



# Behaviour Policy

Daffodil Preparatory School

**Last reviewed: August 2025**

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**Reviewed by: Governing Body Version 1.2**

## Daffodil Preparatory School — Behaviour Policy

### 1. Introduction & Scope

Daffodil Preparatory School is an independent primary school located in **Tower Hamlets, London**, with a strong **Islamic ethos** and commitment to nurturing the academic, spiritual, and moral development of every child. Our vision is to create a **safe, respectful, and disciplined learning environment** where pupils are inspired to achieve excellence and embody the values of **integrity, compassion, and responsibility**.

This Behaviour Policy sets out a **clear framework** for promoting positive behaviour, supporting pupils to make good choices, and responding to incidents of misbehaviour in a fair, consistent, and proportionate way. It reflects both **Islamic principles** and **British values**, ensuring that every pupil is prepared to be a responsible and active citizen in modern Britain.

The policy applies to:

- Behaviour **on the school premises** during the school day.
- Behaviour **while travelling to and from school**, including on public transport or school-arranged transport.
- Behaviour **during off-site activities**, such as trips, visits, residentials, and sporting events.
- **Online behaviour** and the use of digital technologies, whether in or out of school, that may affect the safety, welfare, or reputation of the school community.
- Behaviour **outside school hours** where it has a clear link to maintaining good order and discipline, safeguarding, or the well-being of pupils.

### Purpose of the Policy

The purpose of this Behaviour Policy is to:

1. Establish **high expectations** for pupils' conduct and attitudes to learning.
2. Promote a **positive and safe environment** where all pupils feel secure and supported.
3. Provide **clear guidance** for staff, pupils, and parents on acceptable behaviour and the consequences of misbehaviour.
4. Ensure that all responses to behaviour are **fair, proportionate, and consistent**, while taking account of individual needs and circumstances.
5. Support staff to use **preventative and restorative approaches** that encourage pupils to reflect, repair relationships, and make better choices.
6. Fulfil statutory obligations under **DfE guidance**, including *Behaviour in Schools (Feb 2024)*, *Keeping Children Safe in Education (2025)*, the *Equality Act 2010*, and the *SEND Code of Practice (0–25)*.

### Link to Other Policies

This policy should be read in conjunction with other key school policies, including:

- **Safeguarding and Child Protection Policy**
- **Anti-Bullying Policy**
- **SEND Policy**
- **Equality, Diversity and Inclusion Policy**

- **Online Safety Policy**
- **Attendance and Punctuality Policy**
- **Exclusion Policy**

### **Commitment to Collaboration**

We recognise that behaviour is a **shared responsibility** between the school, pupils, parents, and the wider community. By working together, we can:

- Teach and reinforce positive behaviours.
- Provide consistent messages between home and school.
- Support every child to grow as a confident, respectful, and responsible member of society.

## **2. Legal Framework**

Daffodil Preparatory School's Behaviour Policy is developed in line with **current statutory guidance and legislation** to ensure that our approach to managing behaviour is legally compliant, safe, and effective.

As an independent primary school with an **Islamic ethos**, we are committed to upholding both the rights and responsibilities of pupils, staff, and parents, while ensuring that our practices reflect the values of **fairness, inclusivity, and equality**.

This policy is underpinned by the following legislation and government guidance:

### **2.1 Behaviour Management**

- **Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)**

This statutory guidance sets out the legal powers and duties relating to school discipline and the expectations for behaviour management, including how to promote positive behaviour, prevent poor conduct, and respond proportionately to misbehaviour.

- **Education and Inspections Act 2006 (Sections 88–91)**

Establishes the duty for schools to promote good behaviour and outlines the legal authority for staff to discipline pupils both on and off-site, when appropriate.

### **2.2 Safeguarding and Child Protection**

- **Keeping Children Safe in Education (KCSIE, 2025)**

Behaviour management must always consider safeguarding responsibilities. Where behaviour raises safeguarding concerns, these will be addressed in line with statutory guidance and our **Safeguarding and Child Protection Policy**.

- **Working Together to Safeguard Children (DfE)**

Provides a framework for multi-agency collaboration to protect children and promote their welfare.

