this policy covers obtaining, consuming, and supplying alcohol. • Tobacco use: For purposes of this policy, "tobacco use" means the personal use of any tobacco product, whether intended to be lit or not, which shall include smoking, as well as the use of an electronic cigarette or any other device intended to simulate smoking and the use of smokeless tobacco, including snuff; chewing tobacco; smokeless pouches; any other form of loose-leaf, smokeless tobacco; and the use of unlit cigarettes, cigars, and pipe tobacco. • Drugs and substances: means controlled drugs and the paraphernalia of drugs or substances intended to resemble drugs, or "legal" drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue and other substances held or supplied in each case for purposes of misuse. This policy covers the possession, use and supply of such substances.
Education	<ul style="list-style-type: none"> • We educate pupils to understand the effect and risks associated with alcohol and tobacco use in relation to their health and well-being and the law and that the use of illegal drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses, by example and by discussion. • We have extensive health education and PSD programmes at ISS that focus upon the potential risks from excessive consumption of alcohol and risks of smoking. They concentrate on teaching the importance of young people making healthy, informed choices. The programmes involve pupils of all ages and continue throughout a child's time at the school. They extend across the curriculum, involving PSD, Science and Drama lessons. We also have Assemblies on the topic, and from time to time make use of visiting workshops and road shows to cover the serious risks from abuse of alcohol, tobacco and illegal substances.
Pastoral care	<ul style="list-style-type: none"> • We encourage pupils to discuss any anxieties they may have about use of alcohol, tobacco or drugs and substance abuse with a member of staff or school counsellor. Matters brought into counselling by a pupil or his/her parents, in circumstances which are genuine, will be "ring-fenced" from disciplinary sanctions, but a pupil who contravenes this policy will face disciplinary sanctions.
School rules	<p>The Rules forbid a pupil from:</p> <ul style="list-style-type: none"> • any possession, use or supply of drugs and illegal substances; • bringing alcohol or tobacco onto School premises or being in unsupervised possession of alcohol/tobacco or obtaining or supplying alcohol/tobacco to

	<p>another, or being impaired by alcohol/tobacco while on School premises or in the care of the School;</p> <ul style="list-style-type: none"> • bringing the School into disrepute for any reason associated with alcohol, tobacco or drugs and substances, whether or not the pupil is in the care of the School at the time. Action will be taken when the welfare of any member of the School community or the reputation of the School is affected.
Detection	<ul style="list-style-type: none"> • Every complaint, report, or observation in relation to alcohol, tobacco or involvement with drugs and substances will be followed up and investigated. • A pupil suspected of such involvement may be suspended pending the outcome of an investigation.
Parents	<ul style="list-style-type: none"> • If Parents attending school premises appear to be under the influence of drugs or substances or alcohol, they will be asked to leave and the member of staff making the request should refer the matter to the School's Designated Person for child protection / safeguarding. • If a member of staff suspects that a parent has driven or will drive whilst under the influence of drugs or alcohol, the member of staff should report the matter to the Designated Person or a member of the senior management team who may report to the police. If the Designated Person reasonably believes that a child is at immediate risk of harm from a parent who is under the influence of alcohol or drugs, the child will not be released into the care of the parent and the School's child protection procedures will be followed. • We might offer wine to parents and guardians at certain formal events, including plays and concerts to which they are invited, but encourage parents to exercise sound judgement on acceptable limits.
Managing drug related incidents	<ul style="list-style-type: none"> • Detection <ul style="list-style-type: none"> ○ Every complaint, report, or observation in relation to alcohol, tobacco or involvement with drugs and substances will be followed up and investigated. A pupil suspected of such involvement may be suspended pending the outcome of an investigation. • Searches for alcohol, tobacco drugs and substances <ul style="list-style-type: none"> ○ Searches with consent: School staff can search pupils for alcohol, drugs or substances with the pupil's consent. The member of staff will consider the pupil's age and other factors when determining whether the pupil is capable of giving his / her consent. ○ Searches without consent: The Head alongwith another member of the SLT and member of staff may search a pupil or a pupil's possessions without their consent where they have reasonable grounds for suspecting that a pupil has alcohol, tobacco or drugs or substances in their possession. ○ The school will follow the law in that it permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug; providing that all responsible steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. This will usually be performed with the assistance of the police on occasions which do not involve alcohol or tobacco, (which will be destroyed on the premises). In issues concerning drug paraphernalia the police will always be contacted. ○ The school will, where practical, record the search and ensure that at least two members of SLT and staff member are present. In the event of a serious offence-parents/guardians will be notified of the outcome of the search.

