

Pastoral Care of Students at UWC Robert Bosch College

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1 Introduction

Pastoral care is a central endeavor at UWC Robert Bosch College.

Pastoral care creates an enabling environment for students both individually and collectively to develop in a manner consistent with the UWC Mission and UWC Values.

Pastoral care enables the College to deliver on its duty of care to the students in its care, especially those between the ages of 16 and 18.

The structure and exercise of pastoral care within a college needs to be consistent with the pedagogical concept of the college. Since its foundation in 1962 by German educationalist Kurt Hahn, the approach within UWC emphasises student responsibility, student autonomy and personal sense-making. UWC Values emphasize “personal responsibility and integrity”, “personal challenge” as well as “action and personal example”. UWC values also emphasize the collective nature of the students’ and the College’s endeavour: “mutual responsibility and respect”, “compassion and service”, “international and intercultural understanding” and the “celebration of difference”.

Pastoral care within all institutions, including the institution of the parenting, presents a pedagogical challenge: an approach that does not progressively confer more (appropriate) responsibility on the child fails to prepare the child for his or her role as an autonomous adult in society. This is particularly so with young people in UWC Robert Bosch College who are at least 16 years old at the point of admission and who have been selected in a highly competitive process, including for their relative maturity and high potential to be agents for positive change in society. Yet with that conferring of increased responsibility comes increased risk, including potentially for poor decision-making possibly at a critical moment.

The pastoral care of students at UWC Robert Bosch College addresses this challenge through application of the following:

2 General Principles

- The development of student responsibility, student autonomy and personal sense-making takes place within the context of the reassuring presence of adults.
- The focal point for the pastoral care of a student lies with the student’s Personal Tutor, with a further strong role played by that student’s House Tutor. Yet each adult within UWC Robert Bosch College carries a responsibility for pastoral care, and a student is not restricted to any particular adult or adults in raising pastoral care matters. Adult authority is diffused.

- Pastoral care by the adults is enhanced through “shared experience” – especially the teachers interact with students in the classroom, in formal activities and services, through sharing meals together, through the myriad of informal interactions within the daily life of the College. This provides opportunity for each adult within the College to know individual students in a wide range of contexts, creating greater potential for the provision of pastoral care and for concerns to be recognized and addressed.
- Students at UWC Robert Bosch College also are agents of pastoral care, with the residential arrangements and specific programmes designed to enhance their natural inclinations in this regard.
- A professional College Counsellor and a professional College Nurse provide professional support to students as well as providing specific training and support to adult and student groups within the College.

3 Concept of pastoral care through a wide range of daily contacts with responsible adults

The development of student responsibility, autonomy and personal sense-making takes place within the context of the reassuring presence of adults. While the student’s Personal Tutor is the key and coordinating adult in terms of the student’s overall progress and welfare at the College, each Member of Staff has a general responsibility of engagement with students. Students are generally known by name by most if not all of the adults.

In general terms, the UWC Robert Bosch College pedagogical and care approach requires wherever possible that Members of Staff work alongside students and student leaders for different activities and services, rather than Members of Staff dominating that engagement and taking the real responsibility (apart from the responsibility of compliance) away from the students.

Having said this, UWC Robert Bosch College has high expectations for the engagement of Members of Staff with students. For instance, a teacher teaches various classes in the academic programme, has weekly meetings with his or her Tutor Group (8 to 10 students), may sit each day with a slightly different cross-section of students over each lunch, another cross-section of students during a formal activity or service, be on evening (or weekend) duty and interact with students from particular student houses, sit next to different students during a Global Affairs Tuesday evening presentation and debate, take on responsibility for the coordination of yet another group of students in their planning for a Project Week and then during Project Week receive daily telephone calls from a designated student within that group. An example of student engagement with College adults who are not teachers comes from the Kitchen/Mensa. Here students work alongside the Catering Staff on a roster basis, enabling the Catering Staff also to know the students and to keep an “eye out” for individual students.

Members of Staff receive training intercultural understanding, training in responding to student engagement including appropriate responses to different situations, when and when not confidentiality may be offered and those areas where the Member of Staff has an obligation to pass on information to an appropriate person.