### **2.3 Equality and Inclusion**

- **Equality Act 2010**

Daffodil Preparatory School has a duty to:

- a. Eliminate unlawful discrimination, harassment, and victimisation.
- b. Advance equality of opportunity between different groups.
- c. Foster good relations between people of different backgrounds.

We ensure reasonable adjustments are made for pupils with disabilities and/or special educational needs to promote equity and inclusion.

- **Public Sector Equality Duty (Section 149 of the Equality Act 2010)**

Requires the school to actively consider how its policies and practices affect pupils with protected characteristics.

## 2.4 Special Educational Needs and Disabilities (SEND)

- **SEND Code of Practice: 0–25 Years (2015, Updated 2020)**

Recognises that some behavioural challenges may be linked to underlying SEND or medical needs.

- Staff will take a graduated approach (Assess, Plan, Do, Review) when addressing behavioural issues.
- Pupils with SEND will receive appropriate support through **Individual Behaviour Support Plans** and, where necessary, **Education, Health and Care Plans (EHCPs)**.

## 2.5 Reasonable Force and Positive Handling

- **Use of Reasonable Force in Schools (DfE Guidance)**

Clarifies when staff may use reasonable force to prevent harm, maintain good order, or protect property.

- Physical intervention is only used as a **last resort**, by trained staff, and in line with our **Positive Handling Policy**.
- All incidents are recorded and reported to parents and the Senior Leadership Team (SLT).

## 2.6 Searching, Screening and Confiscation

- **Searching, Screening and Confiscation (DfE Guidance, Updated 2022)**

- The school has the authority to search pupils for prohibited items (e.g., weapons, drugs, alcohol) without consent where there is reasonable suspicion.
- Confiscated items will be managed sensitively and in accordance with statutory guidance.
- Records of searches are kept and parents are informed where appropriate.

## 2.7 Medical Conditions and Mental Health

- **Supporting Pupils at School with Medical Conditions (DfE Guidance)**

Ensures pupils with health conditions are fully supported and included, with consideration for how their condition may affect their behaviour and participation.

- **Children and Families Act 2014**

Establishes statutory responsibilities for supporting pupils with special educational needs, disabilities, and medical conditions.

## 2.8 Discipline Beyond the School Gate

Under **Education and Inspections Act 2006**, staff may impose sanctions for incidents of misbehaviour that occur:

- While pupils are travelling to or from school.
- During off-site educational activities, trips, or visits.
- Online or via social media, where behaviour affects the welfare of pupils or the reputation of the school.

## 2.9 Governance and Accountability

The **Governing Body** is responsible for:

- Approving this policy and monitoring its implementation.
- Ensuring that the school complies with all statutory duties and that behaviour management is consistent, fair, and in line with the school's ethos.

The **Headteacher and Senior Leadership Team (SLT)** are responsible for the **day-to-day implementation** and regular review of this policy to ensure it remains up to date and effective.

## 2.10 Key Linked Policies

This Behaviour Policy must be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Attendance and Punctuality Policy
- Exclusion Policy
- Positive Handling Policy
- Online Safety Policy

## 3. Ethos and Core Values

At **Daffodil Preparatory School**, we believe that the development of a child's character is just as important as academic achievement. Our ethos is rooted in **Islamic principles** and enriched by **British values**, ensuring that every pupil is nurtured to become a responsible, compassionate, and confident citizen who contributes positively to society.

We aim to create a **safe, inclusive, and inspiring environment** where pupils feel valued and are encouraged to live by our **core values**, which form the foundation of all that we do. These values guide every aspect of school life, from classroom learning to interactions with peers, staff, and the wider community.

### 3.1 Our Core Values

Our school's six core values are:

1. **Truthfulness (Sidq)**
  - Always speaking the truth and taking responsibility for one's actions.
  - Encouraging honesty and openness in communication.

