



# Victory Heights Primary School

## City of Arabia

## **Behaviour and Sanctions Policy**

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<b>Introduction</b>	<b>4</b>
<b>Equal Opportunities Statement</b>	<b>4</b>
<b>Scope</b>	<b>4</b>
<b>Aims of the Policy</b>	<b>5</b>
<b>Parents</b>	<b>5</b>
<b>Ethos</b>	<b>5</b>
<b>Recognition of Pupil Achievement and Success</b>	<b>6</b>
Use of Positive Praise	6
Class Rewards	6
Staff Feedback	6
<b>Key Stage 1 and 2</b>	<b>7</b>
<b>In Class Behaviour Systems</b>	<b>7</b>
Success Rocket (Year 1 and Year 2)	7
Golden Time 'Target' (Years 3 and Year 4)	7
Squirrel (Year 5 and Year 6)	7
House Points	7
<b>Foundation Stage</b>	<b>8</b>
Ethos	8
Foundation Stage 1	8
Foundation Stage 2	9
Unacceptable Behaviour	9
What do the EYFS staff do?	9
Biting	10
Biting Prevention	11
<b>Logging Behaviour Incidents</b>	<b>12</b>
<b>Examples and classification of levels of misbehaviour</b>	<b>13</b>
Soft hours	15
<b>ELLI - Effective Lifelong Learning Inventory</b>	<b>16</b>
<b>Inclusion</b>	<b>17</b>
<b>Positive Handling</b>	<b>18</b>
Prior to using Positive Handling Techniques:	18
Reporting a physical restraint:	21
<b>Uniform</b>	<b>22</b>
<b>Vaping and Use of E-Cigarettes</b>	<b>23</b>
Signage and Prevention	23
Vaping Incidents Within the Behaviour Ladder	23
Low Level	23
Mid Level	24
High Level	24

Serious High Level	24
Confidential Reporting	25
Education and Partnership with Parents	25
<b>Monitoring and Review</b>	<b>26</b>
<b>Appendix 1 - Final Warning and Undertaking</b>	<b>28</b>
<b>Monitoring and Compliance</b>	<b>30</b>
Version Control Table	30

## **Introduction**

Victory Heights Primary School City of Arabia recognises the importance of a clear behaviour policy that supports the children and staff of the school in understanding expectations, and the reason behind these expectations. Behaviour should be managed through a positive approach which enables relationships to flourish and creates safe learning environments. Children should feel confident in being able to take risks in their learning (i.e. make mistakes) without fear of being punished.

## **Equal Opportunities Statement**

The aims of the School and the principles of excellent pastoral care will be applied to all, irrespective of their race, sex, disability, religion or belief; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

## **Scope**

The Behaviour and Sanctions Policy applies to all students while on school grounds. Additionally, it serves as a guideline for appropriate conduct outside the school when students are in uniform, participating in school-organised trips and events, or in situations where their actions could be harmful, unlawful, tarnish the reputation of Victory Heights Primary School City of Arabia, or jeopardise the safety of other students (including online interactions).

## Aims of the Policy

- To achieve a whole school approach to the management of behaviour and discipline.
- To clarify our expectations regarding the behaviour of pupils.
- To enable us to manage pupil behaviour effectively, promoting exemplary behaviour at all times and helping to create an atmosphere in which effective teaching and learning can take place.
- To provide a happy, purposeful atmosphere in the school, in which pupils feel secure and are accorded proper respect as individuals, irrespective of their academic, practical or physical potential.
- To foster good manners, politeness and consideration for others.
- To foster a respect for the environment and encourage pupils to accept a social responsibility towards it.
- To instil respect for religious and moral values, tolerance of other races and people from all walks of life.

## Parents

At Victory Heights Primary School City of Arabia we work in partnership with the parents of our children. We aim to share our policies and practice with parents in order that they have a clear and consistent understanding of what we are doing and why we are doing it. Parents play a vital role in reinforcing good behaviour. It is useful to use the same language at home and to role model the same clear and consistent expectations that we have at school.

