



KING'S COLLEGE INTERNATIONAL SCHOOL

BANGKOK

Reference number		Policy name	Pastoral Care Policy
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Person(s) responsible	Mrs Sarah Raffray Executive Principal	Date of next review	June 2024
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Vision, mission and values	<p>Mission To produce well-rounded, academically successful, happy young men and women.</p> <p>Vision To engage, inspire and extend our students, our staff and the wider community.</p> <p>Values To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
Purpose	<p>It is important to look after every child and ensure they are healthy and happy. We want to celebrate their achievements and make them feel confident to make mistakes and commit fully to learning. This policy must be read in conjunction with other whole school policies, including: Child Protection and Safeguarding policy; Promotion of Good Behaviour policy; Relationships and Sex Education policy and any other relevant policy.</p>

Approved by	SLT	Date	14/02/2024
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Pastoral Care Policy

I. Aims

I.1 The school's pastoral policy is to ensure we give individual attention to every student and adopt a proactive approach to our care. It builds in best practice from safeguarding, early help and active interventions to help all students live fulfilling lives in accordance with the school's aims.

I.2 The school aims to complement the work of the family in developing the student's moral views, sense of responsibility, self-reliance and awareness of him/herself in relation to other people and the community, and in preparing him/her to meet the challenges of life.

I.3 The *Pastoral Care Policy* contributes to the ethos of the school by the attention given to personal and social development, thus putting into perspective the many areas of school activity (the academic, spiritual, sporting and cultural, curricular and co-curricular) in which each student participates. The aim is to offer the secure conditions which enable each individual to thrive among friends and to create an environment which is stimulating, varied and challenging so that our students recognise the diversity and individuality of others and the importance and potential of their own attitudes and efforts.

I.4 The school's *Pastoral Care Policy* aims to assist every student so that they are able to deal successfully with practical matters (such as conditions for study and time allocation) affecting their academic life. Also, to be able to utilise fully the academic, sporting, cultural and other opportunities offered by the school, including those leading to higher education and careers.

I.5 The *Pastoral Care Policy* includes personal, social and health education which deals, through PSED (in Early Years) PSHE lessons (in Primary) and Living In The Modern World (senior school) and by cross-curricular methods, with areas such as health, substance abuse, sex and sexual relationships, and personal responsibility and bullying. Further details on this are in the 'PSHE policy'. Additionally, the Learning Enrichment department makes provision for the support of students with specific learning difficulties and is an integral part of the pastoral system. Further details of this are in the 'Learning Enrichment Policy'.

2. Proactive Pastoral Care

While pastoral work often requires us to be reactive, it is Proactive Pastoral Care that is at the heart of our pastoral culture - this policy should be read in conjunction with our PSHE Policy and RSE Policy. It is preventative in nature and enables us to strengthen our values and secure a successful pastoral curriculum. With pastoral care as one of our key pillars, our pastoral staff hold great status and we offer a range of pastoral training opportunities. Proactive Pastoral Care is a priority for all staff at King's Bangkok as we focus on the holistic development of all pupils. The school acknowledges that there are groups of students who are more likely to be susceptible to harm, and our proactive approaches are informed by this understanding; in particular, students from minoritised communities.

Proactive Pastoral Care measures at King's Bangkok include:



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- Opportunities for students to build resilience and to grow into well rounded young people through: co-curricular and extra-curricular program; residential trips; workshops; guest speakers; house activities; outreach projects and form time
- A clear and consistent whole-school PSHE and RSE curriculum
- Digital citizenship taught explicitly and also embedded into all subject areas
- Effective and systematic reporting and information sharing through CPOMs
- Systematic use of wellbeing data and other sources of data to identify patterns and to inform any necessary interventions (such as additional support groups or counselling sessions)
- An awareness that everyone is responsible for the pastoral care of all our students
- An understanding that small things matter and that they can form part of a bigger picture - we aim to pick up on the small things before they can become a major issue or a crisis
- A systematic approach to transition
- Close engagement with our parent community, educating them about a range of pastoral challenges and issues as well as targeted positive parenting programs
- Early intervention - identifying emerging problems, liaising with the safeguarding team and other pastoral staff, the Learning Enrichment (LE) team and school counsellors
- Building close collaborative relationships with external professional networks and other schools
- Sharing and requesting relevant information with and from other schools in the case of children moving from one school to another
- Staff induction - new staff are given guidance and training on a range of pastoral issues - including context specific issues for students living in Thailand, and with an allusion to local law and cultural practices
- Staff training - Staff participate in relevant training courses and conferences, and visits to outside institutions are intended to develop staff skills and effectiveness. Policies and practices will continue to evolve to keep abreast of current thinking.
- Staff in different sections of the school trained in areas such as: mental health first aid; Identity-based harm; micro-aggressions; friendships; accidental counselling; suicide prevention
- Student voice - we provide opportunities for students to voice their experiences at school in a safe environment, for example the School Council (primary and senior); the Gender and Sexuality Alliance; the DEI Council; 6COMM; The Schools Inclusion Alliance



