Nurture ~ Believe ~ Discover ~ Achieve

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

Secondary Pastoral Policy 2021 - 2022

Pastoral Policy 2021 - 2022

Safa Community School

Contents

Key Personnel

Secondary School Senior Leadership Team

Principal	:	Ms Leanne Fridd
Head of Secondary	:	Mr. Mike Davies
Deputy Headteacher of Pastoral/	:	Mr. Mathew Ashton
Whole School Head of Child Protection		

Head of 6th Form	:	Ms Jenni O'Donnell (SLT)
Head of Key Stage 4	:	Ms Adie Deacon (SLT)
Head of Year 13	:	Ms Sarah Cockroft
Head of Year 12	:	Mr David Forsythe
Head of Year 11	:	Mr Michael Brady
Head of Year 10	:	Ms Emily Birks

Head of Key Stage 3	:	Ms Emma Hargreaves (SLT)
Pastoral Leader Year 9	:	Ms Tina Filipcic
Pastoral Leader Year 8	:	Mr Jay Stewart
Pastoral Leader Year 7	:	Ms Rebecca Williams

School Counsellor	:	Ms Lucinda Hutchins

Aims of Pastoral Policy

- To promote positive behaviour among our students
- To encourage students to behave appropriately in a range of situations
- To create an ethos and environment where students feel safe and happy
- To encourage students to grow into responsible citizens
- To ensure students act like positive role models
- To appreciate and value all members of the community no matter of race, gender or ethnicity

1.0 - Rationale

At Safa Community School (SCS) we seek to promote the highest standards of behaviour and self-discipline and are committed to rewarding good behaviour. Our aim is to promote a positive ethos throughout the school that creates an environment where students feel safe, secure and happy, thus maximising their learning opportunities. All members of staff are expected to encourage students to behave responsibly and to manage behaviour effectively using the procedures set out in this document. SCS seeks to ensure that staff use appropriate rewards and reflections in a consistent way so that students view the school's policy as fair and non-discriminatory.

At SCS we recognise that a student's behaviour is closely linked to their social and emotional well-being. As such, rewards and reflections are always applied with this in mind, dependent on the needs of the individual student concerned. Support and training is given to staff when required to help them deal with particular individual students or situations. Strategies are most effective when there is a partnership between parents, the school and, where necessary, outside agencies. We aim to provide consistent support and guidance to ensure high standards are adhered to.

This policy applies to all Secondary students and will be given to all staff as part of an induction process. Volunteers and those supervising extra-curricular activities or accompanying school trips are instructed to make themselves familiar with the Positive Behavior Management Policy.

We have very high expectations of our students and a belief that every student is capable of meeting them. The Positive Behavior Management Policy exists to make sure learning can happen in the best possible conditions and therefore everyone has to follow the Policy so that the system works and everyone benefits. Within this Policy are the necessary consequences for not meeting our expectations - the expectations are clear and there is consistency to the consequences.

Corporal punishment or the threat of corporal punishment of students is prohibited at SCS.

2.0 - Behaviour
Promoting high standards of behaviour and self-discipline, committed to rewarding good behaviour. Good behaviour is at the heart of productive learning. Where teachers can form positive relationships with their students it will increase the likelihood of students flourishing.

2.1 - Procedures

Standards of expected behaviour in the Secondary School are based on the SCS expectations set out in **Appendix A** .

Student behaviour is always managed at SCS in a manner appropriate for a student's stage of development and particular individual needs. The emphasis is upon positive reinforcement of desired behaviours and a variety of incentives and rewards for good behaviour are used. We ensure that rules and expectations are explicit, familiar to students and consistently applied. We reinforce mutual respect and good behaviour at every opportunity including Form time, assemblies, ECA's and all school trips including sports fixtures.

Where behaviour falls below the expected SCS standards, there is a clear and precise pathway of consequences which are designed to help students identify what has gone wrong and to modify their conduct. Details of this resolution pathway can be found below which indicates that minor indiscretions are dealt with by teachers themselves whilst persistent or more serious matters are referred to Heads of Departments, Heads of Year and members of the Senior Leadership Team (SLT). Any behavioural intervention is dealt with proportionally, consistently and reasonably, taking into consideration the needs of all parties involved.

