

**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

**Primary Positive Behaviour Management (Pastoral) Policy 2026-2027**

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## **1 - Rationale**

At Safa Community School, our children's social and emotional wellbeing 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 SCS we recognise that a student's behaviour is closely linked to their social and emotional wellbeing. As such, rewards and reflections are always applied with this in mind, dependent on the needs of the individual. Support and training is given to staff when required to help them deal with individual students or situations. Strategies are most effective when implemented through a strong partnership between parents, the school, and, where appropriate, external agencies. Safa Community School is committed to providing consistent support and guidance in order to maintain high standards of conduct and care.

This policy applies to all Primary students and is issued to all staff as part of the school's induction process. All staff receive appropriate training to ensure consistent understanding and effective implementation of the Primary Pastoral Policy. In addition, volunteers and individuals responsible for supervising extra-curricular activities or attending external trips are expected to be familiar with and operate in accordance with the Primary Pastoral Policy.

Safa Community School maintains high expectations for all students and is committed to ensuring that every child is supported to meet these expectations. The Primary Pastoral Policy is designed to create the conditions in which effective learning can take place, and all members of the school community are required to adhere to its principles and procedures in order to promote a positive, safe, and productive environment. The expectations are clearly defined, and consistent, appropriate consequences are in place to support accountability and positive behaviour.

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

## **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 including Students of Determination.
- To ensure a consistent and timely response to bullying and cyberbullying through clear definitions, levels of behaviour, investigation and recording procedures, student support, and shared expectations for confidentiality and parental partnership, in line with UAE law and KHDA wellbeing guidance.

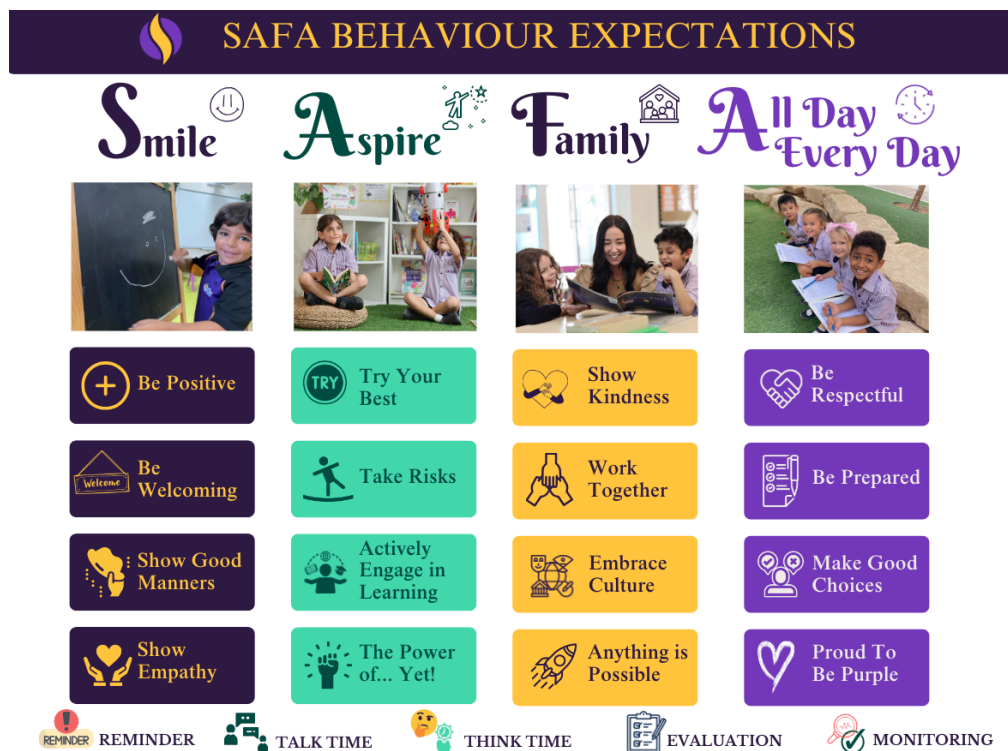
### **3 - Purpose**

- 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 encourage students to make positive choices.
- To support students that make poor choices and help them to learn from mistakes.

