



SAFA
BRITISH
SCHOOL

Safa British School

PASTORAL CARE POLICY SECONDARY

To create a school that unlocks the potential of every child

لإنشاء مدرسة قادرة على إطلاق العنان لإمكانات كل طفل

Approved/reviewed by	
Head of Secondary	
Date of review	August 2023
Date of next review	August 2024

RATIONALE

Pastoral Care at Safa British School is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school.

The Pastoral Care policy supports the school in promoting a caring, supportive, safe environment in which staff and pupils can work in an atmosphere of mutual respect. At Safa, we facilitate the development of all members of our school community. We engender a sense of belonging to our school community where each individual is valued and her/his uniqueness is recognised. We promote a school community that is caring and positive. This work will be carried out in an environment that is both safe and secure for all in our school community. We believe Pastoral Care is the responsibility of the entire school community.

At Safa British School, we recognise that central to the success of this is the involvement of parents, carers and other outside agencies within the community. We strive to work in partnership with them to achieve our aims.

Relationship to school ethos/mission

Through the implementation of this Policy we strive to enact the stated Mission, Vision and Aims of Safa British School. To create a school that unlocks the potential of every child. We value all in the school community and endeavour to develop each member of the school community by helping everyone reach their full potential.

Aims

Pastoral Care is an integral part of our mission in Safa British School, and as such, it needs a formal structure to ensure its effectiveness in our school community on a day-by-day basis and particularly at critical times. In Safa British School we believe Pastoral Care permeates all aspects of school life. Therefore, we have implemented our very own bespoke **ACHIEVES** programme.

We aim to:

1. Ensure that each student feels special and unique, a valued member of the school community
2. Instill a sense of personal worth and dignity through intellectual, moral and emotional development.

3. Develop students' skills in building and maintaining good relationships with their peers, teachers and others.
4. Encourage students to adopt a healthy and safe lifestyle.
5. Encourage students to respect their community and value the world in which they live.
6. Help prepare the students to meet the demands and challenges of adult and working life.
7. Encourage a sense of personal accountability for their own learning and actions

SUPPORTING POLICIES

Whilst all policies and procedures within the school take cognisance of the pastoral care of students and staff, some support it in very specific areas.

These include -

- Anti-Bullying
- Behaviour for Learning
- Equality and Diversity
- Positive Mental Health and Wellbeing
- Safeguarding
- Attendance and Punctuality
- Acceptable use of the Internet and Mobile Phones
- Special Educational Needs
- Pupils with Medical Needs in school

LIAISON WITH PARENTS:

We see ourselves as partners with parents in the education of students. Mutual support and cooperation is an essential element in achieving our objectives. On-going activities to ensure communication and parental involvement include:

Regular parent teacher meetings - both academic and pastoral
Progress reports
Awards for attainment and progress
Electronic communication
Open evenings

STAFF DEVELOPMENT AND TRAINING

Pastoral care remains a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this. Our on-going development programme helps teachers identify the attitudes, values, skills and knowledge which will enable them to carry out their pastoral roles. Training programmes are organised through:

- On Site Courses
- On Line Courses

A good Pastoral Care System recognises the importance of teacher welfare and morale. We are committed to developing support in these areas.

THE SCHOOL NURSE:

The school employs a nurse who deals with children who become ill or are injured during the school day. When the nurse has concerns about Child Protection Issues, she reports those concerns to the Designated Teacher, or in her absence, the Head of Secondary. If the concerns are about the general welfare of the child, these concerns will be reported to the Form Teacher/Head of Year, who, if necessary, will contact the student's parents.

PASTORAL TEAMS

The Pastoral Team offers support to students who find difficulty adapting to school life on a one-off or prolonged basis. Pastoral support is given and students are guided to improve their behaviour and attitude. At the same time, students are given the opportunity to reflect on behaviour patterns and to continue with school work. When students are equipped with the necessary skills and restorative justice takes place, they are reintegrated back to normal class.

Roles and Responsibilities:

The School Counsellor

The School Counsellor plays a vital role in supporting the social, emotional, and academic wellbeing of students. Our counsellor provides guidance and counselling to help students navigate personal challenges and make informed decisions. The counsellor collaborates with teachers and parents to develop intervention strategies and foster a positive school environment.

The Assistant Head of Pastoral

They have the responsibility to draft this Policy. The Draft Policy will then be presented to the staff and Student Council. Modifications may be made following consultation. The Pastoral Care policy will then be taken to the Head of Secondary for formal ratification.

The Principal and Head of Primary/Secondary

They will work to ensure that our school is primarily a caring community. The Senior Leadership Team is committed to supporting all those involved in the pastoral care programme in Safa British School. The management makes time available to meet parents, staff and students in a supportive atmosphere.

The management facilitates in-house staff development and encourages participation in external associations, programmes and courses, particularly when those programmes/courses have a direct influence on student learning.

Heads of Key Stage/Form Tutors/Heads of Year

The Heads of Key Stage, Form Tutors and Heads of Year will each take responsibility for either one particular class group or year group. They will engender a supportive, positive atmosphere in which success and achievement are monitored, highlighted and valued. They will liaise with class teachers, parents and SLT members on a regular basis. They are responsible for holding year group assemblies and tutor team meetings.