4 Pastoral Care Staffing: key formal roles

As already explained, each Member of Staff has a responsibility for pastoral care for students within the College. For instance, the Director of Studies has formal responsibilities for the academic programme and the academic progress of each student, but he also has a responsibility to be aware of students as individual young adults with pastoral needs, not simply as vessels on an academic journey. Furthermore he serves as a Personal Tutor and as the Coordinator of a Student Activity.

The following roles might be considered as key within the pastoral care provision of the College:

4.1 Rektor

The Rektor, under the authority of the Board, carries formal responsibility for Pastoral Care at UWC Robert Bosch College. Generally the Rektor delegates this responsibility to the Director of Student Life except in the case of serious pastoral care matters and serious breaches of the Code of Conduct. The Director of Student Life reports to the Rektor on a regular basis. The College Counsellor and the College Nurse, together with the Director of Student Life, discuss significant trends and serious cases with the Rektor. The Rektor lives on Campus (from June 2015) and serves on a rotational basis with other Members of Management Team as the Senior Member of Staff on Call in case of emergencies.

4.2 Director of Student Life

The Director of Student Life (who also serves as the Deputy Rektor) leads, manages and coordinates the pastoral care programme at UWC Robert Bosch College. She communicates directly with Personal and House Tutors, convenes and chairs regular House Tutor meetings. She leads the Student Health Team which includes the Nurse and the School Counsellor. She convenes regular Student Health Team meetings that within the context of confidentiality discuss individual and collective student concerns as well as planning for the ongoing care education of students and staff. She also serves as the main channel of communication from Management to students in non-academic areas and from Management to Personal and House Tutors. The Director of Student Life lives on Campus, serves on a rotational basis with other Members of Management Team as the Senior Member of Staff on Call in case of emergencies. See Appendix 1 for the role description of the Director of Student Life.

4.3 College Counsellor

The College Counsellor is responsible for leading and coordinating the provision of student psychological support at the College. She runs a daily clinic for students, and where necessary refers students to further Medical professionals. She facilitates education and training in a range of psychoeducational areas for both students and staff and provides training and supervision for Peer Supporters.

See Appendix 2 for the role description of the College Counsellor.

4.4 College Nurse

The College Nurse is responsible for leading and coordinating the student health provision at the College. During her office hours, the College Nurse operates a clinic and is the person who is authorised to grant students permission to miss classes, activities and services. She determines whether sick students may remain in their rooms or whether they must move to the sick bay or should be referred to a Medical Doctor or another Health Professional. She provides First Aid training for students and staff as well as First Responder training. She also serves as one of two Safety Officers.

See Appendix 3 for the role description of the College.

4.5 Personal Tutor

The tutorial relationship is at the heart of the pastoral care programme. The Personal Tutor is consulted by the Rektor, the Director of Student Life and other colleagues in any matters affecting the student's welfare. The role of the Personal Tutor is amplified below. Also see Appendix 4 for the role description of the Director of Student Life.

4.6 House Tutor

The House Tutor is responsible for the orderly and safe running of the Student House for which s/he is responsible as an area for both living and studying. S/he supports good relations with and between the students in his or her care, and promotes a sense of responsibility towards the College. S/he facilitates a House Meeting every Sunday evening. The role description included in the Appendix 5 lays out the many formal and informal responsibilities of the House Tutor.

4.7 Teacher on Duty

When on duty, the Teachers on Duty carry the primary responsibility for the welfare of students and are generally available to students. They also respond in situations where adult intervention is needed (examples include responding to student illness including where appropriate calling the ambulance (112), being the first responder to situations of a

disciplinary nature and coordinating the search for a student on the rare occasion that a student is missing at “check-in”).

See Appendix 6 for the role description of the Teacher on Duty.

5 Student Health Team

The Student Health Team comprises the Director of Student Life, the College Counsellor and the College Nurse. The Student Health Team holds regular meetings to discuss students of concern and other welfare issues. The Student Health team also ensures appropriate training and education on care-related matters throughout the College. The College Nurse is one of two College Safety Officers, which ensures that Safety matters remain within the attention of the Student Health Team.