2.1.1 - Positive Behaviour Management - Remind, Reflect, Resolve

Remind-Reflect-Resolve

A simple 3 stage process to be implemented in the classroom.

Stage 1: **Remind**
The teacher is giving the student a reminder of the behaviour expectations

Stage 2: **Reflect**
The student is now asked to reflect on their choices. Teacher will discuss with student at the end of the lesson.

Stage 3: **Resolve**
Negative behaviour continues so there will now be a consequence. A restorative meeting between the student and the teacher will take place within 24 hours of the lesson to resolve the issue.

2.1.2 - Restorative Justice

In response to incidents at SCS we take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been involved in conflict to convey the impact of the incident to those responsible and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

2.1.3 - Rewards - Positive Reinforcement

We seek to promote and reward good behaviour in a variety of ways including the following:
- **Individual teachers** using their own classroom strategies to motivate and reward
- **Verbal praise, both private and public** – student's who produce work to an excellent standard will be praised by their teacher in class but also through contact with parents via email or telephone
- **House Points** – awarded for positive behaviours and academic achievement, also extending beyond the classroom; recorded in student's planner both as an individual award and towards a House total; totaled weekly by Form Tutors; students can accrue points and redeem them in the *Safa Souk* for various prizes
- **Shout Outs** - teachers will nominate students with whom have performed well in their subjects and those students will be called out in assemblies.
- **Subject Awards** – awarded at the end of each term in a House assembly to a student who shows most improvement in their work (awarded to someone who isn't necessarily an academic high achiever) or personal development (e.g. significant contribution to an activity, school society or event)
- **Attendance Awards** – awarded monthly to individual students with outstanding attendance; weekly award to tutor groups with outstanding attendance
- **Monthly Key Stage House Prize** – awarded by Key Stage Leaders for a student of their choice who has contributed greatly to school and consequently to their House across the month
- **Principal's Praise** – the practice of asking a student to report to the Head for special congratulations following an outstanding piece of work, special music, games, drama achievement; acknowledgement of this process to the student's parents via email or telephone.

See Appendix B *Safa Souk* incentives.

2.2 - Recording

Behaviour will be recorded on the school ISAMS system and will be monitored by members of the Pastoral team on a regular basis.

2.2.1 - Accumulation of Behaviour Points added to ISAMS

Heads of Year will keep track of the number of Behaviour Points students have accumulated each week / each term and will act accordingly using the scale found in **Appendix C Levels of Unacceptable Behaviour,** where examples of the different levels of unacceptable behaviour can be found.

The following forms of intervention may be used to understand and rectify behaviour which is deemed unacceptable and will be used as circumstances demand;

★ **Academic or Behaviour Report** – this is a form of monitoring academic progress, punctuality and behavioural issues. The student must get the signature of the teacher from each lesson or activity throughout the day. The Pastoral Leader and the student's Form Tutor will oversee the 'On report' process with the student reporting to them at regular intervals determined by the Pastoral leader.
★ **Internal Isolation** – this sanction may be appropriate for serious or persistent behaviour issues. A student may be placed in internal isolation for a specified period of time and supervised by the Pastoral Team.   Subject staff will set timetabled subject work.   Break and/or lunchtime will be spent in reflection.
★ **Fixed term Exclusion** – this may only be authorised by the Principal, or another member of the SLT, in his absence. It may be considered for students who have committed serious disciplinary offences.

2.2.2 - Use of Behavioral Interventions

In order to promote self-discipline and accountability, any student who experiences a Behavioural Intervention will have the process and expectations clearly explained to them and, if necessary, their parents.

Interventions will be confined to the individual student concerned and will be appropriate and proportionate to the unacceptable behaviour, the individual child and the circumstances. Whole class sanctions are considered inappropriate and are not used unless the SLT have authorised it. The school reserves the right to exclude a student temporarily if necessary, but only the Principal has the authority to action this.

When dealing with inappropriate behaviour, we stress that it is the behaviour that is unacceptable, not the student. Thus, in using an intervention, the member of staff is disapproving of the 'action' not the student.

