



Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Pastoral Policy 2021-2022

Contents

- 1. Rationale**
- 2. Aims**
- 3. Purpose**
- 4. Behaviour**
- 5. Documentation**
- 6. Bullying**
- 7. Positive Reinforcement**
- 8. Roles and Responsibilities**
- 9. Reference Documents**

1 - Rationale

At Safa Community School, our children's social and emotional well being are at the heart of everything that we do. This policy outlines procedures related to rewards and positive behaviour management. Our pastoral care reflects a positive ethos that builds upon an intrinsic self motivation to learn as part of our Safa Learning Culture.

2 - Aims

- To value and appreciate one another irrespective of age, gender or race.
- To acknowledge that everyone has a valued role within our school community.
- To enable children to develop a sense of self worth.
- To produce an environment in which all children feel safe, secure and respected.
- To ensure that staff are clear about the behaviour expectations to help support the learning process effectively, including the school vision and ethos.
- To ensure all pastoral practices are sensitive and supportive to individual circumstances during the current global pandemic.
- To support the transition of all learners back into school-based learning after completing time on Distance Learning.



3 - Purpose

- To develop self-confidence and self-esteem, showing pride in our achievements and in our school.
- To show sensitivity and consideration for others.
- To develop respect and tolerance for other ways of life and different opinions.
- To develop responsibility for our learning and our environment.

4 - Positive Reinforcement - Behaviour Management

At Safa Community School, we follow a stepped approach in managing behaviour.

Positive Reinforcement

At Safa Community School, we use positive reinforcement and have a 'stepped approach' for managing behaviours in the classroom or on the playground.

Reminder

Reminder

Anyone who is causing disruption to learning or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviours as a result of this reminder.

Talk Time



If a reminder is not enough, the child will be spoken to by the teacher. This will include clearly stating why the behaviour is not acceptable and giving the reasons why. Once again, if the behaviour improves, praise will be given.

Think Time



If the disruptive behaviour continues, then think time will be given in an agreed space and for a set amount of time. After some thinking and reflection time, the child will be welcome to return to the lesson or playtime. At an appropriate time, the teacher or member of staff will discuss the events with the child.

Evaluation



evaluation

If behaviour is persistent, the team leader or a member of the pastoral team will talk to the child to ensure that positive choices are made. These behaviours should be recorded on the pastoral concerns document and next steps will be implemented depending on the behaviours.

Monitoring



The appropriate member of the pastoral team will work alongside the child, teacher and parents to monitor behaviours to ensure that positive steps are made.

We use positive reinforcement in order to promote and support a safe and happy learning environment. This is driven by our student selected Learner Qualities (see Appendix 1), Moral



Education (see Appendix 2) and our House Point System (see Appendix 3).

Examples of positive reinforcement are:

- Verbal praise and positive feedback.
- Sharing good work with others, including the Head of Year, Assistant Head or Head of Primary.
- House points.
- Stickers, notes or email home.
- Safa Stars Certificate is awarded weekly by the class teacher for following Safa values and class rules, helping others, progress, attainment and grit.
- Music, Art, PE, Swimming, Islamic and Arabic Stars will be given to one child at the end of each lesson. This will award the child with three House Points.
- The Learning Grit Badge is awarded to children who continuously demonstrate perseverance and determination within lessons.

5 - Documentation

Details of all behaviour incidents should be recorded and will be monitored by the Pastoral Team.

Play Time and Extra Curricular Activities

If an incident occurs during playtime, the duty teacher will issue the child with a sticker stating 'spoken to a duty teacher'. If an incident occurs during an after school activity, the teacher will report this to the class teacher. On return to the classroom, the teacher must discuss this with the child and make a record on Edukey. This will be reviewed by the Pastoral Team for any recurring behaviours or patterns.

Classroom Behaviours

Any incidents within specialist lessons should be communicated to the class teacher who will record this on Edukey and follow up with their pastoral leader and child's parents as necessary. Any class behaviour or observations of changes in a child socially, emotionally or behaviourally should be recorded on Edukey. The Pastoral Team will review concerns during their weekly meeting to identify any children who may require additional support or provisions. If it is a serious incident where the health and safety of a child is at risk, a member of the Pastoral Team should be



contacted immediately.

Bus Behaviours

Children's safety on the bus is supported by a positive reinforcement 'high 5' system (see Appendix 4). These are the rules set for children on the bus which are monitored by the bus nanny. Any additional positive behaviours, for example helping others, will be rewarded by house points being awarded. Any incidents on the bus are recorded in the Bus Pastoral Book which is reviewed each week by the Pastoral Team. If there are health and safety concerns regarding a child, the bus nanny should report directly to a member of the pastoral team.