### **4 - Expectations**

#### **Students**

- Demonstrate positive behaviour and uphold the values and expectations of Safa Community School Behavior Expectations at all times (see below)
- Participate positively as active members of the school community both onsite, online and when attending external trips
- Attend school regularly and punctually, and arrive on time for all lessons throughout the day
- Listen carefully and respond appropriately to the guidance and instructions of teachers and other adults
- Demonstrate a strong work ethic and consistently strive to achieve their best
- Remain organised and prepared for the school day, ensuring they have the necessary equipment
- Complete work to the best of their ability and make a consistent effort to complete home learning
- Show responsibility for their actions and recognise how their behaviour can affect others
- Refrain from bringing mobile phones to school in accordance with the School's Mobile Phone Policy



**Staff**

- Spend time building positive relationships with students
- Apply all school policies and procedures in a consistent, timely and effective manner
- Follow reporting guidelines and procedures
- Provide a purposeful learning environment for students that challenges them to reach the highest standards
- Find opportunities to reward students regularly
- Apply the relevant steps highlighted in appendix 5 when dealing with poor behaviour
- Keep relevant staff members and parents informed of behavioural issues
- Staff always model the expected behaviours in their day to day practice
- Follow the SCS Staff Code of Conduct

**Parents**

- Play an active role in their child's learning and behaviour
- Support staff in the application of school policies
- Communicate promptly and effectively with the class teacher and/or the Assistant Head for the relevant year group regarding any concerns about their child's wellbeing, learning, or behaviour
- Work in partnership with the school to support their child
- Support consistent attendance in line with KHDA requirements by ensuring their child attends school regularly, arrives on time each day, and that absences are limited
- Interact with all staff in a positive, respectful, and supportive manner, maintaining high standards of courtesy and conduct at all times

**4.1 Digital Citizenship and Online Behaviour**

Safa Community School expects all students to demonstrate responsible, respectful and lawful behaviour online, in line with the values of the school and the expectations set out in UAE law.

Students are expected to communicate respectfully, protect their own and others' wellbeing, and understand that online behaviour, including off-site activity, can have a real impact on individuals and the wider school community.

The school is committed to educating students about online safety, digital responsibility and digital footprint, alongside responding to online misconduct where it occurs.

Online behaviour that causes harm, distress or disruption to the school community will be managed in line with this Behaviour Policy and the Anti-Bullying and Cyberbullying Policy.

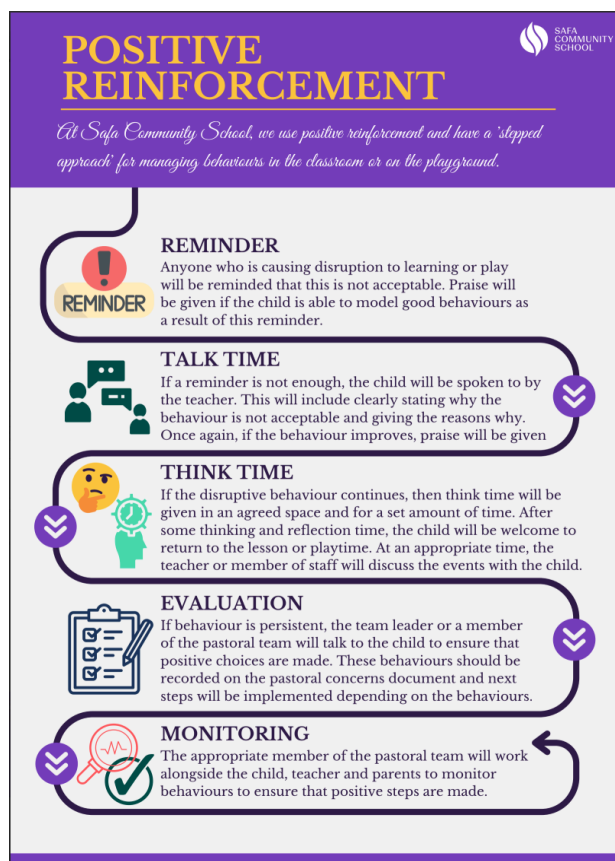
**5 - Positive Reinforcement - Behaviour Management**

