

**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

**Pastoral Policy 2024-2026**

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### **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.

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. Support and training is given to staff when required to help them deal with 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 Primary 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 Primary Pastoral Policy.

We have very high expectations of our students and a belief that every student is capable of meeting them. The Primary Pastoral 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.

### **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.

### **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**

##### **Staff**

- Spend time building positive relationships with students
- Implement school policies effectively and in a timely manner
- 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

##### **Parents**

- Play an active role in their child's learning and behaviour
- Support staff in the application of school policies
- Communicate effectively and at the earliest opportunity when their child is facing difficulties with the class teacher and/or the Assistant Head for that Year group.
- Work in partnership with the school to support their child
- Ensure their child attends school regularly, is on time each day and absences are limited unless absolutely necessary
- Interaction in a positive and supportive manner with all staff. Treat all members of the team with respect that they would expect in return.

##### **Students**

- Conduct themselves in a safe manner around the school site in line with the school code of conduct
- Be an active member of the school community
- Attend school regularly, be punctual to school and all lessons throughout the day
- Listen carefully to your teachers' or other adult's instructions without interrupting
- Have a strong work ethic and strive to get the best out of themselves
- Be organised and prepared for the school day, have all the necessary equipment
- Complete all work to a high standard, complete homework on time and meet all deadlines set by staff
- Take accountability for the impact of their actions
- Follow our set Safa Expectations (below)

## SAFA BEHAVIOUR EXPECTATIONS

Smile	Aspire	Family	All Day Every Day
			
 Be Positive	 Try Your Best	 Show Kindness	 Be Respectful
 Be Welcoming	 Take Risks	 Work Together	 Be Prepared
 Show Good Manners	 Actively Engage in Learning	 Embrace Culture	 Make Good Choices
 Show Empathy	 The Power of... Yet!	 Anything is Possible	 Proud To Be Purple

 REMINDER   
  TALK TIME   
  THINK TIME   
  EVALUATION   
  MONITORING

### 5 - Positive Reinforcement - Behaviour Management

## POSITIVE REINFORCEMENT

*At Safa Community School, we use positive reinforcement and have a stepped approach for managing behaviour in the classroom as on the playground.*



**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**  
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.

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).

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 should be recorded on Edukey and will be monitored by the Pastoral Team. Reflection forms are also stored by Assistant Heads once they are completed.

### **Play Time and ExtraCurricular 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 if 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 2). 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 (all bus nannies have physical copies of house points). 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. 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 as a way of recording attendance and punctuality and this is monitored by the Pastoral Team in alignment with KHDA expectations. Half termly 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 3).

### **7 - 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 on Edukey and dealt with by the Pastoral team and the Head of Primary. We have leveled the approach to dealing with behaviours which you can find in Appendix 5.

WITS (see Appendix 4) 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, 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.

### **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 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.

### **9 - Reference Documents**

Other policies supporting this document include:

- Anti-bullying policy
- Cyber bullying policy
- Mental Health and Wellbeing Policy



## **Appendix 1**

### **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 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.

### **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**

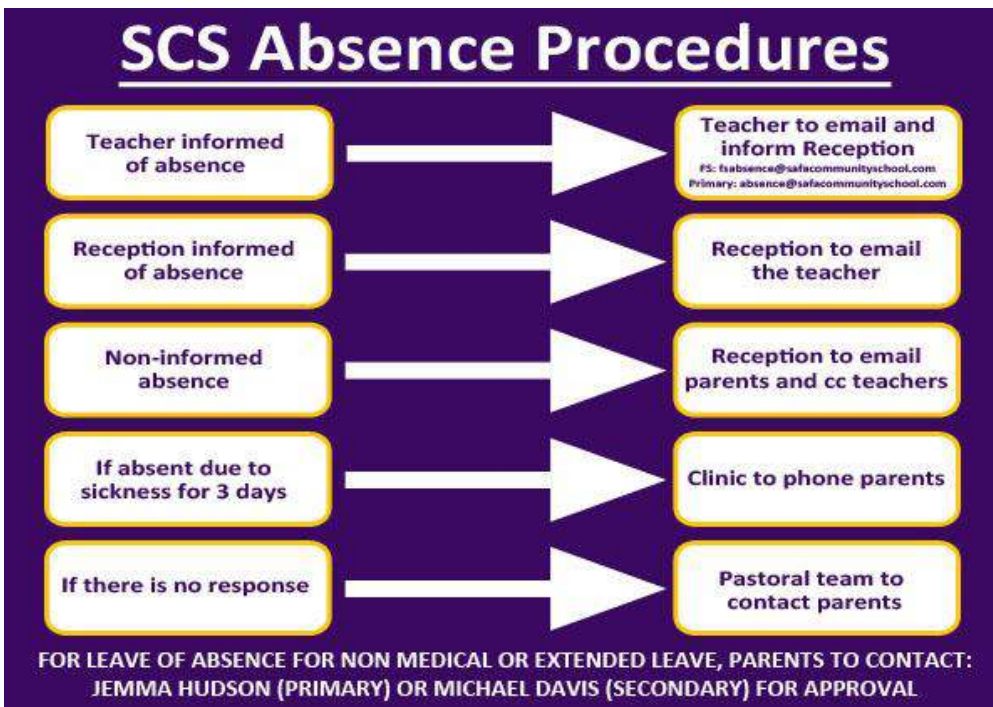
During assemblies, the running totals for each house team will be announced. Bronze, Silver and Gold certificates will be presented to children as they gain 100, 200 or 300 house points.