## Ethos

At Victory Heights Primary School City of Arabia we aim to instil the social and emotional aspects of learning by ensuring that students are clear about what is expected from them. We promote these values as a whole school and within year groups and the classroom. From Foundation Stage, we use the same language in order to ensure that the children are clear about what is expected from them and why. This is taught to children through our 'VHPS-COA Way Behaviour Curriculum'.

The three tenets of behaviour (the 'Three B's) at Victory Heights Primary School City of Arabia are:

**Be  
Be  
Be kind**

**respectful  
responsible**

These tenets are referred to regularly and used in a positive manner to reinforce good behaviour and expectations.

## The VHPS-COA Way - Behaviour Curriculum

### **Recognition of Pupil Achievement and Success**

**Achievement for all** is central to the ethos of Victory Heights Primary School City of Arabia. The main ways achievement, success and positive pupil contributions are recognised are:

#### **Use of Positive Praise**

All staff, teaching and non-teaching are encouraged to praise children and give feedback to them in a positive manner when they work well, put in effort, show care and concern for their peers, are well mannered and polite and follow the three tenets of behaviour at VHPS-COA. Positive praise and feedback immediately after an action are very effective ways of enhancing self-esteem.

#### **Class Rewards**

Individual teachers have reward systems in their classrooms where children work hard together to meet a class target. These generally match with each term and can work in-line with end-of-term celebrations.

There are also individual rewards for particular children, who are struggling with their behaviour. This may be in the form of a token economy system or "I am working towards" board. There will also be support from the Inclusion team to ensure that the reward system is personalised to meet the needs of the individual. Strategies are communicated and triangulated to all departments.

#### **Staff Feedback**

Discussing children's progress and performance with them on a regular basis is also a good way of recognising and recording success and developing self-esteem. Children can also be sent to another class, Head of Foundation Stage\*, Assistant Headteachers\*, Headteacher or the Principal to share their excellent work or inform them of any positive behaviour being displayed which they feel should be acknowledged at a higher level.

The Head of Foundation Stage, Assistant Headteachers, Headteacher and Principal can respond in numbers of ways verbal or written, or through the use of behaviour stickers, which may help to reinforce the behaviour. This information may be shared on our social network i.e Facebook to celebrate children's achievements.

\* Where applicable

## **Key Stage 1 and 2**

### **In Class Behaviour Systems**

There are a number of strategies in use within classrooms to monitor behaviour throughout the day, rewarding children from their positive behaviour (and giving consequences for negative behaviour.)

For FS, please refer to the Foundation Stage section below.

### ***Success Rocket (Year 1 and Year 2)***

In Years 1 and 2, each classroom has a 'Success Rocket' which allows children to move 'up' the rocket (to Gold) for showing positive behaviours, whilst moving down (to Red) is a consequence of negative behaviour.

### ***Golden Time 'Target' (Years 3 and Year 4)***

In Year 3 and 4, teachers use a target board which allows children to move 'in' towards the centre, for showing positive behaviours. Each move closer to the centre of the board increases the time allowance that each child receives for 'Golden Time' at the end of the week. A move away from the centre of the board is a consequence of negative behaviour.

### ***Squirrel (Year 5 and Year 6)***

In Years 5 and 6, teachers assign 'Squirrel' virtual dirhams to children, for exhibiting positive behaviours, whilst fines are in operation for negative behaviour.

For each of the strategies above, children can earn house points (see below) as well as other class rewards.

### **House Points**

Each child from entry will be assigned to a House – of which there are four (Oryx, Foxes, Leopards and Falcons) – when they join Victory Heights Primary School City of Arabia.

All staff members at the school can award house points to any children in recognition of success or achievement. Specialists will primarily use House Points as a reward and sanction system. The house system promotes responsibility and a team ethos and is effective in reinforcing good behaviour, a positive attitude and good citizenship.

A House Point chart is displayed in each class so that a tally is kept of each child's house points and the total is recorded each half term.

## Foundation Stage

We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. Children need to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

### Ethos

Positive behaviour management in the Early Years Foundation Stage (EYFS) emphasises a proactive approach to fostering desired behaviours in young children. By creating an environment that promotes understanding, respect, and constructive communication, educators can guide children in developing essential social and emotional skills. This foundational stage sets the tone for future learning, ensuring children are equipped with the right attitudes and behaviours for lifelong success.