Police involvement	<ul style="list-style-type: none"> • If the School seizes a controlled drug, the drug may be destroyed if there is good reason to do so. Otherwise the School will deliver it to the police as soon as reasonably practicable. • In all other cases, the School may decide to request the involvement of the police from the outset. If the police suspect that a pupil possesses or has stored drugs, substances or related paraphernalia, the police may elect to investigate using their own procedures or may pass the matter back to the School to investigate.
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8. Physical Restraint

Purpose	<p>The purpose of this policy is to safeguard the wellbeing of pupils and staff when an incident requires the use of physical intervention. Its intention is to develop and encourage consistent and safe practices in the use of physical restraint. Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.*</p> <p><i>*where applicable relevant training is to be provided to staff</i></p>
Definition	<ul style="list-style-type: none"> • Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. • ‘Reasonable in the circumstances’ means using no more force than is needed. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. • Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom. • Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. • Injury means ‘significant injury’; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. • It must be shown that, on any occasion where physical restraint is used, there were strong indicators that if immediate action had not been taken injury would have followed. • School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
Who can use reasonable force?	<ul style="list-style-type: none"> • All members of School staff may exercise reasonable force where necessary. This power applies to any member of staff at the School. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a School organised visit. • The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
When can reasonable force be used?	<p>Schools can use reasonable force to:</p> <ul style="list-style-type: none"> • Remove disruptive children from the classroom where they have refused to follow an instruction to do so. • Prevent a pupil behaving in a way that disrupts a School event or a School trip or visit. • Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others. • Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground. • Restrain a pupil at risk of harming themselves through physical outbursts. <p>Schools cannot use force as a punishment.</p>

<p>When might force be used?</p>	<ul style="list-style-type: none"> • To physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they may be physically removed. • When leading a child to safety by the arm. • When it is necessary to prevent violence or injury. • We will make reasonable adjustments for children with disabilities and children with Special Educational Needs.
<p>Complaints about the use of force</p>	<ul style="list-style-type: none"> • All complaints about the use of force will be thoroughly, speedily and appropriately investigated. • Where a member of staff has acted within the remit of this policy – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – and provided a written record of events- such record will provide the necessary defence for any criminal prosecution or other civil or public law action. • When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she acted reasonably. • Suspension must not be an automatic response when a member of staff has been accused of using excessive force. We will refer to the ‘Managing Allegations against Staff’ guidance where an allegation of using excessive force is made against a teacher. • We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. • If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support. • The Board of Governors will consider whether a teacher has acted professionally and the use of reasonable force was justified, when reaching a final decision on whether or not to take disciplinary action against the teacher. • As employers, we have a duty of care to our employees. It is important that we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.
<p>When it is OK to touch a pupil?</p>	<p>There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.</p> <p>Examples of where touching a pupil might be proper or necessary:</p> <ul style="list-style-type: none"> • Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the School • When comforting a distressed pupil • When a pupil is being congratulated or praised • To demonstrate how to use a musical instrument • To demonstrate exercises or techniques during PE lessons or sports coaching • To teach or administer First Aid
<p>Guidance: During an incident</p>	<p>In any application of physical restraint, the minimum reasonable force should be used to calm the situation. Help should be summoned from colleagues; other pupils should never be involved in restraint.</p> <p>The pupils should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher/member of staff must never give the impression that he/she has lost his/her temper or is acting out of anger or frustration – or to punish the pupil.</p> <p>The method of restraint employed must use the minimum force for the minimum time and must observe the following requirements (and where practical staff training will be provided):</p>

