



# British School of Ulaanbaatar

## 3.1 – Pastoral Care and Welfare Provision

Pastoral Care is a central element of the education, experience and environment provided at the British School of Ulaanbaatar. Effective pastoral care and welfare provision supports our students in their development into mature and well-adjusted young adults, who will be confident and equipped to make a positive contribution to the societies in which they will live and work in the future. The School therefore places the educational, emotional and social development of our students at the heart of our practice. Our core aims are two-fold;

- To provide a safe, caring and supportive environment for students;
- To care for and support every member of the school community.

Pastoral care is provided through the system of roles, resources, structures, policies, programmes and processes employed to support the development of children and young adults. This policy describes the formal structure for pastoral care and welfare provision, setting out clear and defined roles and expectations to ensure that every member of our community has access to relevant pastoral structures and procedures.

### Pastoral Care: Aims and Objectives

The central aims of the pastoral care system are stated above and cover the following objectives. Pastoral Care at BSU should:

- create and maintain an environment which meet the needs of each student;
- nurture teaching and learning relationships;
- recognise and celebrate talents and abilities;
- help students learn to make their own decisions through greater self-awareness and independence;
- promote clear moral and social values in our community;
- support an engaging PSHE curriculum;
- function as an early warning system for the early detection of students who could be deemed “at risk;”
- involve all stakeholders in the life of the School.

### Pastoral Care Procedures and PHSE

Many aspects of Pastoral Care will be provided, taught or reinforced within the general climate of the School via everyday interactions within the classroom and campus. Students are organised into tutor groups or classes within their year groups, with a tutor/class teacher who will oversee the group for that academic year. The first point of contact for students or parents should be the relevant form tutor/class teacher, as they typically manage day to day matters and give advice where needed or requested. The next point of contact is the Heads of Upper and Lower Primary or Deputy Head of Secondary (Pastoral) who oversee all form tutors/class teachers in their phase (see [5.1 – General Communication Policy](#)). These colleagues typically manage a wide range of issues concerning student welfare and happiness, concerns over

attendance and punctuality as well as discipline issues. The School will support parents by communicating to them about their child's progress and development. We will also assist parents by informing them of how best they can help their child academically. If parents are experiencing family problems the school can offer support through assisting the children come to terms with those difficulties. If necessary, the school will ask the school counsellor to speak to parents who seek assistance.

Positive and supportive relationships between staff and students help to foster social skills, self-esteem and a sense of responsibility. A considerable amount of factual material is covered in the academic curriculum in subjects like Science, PE and English, whilst our extra-curricular programme contributes to the students' social and personal development. The Classroom Conventions (see [3.4 – Classroom Conventions](#)) have been agreed to facilitate learning and teaching in a positive, safe and secure atmosphere. The Classroom Conventions have been developed in partnership with the Student Council, pastoral team and SLT and are displayed in all classrooms.

All students are taught Personal, Social and Health Education (PSHE) as part of the curriculum to help them to make informed choices about their own lives (see [2.2 – Educational Model and Curriculum Overview](#)). The central objectives of the PSHE programme are as follows;

- The promotion of critical and analytical reflection on key concepts such as identity and self-awareness, self-esteem, friendship, relationships, feelings and emotions, parenthood, community, citizenship and independent thinking.
- The acquisition of skills such as interpersonal skills, conflict-management skills, cooperative learning skills, study skills, practical skills and key skills such as communication, IT and application of number.
- The promotion of core values and dispositions such as the commitment to act responsibly with regard to self, relationships, society and the environment.

Furthermore, good mental and physical health is encouraged, and teachers inform and thus influence students on choices of diet, smoking, drinking, drugs, personal relationships, safe sex, etc. Sex education is presented in a context which emphasizes family life, loving relationships and respect for others.

PSHE is essentially a practical session and should therefore not rely heavily on teachers having to provide time for students to complete written assessments. Assessment of student progress in PSHE can be made through the recording of evidence obtained during lessons. Evidence can include, but is not limited to, post it notes that students have written on, photographs of activities completed in class and any written work or pictures completed by students. This is an accessible way of recording student progress which can be monitored by the class teachers and form tutors to inform their next stage of planning.

## Community Involvement

At BSU, we believe that charitable involvement in local communities is an important aspect of the school and its ethos. We believe that encouraging students to participate in and lead charity projects fosters an understanding and empathy of those less fortunate than themselves. Through the BSU Community Outreach programme we strive to:

- Teach members of the School community about the principles of community outreach and other charitable projects;
- Bring together teachers, students, and parents in an effort to accomplish joint charitable ventures;
- Allow students the opportunity to participate in charitable projects at a range of scales with the aim of increasing student understanding of charity and aid provision throughout the world.