6 Student Orientation Week

Students are required to attend a week-long Orientation at the College before the start of the academic year. For most students this Orientation supplements the orientation provided by the UWC National Committee that selected them. During the Orientation focus is given to the first steps of forming a community of people from a deliberately diverse range of backgrounds. The foundations are laid for the pedagogical and pastoral care approaches of the College. This includes:

- Explanation of the pastoral care system
- The role of Personal Tutors, House Tutors
- The College Counsellor and the College Nurse
- Mandatory intercultural and conflict resolution training, listening skill training
- Medical examinations
- First meetings with Personal Tutors
- House Meetings led by the House Tutors

7 Pastoral care through Personal Tutors

As already stated, the tutorial system is at the heart of pastoral care at the College.

The Personal Tutor is the person in the College who has an overall view of the student's progress. The Personal Tutor should be aware of the academic programme that the student is following and be in touch with subject teachers when and where necessary. In addition the Personal Tutor should be aware of the myriad activities and services that each Tutee is involved in, and the nature of the activity or service.

The relationship between Personal Tutor and his/her Tutees is crucial, it needs to be a balance between support, stretching and challenge. There will be times when their attitudes and/or behaviour needs to be challenged. This is done in a supportive way but at the same time it is incumbent upon Personal Tutors to demand the very best from their Tutees. The Tutees must feel they can approach their Personal Tutor.

The relationship must be based on trust and this is addressed explicitly with the Tutor Group. Tutees have the right to expect confidentiality in their conversations with their Personal Tutor. This particularly the case when confidentiality is requested. The trust that needs to develop in the Personal Tutor / Tutee relationship only develops through effort and thought. Tutees must feel that their Personal Tutor will listen to them and empathize with them. This does not mean that the Personal Tutor will necessarily agree with them. It must however be spelt out to students that in some instances confidentiality cannot be guaranteed at all times.

Tutees need help in dealing with relationships in their personal and college life. This includes relationships with teachers and peers. They need advice on issues concerning academic choices, other academic issues, interactions with other students and staff, personal issues, disciplinary issues, interests and activities, career choices and study skills. They may well get advice from others at the same time. It is the Personal Tutor's role to ensure that the advice they are receiving is sound.

Structured mechanisms through which Personal Tutors establish a relationship with their Tutor Groups and Tutees include:

- Tutor Group meetings once a week
- Individual meetings with Tutees at least once a month
- Tutor group dinners generally five times per academic year

The list of Personal Tutor responsibilities both formal and informal is included in the role description in the Appendix 4.

8 Staff on Duty

“Senior Member of Staff on Call” from the Management Team. During the course of the general college day there are many Members of Staff engaged in the myriad of college activities. However, over weekends and by mid-evening during weekdays, the College formalizes the designation of the Member of Staff on Duty.

On weekdays, from 9pm onwards until after “check-in”, there is a Teacher on Duty for every two student houses (ie for 50 or so students), supported by the “Senior Member of Staff on Call”.

After “check-in”, responsibility is handed over to the appropriate House Tutors.

The Teachers on Duty roster for weekdays is drawn from Personal Tutors. Over weekends the Teacher on Duty roster is drawn from House Tutors. Given the number of staff who live on Campus including the Rektor and Director of Student Life, the College has a capacity to quickly mobilize a larger team of adults should an emergency situation warrant this.

In determining the number of Teachers on Duty, UWC Robert Bosch College deliberately chooses for students to play a strong supporting role in providing for overall welfare. This is consistent with the pedagogical and pastoral care concepts. It includes that all students are trained in First Aid, a number of students receive further training as First Responders with two First Responders per year group are “on duty” each day, and a number of 2nd year students are trained as “Peer Supporters”.

9 Pastoral care in Student Houses

It is a clear pedagogical and pastoral objective that students from so many national, cultural, religious, socio-economic, gender, political and linguistic backgrounds learn to live together. They need to find agreement on basic arrangements in each room and then in each Student House, wherever possible in a cooperative, democratic manner and not through (except where vital) the coercion of House Parents, the Director of Student Life or the Rektor. (At the same time Members of Staff need to hold students accountable when the basic arrangements are significantly inadequate or unsafe or where agreements are breached.) The difficult learning processes that these processes entail is a fundamental part of a UWC education and lays the foundations for UWC students to be builders of society in their future lives.

Following from this, the broad principle underpinning pastoral care in Student Houses is the “reassuring presence of adults”, not the “dominating” presence of adults. Clearly there are times when more direction is needed, especially when students in a house fail to agree on or collectively implement minimum standards, or when there is a breach of the Code of Conduct, or when a student is in distress of one kind or another and in these instances Members of Staff are available to give this direction.