- Building trust within the school community by being reliable and sincere.
- 1. **Honesty (Amanah – Trustworthiness)**
  - Acting with integrity in all situations, even when no one is watching.
  - Respecting the property and rights of others.
  - Demonstrating transparency and accountability in learning and behaviour.
- 1. **Excellence (Ihsan)**
  - Striving to achieve the highest standards in academic work, conduct, and spiritual development.
  - Taking pride in one's work and persevering through challenges.
  - Encouraging curiosity, creativity, and a growth mindset.
- 1. **Perseverance (Sabr – Patience and Resilience)**
  - Developing resilience when faced with setbacks and challenges.
  - Maintaining a positive attitude and determination to succeed.
  - Learning from mistakes and continuously improving.
- 1. **Integrity**
  - Consistently doing the right thing, even when it is difficult.
  - Showing moral courage to stand up against wrongdoing or injustice.
  - Being a role model for others through ethical behaviour and decision-making.
- 1. **Courage (Shaja'a)**
  - Having the confidence to express oneself respectfully and take appropriate risks in learning.
  - Speaking out against unfairness, bullying, or discrimination.
  - Demonstrating bravery when trying new experiences or overcoming fears.

### 3.2 Embedding Values into School Life

These core values are **explicitly taught, modelled, and reinforced** through:

- **The Behaviour Curriculum** – setting clear routines and expectations for conduct.
- **Classroom Activities and Assemblies** – exploring values through stories, Islamic teachings, and real-life scenarios.
- **Recognition Systems** – rewarding pupils who consistently demonstrate these values.
- **Restorative Practices** – encouraging reflection and personal growth when mistakes are made.
- **Community Service and Charity Work** – providing opportunities for pupils to apply their values in meaningful ways.

Staff act as **role models**, demonstrating these values in their words and actions, while pupils are encouraged to **take ownership** of their behaviour and decisions.

### 3.3 Alignment with British Values

Our Islamic ethos complements the **British values** of:

- **Democracy** – encouraging pupil voice and participation in decision-making.
- **Rule of Law** – understanding the importance of rules and fairness.
- **Individual Liberty** – promoting freedom of choice within a respectful framework.
- **Mutual Respect and Tolerance** – celebrating diversity and fostering a culture of inclusion.

By embedding both **Islamic principles** and **British values**, we ensure that pupils develop a **strong moral compass**, preparing them for success in life beyond the school.

### 3.4 Commitment to the Community

We recognise that our school is part of a wider community. Through partnerships with parents, local organisations, and faith groups, we aim to:

- Foster **respectful relationships** and a shared responsibility for the development of our pupils.
- Provide pupils with **opportunities to contribute positively** to their community through service, leadership, and charitable initiatives.
- Build a school culture where every child feels **valued, safe, and supported**.

Our ethos and core values are **at the heart of everything we do** at Daffodil Preparatory School. By living out these values daily, we equip our pupils with the **character, resilience, and skills** needed to thrive both in school and in their future lives as compassionate leaders and contributors to society.

## 4. Expectations

At **Daffodil Preparatory School**, high expectations of behaviour are central to creating a safe, respectful, and nurturing environment where pupils can thrive academically, morally, and spiritually. These expectations are shared by **pupils, staff, and parents/carers**, ensuring that everyone works together to uphold the school's ethos and core values.

We believe that **consistent expectations** promote a strong sense of community, help children feel secure, and prepare them for life beyond school. The following expectations apply to all members of our school community.

### 4.1 Expectations for Pupils

All pupils are expected to **model the school's core values** of **truthfulness, honesty, excellence, perseverance, integrity, and courage** through their daily actions and conduct.

Pupils must:

1. **Show Respect for Themselves and Others**
  - Speak politely and kindly to peers, staff, visitors, and members of the community.
  - Celebrate differences and value diversity, showing tolerance and inclusion at all times.
  - Listen carefully when others are speaking and respond appropriately.
1. **Be Ready to Learn**
  - Arrive at school and lessons **on time**, fully equipped, and prepared to engage positively.
  - Demonstrate active participation by focusing, contributing, and trying their best in every lesson.
  - Wear the **correct school uniform** with pride and maintain a smart appearance.
1. **Take Responsibility for Their Actions**
  - Follow instructions the first time they are given.
  - Take care of school property and resources, and respect the belongings of others.
  - Reflect on their behaviour and work to repair relationships when mistakes are made.
1. **Act Safely at All Times**
  - Move calmly and sensibly around the school building and grounds.
  - Use equipment safely and responsibly.

