



Satit Prasarnmit
International Programme

PASTORAL POLICY

SELF-RELIANCE | PARTICIPATION | INNOVATION | PROGRESSION



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Satit Prasarnmit International Programme Pastoral Policy

Beliefs and Statement of Intent for Pastoral Care	2
Aims and Scope of the SPIP Pastoral Team	2
Child Protection and Safeguarding	2
Safeguarding Flow Chart	3
Designated Child Protection Officer.....	4
“Help! I have a concern about my child’s safety or well-being.”.....	4
Visitors Policy (Parents, One-off Visitors, Guest Speakers, Alumni Students Etc)	5
E-Safety and Mobile Devices	5
Duty Policy	6
School Website	6
“Help! I would like an image of my child removed from the SPIP website.”.....	6
Attendance and Welfare Concerns	7
“Help! Who do I contact to notify the school of my child’s absence?”.....	7
Tutor Group Policy for all SPIP Students	10
Tutor Group Expectations:.....	10
Discipline and Uniform Expectations:.....	10
Air Quality Index Policy	12
“Help! I am worried about air quality and the impact on my child’s health.”.....	12
Learning Support and Access Arrangements	12
“Help! I am concerned my child may need Learning Support, English language support, help with special educational needs or extra time on external exams (IGCSE/ A Levels).”.....	12



Satit Prasarnmit International Programme

Beliefs and Statement of Intent for Pastoral Care

The health, safety and wellbeing of all our students are of paramount importance to all the adults. Our students have the right to protection, regardless of age, gender, race, culture, faith, sexual orientation, or disability. They have a right to be safe in our school.

As a school we believe in nurturing students, and whilst a student is at school as educators we take on the role of *loco parentis*. Therefore, in this role we must ensure that we provide, not only education for students, but high levels of child protection, safeguarding and guidance for all our young learners as well. All staff members are responsible for pastoral care in school in accordance with the Pastoral Policy, and should always maintain levels of professional distance, whilst also making each individual student feel safe, acknowledged, and respected.

Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the students, taking all reasonable steps to protect them from harm, whether from physical or emotional injury, abuse or neglect or from anything that interferes with their general development.

Aims and Scope of the SPIP Pastoral Team

This policy is applicable to the whole school community, including the Directors, Senior Management, Administration Staff and Teaching Staff (including those in a specialist setting such as peripatetic Music teachers and Sports coaches), non-teaching staff, volunteers and temporary non-employed staff, whether Thai or non-Thai.

When considering safeguarding issues, regard should also be given to linked policies, procedures and protocols: Recruitment, Visitors, Health and Safety, Anti-Bullying, E-Safety, Mobile Devices, Attendance and Punctuality, Complaints, UN Rights of the Child, Whistleblowing, Data Protection, Behaviour Policy.

As with other policies, all our dealings in school relating to pastoral care should comply with the educational Code of Ethics.

Child Protection and Safeguarding

- Ensure that all staff know that safeguarding is everyone's responsibility and that the school should consider at all times what is in the best interests of the child.
- Provide students, parents and staff with clear guidance concerning safeguarding concerns, and know who to speak to should a student disclose to them an allegation of abuse.
- Emphasise the importance of early help and intervention.



Satit Prasarnmit International Programme

- Ensure staff are aware that any member of staff may raise a concern.
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- Raise awareness and provide guidance about different types of abuse.
- Ensure that there is a clearly understood procedure, following an allegation being made against a member of staff.
- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our students with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.

As part of our commitment to safeguarding, protect children and ensure the welfare of all our students, we will:

- Implement a Safe Recruitment Policy for appointing staff, volunteers and helpers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children.
- All new members of staff will be given a copy of our child protection procedures as part of their induction into the school.
- Ensure that all staff, volunteers and helpers in our school are aware of their responsibility to protect children and young people and are appropriately trained in Child Protection matters.
- Ensure that our students and parents are appropriately aware of Child Protection matters.
- Ensure that staff, volunteers and helpers are aware of and adhere to our Code of Conduct and our Visitors Policy.
- Ensure that all staff, volunteers and helpers understand the need to report child protection concerns about a child or a worker's conduct towards a child.
- Promote the rights of the child to be listened to and to be taken seriously so that the child is able to express their views, thoughts and concerns.