	<p>Restraint must NOT:</p> <ul style="list-style-type: none"> • Involve hitting the pupil • Involve deliberately inflicting pain on the pupil • Restrict the pupil's breathing • Involve contact with sexually sensitive areas <p>During any incident the restrainer should:</p> <ul style="list-style-type: none"> • Offer verbal reassurance to the pupil • Cause the minimum level of restriction of movement • Reduce the danger of any accidental injury <p>Physical intervention can take several forms. It might involve staff:</p> <ul style="list-style-type: none"> • Physically interposing between pupils • Blocking a pupil's path • Holding • Pushing • Pulling • Leading a pupil by the hand or arm • Shepherding a pupil away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds
<p>Some Do's and Don'ts</p>	<p>DO</p> <ul style="list-style-type: none"> • Tell the pupil what you are doing and why and use the minimum force necessary • Be aware of any feelings of anger • Involve another member of staff if possible • Continue to talk to the pupil in a calm way • Provide a soft surface if possible • Be aware of any accessories worn by you or the pupil • Hold the pupil's arm by their side • Tell the pupil what he/she must do for you to remove the restraint, use simple and clear language <p>DON'T</p> <ul style="list-style-type: none"> • Act in temper • Involve yourself in a protracted verbal exchange with the pupil • Try to manage on your own • Stop talking even if the pupil does not reply • Straddle the pupil • Push arms up the back • Touch the pupil near the throat or head • Put pressure on joints • Involve other pupils in the restraint
<p>Recording Incidents</p>	<p>It is important that a written report is kept on iSAMS on any occasion where force is used; the member of staff concerned should advise the Principal or a senior member of staff immediately following the incident and provide a written report on iSAMS as soon as possible afterwards. The report should include:</p> <ul style="list-style-type: none"> • The name(s) of the pupil(s) involved • When and where the incident took place • The name(s) of any other staff or pupils who witnessed the incident • The reason that force was necessary • How the incident began and progressed • The pupil's response and the outcome of the incident

	<ul style="list-style-type: none"> • Details of any injury suffered by the pupil/another pupil/member of staff and any damage to property <p>Staff may find it helpful to seek advice the SLT, a senior colleague or their professional association (if any) when writing a report.</p>
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9. Search

Search with consent	<ul style="list-style-type: none"> • School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent. • It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child. • The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. • If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. • A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.
Search without consent	<ul style="list-style-type: none"> • The staff authorised by the school have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include but not limited to, are: <ul style="list-style-type: none"> ○ knives or dangerous weapons ○ alcohol ○ illegal /controlled drugs ○ stolen items ○ tobacco and cigarette papers ○ fireworks ○ pornographic materials/images ○ any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) • The staff member conducting the search must be accompanied by at least two witnesses (SLT and/ staff member). There is a limited exception to this rule. Staff can carry out a search of a pupil without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. • Where practicable a member of staff may record the search audio-visually.
Establishing grounds for a search	<ul style="list-style-type: none"> • Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, if members of the SLT are not on site. The teacher must decide in each particular case what constitutes reasonable grounds for conducting a search. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

	<ul style="list-style-type: none"> • The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property that are later found not to be illegal or stolen. • School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item. • Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has control or charge of the pupil, for example on school trips.
Confiscation	<ul style="list-style-type: none"> • School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to students or school discipline. • When deciding what to do with the confiscated items, staff will consult with a member of the Senior Leadership Team.
Dealing with Electronic Devices	<ul style="list-style-type: none"> • Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may not erase any data or files unless approved by a member of the Senior Leadership Team. • If inappropriate material is found on the device it is up to the Senior Leadership Team to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.
Guidance for Carrying Out A Search	<ul style="list-style-type: none"> • The person conducting the search should not require the pupil to remove any clothing other than outer clothing. • ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, jackets, boots and scarves. • ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. • A pupil’s possessions can only be searched in the presence of the pupil and two members of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. • Note the power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
Lockers and desks	<ul style="list-style-type: none"> • Schools may search lockers and desks for any item provided the pupil agrees. • It is a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. • Where practical such searches should be conducted in the presence of the pupil and his/her parents. • If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.
Informing parents	<ul style="list-style-type: none"> • There is no requirement for the school to inform parents before a search. • Parents may be informed as part of the school behaviour policy and procedures. • Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school. • If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

Record Keeping	<ul style="list-style-type: none"> There is no requirement for the school to keep records of searches or confiscation. However staff will comply with the reporting requirements and in the event of serious breaches- these will be duly recorded in the student file.
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10. Dress code

- Pupils in Reception 1- Year 11 wear the ISS school uniform.
- Students in Sixth Form follow the dress code below:

Male	<ul style="list-style-type: none"> Trousers Shirt Formal shoes
Female	<ul style="list-style-type: none"> Skirt / Dress (at least knee length) or Trousers Shirt or smart top (straps must be 3 fingers wide) Formal shoes
Not permitted	<ul style="list-style-type: none"> Visible tattoos Visible piercings (except earrings) Clothing with offensive or inappropriate designs or stamps Casual trousers – jeans, combats, track suits, leggings, shorts Casual style dresses such as those with a vest style top, very thin straps, strapless style top, beach dresses Casual tops – track suit, fleeces, T-shirts, hooded tops, vest tops; Casual shoes – flip flops, shoes with no ankle strap, trainers, canvas shoes, leisure shoes/pumps Sportswear Revealing clothes; clothing made of sheer/transparent materials. Hair with unnatural colour / highlights or with patterns or shapes cut into it (including eyebrows) Hats, caps and bandannas Overly conspicuous jewellery - large earrings, necklaces

Members of the community who do not conform to the Dress Code will be sent home to change.

It is beyond the scope of the Policy to provide guidance on every eventuality. In the event of queries, the Head of Primary / Secondary will act as the arbiter. If you fail to comply with these guidelines you will be dealt with in line with school policies and procedures.

11. Student Voice

<p>Benefits</p>	<p>There are several benefits of effective student voice to ISS and to the students.</p> <p>To students:</p> <ul style="list-style-type: none"> • improved participation, retention, achievement and progression • better feedback on the students' experience informs quality improvements • students become empowered, more self-confident and motivated • students learn the value of democracy • students have the opportunity to become directly involved in social action for the benefit of others • services and facilities are improved to better meet the needs of students • identification and sharing of good practice • promotion of an environment of mutual respect <p>To ISS:</p> <ul style="list-style-type: none"> • improved participation, retention, achievement and progression • students who are more expert and independent • better quality information about the students' perspective so improvements can be made • better decisions about resource allocation and investment • students who feel more involved, see ISS as a place where they belong and are motivated to put something back into the school • enhanced college reputation within the community
<p>Mechanisms</p>	<ul style="list-style-type: none"> • Student Leadership Team • Student Council • Y10 Ambassadors • School newspaper • Newsletters • Student satisfaction surveys • Model UN • Young community led initiatives

12. Mental Health

<p>A whole school approach to promoting positive mental health</p>	<p>We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.</p> <p>This encompasses six aspects:</p> <ol style="list-style-type: none"> 1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands. 2. Helping children to develop social relationships, support each other and seek help when they need it. 3. Helping children to be resilient learners. 4. Teaching children social and emotional skills and an awareness of mental health. 5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services. 6. Effectively working with parents and guardians.
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Staff roles and responsibilities	<p>We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.</p> <p>We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. Sources of relevant support in school include:</p> <ul style="list-style-type: none"> • Our Senior Leadership Team • Our Inclusion Team • Our Safeguarding/Child Protection Lead • Our Phase Leaders • Our SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision. • Our School Nurse • Our PSD Coordinator
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13. SMSC

Culture and Ethos	<p>ISS prides itself on a culture of high expectations for all pupils. Our core values incorporating fundamental values underpin the culture and ethos of the School. ISS recognises and celebrates the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our pupils both within the curriculum and through extra-curricular activities. ISS strongly believes that education is not just about academic qualifications, it is about developing young men and women who are confident, resilient, culturally literate and active citizens of a vibrant, ever-changing society.</p>
Spiritual development	<p>Spiritual development seeks to improve the spiritual literacy of our pupils. It relates to the beliefs, feelings and values which inform pupils' perspectives and views on life. The School gives pupils opportunities to reflect on their beliefs, encouraging pupils to become self-aware, self-confident and curious about others' beliefs. The School has cultivated a happy, disciplined and caring environment where pupils feel able to express their beliefs and understand the need for respect when learning about the beliefs of others. Before any discussions about beliefs, faith and values can take place, the School's practice is to set up clear ground rules reflecting our core values. The pupils develop their spiritual understanding by experiencing a curriculum which will develop their self-esteem, self-knowledge and belief in themselves.</p> <p>At ISS the spiritual development is delivered through:</p> <ul style="list-style-type: none"> • A PSD programme followed by all year groups which covers a range of themes where pupils are encouraged to give their perspectives reflecting their views and beliefs; • Current affairs activities where pupils discuss a topical issue and improve their understanding of the range of views related to local, national and global issues;