The College has structured seven “layers of protection” in the pastoral care provision in Student Houses:

Most students share accommodation four students to a room. (In each house there is one room able to accommodate two students, giving a small degree of gender flexibility in enrolment.) Each Student House is deliberately small in size: a maximum of 26 students, all at least 16 years of age, under the care of one House Parent. That there are generally four students to a room, each committed to the welfare of their roommates, and that houses are small, gives a first layer of protection within the pastoral care provision. It would be difficult for a student to be in distress or missing and not to be noticed as such.

Student's attendance at lessons, activities and services are carefully monitored and absences noted and quickly followed up including by the Personal Tutor. Furthermore the College Nurse publishes a "Sick List" every morning, and updates this during the course of the day. During the evenings and over weekends students are less frequently monitored – there are fewer "natural" opportunities for this. But it remains a fundamental principle that every student who is not authorized to be absent for the night makes eye contact with a Member of Staff every evening before retiring to his/her room. The eye contact, the tone of the student's voice, provides an opportunity for the Member of Staff to form a quick assessment if something is seriously amiss - the second layer of protection within the pastoral care provision. The provisions for "check" are listed in the Appendices.

The geography of the Student and Staff Village is such that House Tutors live in very close proximity to the Student Houses. The locking system of the Student Houses is such that students can exit the Houses at any time of the day or night, and the door of the closest House Tutor apartment is a matter of meters from the door of each Student House – a third layer of protection within the pastoral care provision. In addition, the mobile telephone numbers of relevant Members of Staff are posted in each Student House, and each student has the mobile number of his or her Personal Tutor.

Within each Student House there are trained student First Responders and, from 2015/16, trained student Peer Supporters (where part of the training is when urgently to seek adult support) – a fourth layer of protection within the pastoral care provision. (For 2014/15, the trained Peer Supporters are five recent UWC graduates who live on Campus.)

All students and all Members of Staff are trained in First Aid - a fifth layer of protection within the pastoral care provision.

As previously outlined, there is a senior Member of Staff on call 24/7. The house of the Director of Student Life is no more than two minutes' walk from the furthest Student House, that of the Rektor three minutes' walk from the furthest Student House - a sixth layer of protection within the pastoral care provision.

As previously outlined, at any one time there are several Members of Staff who could be mobilized in the case of an emergency – a seventh layer of protection within the pastoral care provision.

10 Missing students at "check-in"

On the rare occasion that a student is missing at check-in and cannot be quickly located through a questioning of friends and/or a search of the Campus, the Senior Member of Staff on Duty is notified immediately and a wider search instigated, which might also involve the Police and making contact with the student's family.

11 Evening and Overnight Student Illness/Injury

If a student becomes ill (or an existing illness appears to become more serious) or is injured during the evening or overnight and the Member of Staff on Duty / House Tutor has any anxiety over its seriousness, s/he will contact the health emergency line (112), explain the symptoms and then follow instructions. Whenever an Emergency Doctor is dispatched to the College or a student hospitalized, the Senior Member of Staff on Call is notified. In general, the family of the student concerned will be notified forthwith for any hospitalization.

12 General Student Illness / Injury

As previously mentioned, the College Nurse is responsible for leading and coordinating the student health provision at the College.

Consistent with this leading and coordinating is the pedagogical concept that all students and staff receive First Aid training, and that a group of students receives further training and then responsibility as First Responders. Being trained as a First Responder is a significant and appropriate responsibility for the students concerned. The College Nurse creates the formal roster of First Responders on duty, though all First Responders have a responsibility to act in an emergency.

During her office hours, the College Nurse operates a clinic and is the person who is authorised to grant students permission to miss classes, activities and services. She determines whether sick students may remain in their rooms or whether they must move to the sick bay or should be referred to a Medical Doctor or another Health Professional.

If a Medical Doctor or Health Professional determines that a student needs high-level medical intervention and/or careful supervision, the student is hospitalized on the advice of the Medical Doctor.

If a student does not require that degree of intervention and/or careful supervision, but needs to be isolated, depending on the circumstances the student will be isolated through the temporary re-arrangement of the double room in each student house or in a spare room in the Rektor's house (where there are several rooms that can be used for this purpose).

The College Nurse checks on sick students within the College, and arranges for meals to be brought to them (generally by a room-mate – the giving of responsibility to a student).