At Safa Community School, we follow a stepped approach for managing behaviour. We use positive reinforcement in order to promote and support a safe and happy learning environment. This is driven by our Set Safa Expectations, House Point System (see Appendix 1). Both the Safa Behaviour Expectations and our Positive Reinforcement approach are on display in all classrooms.

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.

- Phone calls, notes or email home.
- Safa Star Certificate is awarded weekly by the class teacher for following Safa values and class rules, helping others, progress, attainment and grit. This will award the child with three House Points.
- Music, Art, PE, Swimming, Computing/STEM, Performing Arts, Islamic and Arabic Stars will be given to one child at the end of each lesson. The Learning Grit Badge is awarded to children who continuously demonstrate perseverance and determination within lessons.



## **6 - Documentation**

Details of all behaviour/ pastoral incidents or concerns are recorded on Edukey and will be monitored by the Pastoral Team. Reflection forms are also kept by Assistant Heads once they are completed.

### **Classroom Behaviours**

Any class behaviour or observations of changes in a child socially, emotionally or behaviourally should be shared with the Assistant Head for that phase and 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.

### **Specialist 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 if necessary.

**Playtime and Extra-Curricular Activities**

If an incident occurs during playtime, the duty teacher will speak with the child and issue a 'spoken to duty teacher' sticker indicating that the matter has been addressed. Where an incident occurs during an after-school activity, the supervising teacher will inform the child's class teacher. On return to the classroom, the class teacher will discuss the matter with the child and ensure that the incident is recorded on Edukey if necessary. All records are reviewed by the Pastoral Team to monitor for any recurring behaviours or emerging patterns. Any serious incidents that take place during these times will be escalated immediately to the appropriate member of staff for further action and support.

**Bus Behaviours**

Children's safety and wellbeing on the bus is supported by a positive reinforcement 'High 5' system (see Appendix 2). These are the rules set for children on the bus which are monitored by the bus attendant. Any additional positive behaviours, for example helping others, will be rewarded by house points being awarded (all bus attendants can record points). Any incidents that take place on the bus or during pick-up and drop-off are recorded in the Bus Pastoral Book which is reviewed each week by the Pastoral Team. If there are any safeguarding, serious behaviour violations or health and safety concerns regarding a child, the bus attendant should report directly to a member of the Pastoral Team immediately.

**Clinic**

Incidents where a child has been hurt in school or children repeatedly visiting the clinic will be recorded in the Clinic records and pastoral leaders are notified. During playtimes all children visiting the clinic will be given a 'I have been to the nurse' sticker from the duty teacher. A nurse and doctor are both available at all times and there is a floating supervisor in the playground to assist the children to the clinic if an incident occurs. If a child attends the clinic, a clinic slip will be provided to ensure the child's teacher is aware of the incident, a copy of this slip will also be provided to the child's parent. Busier zones are monitored and corrective action is taken where necessary. Teachers are to report such issues via the incident report form in the clinic; this is then discussed with the relevant Assistant Head, to action accordingly and follow up with parents directly.

**Attendance**

ISAMs is used to record attendance and punctuality and this is monitored by the Pastoral Team in alignment with KHDA expectations. Half termly attendance reports will be shared with teams in order to gain further information regarding a child's punctuality and absence levels. Where concerns arise, the Pastoral Team will communicate with parents as appropriate, in line with the procedures set out in Appendix 3.