*EYFS Teachers will:*

- Have a commitment to developing children's positive and acceptable behaviour
- Identify specific procedures and guidelines to manage children's behaviour
- Be familiar with and have access to the policy and procedures
- Specifically identify behaviour that is unacceptable within the EYFS and develop strategies for improving this behaviour
- Arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully
- Actively promote high expectations of children's behaviour within the setting
- Attend training where available to help with promoting positive behaviour

### Foundation Stage 1

If a child is making bad choices about their behaviour, they will be encouraged to think about making a good choice through the terminology "Right / Wrong"

E.g. "That's a wrong choice, can we think of a right choice"

Repeated (three) wrong choices will mean the child will move to "Stop and think" and follow the same process as displayed in the FS2 (following) policy.

All FS1 classes have visual reminders of 'right' and 'wrong' choices that are aligned with the needs of the individual class and behaviours the cohort are working on.

## Foundation Stage 2

The following terminology is used throughout the day to promote positive behaviour:

**'It's Great to be Me'**, if a child is struggling to follow instructions/ misbehaves within the environment **'Stop and think'** is applied. The next step is then given depending on the incident or child. If a child shows some positive behaviour a child can be told by an adult **'Wow I am amazing"**. The adult can give a sticker to a child and explain the reasoning for this positive feedback.

A child that does not listen, does not share, hits another child and is generally not following the class rules will move progressively through the system below:

1. 'Stop and think" - Have a verbal warning
2. Be given time out of their classroom or removed to a different area
3. Taken to the Year Leader
4. Taken to EYFS Leader
5. Phone call home

## Unacceptable Behaviour

There will be times when a child will behave in a way that is unacceptable, disruptive or harmful to others. A list of what constitutes unacceptable behaviour in EYFS includes:

- Tearing books or pictures
- Hitting, spitting, biting, pinching or scratching
- Taking toys from another child
- Throwing food, drink or toys
- Deliberately spoiling or breaking another child's work
- Swearing

## What do the EYFS staff do?

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We take a positive and consistent approach towards managing children's behaviour
- We help children find solutions such as for example the acknowledgement of feelings, explanation as to what was not acceptable, supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued by for example acknowledging positive behaviour such as kindness and sharing.
- We encourage children to be aware of our routines and procedures around the FS building
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding
- We record all significant incidents relating to behaviour
- We identify and implement strategies that encourage positive behaviour
- We deal with negative behaviour at the earliest opportunity.

## **Bitting**

During the children's developmental stages of the early years some children can go through a biting phase, which is a natural part of development. Whilst children are learning the skills of language, they can at times show frustration which can lead to biting as they have not yet acquired the skills to express their feelings. Temper tantrums are another expression of frustrated behaviour by children of a similar age. In time, with the correct guidance, both behaviours eventually diminish.

EYFS staff must:

- Recognise children's reasons for biting
- React appropriately
- Take the proper measures to prevent further incidents
- To explain to the child who has bitten why their behaviour is unacceptable, that it has hurt another child and to show them any marks that they may have left on the other child.
- Remove the child who has bitten from the area that initiated the biting and monitor when the child returns to that area.
- Parents of the bitten child will always be informed.
- Parents of the child who has bitten another child will be informed. During this discussion of information the member of staff will ask if these incidents have happened in other areas for example at home. How we would be able to work in partnership to create a strategy to best work for the child in school and at home.
- All staff members would be made aware of the situation, as a team we would evaluate the incident and monitor the situation for the future needs of the child.
- Staff will not disclose the identity of the child who has bitten; this is to make sure that confidentiality for the child is maintained.