13 Psychological support

As previously mentioned, the College Counsellor is responsible for leading and coordinating the provision of student psychological support at the College.

Consistent with this leading and coordinating is the pedagogical concept that all students and staff receive education and training in a range of psychosocial areas, and that a group of students receives further training and then responsibility as Peer Supporters. Being trained as a Peer Supporter is a significant and appropriate responsibility for the students concerned. The College Counsellor creates the formal roster of Peer Supporters on duty, though all Peer Supporters have a responsibility of support in an emergency.

The College Counsellor runs a daily clinic for students who self-refer or who are referred by Members of Staff or Peer Supporters. She further runs student group sessions, sometimes on a particular theme (eg. eating disorders). She provides initial training to Peer Supporters, and debriefs them on a weekly basis and provides further and ongoing training.

Proactively the College Counsellor leads or facilitates appropriate educational workshops for all students and for Members of Staff that equip students and staff to benefit most strongly from living, learning and serving in this community. In particular, the College Counsellor provides in-service-training for Members of Staff in their pastoral care roles, recognizing the role that each adult plays and the central role of the Personal Tutor in the psychological wellbeing of each of the students.

Where appropriate, the College Counsellor refers students to Psychotherapists and other Mental Health Professionals, and when the situation warrants this works with these Mental Health Professionals to facilitate the hospitalization of students in emergency situations.

14 Psychoeducational Training Workshops facilitated by the College Counsellor

As mentioned above, as part of the structured support the College provides its students in their development as responsible, autonomous young adults who are mindful of their role in building and maintaining community and society, the College Counsellor facilitates training workshops in a number of areas for students and student Peer Supporters, as well as for Tutors and Members of Staff in their professional roles.

14.1 Psychoeducational training workshops for students

Over the course of their two years at the College, students receive training including in:

- Intercultural awareness training
- A healthy use of digital devices

- Sleep disturbances and stress
- Stress management
- Bereavement
- Sexual education
- Personal boundaries & aggression
- Violence free communication
- Relaxation techniques
- Music therapy
- Depression & suicidality
- Eating disorders, nutrition and body image

14.2 Peer Supporters receive further training

- Basic psychology and counselling approaches
- Listening skills
- Counselling communication, structure, time & framing

14.3 Psychoeducational Training for Tutors and Members of Staff

The College Counsellor facilitates workshops in the following areas over the course of a three-year cycle:

- Professional responses and boundaries in interaction with students
- Intercultural awareness training
- Sleep disturbances and stress
- Stress management
- Bereavement
- Eating disorders, nutrition and body image
- Developmental psychology/adolescence
- Attachment and bonding
- Depression and suicidality
- Eating disorders, nutrition and body image

15 “Students of concern” agenda item in all Faculty meetings

The College holds a Faculty Meeting on at least a monthly basis. At each meeting there is an open Agenda Item named “Students of Concern”. Concerns may be of a pastoral nature.

16 Formal reporting of all concerns at bi-semester Faculty meeting

The College holds a bi-Semester Faculty meeting before which every Member of Staff who teaches a student, the Personal and House Tutors and facilitators of the student's formal activities and services indicates whether or not s/he has a concern regarding that student (whatever the nature of the concern may be). During the meeting, those students who have two or more concerns are discussed in detail, including through the verbal reports of Members of Staff who do not have concerns over this particular student. For those students who have single concerns, a short written comment on that single concern is submitted, during the meeting, by the Member of Staff concerned to the student's Personal Tutor.

For students with significant concerns, the Personal Tutor has a responsibility to set up a subsequent meeting including with that student and, as appropriate, the Director of Student Life and/or the Director of Studies and any further appropriate Member of Staff.

While Members of Staff are encouraged to report concerns to Personal Tutors as these arise, the bi-Semester Faculty meetings provide a further structured context for concerns to be explored and individual strategies formulated to address these concerns.

17 Establishment of “Care Teams” for students in particular need

Should a student be identified as being in particular need of support, depending on the nature of the need the Director of Student Life or the Director of Studies may appoint a “Care Team” to work alongside the student. The Care Team normally would include the student's Personal Tutor.

18 Pastoral Care through engagement with Parents and Guardians

All students at UWC Robert Bosch College are residential students and live away from their families and local networks of support. This has the potential to remove students from their natural and strongest care networks.