**7 - Bullying**

Safa Community School is committed to maintaining a community in which all members feel safe, respected, and supported. Expected behaviour, including online conduct, is actively taught, modelled, and reinforced, and bullying, including cyberbullying, is not tolerated in any form. Bullying is defined as repeated, intentional behaviour that causes physical, verbal, social, emotional harm. Cyberbullying refers to bullying behaviour carried out through digital platforms, messaging services, social media, or other online spaces.

Students are expected to behave responsibly, respectfully, and lawfully, both in school and online, including off-site trips and in online contexts where such behaviour impacts the wellbeing of individuals or the wider school community. Incidents of bullying and cyberbullying are addressed and managed in line with the school's Anti-Bullying and Cyberbullying Policy, which sets out clear investigation procedures, support mechanisms, and safeguarding responses.

There are consistently high expectations for all students, regardless of age, gender, ethnicity, ability, or social background. All adults at Safa Community School act as positive role models in their approach to anti-bullying and the promotion of equality of opportunity.

The school's approach to the prevention and management of bullying and cyberbullying is guided by UAE Federal Law No. 3 (Wadeema's Law), UAE cybercrime legislation, KHDA Wellbeing Guidance, and Safa Community School's Behaviour and Safeguarding policies.

### **7.1 Definition of bullying behaviours**

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 power over the victim

Examples of bullying behaviours include, but are not limited to:

- Verbal bullying
- Cyberbullying
- Physical bullying
- Indirect bullying, such as spreading rumours or deliberately excluding individuals
- Psychological bullying, including intimidation or coercion
- Racist language, taunts or gestures
- Sexual harassment or inappropriate behaviour
- Bullying related to disability or special educational needs

Conflict or one off incidents are not automatically considered bullying but may still require intervention and support.

### **7.2 Cyberbullying specific guidance**

Cyberbullying is the use of digital technologies, including mobile phones, social media platforms, messaging apps, gaming environments or online forums, to intentionally and repeatedly harm, intimidate, harass, humiliate or socially exclude another person.

Cyberbullying is treated as a behaviour and safeguarding issue. Responses focus on the behaviour, its impact and the wellbeing of those affected.

Examples of cyberbullying include:

- Sending threatening or abusive messages
- Sharing images, videos or screenshots without consent



- Impersonating another person online
- Online harassment or stalking
- Creating or participating in harmful group chats
- Encouraging others to target an individual online
- Storing images or videos of others without consent

The school may take action for online incidents occurring offsite if they impact student wellbeing or the school community. All online behaviour is also subject to UAE cybercrime and social media legislation.

### **7.3 Levels of bullying behaviour (see Appendix 5)**

To ensure consistency, bullying concerns are categorised using the following levels which link directly to the school's Anti-bullying and Cyberbullying Policy:

#### **Level 1**

These behaviours are not classified as bullying but may lead to bullying if not addressed. They include one off or infrequent unkind behaviours or emerging friendship issues. Examples include calling out, distracting others, being unkind, aggravating others, breaking class rules, shouting out, refusing tasks.

#### **Level 2**

Persistent Level 1 behaviours or repeated unkind behaviours that meet the definition of low level bullying. Examples include repeated incidents of being unkind, aggravating others, inappropriate language, intimidation, inappropriate use of devices, ongoing minor exclusion, or alleged incidents of bullying.

#### **Level 3**

Repeated Level 1 and Level 2 behaviour that represents confirmed bullying or persistent targeted behaviour. Examples include online bullying or bullying, verbal aggression, unwanted physical contact (hitting, kicking, pinching, biting), stealing, and intentional damage to property.

#### **Level 4\***

Persistent Level 3 behaviour, no positive improvement on Behaviour Report, or severe bullying incidents that may require safeguarding escalation. Examples include serious threats or violence, sustained harassment, coercion, sharing images or videos without consent, or any bullying that causes significant physical, emotional, or reputational harm.