	<ul style="list-style-type: none"> • Assembly themes to address and promote the School’s values, reflecting multi-faith Seychelles and the spiritual aspect of quiet and reflection. Assemblies are used as moments to celebrate pupil achievement; • Educational enrichment trips, creative partnerships and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world; • A reflective and creative approach to learning; • A rewards system developing pupil self-esteem through certificates, privileges and awards at all levels; • Displays of pupil work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individuals.
Moral development	<p>Moral development refers to the pupils’ ability to recognise the difference between what is right and wrong. The School has a well-established Behaviour, Rewards and Sanctions Policy, reinforcing the need for boundaries to protect the pupils’ right to learn and thrive. A consistently applied system of rules supports pupils to understand the consequences of their behaviour. Personal tutors, form teachers and other key pastoral staff will work with individuals and groups of pupils who may need targeted intervention to improve their understanding of the consequences of their behaviour and actions.</p> <p>At ISS moral development is promoted through:</p> <ul style="list-style-type: none"> • School rules; • Safe space discussions based on moral and ethical issues; • Assembly themes on moral issues, developed and reinforced during form time; • a PSD programme which develops knowledge and understanding of the law of the land and the need to respect both civil and criminal law to promote peace, safety, health and harmony of the individual and society as a whole; • Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality; • Student Leaders support pupils abide by the School rules and inculcate healthy relationships; • Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues; • Community links with key partners such as Community Police Officers to promote a safe environment for all in the local community; • Engage learners in developing solutions to the challenges they face as global citizens, encourage the development of informed opinions on complex ethical and scientific issues; • Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour reflecting the flexibility of the curriculum.
Social development	<p>Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in a multi-faith, multi-cultural and vibrant Seychelles society.</p> <p>At ISS, the social development of pupils is provided through opportunities such as:</p> <ul style="list-style-type: none"> • Through the curriculum – all subject areas play an integral part in underpinning the core values. For example, in ICT the rule of law is reinforced by pupils learning about the issues around copyright and in Science individual liberty is the backdrop to discussions on contraception; • Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where pupils become increasingly with more independent study;

	<ul style="list-style-type: none"> • Enrichment opportunities such as the Duke of Edinburgh Award; • The use of pupils in teams across the School in Student Council; Student Leadership team; Sports teams; House teams and group work; • PSD programme reinforcing the core values and exploring the different identities which make up modern Seychelles, giving pupils a strong sense of belonging to the School and society as a whole, with a clear understanding of the necessity for mutual respect and tolerance of those with different faiths, backgrounds and beliefs; • Careers Advice and Guidance in the School. Subject specific advice is given at certain milestones of a pupil's life at the School. • Participate in the wider community through work experience in Year 10 and volunteering in the local community through the projects such as beach clean ups.
<p>Cultural development</p>	<p>Cultural development refers to increasing pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. ISS enables pupils to have a clear understanding and appreciation of the range of different cultures within the School and further afield as an essential element of their preparation for life in modern Seychelles. Pupils learn about the democratic parliamentary system and its central role in shaping our history and values through curriculum areas such as History and PSD. The School has thriving and successful Art, Performing Arts and Sports Departments where pupils are keen to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Performances celebrate music and culture from a range of backgrounds.</p> <p>Pupils' interest in exploring, understanding of and discovering different faiths and cultural diversity is aimed at promoting, respect and celebrating diversity, and tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>The School is flexible and recognises that local, national and global events may make certain groups or individuals vulnerable to bullying. Through our pastoral system, the School provides pupils a safe space to discuss these events with an acceptance of the School's core values.</p> <p>At ISS the cultural development of our pupils is provided by:</p> <ul style="list-style-type: none"> • Exploring the contribution of different cultures across the curriculum; • Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media; • Broaden, develop and enrich pupils' interests and insights through interacting with opportunities the School and the wider community provides such extra-curricular activities and positions of responsibility; • Preparing pupils for life in modern Seychelles by improving their understanding of public institutions and services; • Educational visits to experience other cultures and ways of life; • PSD programme; • Assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance and celebrations of religious festivals; • Provision for specific religious activities such as Ramadan for example.