For almost every family, the experience their child is undergoing at UWC is significantly removed from anything other members of the family have experienced.

The College creates platforms of information for Parents and Guardians in order to promote more informed communication and hence ongoing and better-informed care from Parents and Guardians to their children. The methods the College employs include:

- The Rektor communicates regularly with Parents and Guardians through the means of electronic letters, explaining not only the range of experiences but how these fit into the broader objectives of UWC.

- As mentioned earlier, each Personal Tutor establishes contact with the Parents and Guardians of his or her Tutees. Also Parents and Guardians are informed of major events affecting the wellbeing of individual students, such as hospitalization.
- Parents and Guardians receive detailed Semester reports on their children, including academic, activity and service reports as well as a report from the Personal Tutor and House Tutor.
- Parents and Guardians are encouraged to follow the College Facebook site, which carries almost daily postings and allows Parents and Guardians to stay abreast of college matters.

19 Pastoral Care through the Guest Family programme

The College has a Guest Family programme for students to stay, at least one weekend a Semester, with families in or near Freiburg. This programme is managed by a group of mainly volunteer senior UWC graduate Organizers who live in or near Freiburg, under the leadership and support of the Director of Student Life. As previously mentioned, all the responsible adults in Guest Families are required to submit Police Clearances.

The programme promotes Pastoral Care in that students come under the care of and develop relationships with a further group of adults and often with children in these families, often creating a sense of “home away from home”

The College ensures that students can immediately contact the Director of Student Life if they feel psychologically uncomfortable in their Guest Family. The Director of Studies facilitates feedback from students at the conclusion of each Guest Family weekend. There is a review process for students at the end of each academic year, for feedback to the programme Organizers. The Guest Families likewise have an opportunity to report any concerns to the programme Organizers or the Director of Student Life. There is an annual debriefing session with Guest Families, at the beginning of the College summer vacation so that students are not present.

20 Pastoral Care and Project Weeks

UWC values the learning including in responsibility and autonomy that takes place during Project Weeks. UWC Robert Bosch College has a Project Week each Semester. Projects are generally identified by students, each needs to include a number of students. Each Project then has a Member of Staff as a consultant, who ensures that students undertake a risk assessment including for safe travel to and within the Project and safe accommodation arrangements. The Project is required to align with at least one of the “CAS” areas (CAS is the International Baccalaureate acronym for “Creativity”, “Activity” and “Service”).

Much of the learning value of Project Week would be diminished if Members of Staff were to take direct part in the Projects. Students then would need to exercise far lower levels of responsibility and autonomy. At the same time, in order to provide an appropriate “reassuring presence”, each Project Week group needs to report in on a daily basis, generally by telephone, to the Staff Consultant. The Staff Consultant and/or the Senior Member of Staff on Call is in a position to respond quickly in the case of an emergency.

21 Discipline: UWC Common Code of Conduct

At the heart of the UWC ethos is respect for others in all our actions and words. This means that students (and members of Staff) must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the College community and a recognition that cultural norms are diverse. A simple common code of conduct is required to make expectations clear in key areas, to promote good health and a strong and respectful community. As such, the UWC Common Code of Conduct is part of the formal provision of pastoral care.

The UWC Common Code of Conduct is included in Appendix.

In addition, German Law on Nachtruhe informs the College approach to Quiet Time. Land Baden-Württemberg Jugendschutzgesetz informs the College approach to the purchase and consumption of alcohol.

22 Discipline: the principle of Restorative Justice

There are some instances where a serious failure to live up to the UWC Values might result in a student being required to leave the College. One reason for this might be that the student’s behaviour is such that the College can no longer reasonably be expected to take responsibility for the student and his or her welfare. However, in the majority of cases the principle of Restorative Justice is applied: the student who has harmed him/herself and/or others within the College community is required to restore, to the best of his/her capacity, the harm or damage that has been done. Restorative Justice supports the genuine care of students, both wrongdoers and those who have been wronged. Restorative Justice promotes the UWC emphasis on student responsibility, student autonomy and personal sense-making.

23 Student and Staff Protection Policy

The following is an extract from the Policy

UWC Robert Bosch College is committed to providing students, teachers and staff with a safe and supportive college environment.

Members of the UWC Robert Bosch College community are expected to treat each other with respect and dignity.