## **Bitting Prevention**

- All children should be immunised against tetanus.
- We examine and develop our programmes so that the children are happy, stimulated and engaged in activities to prevent these incidents.
- We organise activities that allow our children to release frustration.
- We provide age-appropriate materials that stimulate interest
- We provide close supervision and monitor each situation.
- Staff will be aware of possible conflict of personality between children and act accordingly and separate the children if necessary.
- Staff will be aware that a simple conflict over a toy or personal space could be enough to cause a child to bite.
- Staff will know the temperaments of the children and look for patterns in a frequent biter.
- Are there particular times of the day that the biter has difficulty? Be extra vigilant at these times.
- Does the biter focus on one child? Look at ways of separating children as much as possible.
- Do toys seem to cause many biting incidents? You may need more or duplicate toys so every child has several to choose from.
- Encourage the use of words to express feelings and emotions.
- Help children understand that words can be used to express feelings.
- Staff may need to teach the children words that are appropriate.
- Children who can verbally express themselves will be less likely to lash out physically.
- We provide biting chews (chewy tubes) for children that may have sensory input from.

## Logging Behaviour Incidents

The majority of behavioural incidents at school are very minor, and are dealt with and corrected in class without need for further intervention or recording. Where a child exhibits poor choices on a continued basis, or the behaviour is a serious behaviour incident requiring immediate intervention (see above) this should be logged on the Nexsquare MIS platform using the following behaviour codes.

Behaviour is tracked through Nexsquare and where there is a pattern of repeated negative behaviour, parents will be invited to school to discuss strategies for improving behaviour.

Behaviour	Code
Unkindness	UNK
Rudeness	RUD
Bullying	BUL
Repeated No Homework	HOMW
Physical Abuse	PHY
Verbal Abuse	VBA
Disruptive	DISR

## Examples and classification of levels of misbehaviour

At Victory Heights Primary School City of Arabia, our behavioural expectations are structured to foster a positive learning environment and uphold the ethos of our school community. The following outline provides examples of student behaviour, ranging from minor disruptions to serious incidents, to help clarify our standards and the associated responses. It is important to note that this classification is not exhaustive and serves as a guide. The severity of sanctions can escalate with repeated offences, dishonesty regarding the misbehaviour, lack of remorse, or failure to adhere to corrective directions. Mitigating factors will be taken into account, potentially altering the level of disciplinary action. While misconduct outside of lesson time may not interrupt other children's academic achievements, it still affects the communal harmony and will be addressed with equal seriousness. As behaviours evolve, this guideline will be updated to ensure it reflects current circumstances and maintains the integrity of our school's values.

Low Level	<p>Low-level behaviours are minor breaches of school rules that cause brief, low-intensity disruption to learning or the school environment. These behaviours are often managed by classroom teachers and may include:</p> <ul style="list-style-type: none"> <li>● Talking out of turn or minor chatting during lessons.</li> <li>● Minor lateness to class (e.g. to specialist lessons)</li> <li>● Inappropriate use of school materials (e.g., doodling on a desk).</li> <li>● Not completing homework (Year 5/6)</li> </ul>
<p><b>Low-level misbehaviour</b> is typically dealt with in class by the class teacher/specialist teacher. This should utilise in-class behaviour systems as detailed above*</p> <p>* Specialist teachers should inform the class teacher of the behaviour incident at the end of the specialist lesson</p>	
Mid Level	<p>Mid-level behaviours are more serious and may disrupt learning for the individual and others. They require intervention beyond the classroom teacher and may include:</p> <ul style="list-style-type: none"> <li>● Repeatedly failing to follow instructions.</li> <li>● Frequent and intentional lateness</li> <li>● Minor acts of defiance or disrespect towards staff or peers.</li> <li>● Minor vandalism or damage to school/other children's property.</li> <li>● Occasional use of inappropriate language.</li> </ul>
<p><b>Mid-level misbehaviour</b> (or repeated low-level misbehaviour) will typically be escalated to the year leader concerned. Where the misbehaviour happens within a specialist lesson, the relevant Head of Subject may also be informed (typically in subjects with multiple teachers, for example Arabic). The Assistant Headteacher i/c of the concerned year group should be made aware, but does not need to intervene at this point. Parents should be contacted through an informal channel, such as Seesaw or an end-of-day conversation. Children may lose their break time/lunch time privileges, and may have to attend a detention (Year 6).</p>	