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- In the senior school, Steer assessments are carried out three times a year to identify students with hidden risks. Tutors, heads of house and the deputy head (senior school) analyse these responses and put action plans in place. The impact of these are monitored with each new cyclen and at other regular intervals throughout the process.
- In the senior school, students undertake PASS assessments in term 2 of each year to understand students' satisfaction with their school experience. These are triangulated with CAT4 data so tutors, heads of house and the deputy head (senior school) can implement interventions accordingly.
- In the senior school, students complete a weekly wellbeing questionnaire to identify any immediate issues. These responses are viewed, monitored and responded to weekly by the tutors, heads of house and deputy head (senior school).

3. Pastoral structures: the house system, form and tutor groups

3.1 Overall structure for Early Years:

- Every member of staff is involved in pastoral care.
- All students have a 'form tutor' who is their class teacher.
- The form tutor is the person who parents get in contact with and monitor academic progress, behaviour and conduct of every child.
- Heads of year will support form tutors.
- There are no houses.
- Deputy Head and Head of Early Years regularly review all aspects of pastoral care, academic progress and parental experience and provide support and access where necessary.

3.2 Overall structure for the Primary school (Years 1-6):

- Every member of staff is involved in pastoral care.
- All students have a 'form tutor' who is their class teacher.
- The form tutor is the person who the parents contact and who monitors academic progress, behaviour and conduct of every child.
- Heads of year will support form tutors
- Every student is also associated with a house
- There are six houses, each with a head of house
- Children with older siblings join the same House
- Each form has a mix of houses.



3.3 Senior school

There are six houses which are broken into constituent tutor groups. Tutor groups contain students from Years 7-9 and Years 10-13. Heads of house support tutors.

The tutor is responsible for registration, daily administration and everyday pastoral care. The tutor's regular contact with the students during the academic year places them in a good position to observe and advise.

4. The role of the class teacher (EY & primary) and the tutor (senior)

4.1 It is intended that each student's special relationship should be with his/her class teacher (EY & primary) and the tutor (senior), although all the teaching staff have a responsibility for the behaviour and attitudes of the students and thus all have a pastoral role in addition to their formal instructional role.

4.2 It is the class teacher (EY & primary) and the tutor's (senior) aim to know the student, his/her background, and all factors pertinent to his/her school progress. The class teacher (EY & primary) and the tutor (senior) gathers a long-term view of the student's development. The class teacher (EY & primary) and the tutor (senior) are well placed to observe trends of behaviour and to advise or intervene when they judge it to be appropriate. They also observe the student's academic progress; carry out reviews using reports and feedback from other teachers. They are expected to be thoroughly informed, and to use their discretion wisely. They are in an ideal position to advise the student, the parents, the staff and the Head of school if needed.

4.3 Each student meets their class teacher (EY & primary) and the tutor (senior) every day. The student may inform their class teacher (EY & primary) and the tutor (senior) of their progress that week. In the senior school, they will show their tutor their homework diary and use it to communicate with parents. Each student also sees his/her form tutor individually to review their report. These occasions are used to analyse progress, discuss problems if they exist and agree strategies for the student to deal with them, and to consider whatever future options, choices of subjects and extra-curricular activities are then appropriate.

4.4 A student may initiate a meeting with their class teacher (EY & primary) and the tutor (senior) when there is an issue they wish to discuss.

4.5 A student's family is encouraged to liaise with the school through the class teacher (EY & primary) and the tutor (senior). As a matter of routine, the parents will see the class teacher (EY & primary) and the tutor (senior) parents' evening. Parents work with the form tutor if there is an extended absence. In situations giving rise for concern, there may be special contact between the parents and the form tutor.

5.1 The role of Heads of Year (early years and primary) / Heads of House (senior)

The Head of Year gets to know as many children in their year group as possible and provides advice and support for students and parents. The heads of house undertake this role in a vertical system in the



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senior school. They also act as support for the class teacher (EY & primary) and the tutor (senior) should it be required. The Head of Year (EY & primary) or Head of House's (senior) advice should be sought prior to a member of the Senior Leadership Team becoming involved. The Head of Year (EY & primary) or Head of House should sit in on and support parent meetings where appropriate. These meetings should be recorded on CPOMS.

If, after meetings and support from the Head of Year (EY & primary) or Head of House (senior) there are still concerns pastorally, a member of SLT should be involved. Throughout this process, the possibility of child protection issues should be considered and the DSL should become involved if appropriate.

Children of concern (which includes pastoral concerns) are a standing item on each Primary Year group and each senior school Heads of House weekly team meetings.