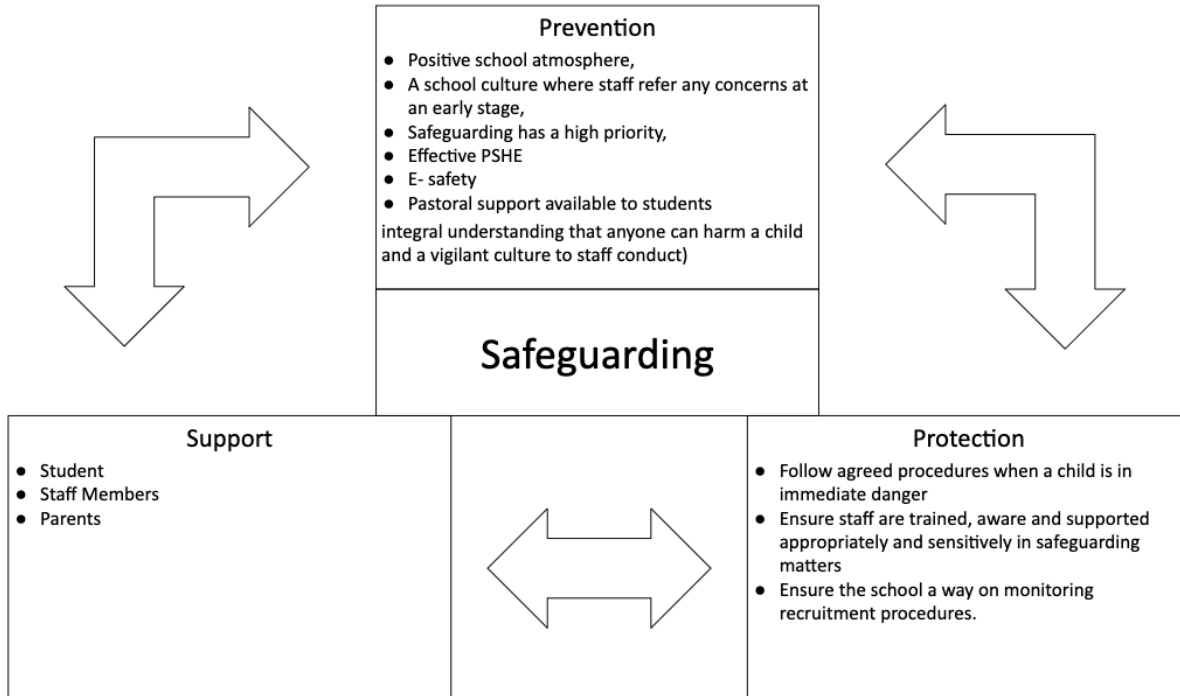
Safeguarding Flow Chart

There are three main elements to our safeguarding which is displayed in the flow diagram below:

1.1 Safeguarding Main Elements Diagram



Satit Prasarnmit International Programme



Designated Child Protection Officer

Primary Contacts:

- Shirlene Pang - Head of Pastoral shirlene.pa@spip.in.th
- Benjarat Ekthumasuth (Ms. Ben) - School Counselor benjarat.ek@spip.in.th
- Vorada Siripongwatana (Ms. Aim) - School Counselor vorada.si@spip.in.th

Secondary Contacts:

- Laura McKechnie - Head of Year 7 (Key Stage 3) laura.mc@spip.in.th
- Matthew Hemstock - Head of Year 8/9 (Key Stage 3) matthew.he@spip.in.th
- David Benton - Head of Year 10/11 (Key Stage 4) david.be@spip.in.th
- Charoemkwan Tahkaew (Ms. Kwan) - head of Year 12/13 (6th Form/Key Stage 5) charoemkwan.th@spip.in.th

“Help! I have a concern about my child’s safety or well-being.”



Satit Prasarnmit International Programme

You can make a counselling appointment here at the Student Wellbeing Hub (<https://www.spip.in.th/student-wellbeing-hub/>)

You may also contact the appropriate Child Protection Officer listed above. If you are unsure who to contact, feel free to email shirlene.pa@spip.in.th

Confidentiality

All witnessed, suspected or alleged violations of the Child Protection and Safeguarding will be immediately reported to the Designated Child Protection Officer who will record and act on these in a confidential manner in accordance with the Child Protection and Safeguarding and the best interests of the child. SPIP will take appropriate action to protect the child/children in question from further harm and others in the organisation during and following an incident or allegation.