High Level	<p>High-level behaviours significantly disrupt learning or the school community and may put others at risk. These behaviours typically involve more formal disciplinary actions, such as removal from lessons.</p> <ul style="list-style-type: none"> <li>● Bullying or persistent harassment of other students.</li> <li>● Cheating on an assessed piece of work</li> <li>● Deliberate and repeated defiance or confrontational behaviour.</li> <li>● Stealing school or personal property.</li> <li>● Repeated vandalism or serious damage to school/other children's property.</li> </ul>
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**High-level misbehaviour** (or repeated mid-level misbehaviour) should be escalated to the Assistant Headteacher i/c of the concerned year group. Parents will be informed via a phone call or email, and may be asked to attend an in person meeting to discuss the behavioural incident(s).

Consistent or repeated incidents of high-level misbehaviour may result in escalating levels of sanctions, including internal/external suspension, or applying soft hours (see below). Please see Appendix 1 for an example reintegration letter following a High Level misbehaviour incident.

Where there is no improvement in behaviour and the child continually exhibits high-level misbehaviour their behaviour will be considered at the 'Serious high level misbehaviour' level as detailed below.

Serious high level	<p>Very-serious behaviours are the most severe and may endanger the health, safety, and well-being of students and staff. These behaviours could result in the child being excluded from school.</p> <ul style="list-style-type: none"> <li>● Physical violence or assault.</li> <li>● Severe bullying, including cyberbullying, which threatens student safety.</li> <li>● Possession or use of weapons or dangerous objects.</li> <li>● Possession, use, or distribution of illegal substances.</li> <li>● Actions that significantly compromise the safety of the school community.</li> <li>● Criminal actions, whether on or off school premises, including crimes identified under Federal Law 05 (cybercrimes)</li> </ul>
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**Serious-high-level misbehaviour** should be escalated directly to the Headteacher and/or Principal. The Headteacher/Principal will conduct a thorough investigation of the incident, inviting all stakeholders to attend an in-person meeting in school. Incidents at this level are likely to result in a recommendation being made to the board of governors that the child is excluded from school.

### **Soft hours**

In some cases where behaviour continues to escalate or poses a risk to themselves or others, soft hours are introduced. This is where a child's school day is shortened with a view to developing positive behaviour. These soft hours will be agreed upon with the class teacher, inclusion team and parents taking into consideration any trigger points that the child may face in the day. Regular meetings will be completed with a view to the hours being gradually being increased to full school day. This is completed on a case by case basis and where possible is only implemented on a short term basis i.e a school term. There may be exceptional circumstances where this is completed on a longer term basis.

## **ELLI - Effective Lifelong Learning Inventory**

The school hosts termly celebration assemblies and school certificates are awarded at these to celebrate learning ELLI heroes. Class teachers, specialists and other members of staff can nominate pupils who they feel should be awarded school certificates of achievement across all subjects. These certificates aligned with the ELLI values rather than simply rewarding achievement. One boy and one girl from each subject are chosen.

- The OWL is planning and strategic awareness,
- The CHAMELEON is the ability to keep changing and learning,
- The TORTOISE is resilience,
- The UNICORN is creativity,
- The BEE is the ability to work alone and in a team,
- The CAT is about developing the attitude of curiosity,
- And the SPIDER helps us to make connections and 'webs' of meaning

At the end of the academic year, a special award - 'The Dowlman Cup' is awarded to the pupil in the school who has best demonstrated the ELLI values throughout the year. Ordinarily, it is expected that this is awarded to a Year 6 pupil.

## **Inclusion**

Special awareness should be made for children who struggle to manage their behaviour which may be due to an additional educational need. Teachers, specialists and LSA's will work closely with the Inclusion team and parents to ensure that each child is able to achieve success in their positive behaviour and be supported to manage their unacceptable behaviour. It is recognised that sometimes individual children will need individual behaviour management systems and that one system will not work for all children. Behaviours systems may include but are not limited to the below:

- Individual behaviour plan.
- Token system.
- I am working towards a board.
- I am working towards timetable
- Level 3 support from the Inclusion team.
- Sessions with the pastoral leader.
- Antecedent, Behaviour and Consequence chart.
- Individual Learning Support Assistant.