Clinic

Incidents where a child has been hurt on the playground or children repeatedly visiting the clinic will be recorded in the Clinic records and pastoral leaders are notified. This is monitored weekly by the Pastoral Team to identify children who may require additional support. A record of children or families who have been impacted by COVID-19 will be noted onto Edukey. The Clinic will then follow all procedures outlined in the Prevention and Control Policy to ensure safety for all.

When children return to school after having time off due to quarantine purposes, a member of the pastoral team, along with a member from the clinic team will have a phone call or a medical zoom meeting with the child and their parents to check that they are symptom free and ready to return to school.

Attendance

ISAMs is used as a way of recording attendance and punctuality and this is monitored by the Pastoral Team in alignment with KHDA expectations. Monthly reports will be printed from ISAMs and shared with teams in order to gain further information regarding a child's absence. Communication with parents will be made by the pastoral team if it is necessary (see Appendix 5).

For children completing Distance Learning, children's attendance will be tracked and monitored through ISAMs. Children's participation in Zoom lessons and completion of activities each day will be evidence of attendance.

6 - Bullying

Any incidents of bullying will be taken very seriously at Safa Community School. There is a

consistently high expectation of all children regardless of their age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. The adults in the school provide good, positive role models in their approach to all issues relating to anti-bullying and equality of opportunity.

Definition of Bullying

All members of the school community are committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. At Safa Community School, we define bullying behaviours as:

- Repeated hurtful, deliberate, unjustifiable and unprovoked behaviours. These include actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- A repeated experience, where persistent or repeated anti-social behaviours occur.
- An inequality of power, where a person finds it difficult to reject or deal with offending behaviour, or those involved in the bullying behaviour have the power over the victim.

Examples of Bullying

- Verbal or cyber bullying
- Physical bullying
- Indirect bullying, for example spreading rumours or excluding individuals
- Psychological bullying, for example intimidation
- Racist taunts or gestures

Prevention of Bullying

At Safa Community School, we celebrate a warm and open atmosphere which welcomes and values everyone. Any allegations of bullying behaviour will be taken seriously, documented and dealt with by the Pastoral team and the Head of Primary. WITS (see Appendix 6) is used to teach children strategies for dealing with social situations and this is reinforced during lessons. Anti-bullying is incorporated into the curriculum through assembly, PSHCE and whole school initiatives.

8 - Roles and Responsibilities

The Head of Primary, in collaboration with the Pastoral Team, has overall responsibility to monitor and evaluate the impact of this policy on the social and emotional well being of our children. It is also their responsibility to be adaptive and responsive to the current global pandemic and develop all pastoral practices to support. This policy will be reviewed by the Head of Primary and the Pastoral Team at the start of each Academic year.

9 - Reference Documents

Other policies supporting this document include:

- Anti-bullying policy
- Cyber bullying policy
- COVID 19 Prevention and Control Policy
- Distance Learning Feedback Policy
- Distance Learning Policy
- Mental Health and Wellbeing Policy

Next Review Date: Novemeber 2022

Appendix 1

SCS Learner Qualities

- Growth Mindset
- Team/Family
- Curious
- Accept and Understand Others
- Perseverance
- Risk Takers
- Sustainable Environment

Appendix 2

Moral Education

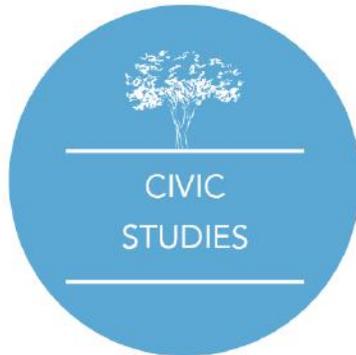




- Fairness, affection
- Caring; honesty
- Tolerance; respect for difference
- Resilience; perseverance



- Settlement, family and kinship in the UAE
- How the UAE grew into the diverse, inclusive society it is today



- Discovering UAE heritage through story telling
- Intangible heritage
- What objects and symbols can tell us



- Me and my family
- Friendship
- Self-identity and working with others
- Being healthy and staying well

Appendix 3

House Point System

Safa Community School House Point System



Allocation of Houses

Each child and family is allocated a house when joining SCS. There are four houses:

Kestrels
Falcons
Eagles
Hawks

House Captains

In order to promote student leadership, Year 6 children will be given the opportunity to apply with a written letter to become a House Captain. These applicants will be interviewed by teachers and present their application to other students. The successful applicants will be appointed as House Captains.