2.3 - Attendance

Attendance is recorded via the schools internal ISAMS system. This is tracked by the attendance team and communicated with students and parents on regular intervals via the pastoral team. Where a student's attendance is highlighted as a concern, parents will be called in for meetings to discuss actions moving forward.

2.4 - Bullying

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals within Pastoral time. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Pastoral Team, head teacher and the SDCPO will consider implementing child protection procedures.

2.5 - Student Leadership

At Safa Community School we attempt to offer a range of leadership opportunities, while also understanding that it is not possible for all students to have a formal leadership position.

It is important that students know that they have the ability to lead others whether they have a title or not. At SCS we encourage collaboration and communication among our students in lessons and where possible, we ask students to take on leadership roles within the classroom to help improve the learning of others. The use of learning gears promotes collective responsibility in the classroom and provides the students with the opportunity to be self managers and be leaders when working as part of a team.
In the Primary phase the use of Kagan groups gives the students the chance to take on a variety of roles within a group context and share the leadership responsibilities.
Teachers will provide students with the opportunity to be learning coaches particularly in the primary phase. Secondary students will have leadership opportunities as mentors to younger students helping to set clear targets and goals that are measurable over a period of time.

2.6   Safeguarding and Child Protection

In SCS the welfare of each child is our paramount consideration. Everyone who works in our school has clear guidance on the action that is required where the abuse, neglect or self-harming of a child is suspected. Child abuse will not be ignored in our school. All new staff, teaching and non-teaching, will be subject to appropriate background checks. All staff have been given guidelines concerning their behaviour towards pupils.

2.7 House System

At Safa Community school we place a huge value on our House System and the personal development of students outside of the classroom environment. All students are given one of our four houses on their arrival at SCS helping to formulate part of their wider school identity and promote their social development.

To promote the social development of a student at SCS we try to create a sense of belonging for our students by developing school pride, involvement and participation. A sense of belonging develops confidence in each learner which encourages self esteem. The house system encourages leadership potential amongst learners by developing trust, giving responsibility, and expecting accountability. House captains will be the leaders and act as role models and mentors to those other students in their house. They are responsible for promoting the ethos of their house and encourage participation of all members during competitions and events.

The house system allows all learners to be involved and work towards some common goals alongside their peers. Throughout the year each child will almost certainly represent his/her House competitively at various times.

2.8 Reference Documents

- Attendance Policy
- Anti Bullying Policy
- Cyber Bullying Policy
- Mental Health and Well Being Policy
- Distance Learning Policy

Review and Monitoring
Next review date: July 2022
Reviewed by: Mathew Ashton

Appendices

Appendix A: Standards of expected behaviour

THE FOLLOWING IS EXPECTED FROM ALL STUDENTS
- To arrive on time for your lessons
- To listen carefully to your teachers' or other adult's instructions without interrupting
- To complete all work and homework punctually
- To wear your uniform correctly in lessons, around school, to and from school
- To respect other students' right to learn through good behaviour
- To use appropriate language in lessons and around the school site
- Talk to all adults and students appropriately
- To use bins for any litter
- If you purchase food from the cafeteria only eat in the dining room or outside
- To treat other students and their possessions with respect inside and outside lessons as you would wish them to treat you
- To treat the school building and facilities with respect

THEREFORE THE FOLLOWING ARE UNACCEPTABLE AT SCS
- Being late to lessons
- Not completing work or homework punctually
- Disrupting other students' learning
- Not being in correct uniform
- Swearing generally around site and at others
- Speaking inappropriately to any adult or student
- Failure to follow instructions
- Using mobile and/or other electronic devices in lessons/around school, including wearing headphones unless directed to do so by a member of staff
- Chewing gum
- Dropping litter
- Eating around school site
- Being physical with any student whatever the provocation
- Stealing
- Being unpleasant/bullying others
- Smoking including possession of cigarettes, possession and/or use of alcohol, cigarettes (including electronic cigarettes), drugs (including legal highs)

Appendix B: *Safa Souk* **incentives**

25 House points	– *A positive phone call home* – *Can be purchased anytime* – *Your Head of Year or a member of SLT will make a positive call home*
50 House points	– *Available all term (students to select rewards at the start of the year)* – *In school rewards*
100 House points	– *Available all term (students to select rewards at the start of the year)*
250 House points	– *Activities can be on or off site* – *Can bring up to 3 friends*
500 House points	– *Special reward recognition* – *E.g Shave Mr Brady's head in an assembly*