- Avoid any behaviour that could cause harm to themselves or others, including rough play or inappropriate language.

1. **Represent the School Positively**

- Act as ambassadors of the school on trips, in the local community, and online.
- Follow the same standards of conduct when travelling to and from school or using social media.

#### 4.2 Expectations for Staff

Staff play a **critical role** in modelling positive behaviour and maintaining a safe, orderly environment.

All staff are expected to:

1. **Model the School's Core Values**

- Demonstrate respect, integrity, and professionalism in all interactions.
- Serve as role models for pupils by displaying the behaviour we expect from them.

1. **Teach and Reinforce Positive Behaviour**

- Explicitly teach school routines and expectations through the **behaviour curriculum**.
- Use positive reinforcement to celebrate and reward success.
- Intervene promptly and fairly when expectations are not met.

1. **Ensure Consistency and Fairness**

- Apply rules and consequences consistently across all settings.
- Take into account pupils' individual needs, including **SEND and safeguarding factors**, when addressing behaviour.
- Follow the graduated response outlined in this policy.

1. **Safeguard and Support Pupils**

- Prioritise pupil welfare and ensure that behaviour concerns are addressed through a **trauma-informed, child-centred approach**.
- Record incidents accurately and promptly using the school's behaviour management systems.
- Communicate clearly and constructively with parents and carers.

#### 4.3 Expectations for Parents and Carers

Parents and carers are vital partners in shaping children's behaviour.

We expect parents to:

1. **Support the School's Behaviour Policy**

- Reinforce the importance of respect, kindness, and self-discipline at home.
- Work collaboratively with staff to address any behavioural concerns.
- Support the school's restorative approaches when incidents occur.

1. **Ensure Attendance and Punctuality**

- Make sure children arrive on time and are ready to learn each day.
- Notify the school promptly of absences and provide appropriate evidence where necessary.

1. **Promote Readiness for Learning**

- Ensure pupils come to school in full uniform and with the required equipment.
- Establish good routines at home, including adequate rest and healthy habits.

1. **Communicate Respectfully and Constructively**

- Engage respectfully with staff, modelling positive relationships for pupils.
- Raise concerns in line with the school's **Complaints Policy**.

#### 4.4 Behaviour in Specific Contexts

Behaviour expectations apply in **all areas of school life**, including but not limited to:

- **Classrooms**
  - Follow instructions promptly.
  - Respect learning by listening, participating, and avoiding disruption.
  - Keep work areas neat and tidy.
- **Corridors and Shared Spaces**
  - Walk quietly and calmly on the left side.
  - Hold doors open for others and move considerately through busy areas.
- **Playgrounds and Outdoor Areas**
  - Play safely and include others in games.
  - Resolve disagreements through respectful discussion or by seeking adult help.
  - Look after outdoor equipment and school grounds.
- **Online Behaviour**
  - Use technology safely and responsibly.
  - Never engage in cyberbullying, inappropriate messaging, or sharing harmful content.
  - Follow the school's **Online Safety Policy** at all times.
- **Trips, Visits, and Community Events**
  - Represent the school with pride and uphold its reputation through exemplary conduct.
  - Follow the instructions of staff and external supervisors without delay.

#### 4.5 Consistency and Collective Responsibility

The success of this Behaviour Policy depends on **consistency and shared responsibility**:

- Pupils, staff, and parents must all **commit to the same high standards**, ensuring a strong, united school culture.
- The **Senior Leadership Team (SLT)** will monitor behaviour trends, support staff, and model positive relationships.
- Governors will hold the school accountable for implementing this policy effectively.

By setting clear and consistent expectations, we equip pupils to develop **self-discipline, moral character, and mutual respect**.

Our collective aim is to ensure that **every child feels safe, valued, and ready to learn**, in line with our vision of excellence and our Islamic ethos.

### 5. Rewards and Positive Recognition

At **Daffodil Preparatory School**, we strongly believe that **positive reinforcement** is one of the most powerful tools for shaping behaviour and nurturing intrinsic motivation in our pupils. Celebrating and recognising pupils who demonstrate **exemplary conduct, perseverance, and commitment to learning** helps to build their confidence, strengthen relationships, and encourage others to make positive choices.