Article 29, The Thailand Child Protection Act of 2003

Child Protection and Safeguarding sets out to outline the actions that will be taken to ensure that all students are protected from all forms of abuse. Information contained herein relates to both national (Thai Child Protection Act 2003; and, the Interim Constitution of the Kingdom of Thailand, 2014), and international ([Convention on the Rights of the Child](#)) legislation relating to children's rights.

Visitors Policy (Parents, One-off Visitors, Guest Speakers, Alumni Students Etc)

All visitors during the school day are required, on arrival, to show an ID. The visitor will be required to present valid IDs, log in their name, phone number, purpose of visit, time-in and time-out. Visitors will be issued with an appropriate visitor's badge and a leaflet which contains further instructions for the safety of the visitor and our students.

E-Safety and Mobile Devices

At SPIP we recommend 'bring your own device' school and recognise the importance of ICT for learning. However, we know that some people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The School's E-safety policy explains how we try to keep students safe in school. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our anti-bullying and the [SPIP Behaviour Policy](#).

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and are advised not to access these sites in school. Some students will undoubtedly be 'chatting' on mobile or social networking sites at home and we provide regular



Satit Prasarnmit International Programme

guidance through IT lessons, PSHE, support for parents, and assemblies. All e-safety incidents are logged and investigated.

Appropriate monitoring and filtering systems are in place and reports are analysed. The school is aware of the risk posed by access to the internet by unmonitored or unfiltered 3G and 4G devices and such risk is kept under review. The school has a clear ICT/device code of conduct and clear sanctions are in place for digital or cyber misconduct.

Students are also expected to maintain their hard work and behaviour for online learning, if and when the need arises. Further details on online learning behaviour can be found in the [Online Behaviour Policy](#).

Duty Policy

Duty requires that staff members take any disciplinary action as required and deal initially with any emergency. Even when members of staff are not on 'official' duty, they should act proactively to maintain good order around the school.

- Ensure students remain in assigned areas.
- Supervise the orderly queuing (in Key Stages) and hand sanitizing for the canteen. No student bags or phones are permitted in the Canteen during lunch time.
- Ensure students are following campus regulations - littering, rough playing, improper language is not permitted.
- Ensure students observe and maintain social distancing rules.
- Food is not permitted outside of the 5th floor.
- Administer discipline as needed.
- Safeguard students at all times including field trips and residential trips.

School Website

"Help! I would like an image of my child removed from the SPIP website."

Please contact it@spip.in.th with links and details about the images you would like removed.

At SPIP, if a parent/child/guardian requests any images removed from our website this is complied with immediately. Images used on the school website comply with the following guidelines.



Satit Prasarnmit International Programme

- No personal details i.e.: full name, address or email will be accredited to any image whatsoever.
- Discretion in putting personal information or students' work from a portfolio must be done as there is a high risk in sharing these. Therefore, student and parent consent is required.

Attendance and Welfare Concerns

“Help! Who do I contact to notify the school of my child’s absence?”

Please call 02 260 9621 or email registrar@spip.in.th as soon as possible. Full details of the [SPIP Attendance Policy](#) is available on the [school website](#).

Transcript Eligibility and Attendance

In order to obtain a transcript from Satit Prasarnmit International Programme, students must meet the following attendance criteria:

Attend 80% of all timetabled lessons including but not limited to Tutor period, Enrichment, Assemblies and all lessons.

Complete 80% of all assignments including but not limited to mock exams, tests, homework and classwork.

Full details of the [SPIP Attendance Policy](#) is available on the [school website](#).

Tutors and Key Stage Leaders are required to monitor attendance closely and contact parents where attendance is a cause for concern. Any students whose attendance falls below 80% during the course of a half term are a concern. Parents are notified of this. If attendance and punctuality is consistently poor then they may be referred to the Key Stage Leader and Pastoral Team. Each case will be judged on individual circumstances as there may be a reasonable explanation for such absence.

Welfare concerns are raised by any staff using the Schoolbase or school gmail account. However, if it is a child protection issue then the member of staff or student must see their Key Stage Leader directly. These concerns are an essential part of the early identification of safeguarding concerns. If it is a general welfare concern then this is discussed at a weekly



Satit Prasarnmit International Programme

Wellbeing meeting within Class Tutor meetings, and Pastoral meetings. If the incident is child protection related the staff must follow the intervention, reporting and mitigation procedures.