**Appendix 2**

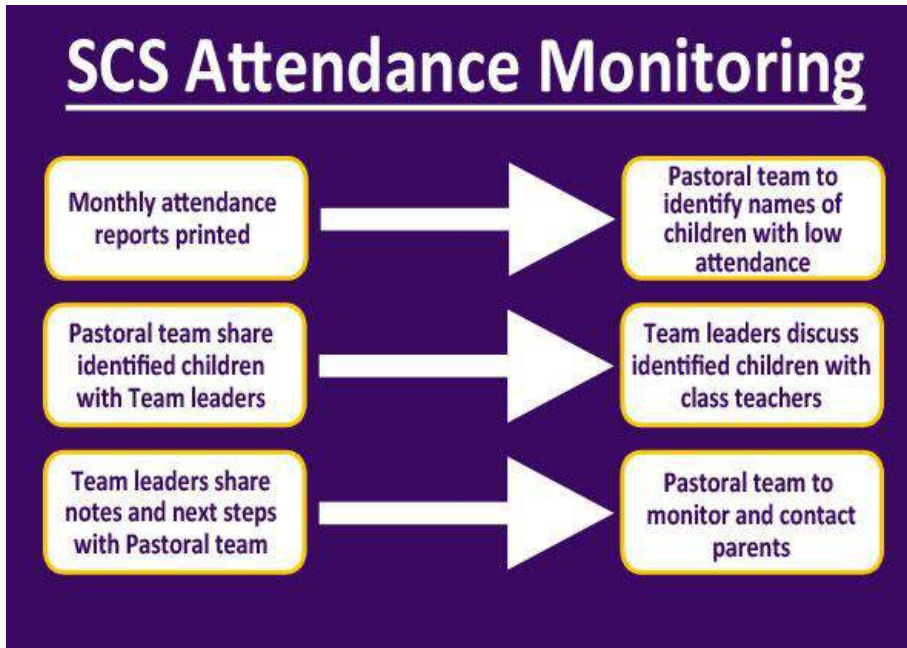


**Appendix 3**

**3.1 Absence Systems and Procedures**

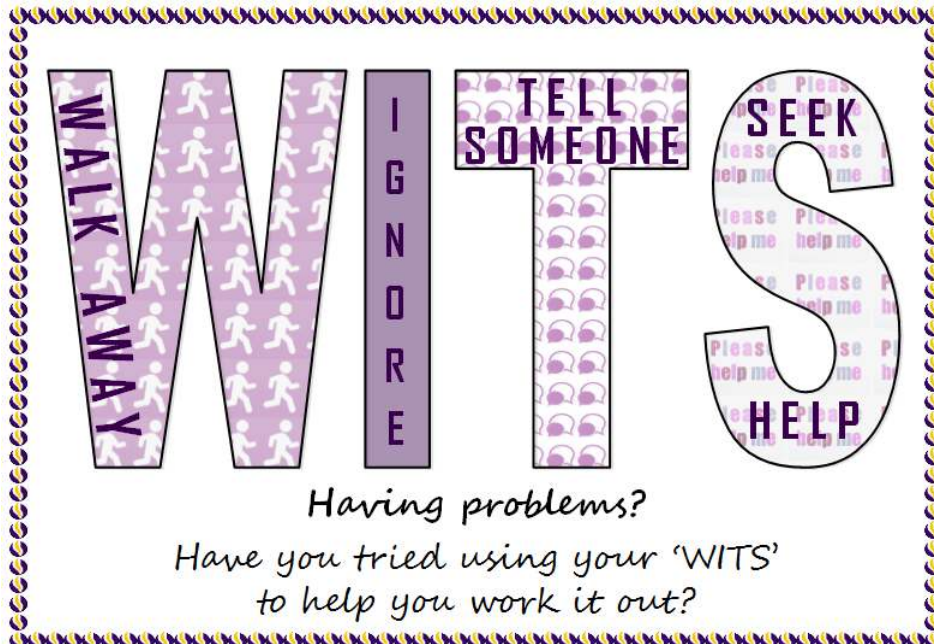


### 3.2 Attendance Monitoring Procedure



#### Appendix 4

##### WITS



#### Appendix 5:

[Positive Behaviour Policy](#)

Next Review Date: April 2026