### **7.4 Prevention of bullying**

At Safa Community School we celebrate a warm and open atmosphere which welcomes and values everyone. WITS 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 assemblies, PSHCE, the wellbeing curriculum and whole school initiatives. Inclusion and Diversity Week is celebrated in Term 1 as part of the annual calendar, with a focus on anti bullying initiatives and activities.

### **7.5 Procedures for reporting investigating and recording**

All members of the school community are entitled to a safe environment free from bullying and are encouraged to share any concerns with a trusted member of staff. Parents and carers are expected to

inform the school promptly of any allegations or concerns relating to bullying behaviour so that concerns can be investigated appropriately.

Any allegations of bullying behaviour will be taken seriously, documented on Edukey and dealt with by the Pastoral Team and the Head of Primary.

Once bullying is reported:

1. A Pastoral Team member responds within 24 hours on working days
2. A full investigation begins within 48 hours
3. Interviews are conducted with the victim, the alleged perpetrator or perpetrators, and witnesses
4. Evidence is reviewed where applicable such as screenshots and written statements
5. A conclusion is reached within 5 school days unless safeguarding delays require extended time

Records of bullying incidents and allegations are maintained by the Pastoral Team and placed in students' files. Where concerns meet safeguarding thresholds, appropriate records are also retained within safeguarding systems. This enables the school to identify patterns of behaviour and monitor risk effectively.

#### **7.6 Actions consequences and communication with parents**

Consequences depend on the level of bullying and sanctions are always proportionate, fair and designed to support long term behaviour change.

All complaints will get a response within 24 hours (during the working week) and the parents of the victim and the student engaging in bullying behaviour will be informed in the event of confirmed bullying behaviours.

If additional support is required, or where parents are dissatisfied with the handling of a matter, the Pastoral Team will escalate the concern to the Head Teachers, who hold overall responsibility for reviewing the situation and determining the most appropriate course of action.

#### **7.7 Support for students**

Support is offered to both victims and those engaging in bullying behaviours.

Victim support may include:

- Pastoral mentoring
- Counselling
- Safe spaces and trusted adults
- Increased supervision

Support for students who bully may include:

- Behaviour mentoring
- Social skills intervention
- Restorative justice
- Targeted wellbeing support

#### **7.8 Confidentiality**

All parties involved in any allegation or incident of bullying are expected to maintain strict confidentiality. Parents and carers are asked to avoid discussing or circulating information relating to incidents, as incomplete or inaccurate accounts may cause distress and could adversely affect the reputation and wellbeing of individuals and the wider school community.

### **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 wellbeing of our children. It is also their responsibility to be adaptive and responsive and develop all pastoral practices to support a range of scenarios. This policy will be reviewed by the Head of Primary and the Pastoral Team at the start of each Academic year.

#### **Pastoral Team**

Head of FS1: Abbie Ottley  
Head of F2S: Sally Jenkinson  
Head of Foundation Stage: Hannah Howard  
Head of Year 1: Eva Fotopolou  
Head of Year 2: Caitlin Stack  
Assistant Head of Year 1 and 2: Mark Tiley  
Head of Year 3: Alice Haran  
Head of Year 4: Abi Welton  
Assistant Head of Year 3 and 4: Carla Lamora  
Head of Year 5: Hannah Combe  
Head of Year 6: Tom Loughran  
Assistant Head of Year 5 and 6: Steven Howard  
School Counselors: Lucinda Hutchins and Emily Allen  
Deputy Head of Pastoral Care: Linda Marmion  
Head of Primary: Jack Luukas  
Vice Principal: Mike Davies  
Principal: Leanne Fridd

### **9 - Reference Documents**

**This policy should be read in conjunction with the following policies:**

- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- BYOD Policy
- Mobile Phone Policy
- Anti Drug, Alcohol and Smoking Policy
- Anti Bullying and Cyberbullying Policy
- UAE Federal Law No. 3 (Wadeema's Law)
- UAE Cybercrime legislation,
- KHDA Wellbeing Guidance

**Next Review Date:** August 2026

**Person Responsible:** Linda Marmion

## **Appendix 1**

### **House Point System:**



### **Allocation of Houses**

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

Eagles  
Falcons  
Hawks  
Kestrels

### **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 one house points within lessons for children's effort and showing learner qualities. These are recorded and totals collected each week on isams and shared within assemblies.

