

**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

STUDENT PASTORAL & WELLBEING POLICY

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|------------------------|-------------------------------------|
| POLICY INTENDED FOR: | Students |
| CATEGORY: | Pastoral, Mental Health & Wellbeing |
| POLICY IMPLEMENTED BY: | Vice Principal Pastoral |
| REVIEWED BY: | Vice Principal Pastoral |
| REVIEW DATE: | August 2025 |
| FUTURE REVIEW: | August 2026 |

The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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AIMS, GOALS AND OBJECTIVES

The Pastoral & Wellbeing Policy at Oxford International College sets out the main objectives of the College in terms of caring for the students and ensuring that their experience at OIC is both positive and happy. The College aims to meet the needs of all students in terms of their academic experience, personal development, physical and mental health, wellbeing and special educational needs.

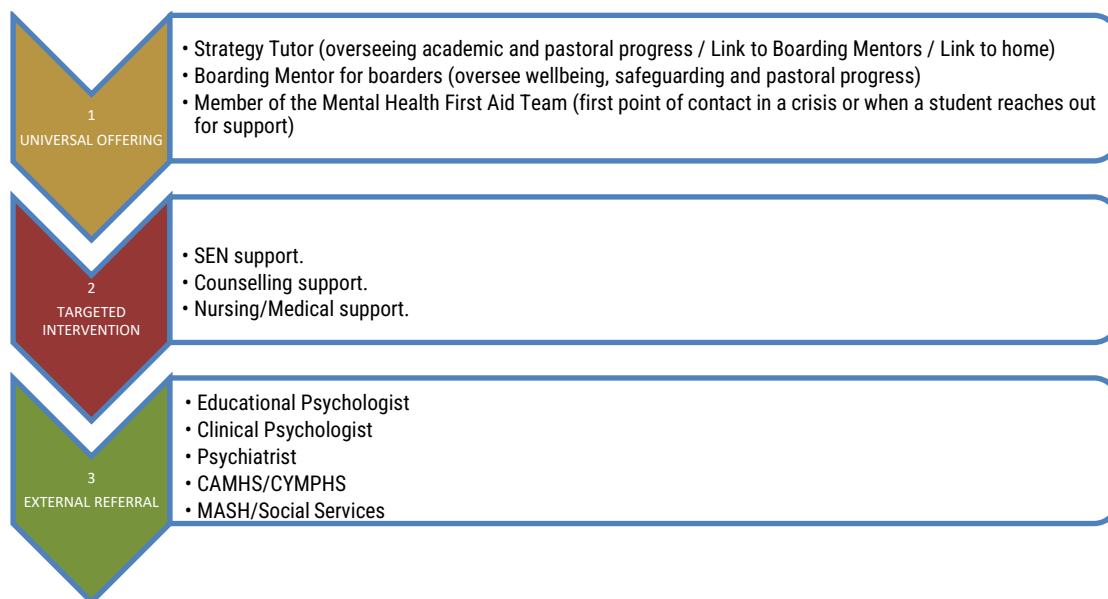
The college is mostly made up of international students and many are living away from home and in a new country for the first time. Whilst the Admissions process and pre-arrival information form will have given us some idea of each student’s need, often we will rely on the process of getting to know the students to really understand what works best for them and whether any reasonable adjustments might need to be made including dietary requirements, special educational needs, medical needs, any early issues around making friends and settling away from home for the first time.

The College seeks to provide a high level of care, reassurance and support in a safe and secure environment, thereby enabling our students to grow in confidence and self-esteem whilst at the same time preparing them for their next steps in life. To achieve this, the Vice Principal for Pastoral Care and the Heads of Year work closely with the Strategy Tutors, the Life Skills Tutors and the College SENCo. This allows us to bring together a variety of staff with different skill sets, qualifications and experience.

Students are encouraged to access support, ask questions or raise a complaint or concern with any member of staff. In addition, posters with links to the College ‘Tell Us’ procedures are in all college and boarding buildings. These give a voice to students who lack the confidence to approach staff in person.

In order to achieve our goals, we rely on working within a strong and supportive community and therefore we also work closely with teaching and boarding staff as well as with our students and their families. In some cases where it is appropriate, we work with external agents such as CAMHS, MASH, private psychiatrists, educational and clinical psychologists.

