

Pastoral Policy 2022-23

Approved/reviewed by	
Assistant Head of Pastoral	
Date of review	August 2022
Date of next review	August 2023

This procedure is reviewed annually to ensure compliance with current regulations

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1. Rationale

At Safa British 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. At Safa, we facilitate the development of all members of our school community. We promote a sense of belonging to our school community where each individual is valued and his/her uniqueness is celebrated. We believe pastoral care is the responsibility of the entire school and we recognize that central to the success of this is the involvement of parents carers and other outside agencies within the community.

2. Aims

- To value and appreciate one another irrespective of age, gender or race.
- Ensure that each student feels special and unique, a valued member of the school community
- To celebrate diversity.
- To instil a sense of personal worth and dignity through intellectual, moral and emotional development.
- To support and prepare our children to meet the demands and challenges of everyday life.
- To acknowledge that everyone has a valued role within our school community.
- 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 & aftermath.
- To develop children's skills in building and maintaining good relationships with peers, teachers and others.

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.
- To adopt a healthy and safe lifestyle

4. Positive Reinforcement - Behaviour Management

At Safa British School, we follow a stepped approach in managing behaviour:



We use positive reinforcement in order to promote and support a safe and happy learning environment.

Examples of positive reinforcement are:

- Verbal praise and positive feedback.
- Sharing good work with others (posting to the blog on Seesaw), including the Head of Year
- House points via Epraise.
- Notes or email/phone call home.
- Head Teacher Award
- Safa Stars Certificate is awarded weekly by the class teacher for following Safa values and class rules, helping others, progress, attainment and perseverance.

5. Documentation

Details of all behaviour incidents should be recorded on CPOMS and will be monitored by the Assistant Head of Primary.

6. Play Time, Extra Curricular Activities & Bus Behaviour

Playtimes will be supervised by the class Teacher and Teaching assistants, therefore any incidents will be recorded and followed up as needed. ECA behaviour and Bus incidences are reported to AHT DD or NMG who will decide on appropriate actions.

7. Classroom Behaviours

Any incidents within specialist lessons should be communicated to the class teacher who will 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 behavior should be flagged to the AHT of pastoral who in partnership with the Director of Inclusion will issue a behavioural contract to monitor the child's behaviour. The AHT will review these behaviour contracts after an agreed period of time. Children 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.

8. Clinic

Incidents where a child has been hurt on the playground or children repeatedly visiting the clinic will be recorded and pastoral leaders notified. This is added to CPOMs depending on severity- traffic light system.

9. 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 2i).

10. Bullying

We have zero tolerance to bullying. Any incidents of bullying will be taken very seriously at Safa British 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.

11. 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 British 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.

12. 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

13. Prevention of Bullying

At Safa British School, we celebrate a warm and inclusive atmosphere which welcomes and values everyone. Any allegations of bullying behaviour will be taken seriously, documented and dealt with by the Assistant Head of Pastoral and the Head of Primary. Anti-bullying is incorporated into the curriculum through assembly, MSCS and whole school initiatives.

14. Roles and Responsibilities





The Head of Primary, in collaboration with the Assistant Head of Pastoral, has overall responsibility to monitor and evaluate the impact of this policy on the social and emotional well-being of our children. Each year group has a designated wellbeing champion to ensure all children have the opportunity to ask for additional help. It is also their responsibility to be adaptive and responsive to the global pandemics aftermath and develop all pastoral practices to support. This policy will be reviewed by the Head of Primary and the Assistant head of pastoral at the start of each Academic year. Safa British school has embedded an application called Pulse to further monitor the children's social and emotional wellbeing.

15. Reference Documents

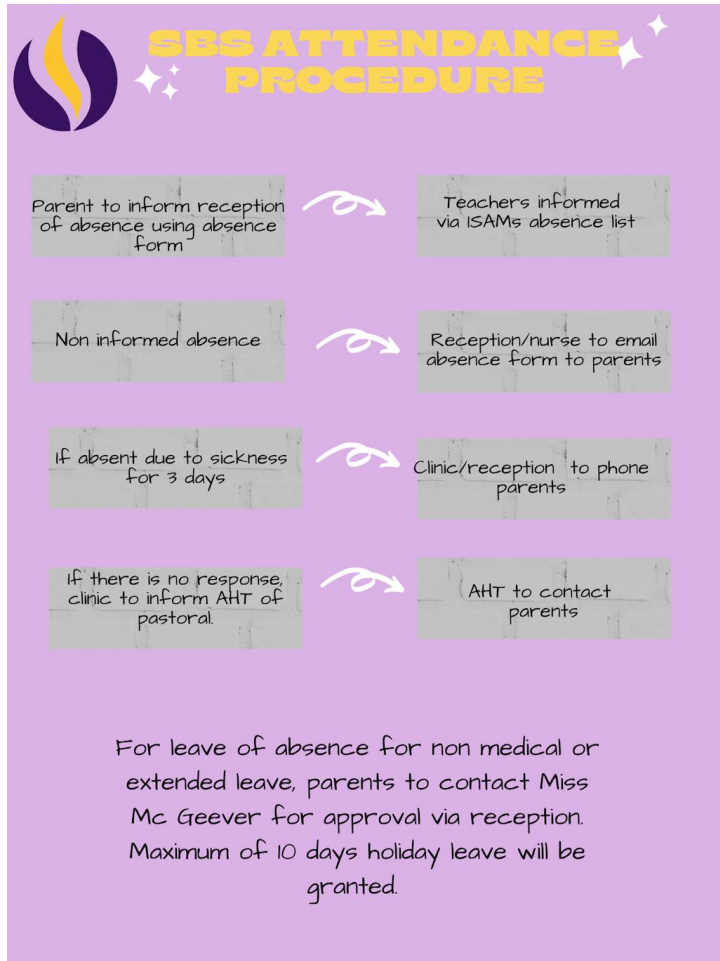
Other policies supporting this document include:

- Behaviour for learning
- E safety policy
- Mental Health and Wellbeing Policy

Appendix 1: House Point System

Safa British School House Point System			
			
<p><u>Allocation of Houses</u> Each child and family are allocated a house when joining SBS. There are four houses:</p> <p>Red, Green. Blue & Yellow.</p> <p><u>House Captains</u> 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 PLT and present their ideas and initiatives. The successful applicants will be appointed as House Captains.</p> <p><u>Awards House Points</u> Class teachers can award house points within lessons for children's effort and showing our SBS values & morals. These are recorded and totals collected each week via Epraise.</p> <p><u>Specialist House Points</u> 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.</p> <p><u>Competitions</u> 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.</p> <p><u>Celebration of House Points</u> The children in each house with the winning number of house points will be presented with a certificate from class teacher and visit Miss Davey for a sticker and prize. The running totals for the whole house will be announced via seesaw. Bronze, Silver, Gold & Amethyst rewards will be presented to children as they gain 50,125,225 or 300 house points.</p>			

Appendix 2i: Absence Systems and Procedure



Appendix 2ii: Attendance Monitoring Procedure