UWC Robert Bosch College will implement programmes that encourage tolerance, respect and positive social behaviour. Deliberate efforts will be made to model and teach coping and mediation skills.

Whilst this policy applies to all members of the UWC Robert Bosch College community (teachers, non-teaching staff, franchised employees, temporary teachers, volunteers, community service facilitators and students), in particular the relationship between student and teacher is a special but unequal one, and teachers must always be conscious of the trust that parents have placed in the teacher by allowing their sons and daughters into their care. Our presumption must be that people act well, and teachers are people who have committed their lives to the care of their students. Sadly, there is also the possibility that people may breach agreed standards of conduct. The teacher is a person of authority in the eyes of students, and students must be protected from abuses of that authority.

This policy also protects members of staff from spurious allegations, through establishing clear parameters for staff and student interaction in key areas.

UWC Robert Bosch College is an unusually diverse community, with teachers, staff and students from a wide variety of cultural and religious backgrounds. As examples of divergent views, in many countries, including countries from which some students and teachers come, corporal punishment is an accepted punishment, upheld by the courts. In some other parts of the world corporal punishment including from a parent to a child is anathema and viewed as assault. In southern Africa, it is culturally acceptable for an adult who is not the student's parent to have (non-sexual) physical contact with a student whereas in some societies any non-accidental physical contact between a male and a female would be interpreted as "sexual". In most European and North American countries, a teacher who met a student alone in a place where they were not in the "public" eye would be risking allegations of malpractice, but this is not so in many other parts of the world. Given these widely divergent understandings of what is appropriate, UWC Robert Bosch College upholds the following policies in these areas:

23.1 General Policy on Harassment

Physical, sexual, social, verbal or emotional harassment of any member of the UWC Robert Bosch College community by another member of the UWC Robert Bosch College community is a violation of college policy.

Harassment is defined as behaviour that creates an intimidating or hostile environment or has the purpose of substantially interfering with a students' educational performance or a staff member's ability to perform his/her duties.

Harassment based on race, religion, national origin, gender, sexual orientation, disability or academic ability is not consistent with the UWC Robert Bosch College and UWC Mission and therefore an infringement of this policy.

23.2 Further Policy Provisions

Teaching and residential practices must minimize the vulnerability of staff to allegations of indecency or abuse (this includes through exercising visibility in the workplace).

Romantic relationships between students and members of staff are prohibited as are verbal or physical suggestions from a member of staff to a student for such a relationship (or visa versa).

Members of staff must not have or suggest sexual relations or physical contact of a sexual nature with students, whether or not by consent (or visa versa).

Members of staff should be alone with students only in necessary professional circumstances.

Unless designated as "Gastfamilien", members of staff may not host students overnight except with the prior permission of the Director of Student Life or the Rektor.

Corporal punishment is prohibited.

23.3 Applicability

All teachers, non-teaching staff, franchised employees, temporary teachers, volunteers, community service facilitators and students must be informed of and adhere to this policy.

The Rektor must enquire of referees whether or not a short-listed staff applicant has any record of breach of harassment or child-protection policies, regulations or law, and will not appoint a member of staff with such a record.

23.4 Designated Person

The person designated with the formal responsibility of receiving concerns and allegations related to this policy is the Director of Student Life.

Members of the UWC Robert Bosch College, including parents, are not confined to reporting concerns and allegations to the Director of Student Life. However, any member of staff who receives such concerns or allegations (written or verbal) or has grounds to believe that this policy is being breached by a member of staff must report these concerns or allegations to the Director of Student Life (or the Rektor or the Chairman of the Board as

needs be if the concern or allegation concerns the Director of Student Life or the Rektor) for investigation.

24 Police Clearances for Members of Staff and responsible Guest Family adults

As a background provision to the pastoral care provision at the College, all Members of Staff are required to produce a Police Clearance. This also applies to all the responsible adults in Guest Families.

25 Conclusion

UWC emphasises student responsibility, student autonomy and personal sense-making. UWC Robert Bosch College has a strong pedagogical concept in line with these emphases. The Pastoral care concept is robust in its concept and application and consistent with the pedagogical concept. It provides strong scope for growth in student responsibility, student autonomy and personal sense-making coupled with appropriate structures to ensure overall student welfare.

Laurence Nodder

Rektor

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