

Daffodil Grammar School for Girls

Behaviour Policy (including Sanctions)

1. Policy statement

Daffodil Grammar School for Girls (“the School”) is committed to providing a **calm, safe and purposeful learning environment** in which all pupils can achieve their potential and develop strong Islamic character and positive citizenship in modern Britain.

We believe that:

- Good behaviour is essential for **effective teaching and learning**.
- Every pupil has the right to **learn without disruption** and to feel safe, respected and valued.
- Behaviour is **taught, modelled and reinforced**, not assumed.
- Clear expectations, consistent routines and fair, proportionate sanctions and rewards support positive behaviour.

This policy sets out:

- Our **expectations for pupil conduct**.
- How we **promote and support good behaviour**.
- How we **respond to poor behaviour**, including the use of sanctions.
- How behaviour links with safeguarding, anti-bullying and our Islamic ethos.

This policy applies to:

- Behaviour **on school premises**.
- Behaviour **on the way to and from school**.
- Behaviour during **off-site visits, trips and events**.
- Behaviour **online** where it impacts on members of the school community.

2. Aims

Our behaviour policy aims to:

1. Promote a **respectful, orderly and caring community**, rooted in Islamic values and aligned with British values.
 2. Provide clear **standards of behaviour** for pupils, staff and parents.
 3. Encourage **self-discipline, responsibility and accountability**.
 4. Ensure that misbehaviour is **addressed promptly, fairly and consistently**.
 5. Safeguard the welfare of all pupils by addressing bullying, harassment and child-on-child abuse.
 6. Foster **strong partnerships with parents** in supporting pupils' behaviour and personal development.
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3. Principles and ethos

Our approach is underpinned by:

- **Islamic values:** ihsan (excellence), adl (justice), rahma (mercy), amanah (trust), respect for others, and the prohibition of oppression, abuse and backbiting.
 - **British values:** democracy, the rule of law, individual liberty, mutual respect and tolerance.
 - **High expectations** for all pupils, with support to meet them.
 - **Consistency and fairness**, taking account of individual needs when applying this policy.
 - A focus on **restorative practice and repairing harm** where appropriate, not just punishment.
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4. Roles and responsibilities

4.1 Proprietor / Governing Body

The Proprietor / Governing Body will:

- Ensure the school has an effective **Behaviour Policy including sanctions**.
- Monitor its implementation and impact through reports from the Headteacher.

4.2 Headteacher

The Headteacher will:

- Set the **tone and culture** for behaviour across the school.
- Ensure staff, pupils and parents understand the behaviour expectations and sanctions.
- Support staff in managing behaviour, including serious and complex cases.
- Decide on and authorise serious sanctions, including **suspensions and permanent exclusions** (if used).

4.3 Senior Leadership Team (SLT) and Heads of Year

SLT and Heads of Year will:

- Lead on **behaviour standards** in their areas/year groups.
- Support staff with challenging situations.
- Monitor behaviour data (e.g. incidents, detentions, suspensions).
- Work with pupils and families to improve behaviour where concerns arise.

4.4 All staff

All staff are responsible for:

- **Modelling positive behaviour** and calm, respectful communication.
- Establishing and maintaining **clear routines** in classrooms and around school.
- Challenging and addressing low-level and serious misbehaviour in line with this policy.
- Applying sanctions **fairly and consistently**, whilst considering individual circumstances.
- Recording behaviour incidents where required.
- Communicating with parents about significant behaviour concerns or praise.

4.5 Pupils

Pupils are expected to:

- **Uphold the school rules** and Islamic values.
- Treat all members of the school community with **respect and kindness**.
- Arrive on time, appropriately equipped and ready to learn.
- Follow instructions from staff and cooperate fully.
- Take responsibility for their actions and behaviour.

4.6 Parents and carers

We ask parents and carers to:

- Support the school's behaviour expectations and reinforce them at home.
 - Encourage their daughters to **take responsibility** for their behaviour.
 - Communicate promptly with the school about concerns that may affect behaviour.
 - Attend meetings when requested to discuss behaviour, progress or support.
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5. Standards of behaviour

5.1 The Daffodil Code

All pupils are expected to follow the **Daffodil Code**:

1. **Respect for Allah (SWT)** – observe Islamic etiquettes; dress modestly; be honest, truthful and sincere.
2. **Respect for self** – attend regularly and punctually; try your best; look after your health and well-being.
3. **Respect for others** – be kind in words and actions; no bullying, insults, gossip or exclusion.
4. **Respect for learning** – listen carefully; follow instructions; complete homework and classwork to the best of your ability; do not disrupt others' learning.
5. **Respect for the environment** – take care of books, equipment and facilities; keep all areas clean and tidy; no vandalism or graffiti.

5.2 Classroom expectations

In lessons, pupils are expected to:

- Arrive **on time**, in correct uniform, with the right equipment.
- Enter calmly and follow the teacher's instructions.
- Listen when others are speaking; no calling out.
- Participate positively and stay on task.
- Complete classwork and homework as set.
- Follow all safety rules (especially in Science, PE, DT, etc.).