There are three levels of support at Oxford International College. These work as follows:



SUPPORTING STUDENTS

Universal Offering

Boarding Students: Each boarding student is supported by their Strategy Tutor and Boarding Mentor as well as by their teachers, house parents and the wider school community. Students see their strategy tutors once a day for registration at 9.00 am and once every three weeks for an individual one-to-one meeting to discuss their academic progress and general wellbeing. The Strategy Tutor is the link between school and home. Students see their Boarding Mentor once every half term to discuss their general wellbeing and any worries or concerns they may have. The role of the Boarding Mentor is to ensure that the student is settling well into their life outside school and to support them with any difficulties or worries.

Day Students: Each day student is supported by their Strategy Tutor as well as by their teachers, house parents and the wider school community. Students see their Strategy Tutors once a day for registration at 9.00 am and once every three weeks for a one-to-one meeting to discuss their academic progress and general wellbeing. The Strategy Tutor is the link between school and home.

Targeted support:

Where students would benefit from more support and guidance, an extra level of support is offered. This might involve regular meetings with a member of the Nursing, Counselling or Special Educational Needs Team. For some students targeted support will involve six consecutive sessions with a Specialist Teacher or Counsellor.

External referral – where appropriate and necessary:

Some students benefit from expert knowledge and advice. An example is neurodiverse students or students with a learning need or complex mental health need. In the UK, the National Health Service has a Department called CAMHS that stands for Child and Adolescent Mental Health Service. The role of this service is to assess and treat young people with emotional, behavioural and/or mental health difficulties. OIC Students tend to join us for a period of one to three years, with the majority of students studying A-levels for a two-year period. Due to very long waiting lists for CAMHS, College will often suggest to parents that we seek a private referral for a student who would benefit from an assessment or intervention.

PASTORAL LINK MEETING (PLM) – WORKING TOGETHER AS A COLLEGE

The PLM meetings occur on a Tuesday morning from 10.00 – 11.00 am. The purpose of these meetings is to bring together the boarding and school teams to consider any concerns that have arisen over the weekend and to ensure that these are dealt with in a timely and appropriate manner and in a way that considers the needs and choices of the student.

The meetings are chaired by the Vice Principal for Pastoral Care and the Student Services Manager. A live shared agenda is circulated in advance of these meetings and attendees are invited to complete the agenda with updates or new concerns arising from concerns logged by staff in the iSams Wellbeing Manager. Each point is discussed during the meeting. Next steps and actions are agreed. The Student Services Manager circulates the minutes via a shared document and then adds specific concerns and agreed actions to iSams and for Safeguarding the software, CPOMS.

Meetings are attended by the Vice Principal for Pastoral Care, the Director of Boarding, Deputy Head of Boarding, the Head Counsellor, the SENCo and/or Neurodevelopmental Practitioner, Heads of Year,

Boarding Managers, the Student Services Manager, the Wellbeing Managers, the Boarding Managers, the College Nurse(s) and the DSL.

These meetings are a weekly opportunity to build a picture of the needs of our students and to ensure that any matters that occur outside of the college day are picked up promptly. These might include sickness, accidents, low mood, anxiety, depression, poor attendance, behavioural difficulties, worries about home, bereavement, etc.

SAFEGUARDING MEETINGS

The College has one Designated Safeguarding Lead (DSL) and three Deputies. This team meets weekly on a Wednesday afternoon to discuss, monitor, escalate or de-escalate safeguarding matters. The DSL works with the Oxfordshire LADO, Jo Lloyd, on matters where guidance and advice is helpful.

BOARDING

OIC offers a range of accommodation including single en-suite, shared en-suite and studios. All rooms are furnished and conform to national minimum boarding standards.

The college provides a comfortable, safe, inclusive and homely living environment. There are seven boarding houses, and accommodation is carefully allocated according to the needs, age and development of our students. As in school, the Boarding Team prides themselves on ensuring that all students have a voice and encourages our young people to speak up where they see a need for improvement or change. During their College journey, OIC students grow in confidence and maturity and come to learn, not only how to take responsibility for themselves, but also how to look out for each other.

All of our boarding houses are fully supervised and monitored by an array of Boarding Staff including House Parents, Boarding Managers and overnight "Awake Managers". Around-the-clock support is provided, including access to medically trained nurses, the local General Practitioners and the renowned JR hospital in the event of an emergency. There is separate boarding provision for students who are under 16 where a high level of age-appropriate supervision is maintained. Monitoring of the older students (those over the age of 18) is purposefully more discreet as this allows for and encourages a healthy blend of independence, responsibility and hard work.

The College follows ISI advice in having single sex Boarding Houses or corridors (monitored and accessed by a key card control system). All communal spaces are mixed.