Awards House Points

Class teachers can award a maximum of three house points within lessons for children's effort and showing learner qualities. These are recorded and totals collected each week.

Specialist House Points

Each class has a certificate that is taken to Music, PE, Swimming, Art, Islamic and Arabic each lesson. At the end of the lesson, the teacher will present this to a child which will award them with three house points.

Competitions

Each half term, a House Points competition will be organised linking to a variety of subject areas, for Eco Challenge. Children who take part in these will be awarded ten house points.

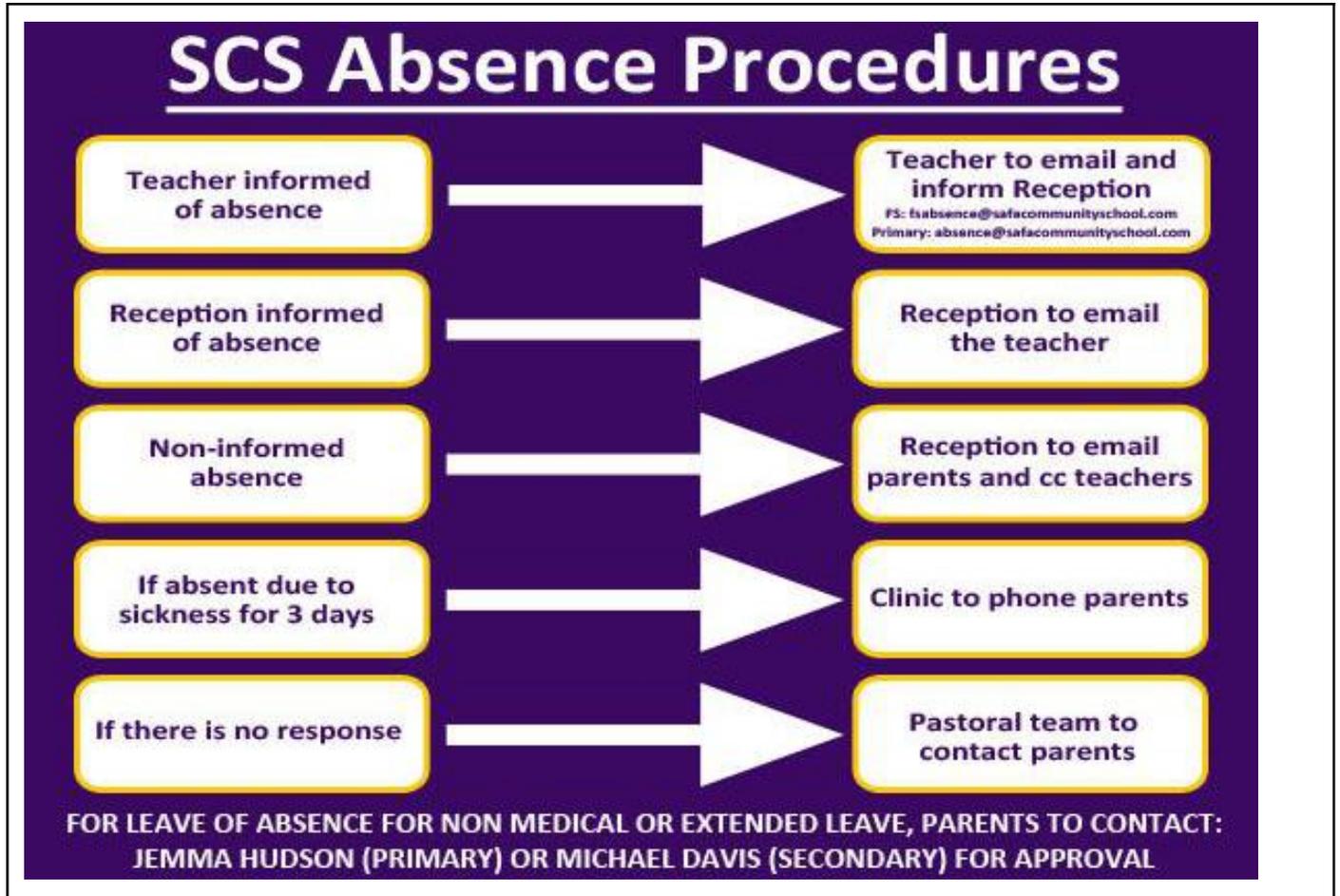
Celebration of House Points

During assemblies, the child in each house with the winning number of house points for the week will be presented with a certificate. The running totals for the whole house will be announced. Bronze, Silver and Gold rewards will be presented to children as they gain 100, 200 or 300 house points.