5.3 Around school, during breaks and off-site

Pupils are expected to:

- Move around the school **calmly and considerately**.
 - Use polite language and greetings; no shouting in corridors.
 - Show respect in the **prayer area**, observing correct etiquette.
 - Follow lunchtime/break routines, including queuing and tidiness.
 - Behave responsibly on trips and when representing the school externally.
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6. Promoting positive behaviour

We focus on **encouraging and reinforcing** good behaviour:

- **Positive relationships:** staff build warm, respectful relationships with pupils.
- **High quality teaching:** engaging lessons reduce off-task behaviour.
- **Routines and structure:** consistent start/finish routines, clear expectations.
- **Recognition and rewards:**
 - Verbal and written praise.
 - Reward points/merits (if you introduce a points system).
 - Certificates, postcards/letters home, positive phone calls.
 - Form and whole-school recognition (e.g. “Star of the Week”, “Daffodil Values Awards”).
 - Opportunities for leadership and responsibility (e.g. prefects, mentors, council).

Positive behaviour is regularly acknowledged in **assemblies** and **reports**.

7. Unacceptable behaviour

Examples of behaviour that are not acceptable include (not exhaustive):

- **Low-level disruption:**
 - Talking out of turn, calling out.
 - Failure to follow reasonable instructions.
 - Poor punctuality to lessons.
 - Lack of homework or equipment (persistent).
- **Disrespectful behaviour:**
 - Rudeness, backchat, arguing with staff.
 - Unkind language or behaviour towards others.
 - Disrespect in the prayer area or during religious activities.
- **Bullying and harassment:**

- Verbal, physical, social or **cyber-bullying**.
- Prejudice-based bullying (e.g. related to race, religion, SEND, appearance).
- **Defiance and non-compliance:**
 - Refusal to follow instructions.
 - Walking out of lessons without permission.
- **Damage or misuse of property:**
 - Vandalism, graffiti, littering.
 - Misuse of school equipment.
- **Safety-related misbehaviour:**
 - Dangerous behaviour in science labs, PE, DT, corridors.
 - Tampering with safety equipment (e.g. fire alarms, extinguishers).
- **Serious misbehaviour** (examples):
 - Physical fighting or assault.
 - Threatening behaviour or intimidation.
 - Malicious allegations against staff or pupils.
 - Possession or use of prohibited items (see below).
 - Serious bullying, including child-on-child sexual harassment/violence.
 - Involvement in theft, vandalism or other criminal acts.

7.1 Prohibited items

The following are **strictly prohibited** and may lead to serious sanctions including suspension or permanent exclusion:

- Weapons or items that could be used as weapons.
- Alcohol, illegal drugs or drug-related paraphernalia.
- Tobacco, vapes/e-cigarettes, lighters or matches.
- Fireworks.
- Pornographic or extremist material.
- Any item brought into school with the intention of causing harm or fear.

The school reserves the right to **search pupils and their possessions** in line with statutory guidance and safeguarding responsibilities.

8. Sanctions: structure and use

Sanctions are used to:

- Reinforce boundaries and expectations.
- Provide **clear consequences** for poor choices.
- Support pupils in taking responsibility and changing their behaviour.

Sanctions must always be:

- **Fair and proportionate** to the behaviour.
- Applied consistently, with flexibility for individual needs where appropriate.
- Accompanied by an opportunity for pupils to **reflect** and, where possible, **repair harm**.

8.1 Examples of sanctions (graduated)

The school operates a graduated response. Depending on the behaviour and context, staff may move through these stages more or less quickly.

Level 1 – Immediate and low-level responses (classroom/teacher managed)

- Non-verbal cues (look, proximity, pause).
- Verbal reminder of expectations.
- Change of seat or change of task.
- Short “reset” time within classroom.
- Note in planner / behaviour log.

Level 2 – Recorded sanctions (teacher/Head of Year)

- Short detention at break/lunch or after school (within legal notice requirements).
- Phone call or message home.
- Behaviour reflection task (e.g. written reflection sheet).
- Loss of minor privileges (e.g. part of break, particular activity).
- Completion of missed work in own time.

Level 3 – Escalated sanctions (Head of Year / SLT involvement)

- Longer detention (e.g. after school).
- Report card / behaviour monitoring card.
- Behaviour contract/plan agreed with pupil and parents.
- Temporary removal from a lesson or short-term placement in another class.
- Withdrawal from certain non-essential activities, trips or responsibilities (proportionate and time-limited).

Level 4 – Serious sanctions (Headteacher)

Used for serious or persistent misbehaviour:

- **Internal exclusion** / time in supervised isolation.
- **Fixed-term suspension** (where the school chooses to use this power).
- **Permanent exclusion** (only in the most serious cases, where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others).

The Headteacher reserves the right to apply any sanction, including suspension or permanent exclusion, in response to a **single serious incident** (e.g. serious assault, possession of a weapon, serious bullying, or sustained defiance).