Our **core values** — *truthfulness, honesty, excellence, perseverance, integrity, and courage* — are at the heart of our rewards system.

By linking recognition directly to these values, we ensure that praise is **meaningful, purposeful, and consistent**, reinforcing the character traits we want every child to develop.

### 5.1 Aims of the Rewards System

Our rewards system aims to:

1. Encourage and sustain **high standards of behaviour and learning**.
2. Recognise **individual effort, improvement, and achievement**, not just attainment.
3. Build a **culture of positivity**, where pupils feel valued and motivated.
4. Foster a **sense of pride and belonging** within the school community.
5. Strengthen partnerships between school and home by sharing and celebrating successes with parents.
6. Provide **age-appropriate incentives** that promote intrinsic motivation rather than reliance on external rewards.

### 5.2 Principles of Positive Recognition

- **Consistency:** Rewards are applied fairly and consistently across the school by all staff.
- **Transparency:** Pupils understand what behaviours are rewarded and why.
- **Link to Values:** Recognition is directly tied to our six core values to reinforce character development.
- **Inclusivity:** Every pupil has the opportunity to be recognised, including those with **SEND** or additional needs, through personalised approaches.
- **Celebration:** Successes are shared publicly to inspire others and build a sense of collective pride.

### 5.3 Types of Rewards and Recognition

We use a range of rewards to ensure recognition is meaningful, age-appropriate, and motivating for our pupils.

Reward/Recognition Criteria		Frequency	Who Awards It
Verbal Praise	Immediate acknowledgment of good behaviour, effort, or kindness.	Daily, in-the-moment	All staff
Stickers or Dojo Points	Demonstrating a core value, positive effort, or improvement.	Ongoing	Class teachers/Teaching Assistants
House Points	Contributing to house achievements or upholding school values.	Ongoing	Any staff member

Class Dojo/Behaviour Chart	Sustained good behaviour or progress towards personal targets.	Ongoing	Class teachers
Certificates	Excellence in work, perseverance, kindness, or responsibility.	Weekly assembly	SLT/Class teachers
Star of the Week Award	Outstanding display of a core value or contribution to school life.	Weekly assembly	Headteacher/SLT
Postcards/Calls Home	Recognising sustained effort, exceptional achievement, or improvement.	As needed	Class teachers/SLT
Headteacher's Award	Exceptional conduct or outstanding achievement.	Termly	Headteacher
Celebration Events	Rewarding consistent excellence, e.g., end-of-term trips or parties.	Termly/Annual	SLT

#### 5.4 Core Value Awards

Each week, teachers and staff nominate pupils who have demonstrated one or more of the school's **core values**:

- **Truthfulness** – always speaking honestly and taking responsibility.
- **Honesty** – acting with trustworthiness and transparency.
- **Excellence** – striving to do their best in learning and behaviour.
- **Perseverance** – showing resilience and determination when facing challenges.
- **Integrity** – doing the right thing, even when it's difficult.

- **Courage** – standing up for what is right and trying new things with confidence.

Nominated pupils are celebrated during **Friday Celebration Assembly** and their names are added to the **Core Values Display Board** for the week.

### 5.5 Whole-Class Rewards

Whole-class rewards foster teamwork and collective responsibility.

Examples include:

- Extra playtime or outdoor activity.
- Special story time or a fun group activity.
- Class party or treat at the end of a successful half-term.
- Positive recognition shared in the **school newsletter**.

### 5.6 Communication with Parents

To build strong partnerships with families:

- Parents are **informed promptly** when their child achieves significant recognition (e.g., postcard home or personal phone call).
- Positive updates are included in **school reports** and newsletters.
- Parents are invited to **celebration assemblies** and award ceremonies.

This communication ensures that pupils' efforts are valued both at home and in school.

### 5.7 Balancing Rewards and Intrinsic Motivation

While rewards provide external encouragement, our ultimate goal is to help pupils **develop intrinsic motivation** — doing the right thing because it is aligned with their values and sense of self.