Appendix 4



5.1 Absence Systems and Procedures



5.2 Attendance Monitoring Procedure

SCS Attendance Monitoring

Monthly attendance reports printed

Pastoral team to identify names of children with low attendance

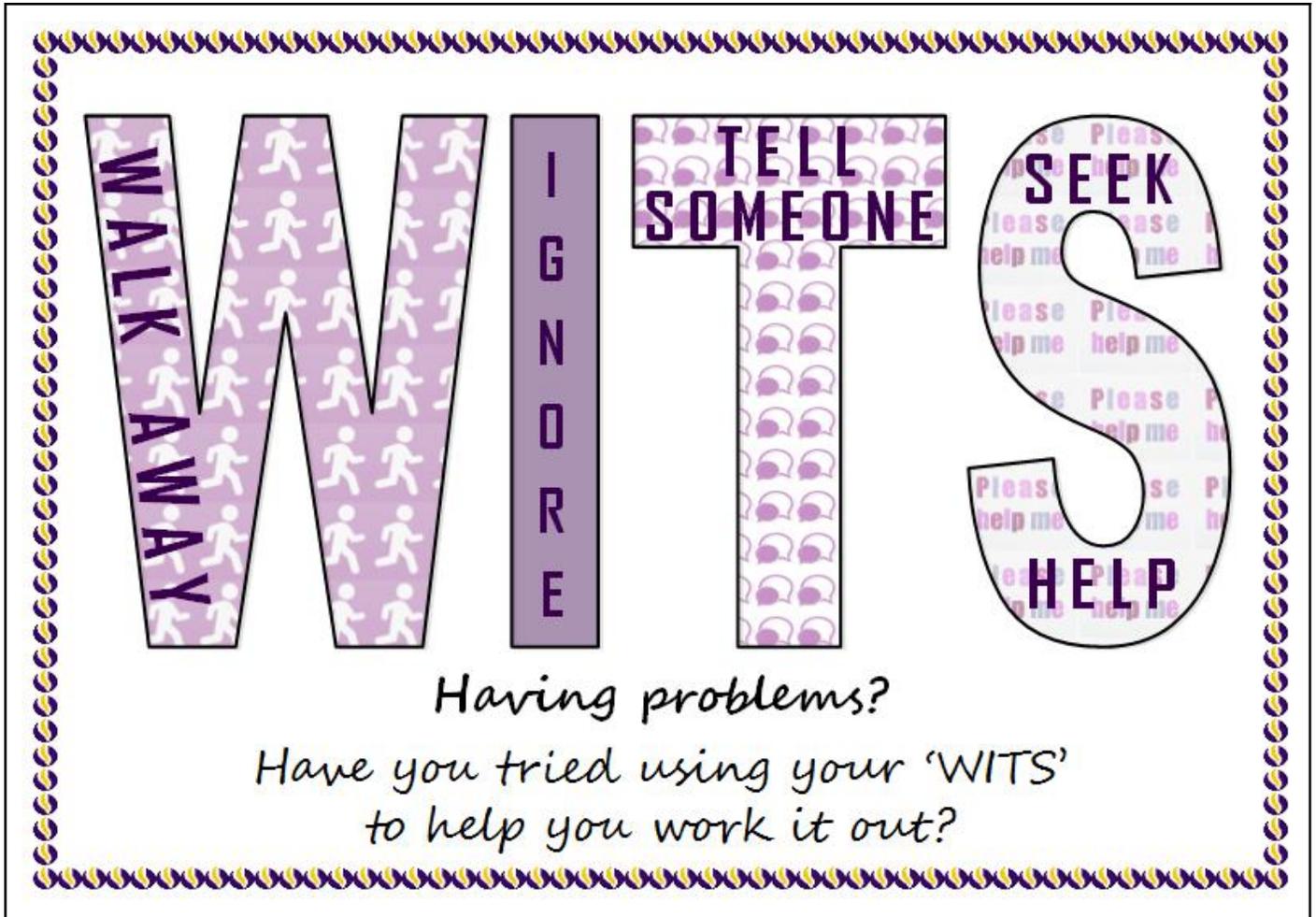
Pastoral team share identified children with Team leaders

Team leaders discuss identified children with class teachers

Team leaders share notes and next steps with Pastoral team

Pastoral team to monitor and contact parents

WITS



Next Review Date: November 2022