Class Teachers

Teachers conduct classes in a structured and ordered environment. The relationship fostered in the class is based on mutual respect. The classroom teacher deals with situations that arise in class and in more serious situations s/he refers the student to a Form Tutor, Year Head, LINK Co-ordinator, Assistant Head of Pastoral or Head of Secondary

School Staff

Due care and respect will form the basis of all dealings the staff may have with all members of the school community and visitors to the school.

The Student Council and Peer Mentors - Secondary

The Student Council is a representative structure for all the students in the school. It provides students with the opportunity to become involved in the affairs of the school, working in partnership with school management, staff and parents. It should always work for the benefit of the school and its students.

The Student Council and Peer Mentors will always work in consultation with the school management.

The Student Council and Peer Mentors have responsibility for:

- Working with the staff in the school
- Communicating and consulting with all of the students in the school
- Involving as many students as possible in the activities of the Council
- Planning and managing the Council's programme of activities for the year
- Giving presentations on the work of the committee at assemblies
- Being a role model for the school
- Representing the School at special events
- Showing initiative
- Having a good rapport with adults and fellow students
- Taking parents/guests in tours of the school
- Providing Peer mentoring for Year 6 Students
- Helping to organise cultural and academic events
- Caring of new students who join the school
- Helping to implement the ACHIEVES programme

Inclusion

The Head of Inclusion works closely with the Pastoral teams in school to ensure that students of determination are given pastoral support to enable them to follow a full curriculum.

ACHIEVES Programme

Lessons will be delivered in conjunction with Moral and Social classes, assemblies, Form Time and Curriculum Plus lessons.

Pastoral Care Programmes

The following policies/programmes will contribute to the Pastoral Care Programme in a positive and caring manner.

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour for Learning
- Positive Mental Health and Wellbeing
- Equality and Diversity

The relevant Head of Key Stage, Head of Year and Form Tutor will provide advice and assistance to new students who join Safa British School during the academic year. The Head of Key Stage, Head of Year and Form Tutor will monitor the performance and integration of the relevant students over the initial 4-6 weeks period by consulting with the student's teachers. During this period, the Head of Year and/or Form Tutor will meet with the relevant students and enquire how they are settling in at Safa British School and offer support as required.

- Code of Behaviour/Behaviour for Learning

The Code of Behaviour is in place to facilitate learning and teaching in a positive, safe and secure atmosphere. The Code has been developed in partnership with the staff and students

- Critical Incident Policy
- Extra-Curricular Activities

A wide range of activities including sporting, cultural, dramatic and artistic events facilitate the personal development of students, assists the development of interpersonal and intrapersonal skills.

- Health and Safety Policy
- Transition programme for KS2 into KS3 and KS3 into KS4

This incorporates parent and student evenings, question and answer sessions with KS3 and KS4 students, peer mentoring and KS3/KS4 transition days.

- Mentoring Programme

A Mentor (senior subject department members/Pastoral team) is assigned to each new staff member when they begin teaching in Safa British School.

The aims of the mentoring programme are to promote:

- The care and well-being of new teachers
- The development and acquisition of new teaching skills
- A collaborative teaching culture in our school.

Staff and Student Wellbeing

Initiatives such as team building activities, talks and regular surveys will be carried out to improve communication, promote awareness and the openness to talk about wellbeing. Pulse is our online application which is designed for staff and students to complete weekly check-ins in order to monitor wellbeing across the school.

Positive Behaviour Rewards

A positive behaviour programme is in place for all students through Class Charts. The focus of positive behaviour is to use incentives such as motivation, encouragement, praise and rewards in order to improve behaviour and performance. The aim is to foster team spirit in a class/house group and to improve class-work, homework and behaviour. The positive behaviour entails collaboration amongst SLT, Heads of Key Stage, Heads of Year, Heads of Department, Form Tutors, class teachers, students and parents.

An Awards Ceremony is organised and held at the end of each term. Awards are given for:

- Attainment in each subject
- Progress in each subject
- The 'student of the year' in each year group
- Form Tutor award
- Peer nominations

Each subject teacher nominates a student from his/her class based on performance, improvement and effort made throughout the year. The selection of the 'student of the year' is based on performance, participation, co-operation and effort made during the year.

APPENDIX:

MONITORING AND EVALUATION:

MONITORING:

Ongoing monitoring is an integral part of our policy. The monitoring and implementation of this policy will keep in mind that Pastoral Care should permeate all areas of school life.

- Tutors/Heads of Year/Pastoral Leaders will meet with class groups/year groups regularly to monitor the Pastoral Care Programme.
- Heads of Year/Form Tutor meetings with Pastoral Leaders will monitor Pastoral Care on a regular basis.
- Teachers/Form Tutors will discuss academic and pastoral development of each student at Parent/Teacher Meetings.
- The Pastoral Care Team (Principal, Head of Secondary, Pastoral Leaders and other members of staff) will meet regularly to monitor the Policy.

EVALUATION:

Evaluation procedures are in place to discover ways of improving the quality of provision in the school for the benefit of all students and teachers.

All aspects of the policy will be evaluated on regular intervals with parents, students and staff.