9. Behaviour management process (example flow)

In practice, a typical sequence might look like:

1. **Reminder** – clear explanation of expectation.
2. **Warning** – name on board/recorded, consequence explained if behaviour continues.
3. **Sanction** – e.g. short detention, move seat, note home.
4. **Referral** – if behaviour escalates or is repeated:
 - To Head of Department / Head of Year.
 - Possible longer detention, parental meeting, report card.
5. **SLT / Headteacher** – for persistent or serious misbehaviour:
 - Behaviour contract, internal exclusion, suspension, or other serious sanctions.

At each stage, staff should:

- Explain **why** the behaviour is unacceptable.
 - Give the pupil opportunities to **change** the behaviour.
 - Follow up with **restorative conversation** where possible.
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10. Recording and monitoring behaviour

The school will:

- Record significant behaviour incidents, detentions and serious sanctions in a **behaviour log** or MIS.
- Monitor data to identify:

- Frequent or persistent misbehaviour.
 - Emerging patterns (by pupil, class, time, type of incident).
- Use this information to:
 - Target support and interventions.
 - Adjust routines, supervision or teaching strategies.
 - Inform discussions with parents and pupils.

The Headteacher and SLT will provide **regular behaviour reports** to the Proprietor/Governing Body.

11. Behaviour, safeguarding and child-on-child abuse

Serious behaviour incidents may raise **safeguarding concerns**, such as:

- Physical violence or sexual violence/harassment.
- Bullying, including cyber-bullying and prejudice-based bullying.
- Sharing of nude/semi-nude images.
- Coercive or controlling behaviour.

Where behaviour indicates that a pupil may be at risk of harm, the matter must be referred to the **Designated Safeguarding Lead (DSL)** and managed in line with the **Safeguarding and Child Protection Policy**.

12. Additional needs, SEND and reasonable adjustments

The school recognises that some pupils may:

- Have **special educational needs and/or disabilities (SEND)**.
- Have experienced trauma, mental health difficulties or complex home circumstances.

Where behaviour is a manifestation of an underlying need, the school will:

- Work with the **SENDCo**, parents and external professionals where appropriate.
- Consider reasonable adjustments to routines and sanctions, while still maintaining expectations and safety.
- Provide targeted support (e.g. mentoring, counselling, social skills groups, structured behaviour support plans).

However, SEND or other needs **do not remove the expectation** of good behaviour and respect for others; instead, they shape the **support and strategies** used.

13. Searching, screening and confiscation

The school may use its legal powers to **search, screen and confiscate** items where permitted by law and where necessary to maintain safety and discipline.

- Staff may **confiscate items** that are:
 - Prohibited (see Section 7.1).
 - Being used in a way that disrupts learning or is unsafe.
- Searching without consent may be conducted by the Headteacher or authorised staff for certain prohibited items (weapons, drugs, stolen property, etc.), in line with DfE guidance and the school's safeguarding responsibilities.
- Any searches will be:
 - Conducted by **same-sex staff** where possible, and
 - With an appropriate adult present, except in emergencies.

Confiscated items will be dealt with in line with **school procedures** (e.g. returned to parents, safely disposed of, or handed to the police where required).

14. Bullying and discriminatory behaviour

Bullying and discriminatory behaviour are **not tolerated** and will always be taken seriously.

- See the **Anti-Bullying Policy** for definitions and detailed procedures.
 - All forms of **bullying, harassment or discrimination**, including prejudice-based incidents, will result in appropriate sanctions and restorative work, and may involve the DSL.
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15. Uniform, appearance and conduct outside school

15.1 Uniform and appearance

Pupils are expected to:

- Wear the **correct school uniform** smartly and modestly, in line with the school's dress code.
- Follow guidance on **jewellery, makeup, hairstyles and footwear**.

Persistent breaches of the uniform policy may result in:

- Reminders and warnings.
- Contact with parents.
- Sanctions such as detention or temporary removal from non-essential activities.

15.2 Conduct outside school and online

This policy applies to:

- Behaviour on the **journey to and from school**.
- Behaviour when representing the school on trips, events or in the community.
- **Online behaviour** (including social media) where it affects members of the school community or the reputation of the school.

The school may apply sanctions for misbehaviour outside school where:

- The pupil is taking part in a school-organised or school-related activity.
- The misbehaviour:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.

16. Partnership with parents

The school recognises that effective behaviour management relies on **strong home-school partnerships**.

We will:

- Share behaviour expectations clearly (including through the **Home–School Agreement**, prospectus and website).
- Communicate both concerns and positives promptly.
- Invite parents to meetings where behaviour is causing concern.
- Work collaboratively to agree **support and strategies**.

Parents are encouraged to:

- Inform the school of any changes in circumstances that might affect behaviour.
 - Reinforce the school's expectations at home.
 - Attend meetings and support agreed behaviour plans.
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17. Monitoring, evaluation and review

The effectiveness of this policy will be monitored through:

- Behaviour logs and data analysis.
- Pupil, parent and staff feedback.
- Observations of behaviour in lessons and around the school.
- Reports to the Proprietor/Governing Body.

This policy will be:

- **Reviewed annually** by the Headteacher and SLT.
- Considered and approved by the Proprietor/Governing Body.
- Updated sooner if there are significant changes to:
 - Legislation or statutory guidance.
 - DfE expectations for independent schools.
 - The school's context or behaviour trends.