Expectation of KEY STAGE LEADERS:

Liaison with Key Stage 3, 4 & 5 Students and families:

- Ensure that the behaviour, discipline, and attendance of Key Stage 3, 4 and 5 students are met to a high standard.
- Ensure that students are treated with dignity and respect (including consideration for cultural differences) when taking steps to address pastoral and discipline concerns.
- Investigate disciplinary cases in a timely and objective manner.
- Arrange meetings with students and/or parents as requested by tutor teachers, subject teachers and/or relevant teaching staff.
- Assign and follow-up behaviour reports and student circulars on any behaviour issues or concerns respectively.
- Form good student-teacher relationships with Key Stage 3, 4 and 5 students and be seen as an effective and approachable leader.

Liaison with Tutors:

- Ensure that tutor teacher roles and responsibilities are met.
- Regularly conduct meetings with Key Stage 3, 4 and 5 tutors and discuss any issues that need to be addressed, such as students' attendance, behaviour and well-being concerns.
- Conduct meetings with the student, parents and tutors and/or Head of Pastoral and/or Subject Heads concerning the student's academic progress or Pastoral concern.
- Provide oversight regarding safeguarding on field trips and residential.

Liaison with Head of Pastoral:

- Inform the Head of Pastoral immediately of any discipline cases with Level 4-5 demerits to address the issue in a timely manner.
- Attend weekly meetings with the Head of Pastoral; report any issues regarding Tutor Group Leaders, and any Pastoral issues regarding Key Stage 3, 4 and 5 students.
- Respond to pastoral and discipline cases assigned by the Head of Pastoral.

Liaison with School Counsellors:

- Work closely with School Counsellors to provide a holistic approach to student well-being.
- Ensure that sensitive information is kept confidential.



Satit Prasarnmit International Programme

- Provide support on disciplinary matters if and when they overlap with emotional wellness concerns raised by counsellors.

Expectation of School Counsellors:

- Liaise with all members of the Pastoral Team regarding the emotional wellness of students.
- Maintain confidentiality regarding cases, sharing information with other staff only when it is absolutely necessary for the safeguarding of the child.

Expectation of Learning Support Teachers:

- Liaise with all members of the Pastoral Team regarding the learning support needs of students.
- Help identify students who require learning support.
- Develop strategies for students on the learning support register to provide the best possible academic outcome.
- Complete Learning Support Reports to help track student progress.

Expectation of Head of Pastoral:

The Head of Pastoral should be instrumental in building leadership capacity and delivering on excellent student outcomes, particularly on behaviour, attendance and care. He/she will manage multiple teams, such as Key Stage Leader groups, particularly on tutor and guidance issues. The Head of Pastoral should be responsible for but not limited to the following:

- To be the first point of contact and liaison between families and other children's agencies, such as social services or child health.
- Conduct meetings with Key Stage Leaders and/or tutors regarding support and guidance, and concerns of students.
- To provide a good consultation for students.
- Work directly with Key Stage Leaders, Counsellors and Learning Support.
- Coordinate with other Deputy Heads for behaviour issues.
- Coordinate with the Head of Planning & Administration for academic issues.
- Follow up pupil/staff concerns, making telephone and written contact with parents as appropriate.
- Follow up safeguarding issues in line with school policy and practices.
- Provide support and help identify causes/incidents triggering pupil problems.



Satit Prasarnmit International Programme

Tutor Group Policy for all SPIP Students

SPIP recognizes student support as an important part of a child's well-being. The tutor group policy ensures that students experience this vital part of personal development in connection with their academic learning. SPIP students are expected to fulfil certain duties in their tutor group period.

Expectation of KEY STAGE 3, 4 & 5 STUDENTS:

Tutor Group Expectations:

- Arrive on time and be present for the tutor group period
- Wear the appropriate uniform as stated in the Student Discipline Policy.
- Discuss any personal, social, or emotional issues with their tutor.
- Keep tutors up to date about their academic progress.
- Prepare class materials for period 1 and 2 in the tutor group period.
- Participate in any activities or fulfil responsibilities requested by the tutor.
- Develop and maintain good and positive rapports with other students.
- Ensure that lockers are clean and organised every week.

