



# Pastoral Policy 2021-22

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| <b>Approved/reviewed by</b>       |                    |
| <b>Assistant Head of Pastoral</b> |                    |
| <b>Date of review</b>             | <b>August 2021</b> |
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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.
- 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.
- To develop children's skills in building and maintaining good relationships with peers, teachers and others.
- To support the transition of distance learners back into school-based learning.

## 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, Assistant Head or Head of Primary & Principal resulting in a Head Teacher Award.

- House points via Epraise.
- Notes or email/phone call home.
- 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 and Extra Curricular Activities**

During the current global pandemic, playtimes will be supervised by the class Teacher and Teaching assistants, therefore any incidents will be recorded and followed up as needed. ECAs are currently not running.

## **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 will issue a behavioural chart to track and monitor the child's behaviour. The AHT will review these notes/charts during weekly meetings 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.

## **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 monitored weekly by the Pastoral Team to identify children who may require additional support.

## **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 5).

For children completing Distance Learning, children's attendance will be tracked and monitored through ISAMs. Children's participation in Zoom lessons and completion of activities each day will be evidence of attendance.

## **10. 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, PSHCE 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 current global pandemic 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 purchased an application called Pulse to further monitor the children's social and emotional wellbeing.

## **15. Reference Documents**

Other policies supporting this document include:

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

## Appendix 1: House Point System

### Safa British School House Point System



#### **Allocation of Houses**

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

Red, Green. Blue & Yellow.

#### **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 three house points within lessons for children's effort and showing learner qualities. These are recorded and totals collected each week via Epraise.

#### **Specialist House Points**

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.

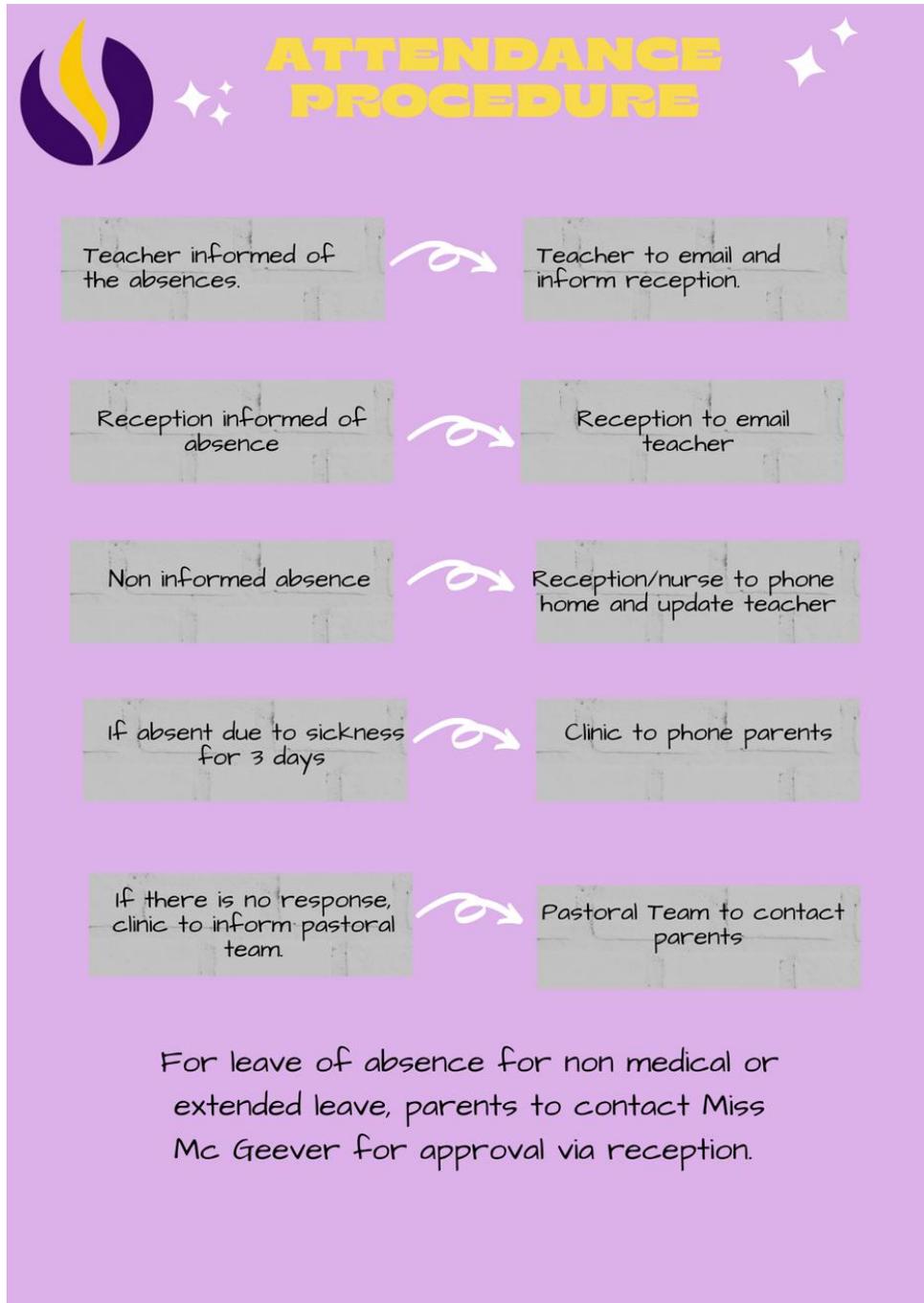
#### **Competitions**

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.

#### **Celebration of House Points**

During assemblies, the child in each house with the winning number of house points for the week will be presented with stickers. The running totals for the whole house will be announced. Bronze, Silver and Gold rewards will be presented to children as they gain 100, 200 or 300 house points.

## Appendix 2i: Absence Systems and Procedures



## Appendix 2ii: Attendance Monitoring Procedure