## **Positive Handling**

Although behaviour at Victory Heights Primary School City of Arabia is generally exemplary, we recognise that there may be occasions where staff are required to use reasonable force to protect themselves or to protect other children and/or adults from injury. All members of staff who may have to intervene physically with children must clearly understand the options and strategies open to them. The use of force to restrain or physically direct another person should be regarded as a last resort.

Positive Handling is: the use of force to contain a child and restrict movement in order to protect a child or adult from harm. As there is no legal definition of reasonable force, its degree and suitability will depend upon circumstances. Physical force is not justified for trivial misdemeanours, nor a situation that can be resolved without force. The degree of force must be in proportion to the circumstances of the incident, always be the minimum needed to achieve the desired result and to always 'de-escalate' the situation and prevent further escalation. Teaching and non teaching staff have a duty of care to adhere to and follow this policy.

Members of staff are compelled to use reasonable force to prevent a child from doing the following:

1. causing injury to themselves or others;
2. causing damage to property including their own;
3. causing serious disruption, to the extent that good order and discipline could not be maintained;
4. behaving in a way that would be a criminal offence if the child were not under the age of criminal responsibility;

***Staff should remember, however, that this does not mean that they must physically restrain a child if to do so would in all reasonableness mean putting themselves at danger of serious physical harm.***

Staff may only exercise the statutory power to use force where:

- They and the learner are on school premises; or
- They are off school premises but are in lawful control or charge of the learner (for example on a school visit).

### **Prior to using Positive Handling Techniques:**

Our basic principle is that anything we can do to avoid physical intervention is promoted by de-escalating an incident by noting the signs of escalation in a child and by using a consistent and safe approach to intervene before a situation deteriorates. We strongly believe that physical intervention is a last resort.

Whilst there are situations in which there is no safer alternative, individual members of staff should try to minimise the chance of these arising by:

- Creating a calm, orderly and supportive school climate that minimises the risk of violence of any kind.
- An active approach to teaching learners how to manage strong emotions.
- Having regard to avoiding actions that may be seen as inciting violence.
- Effective management of individual incidents – remain calm, non threatening language.
- Avoid any physical contact with any other person unless essential to the teaching and learning process or normal working arrangements.

Other strategies may include:

1. Tell the child who is misbehaving to stop and inform them that if they do not they will intervene physically and restrain if necessary.
2. Body language - ensure an open posture to promote confidence and encourage trust.
3. Not communicating anger when dealing with behaviour as this only escalates any situation.
4. Staff are to directly address the behaviour as opposed to any comments regarding the individual e.g. "No hitting" instead of "Naughty boy".
5. Staff do not use any negative terminology.
6. All language to be specific and to the point.
7. It is good practice not to discuss pupils within their presence irrelevant to their perceived levels of understanding.
8. Consideration and empathy is essential to protect self-esteem as this is usually very delicate.
9. The teacher should remove other children who are at risk and summon help from colleagues.
10. If force is used, the adults should continue to talk with the child throughout the incident and make clear that physical contact will stop when it ceases to be necessary.

Only if all of the above have been tried and are unsuccessful, should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used. A restraint is removed once a child no longer poses a risk to themselves and to others.

The below approved restraints will be used:

<b>1. Double Arm Hold</b> 	<b>2. Cupped Fist Hold</b> 
<b>3. Straight Arm Immobilisation</b> 	<b>4. Seated Position</b> 
<b>5. Leg restriction A</b> 	<b>6. Leg Restriction B</b> 
<b>7. Kneeling position</b> 	<b>8. Bean Bag restraint</b> 

Following this it is important to respect a period of time for recovery for the child and member of staff. The member of staff should move physically away from the child and allow several minutes of silence for the child to recover. The amount of time will depend on the child and the circumstances. A discussion should take place with the child to reflect on the incident. This should take place as soon as the child is able, ideally on the same day. The discussion should include the choices made, and reference to safe and unsafe choices and looking forward to how to prevent the incident in the future.