## Roles and Responsibilities

BSU takes a collaborative approach to Pastoral Care and therefore, each member of staff has a role to play in its implementation. However, there are a number of personnel who have a specific role to play which are detailed below.

**Board of Directors:** The Board of Directors supports the principles of inclusivity and equality (see [1.9 – Equality and Diversity Policy](#)) of access. The Board will have overall responsibility for the approval and monitoring of policy.

**Head Master:** The Head Master works with the Board of Directors, members of staff and students in the development of strategy and policy, ensuring that the proper structures and resources are put in place for effective operations. The Head Master is also required to contact and consult with parents and with outside agencies as necessary and will remain available to meet students, staff and parents in a supportive environment. As Child Protection Liaison Officer (CPLO) the Head Master will collaborate with the other members of the Pastoral and Welfare team and contact relevant agencies in accordance with the School's Child Protection Procedures (see [3.5 – Safeguarding and Child Protection](#)) if necessary.

**Pastoral Responsibilities in Primary and Secondary:** The DHoS (Pastoral) plays a critical role in pastoral care in the school, and as such supports all members of staff in achieving School targets and priorities relating to pastoral care. The DHoS also oversees and develops the PSHE programme across the Secondary Phase and line manages the Form Tutors. The post-holder must promote and support the behaviour management policy (see [3.2 – Behaviour Management Policy](#)) in its consistent use by staff and clarity of understanding by students and parents. Within the Primary Phase, pastoral responsibility is shared between the Heads of Upper and Lower Primary. Their role as pertains to pastoral care and welfare is similar to the DHoS (Pastoral) in the Secondary Phase.

**Child Protection Officers: CPOs are** a members of the Child Protection Team as designated Child Protection Officers with responsibility for the Primary or Secondary Phase, although issues for any child of any age may be brought to the attention of either CPO at any time (see [3.5 – Safeguarding and Child Protection](#)).

**School Counsellor:** School counselling is a specialist role undertaken by those professionally trained in counselling theory and practice. It involves a trained professional forming a relationship with individual students to support them with identity development, enhance their resiliency skills, and develop the resources to manage their relationships with others in their life. Effective counselling seeks to empower the student to develop their coping skills and make positive changes in their lives. It includes collaborating with individuals, groups and families,

and working at the interface between students and others around them who may influence their lives. Counselling activities of a counsellor within a school may include supporting the both the School Medical Team as well as providing specialist advice to the Academic Staff and the community and making referrals. Counselling activities may also include providing mediation between students, as well as between students and staff. The School anticipates employing a trained School Counsellor in AY: 2021-2022.

**Form Tutor/Class Teacher:** Tutors and Class Teachers supervise and monitor the academic progress and conduct of students and will encourage participation in group activities which meet the child’s interests and areas for possible development. Examples include ECAs, sport teams, student leadership opportunities, competitive clubs and so on. As such staff meet with specific groups of students on a regular basis, they are well-placed to identify any challenging areas and welfare concerns for the students in their class and will consult with CPOs and CPLO and other members of the Pastoral Care team, as necessary.

**Subject Teachers:** each teacher at BSU should aim to create a positive learning environment in the classroom which encompasses the development of the whole person. Subject Teachers have regular contact with their classes as per the timetable and will deal with simple issues as they arise. They are often the first adult to be approached by students with concerns. Learning support and EAL teachers, due to the small group nature of the majority of their classes may be particularly likely to be approached by children wishing to disclose issues of concern to them. Teachers with responsibility for younger children such as Key Stage One or Early Years classes are less likely to be approached with disclosure but instead may observe or witness behaviour which is a cause for concern. Relevant information and issues that require further attention should be passed to the form tutor/class teacher (to inform the identification of patters), or should the information be a child protection issue, all staff should contact the CPOs or CPLO directly as per [3.5 – Safeguarding and Child Protection](#).

**Student Council Liaison Teachers:** the main roles of Student Council Liaison Teachers are to assist, promote and advise the Student Council, providing a link between students, the academic staff and the Senior Leadership Team (see [3.10 – The Student Council](#)). Staff will meet with the student council regularly and report or invite the Head Master to attend meetings as appropriate, highlighting students’ requirements, needs and requests. Due to their supportive and advisory role, members of staff holding this role may find themselves approached to offer support, advice or listen to a disclosure of some kind.

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