Appendix C: Levels of Unacceptable Behaviour

<table>
<tr><th colspan="3">Escalation</th></tr>
<tr><th>No. of points</th><th>Staff responsible</th><th>Procedure</th></tr>
<tr><td>3</td><td>Form Tutor</td><td>• Conversation with the student.
• E-mail to parent
• cc – HoY</td></tr>
<tr><td>5 – 15</td><td>HoY monitor</td><td>• Conversation with the student.
• Put in place support strategy. Investigate issues if it is subject specific
• Call/meet parent, e-mail discussion summary.
• cc- FT, HOK</td></tr>
<tr><td>15</td><td>HoK</td><td>• Conversation with student.
• Meeting with parent. Discuss academic/pastoral report.
• E-mail discussion summary
• cc FT, HoY, HoP</td></tr>
<tr><td>20</td><td>Head of Pastoral</td><td>• Dealt with on individual basis</td></tr>
<tr><td>25</td><td>Head of Secondary</td><td>• Dealt with on individual basis</td></tr>
</table>

Appendix D: Flow diagram of Pastoral Structures
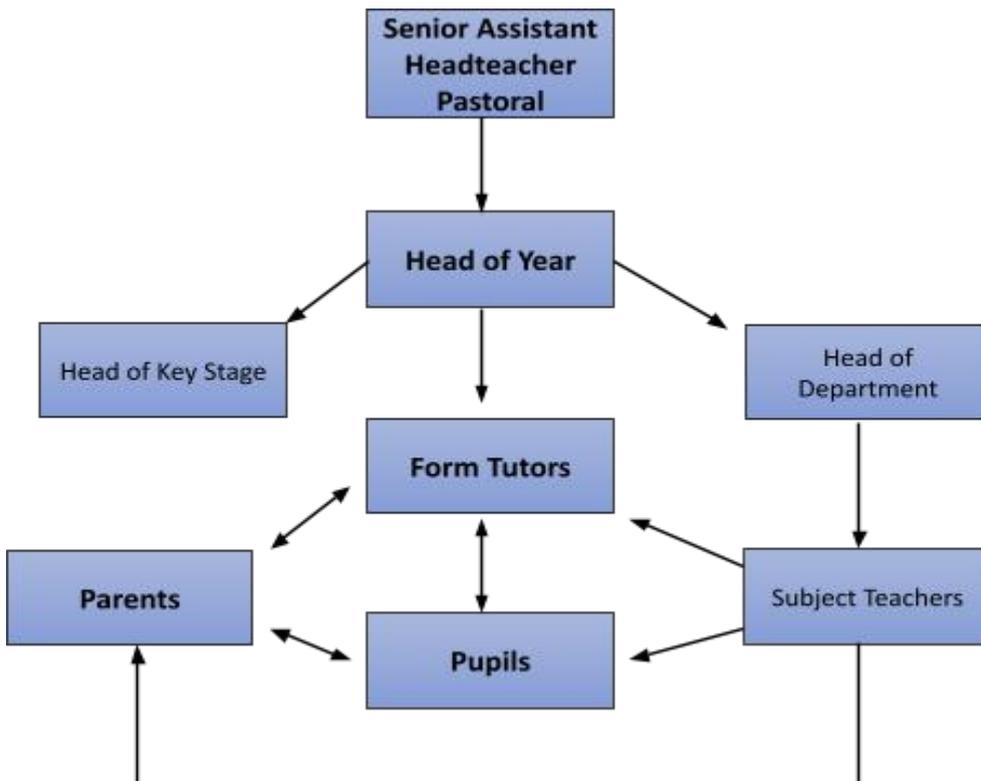
Appendix E: Restorative Justice Question Sheet

Name of student	Form	Date and time	Lesson
_____	_____	_____	_____
Teacher Signature			

Questions	Date/time/lesson	Student responses
What happened?		
What was on your mind at the time?		
What have your thoughts been since?		
Who has been affected by what you did?		
In what way have you been affected?		
What do you need to do to make things right?		