### **Reporting a physical restraint:**

Immediately following an incident of restraint the member of staff concerned should tell the Inclusion Champion, Headteacher, Assistant Head or Head of Foundation Stage.

Staff members who were involved in the physical restraint will complete the child's 360 profile online detailing antecedent, behaviour, consequence and action/ restraint which was taken. In the event of needing to report an incident, click on Nexquare and follow the process.

*Pupils -> Select Pupils -> Click Notes -> Select Add Note (Attachments available, if required)*  
Parents will be informed of any incident where actual physical restraint is used. Wherever possible this will be done orally, and the same day by either the Principal, Headteacher, Assistant Head teachers or the Inclusion Champion.

## **Uniform**

Adhering to the school uniform code is a key aspect of school life at Victory Heights Primary School City of Arabia, serving as a visible commitment to the school's values and norms. Wearing the correct uniform is not just about appearance; it is a sign of respect for the school community and an indicator of a student's readiness to learn and participate in school activities. By following the uniform guidelines, students demonstrate their ability to comply with rules and instructions, fostering a sense of discipline and unity among the student body. This guideline not only prepares students for the structure of school life but also installs a mindset that is conducive to learning and personal development.

At the start of each academic year, parents receive a detailed uniform list. The following guidelines pertain to the school uniform and students' overall appearance:

- Footwear should be predominantly black, without conspicuous branding. Black trainers are acceptable. Girls' shoes should have heels no more than 1 cm high.
- All uniform pieces should be labelled clearly.
- Hair dyes or unconventional hairstyles are not allowed. Hair reaching the collar or beyond must be tied up.
- Only stud earrings are permitted as jewellery.
- Hair accessories should be either burgundy or of a neutral shade.
- The formal uniform is mandatory for all major school functions.
- For Year 6 students, wearing school hoodies is subject to the class teacher's discretion. Parents will be informed about expectations before buying them.
- On days designated for Physical Education, students should wear their PE kits. For swimming sessions, students should wear their House shirt, paired with PE shorts and trainers.

We ask for parental support for these regulations.

## **Vaping and Use of E-Cigarettes**

Victory Heights Primary School City of Arabia is committed to ensuring the highest standards of student safety and wellbeing. In line with current KHDA guidance, the possession, use, or distribution of vapes, e-cigarettes, or related paraphernalia is strictly prohibited for all students and adults on school premises, on school transport, and during any school-related activity or event.

This prohibition applies to all forms of vaping devices, including disposable vapes, refillable devices, nicotine-containing products, and non-nicotine devices.

### **Signage and Prevention**

Clear and visible signage will be displayed in areas where vaping incidents are statistically more likely to occur, including bathrooms, stairwells, and outdoor spaces. Awareness and preventative messages will be included in assemblies and age-appropriate curriculum lessons.

### **Vaping Incidents Within the Behaviour Ladder**

The school's existing sanctions hierarchy (Low / Mid / High / Serious High Level) is applied to vaping incidents as follows:

#### ***Low Level***

*Suspected involvement, no device found, and no evidence of possession or use.*

Examples include:

- Smell of vape on clothing or bags but no physical evidence.
- Being present in an area where vaping has occurred but denying involvement.
- First-time concern raised by peers but unsubstantiated.

#### **Response:**

Managed by class teacher/specialist teacher.

Conversation with student; pastoral reminder about health risks and school rules.

Record only if concerns persist.

### ***Mid Level***

*Confirmed possession of a vape or related items, but no evidence of use on site.*

Examples include:

- Vape device found in bag or pocket and unused.
- Possession of empty cartridges or vape components.
- Attempting to bring a vape onto a school bus or trip.

### ***Response:***

Escalated to Assistant Headteacher i/c year group.

Parents informed (Seesaw message, end-of-day conversation, or phone call depending on context).

Consequences may include loss of privileges, lunchtime/break detention, or written reflection.

Device confiscated and returned only to parents.

### ***High Level***

*Use of a vape on site OR repeated possession after a mid-level warning.*

Examples include:

- Actively using a vape at school, on transport, or during a school activity.
- Repeated possession after a previous incident.
- Sharing a vape with peers.

