



Satit Prasarnmit
International Programme

STUDENT SUPPORT AND WELLBEING POLICY

SELF-RELIANCE | PARTICIPATION | INNOVATION | PROGRESSION



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Satit Prasarnmit International Programme Student Support and Wellbeing Policy

Content of Document

This document includes the following school policies:

Child Protection and Safeguarding

Attendance and Welfare

Visitors

E-Safety and Mobile Devices

Duty

School Website

Student Support and Wellbeing Team Expectations and Responsibilities

Beliefs and Statement of Intent for Student Support and Wellbeing (SSW)

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 SSW in school in accordance with the SSW 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 Student Support and Wellbeing (SSW)

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,



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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 SSW 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.
- 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.



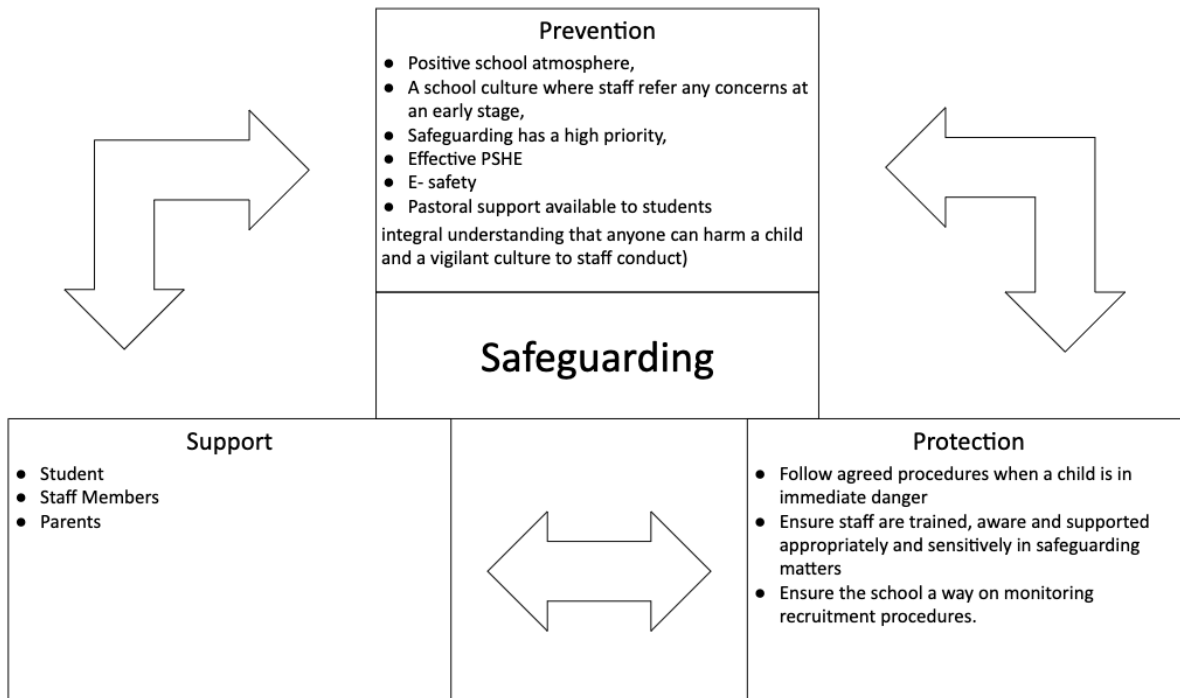
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- Ensure that all staff, volunteers and helpers understand the need to report child protection concerns about a child or a worker's conduct towards a child.
- Promote the rights of the child to be listened to and to be taken seriously so that the child is able to express their views, thoughts and concerns.

Safeguarding

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

1.1 Safeguarding Main Elements Diagram





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Designated Child Protection Officer

Primary Contacts:

- Shirlene Pang - Head of Student Support and Wellbeing
- Benjarat Ekthumasuth (Ms. Ben) - School Counselor

Secondary Contacts:

- Thodsapon Phonhiran (Mr. George) - Key Stage Leader (KS3)
- Jonathan Lewis (Mr. Jonny) - Key Stage Leader (KS4)
- Charoemkwan Tahkaew (Ms. Kwan) - 6th Form Leader (KS5)

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 of 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](#).



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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 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.

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. 'Turning a blind eye' is never an option ([Duty Policy](#)).

- 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.

School Website

At SPIP if a parent/child/guardian request any images removed from our website this is complied with immediately

- 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

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 90% 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 SSW



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Leadership 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 Wellbeing meeting within Class Tutor meetings, and SSW 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:

- Ensure that the behaviour, discipline, and attendance of Key Stage 3, 4 and 5 students are met to a high standard.
- 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 Tutor Group Leaders:

- 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 SSW and/or Subject Heads concerning the student's academic progress or SSW concern.

Liaison with Senior Management staff:

Members of Senior Management will meet at least once a week to review any issues or concerns regarding SSW, academics, and discipline involving both students and staff.

Liaison with Head of Student Support and Wellbeing:

- Attend weekly meetings with the Head of SSW; report any issues regarding Tutor Group Leaders, and any SSW issues regarding Key Stage 3, 4 and 5 students.



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Expectation of Head of Student Support and Wellbeing:

The Head of SSW 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 SSW 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 tutor teachers regarding support and guidance, and concerns of students.
- To provide a good consultation for students.
- Work directly with Key Stage Leaders.
- 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.

Tutor's Group Policy for Key Stage 3, 4 and 5

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 Period:

- 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.



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- Ensure that lockers are clean and organised every week.

Discipline/Uniform:

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

Expectation of Tutors:

- Arrive at school by 7:30 a.m. to prepare for the day.
- Be present for the tutor group period from 8:00 a.m. - 8:15 a.m.
- Take the attendance daily and amend the register if absent.
 - (/) Present
 - (L) Late
 - (O) Absent
- 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.
- 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 Key Stage Coordinators 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.

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.



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- 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 Student Support and Wellbeing.
- 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.

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