Discipline and Uniform Expectations:

- Follow SPIP rules and regulations during the tutor group period.
- Acknowledge and adhere to [SPIP Uniform Policy and SPIP Behaviour Policy available on the school website](#).

Expectation of Tutors:

- Arrive at school by 7:45 a.m. to prepare for the day.
- Be present for the tutor group period.
- Take the attendance daily and amend the register if absent.
 - (/) Present
 - (L) Late
 - (O) Absent
- Ensure correct uniform each morning and issuing demerits for any violations.
- Update tutees on important school-related announcements, such as special events.
- Follow-up on tutees' demerits and detentions.
- Create and follow tutor group activities chart and facilitate group discussions with tutees.



Satit Prasarnmit International Programme

- Be available to discuss any social, personal, academic issues with students as a tutor group or individually; report to Key Stage Coordinators if problems cannot be resolved.
- Ensure that students have their class materials ready for Period 1 and 2.
- Communicate with parents and the pastoral team regarding any academic, social, behavioural, or personal issue that arises.
- Develop and maintain good and positive relationships with students, teaching staff, senior management, and school directors.
- Enforce English Speaking Policy and discipline policy at all times during the tutor group period.
- Organise a locker check regularly and make sure students' lockers are clean and organised.
- The use of mobile phones is restricted to academic purposes only with permission and under supervision of the tutor.
- Complete unique and insightful tutor comments for each individual tutee on reports.
- Speak to students who receive demerits to encourage positive behaviour moving forward.

Monitor of Student Attendance:

- Recording attendance is of utmost importance for safety reasons and for the Student Attendance Policy (Requiring 80% attendance to receive transcripts etc).
- Record the attendance of students during tutor group period on SchoolBase.
- Address poor attendance by issuing a demerit for each time a student is late three times. Send an email to notify the respective parents on a weekly basis.
- Immediately report concerns to Key Stage Coordinators that need to be attended to and investigated more seriously, or any concerns that need to be addressed to parents/guardians.
- Communicate with Subject Teachers if a tutee's regular absence is affecting their academic progress.

Monitor of Tutee Behaviour:

- Encourage tutees to maintain acceptable behaviour according to SPIP's Behaviour Policy.
- Enforce discipline policy and award House Points in a fair manner.
- Conduct Behavioural Meeting with tutees who attain a Level 2 demerit.
- Follow-up on behavioural and all academic issues if students have been placed on behavioural or academic reports by the Pastoral Team.



Satit Prasarnmit International Programme

- Report to Key Stage Coordinators regarding repeated concerns that need to be discussed and/or investigated more seriously, or any concerns that need to be addressed to parents/guardians.

Monitor of Student Academic Progress:

- Communicate periodically at Key Stage Meeting with Key Stage Leaders regarding students' academic achievements, progress, and behavioural concerns.
- Allow students to acknowledge their academic achievements as well as their academic areas of improvement.
- Discuss student attainment and effort with each student after A&E Reports and progress reports are issued and help set, monitor, and achieve academic goals for the student.

Air Quality Index Policy

“Help! I am worried about air quality and the impact on my child’s health.”

SPIP cancels outdoor activities when pollution is in the “moderate” range (151+). SPIP measures the Air Quality Index (AQI) in and around the school every day, before and at the end of every lesson.

If your child has respiratory problems or other health concerns that may be aggravated by the AQI the school must be alerted immediately with the details (Please call 02 260 9621 or email registrar@spip.in.th).

Further details on our [AQI Policy](#) can be found on the school website.

Learning Support and Access Arrangements

“Help! I am concerned my child may need Learning Support, English language support, help with special educational needs or extra time on external exams (IGCSE/ A Levels).”

If you think your child would benefit Learning Support, please contact shirlene.pa@spip.in.th or prisca.wu@spip.in.th

SPIP may also approach families directly if we feel that a student would benefit from joining



Satit Prasarnmit International Programme

the Learning Support Register. We aim to provide the highest quality education to all SPIP students and can provide personalised support plans where necessary.

Further details on our [Learning Support Policy](#) can be found on the school website.

Last updated July 2024 (Feb 2025 in progress)



Satit Prasarnmit
International Programme

PASTORAL POLICY

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