### ***Response:***

Escalated to Assistant Headteacher i/c year group.

Formal meeting with parents.

Behaviour incident logged on Nexquare.

Sanctions may include removal from lessons, internal suspension, or soft hours where appropriate.

### ***Serious High Level***

*Any vaping incident that puts students at significant risk or involves intent to supply.*

Examples include:

- Distribution or sale of vaping products to other students.
- Deliberate concealment with intent to use or supply.

- Any vaping-related incident alongside defiance, aggression, or dishonesty that escalates risk.

**Response:**

Escalated to Deputy Headteacher and Principal.

Full investigation; in-person meeting with parents.

Incident may result in suspension, extended soft hours, or a recommendation for exclusion (subject to Board and KHDA approval).

Reintegration plan and behaviour undertaking may be required.

Mitigating or aggravating factors (age, intent, honesty, prior incidents, health concerns) will be considered in determining the appropriate level of response.

**Confidential Reporting**

Students and staff are encouraged to raise concerns about vaping confidentially through the school's safeguarding or pastoral reporting channels. Information will be handled sensitively in accordance with KHDA and school safeguarding procedures.

**Education and Partnership with Parents**

The school will continue to educate students about the health risks associated with vaping and work in partnership with parents to reinforce positive choices and discourage harmful behaviours.

## **Monitoring and Review**

We are aware of the need to review the school Behaviour Policy regularly so that we can take into account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The policy will be reviewed on an annual basis.



**Victory Heights Primary School  
City of Arabia  
Behaviour and Sanctions Policy  
Appendices**

## **Appendix 1 - Final Warning and Undertaking**

### **(FINAL) WARNING & UNDERTAKING**

(“Reintegration Agreement after High Level Misbehaviour”)

This document is considered as a (Final) Warning Letter and an Undertaking between Victory Heights Primary School City of Arabia and the parent(s) of XXX, student in XXX.

We, and do hereby undertake and confirm, as the parents and/or legal guardians of XXX, that we understand this conditional parental undertaking has been written in this form due to XXX's misbehaviour and breach of: 1) the signed “parent-school contact” and 2) the school's “Behaviour and Sanctions Policy”.

We understand that XXX's conduct, by XXXXXXXXXX, was in breach of the school's policy.

#### **Parents' responsibilities and commitments:**

1. Ensure XXX's adherence to these terms and conditions and all related KHDA and school policies. These include all policies which are on the school website.
2. Support XXX and the school by ensuring his full attendance.

#### **Student's responsibilities and commitments:**

1. Adhere to the school's behaviour policy and ensure to fully respect the school community while being in the school or on an authorised school trip (under the care of Victory Heights Primary School City of Arabia)
2. Ensure there is no repeat of the behaviour outlined in this warning letter.
3. Write/make an apology to the student affected by his/her misbehaviour.
4. Ensure exemplary attendance and punctuality at school.

#### **School's responsibilities and commitments:**

1. Ensure regular parental involvement with regards to XXX's academic progress and behaviour.

We understand that failure to uphold any of the conditions contained herein and that should there be any recurrence of similar behaviour will immediately result in any of the following actions being applied:

1. Moving XXX to soft-hours for the remainder of the term/year (delete as applicable)
2. Not re-enrolling XXX in Victory Heights Primary School City of Arabia for the forthcoming academic year XXXX/XXXX, after obtaining KHDA approval.
3. Suspension from Victory Heights Primary School City of Arabia that might lead to expulsion, after obtaining KHDA's approval.

Sasha  
Principal

Crabb

## Monitoring and Compliance

The implementation and effectiveness of this policy will be monitored regularly in line with the Policy Review Policy. Updates and changes will be documented in the Version Control Table to ensure transparency and continuous improvement.

### Version Control Table

**Policy Title:** Behaviour and Sanctions  
**Policy Owner:** Headteacher  
**Last Approved By:** Primary Leadership Team

Version Number	Date Approved	Approved By	Changes Made	Next Review Date
1.0	August 2025	PLT	Initial policy release	August 2026
1.1	November 2025	PLT	Added Vaping Guidance in line with KHDA correspondence	August 2026