Pastoral concerns are a standing item on the weekly Primary Heads of Year and Senior School Heads of House meetings.

The Heads of Year (Primary & EY) and Heads of House (senior) are line managed by a member of SLT.

5.2 The role of the DSLs and DDSLs

The DSLs and DDSLs ensure that all students are safe at school and at home. They take into account any of the children's protected characteristics and carefully monitor any children who may be a concern from a safeguarding point of view both in and out of school. They ensure that all staff are trained in safeguarding and that any concerns are identified on CPOMS and followed up and monitored with staff within school and outside agencies if necessary. DSLs and DDSLs look at trends and support the development of education if trends are evident. [DSLs job description](#) for more information.

6. The role of the Senior Leadership Team

The Senior Leadership Team creates the positive, listening culture of the school that instils the school's values of kindness, good manners and wisdom. They show interest in the children and it is expected that teachers discuss the children with them and they get to know the children and their families and are approachable and visible in the school. The Executive Principal leads on Safeguarding and DEI to ensure each of these is seen as of paramount importance.

The management teams of each section of the school meet frequently with the school counsellors to discuss any children who require counsellor support.

7. Director of Diversity, Equity and Inclusion (DEI)

The Director of DEI will act in a consultative capacity for staff, students and parents in any instances where the pastoral welfare of a student may be impacted by an issue relating to identity-based harm.



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The Director of DEI will provide support via whole school and section-specific training to ensure staff are frequently refreshing their understanding of complex DEI issues.

8. The role of Parents

Parents are central to the students' pastoral development and are invited into school to discuss their children and attend meetings and events regularly. We believe it is important to be honest and transparent with parents and want the school community to be one of support, cooperation and have the feeling of a large family. There are many ways we communicate with parents. These include:

Face to face interactions during school drop off and collection

Parents are welcome to come into school at the beginning and end of each day to speak briefly to the teacher.

Schoolzine

The school has the app Schoolzine. Weekly newsletters and other information can be found on the app.

E-mail

Parents can communicate with teaching staff through email.

Seesaw

Seesaw is our learning portal for Early Years and Primary. The teachers and students will post pictures to show their learning on Seesaw most days but each child will not be represented each day.

Parents' Evenings

We hold formal parents' evenings each year. If the teacher has any pastoral concerns about a child, appointments will be made to see parents whenever necessary. Parents are regularly and actively encouraged to speak to tutors if they have concerns. They are also regularly invited to use our complaints policy if something goes wrong.

School Reports

Formal written reports are sent out at various points throughout the year via the school portal, These reports identify children's personal and social development and what their next steps are. Interim reports are also provided to update parents on students' progress.

Parent Information Seminars and Workshops

Throughout the year we hold relevant parent information meetings and workshops where we will discuss various topics related to the school or children. These include a range of pastoral topics such as: digital citizenship; bullying; counselling; PSHE; RSE; positive parenting; DEI.



9. Response to incidents of identity-based harm

King's College International School Bangkok provides many learning opportunities, including the opportunity to learn about and respect one another.

Our community is diverse in many ways and we believe it is essential that children learn to respect and value one another. In keeping with our school values of Kindness, Good Manners and Wisdom, as well as our moral and legal duty to eliminate discrimination, we consistently work towards ensuring our community is a safe and happy place for all.

It is important that parents and carers understand how we will deal with any such incidents. Identity-based harm refers to behaviours such as, but not limited to, verbal abuse, microaggressions, hate speech, online harassment, child-to-child abuse, physical violence, and social exclusion which are targeted at members of minoritised communities who experience discrimination locally and globally. The grounds for which people experience discrimination and prejudice include:

- disability (including physical disabilities, mental health, and neurodivergence)
- special educational and learning needs
- race or colour
- ethnicity
- nationality or citizenship status
- language
- religion or belief
- sex
- gender identity
- gender expression
- sexual orientation
- socioeconomic status

Identity-based harm is treated very seriously as its impact is damaging to all those involved as well as to our wider school community. We investigate, record and report all incidents, including those that are reported to be unintentional. Our response will always aim to provide adequate pastoral support to the target and education for the perpetrator so that everyone understands the potential harm of such behaviour. Effectively tackling incidents of identity-based harm in this way will improve the school environment for everyone, increasing attainment, wellbeing and sense of belonging for pupils and staff.

10. The role of the Safeguarding Governor

This role is set out in detail in the Child Protection and Safeguarding policy. The Safeguarding Governor conducts regular checks of the quality of record keeping providing support and challenge. She also provides the school with a valuable insight into Thai cultural expectations and communications with parents.



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Policy to be read in conjunction with this policy:

[Registration & attendance policy](#)

[Child protection and safeguarding policy](#)

[Promotion of good behaviour policy: EY, primary and senior school](#)