Exeat: An exeat is a period away from boarding and requires the completion of an 'Exeat Request'. Exeats for students aged 17 and under must include parental consent and will thereafter be submitted for approval to the Director of Boarding. For students aged 18+ parental consent is only essential if the student plans to travel outside the UK.

Exeats must be submitted when:

1. A student plans to leave college overnight.
2. A student plans to attend an educational visit or interview resulting in missed lessons.
3. A student is travelling outside the UK.

Curfew: A curfew is the deadline for returning to boarding in the evenings. Curfew checks take place every evening in each boarding house at the allotted times.

Student Handbook: Each student has a Student Handbook detailing information relating to exeat, curfews, emergency situations, key telephone numbers, what to do in the event of sickness, rules around guests and visitors (from both within and outside the OIC Community). In the event that a student cannot find an answer to their question in the Student Handbook, please ask a member of the boarding team for clarification.

Further information on policies and procedures

A summary of key policies is available in the student and pre-arrival information handbooks which are made available to both parents and agents. Upon arrival, all students are given their own copy of the Student Handbook. It should be noted that the College has clear policies and/or procedures on:

1. Behaviour.
2. Bullying.
3. Use of Physical Restraint.
4. Safeguarding.
5. Attendance.
6. Missing students.
7. The Administration of Medicines.
8. Independent Persons.
9. Safer Recruitment.

LEAD UP TO THE OIC JOURNEY

Once a place has been accepted, students and parents will liaise with the Student Services Manager as a first point of contact. This is a chance to learn more about the college and preparing for their OIC experience.

Student services can answer questions about the practicalities of arriving at a new College in a new country. Talk to us for guidance or help on:

- Airport transfers.
- Boarding accommodation.
- Opening a bank account.
- Registering with a GP (doctor) and dentist – this is done in advance of arrival.

- Your healthcare needs.
- Any other advice or help you may need.

Upon arrival at College, you will have plenty of opportunities to get to know us and each other through the OIC New Student Induction Programme. This is an informal, fun and easy way to learn about the College, the city of Oxford and the way we do things at OIC.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (LIFE SKILLS)

The detail of our policy and practice in this area is set out in the schemes of work for the Personal, Social Health and Economic Education (PSHE) programme and in the College's policy on the Spiritual, Moral, Social and Cultural development of students.

The PSHE curriculum (known as Life Skills) is broad and wide-ranging and covers personal, social, moral, health and economic education.

It is designed to inform; to help develop Life Skills; to stimulate students into thinking critically about moral, ethical and social issues; to appreciate that different people may hold different views; to develop the ability to articulate one's own opinions while being able to listen to others and to respect their points of view, and to foster tolerance of other people and lifestyles, with particular regard to the protected characteristics under the Equality Act 2010.

The OIC Life Skills curriculum is in line with the College's aims and ethos and helps students to reflect upon their aptitudes and interests and to use this knowledge to make good decisions about their GCSE, A level and post-A level choices alongside our careers programme. It reflects the College's ethos of effective personal development and careers and university pathways.

RELATIONSHIPS AND SEX EDUCATION

OIC provides relationships and sex education as part of its Personal Social Health and Economic programme as well as through assemblies and visiting experts. The Life Skills curriculum is designed to help young people to develop self-esteem, self-responsibility as well as the understanding and attitudes that will help them to form caring stable relationships. As in other aspects of college life, the curriculum offers a broad and balanced view which reflects the nature of the world in which we live and which fosters a respect for the rights, beliefs and lifestyles of other people, reflecting current legislation and paying regard to the protected characteristics under the Equality Act 2010.

The OIC curriculum meets the regulatory requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021). Every student who is in secondary education is provided with relationships and sex education (except so far as a student is excused as mentioned in ISSR Part 1 paragraph 2A (2)).

For **further** details see the OIC Relationships and Sex Education Policy.

PROVISION OF EXTRA - CURRICULAR ACTIVITIES

The College prides itself on being a strong academic College where a large part of the focus is on academic success. There are, however, opportunities to engage in a variety of extra-curricular and co-curricular activities during students' time here.

During the year, specific College activities are organised within and outside College to encourage students to socialise, communicate and enjoy a sense of participation within a community.

The students are encouraged to participate in a Student Council which identifies students' interests and requests the provision of activities and facilities.

FURTHER INFORMATION

For further information about Student Pastoral & Welfare at OIC please speak with Vice Principal Pastoral

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