From Year 6 the children are introduced to Epraise which is an online platform used to collate their housepoints and supports with their transition into Secondary.

### **Specialist House Points**

Each class has a certificate that is taken to Music, PE, Swimming, Performing Arts, Computing/STEM, 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 one house point.

### **Competitions**

Throughout the year, House Point competitions will be organised within the community linking to a variety of subject areas, for example Eco Challenge. Children who take part in these will be awarded additional House Points for their participation. These competitions are often led by our student leaders.

### **Celebration of House Points**

During assemblies, the running totals for each house team will be announced. Bronze, Silver and Gold certificates will be presented to children as they gain 100, 200 or 300 house points. In Year 6 as part of the transition into secondary children can spend their house points in the shop on Epraise.

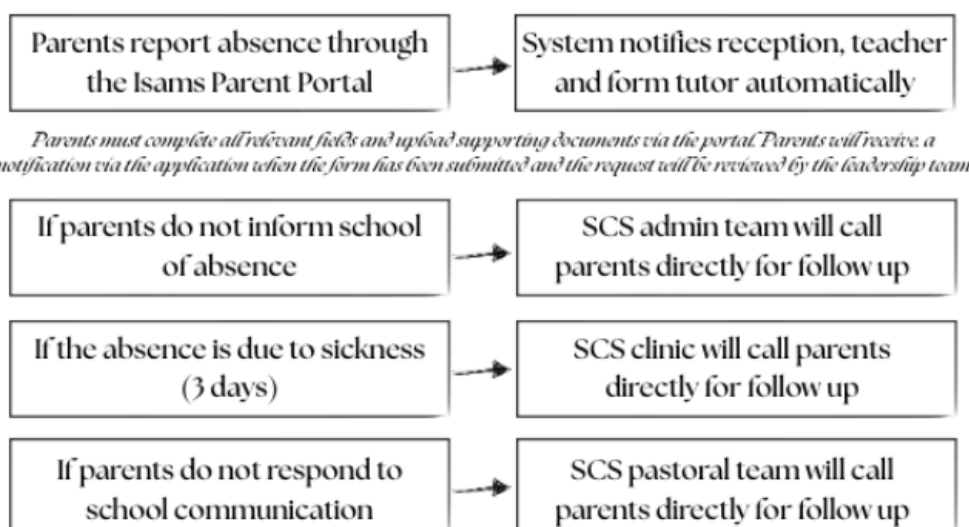
## Appendix 2



## Appendix 3

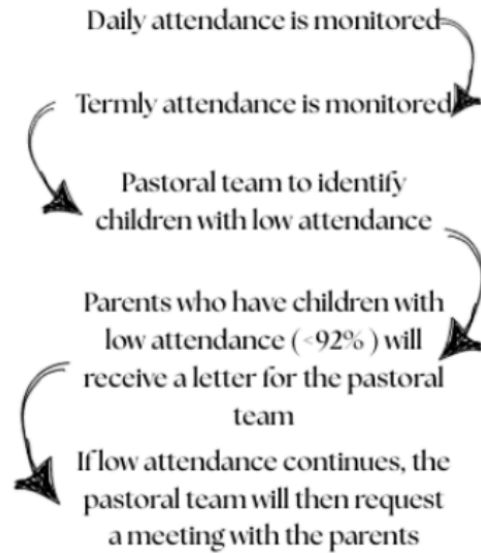
### 3.1 Absence Systems and Procedures

## SCS ABSENCE PROCEDURES



### 3.2 Attendance Monitoring Procedure

#### SCS ATTENDANCE MONITORING



#### Appendix 4 WITS



#### Appendix 5:

[Primary Behaviour Management Levels 2026](#)