To achieve this:

- Staff focus on **descriptive praise**, e.g., *"You showed perseverance by completing that challenging task."*
- Pupils are encouraged to **reflect on their behaviour**, linking their actions to the school's core values.
- Gradually, pupils are supported to understand that **personal pride and growth** are the most meaningful rewards.

### 5.8 Celebrating Success as a Community

Positive behaviour is celebrated collectively through:

- **Weekly Celebration Assemblies**, highlighting individual and class achievements.
- **Termly newsletters**, showcasing pupil successes and house point totals.
- **Annual awards ceremonies**, where parents, governors, and community members come together to celebrate excellence.

Our rewards system is designed to **inspire and motivate pupils**, promote the school's **core values**, and create a culture where **kindness, respect, and perseverance** are celebrated every day.

By recognising positive behaviour consistently, we empower pupils to develop strong moral character and a lasting commitment to excellence.

## 6. Graduated Response to Misbehaviour

At **Daffodil Preparatory School**, we believe that children learn best when they feel **safe, supported, and respected**. We view misbehaviour as a **learning opportunity** rather than simply a rule violation. Our approach prioritises **prevention, early intervention, and restorative practice** while ensuring that boundaries are clear and consistently upheld.

This section outlines our **graduated response to misbehaviour**, ensuring that consequences are **proportionate, fair, and instructional**.

Responses take into account:

- The **age, maturity, and understanding** of the pupil.
- Any **SEND, medical, or safeguarding needs**.
- The **impact on other pupils and staff**.
- The **context and intent** behind the behaviour.

The goal is to help pupils **reflect on their actions, repair relationships, and develop self-regulation skills**, while maintaining a safe and positive learning environment for all.

### 6.1 Principles Guiding Our Response

1. **Consistency** – All staff apply the same procedures fairly and transparently.
2. **Proportionality** – Consequences are matched to the seriousness of the behaviour.
3. **Early Intervention** – Addressing low-level concerns quickly before they escalate.
4. **Restorative Practice** – Helping pupils understand the impact of their actions and take steps to repair harm.
5. **Child-Centred Approach** – Taking account of pupils' individual circumstances, including SEND and trauma.
6. **Partnership with Parents** – Engaging parents early to work collaboratively on improving behaviour.

### 6.2 Behaviour Stages and Responses

The table below shows our **tiered response**, moving from prevention to more serious interventions.

Stage	Behaviour Examples	Typical Staff Response	Recording/Communication
Stage 1 – Reminder	Minor, low-level disruption (talking over others, off-	Non-verbal cue, rule reminder, positive redirection.	Not usually recorded unless repeated.

	task, forgetting equipment).		
<b>Stage 2 – Warning</b>	Persistent low-level disruption, refusal to follow instructions.	Clear verbal warning, outlining consequences and desired behaviour.	Class teacher notes pattern in behaviour log.
<b>Stage 3 – Reflection Time</b>	Continued disruption, minor disrespect, unsafe play.	Short time-out in class or designated area to reflect and reset. Completion of <b>reflection sheet</b> where appropriate.	Behaviour recorded on school system.
<b>Stage 4 – Loss of Privilege</b>	Repeated poor behaviour despite earlier interventions.	Loss of breaktime/minutes of golden time (max 10 mins).	Parents informed informally if pattern emerges.
<b>Stage 5 – Parent Contact</b>	Ongoing disruption or defiance.	Phone call or meeting with parents to agree next steps.	Recorded on school system and discussed at staff meeting.
<b>Stage 6 – Behaviour Support Plan</b>	Behaviour impacting learning and well-being of others, possible SEND	SENCo involvement, personalised support strategies, possible referral to external agencies.	Individual plan reviewed regularly with parents.

	involvement.		
<b>Stage 7 – SLT Involvement</b>	Serious incident: aggression, bullying, theft, discriminatory language.	Immediate referral to SLT, internal seclusion, restorative conversation.	Formal record, parents informed same day.
<b>Stage 8 – Suspension/Exclusion</b>	Persistent or serious breaches posing significant risk.	Headteacher decision following investigation, in line with statutory guidance.	Governors informed, formal documentation completed.

### 6.3 Examples of Misbehaviour and Typical Responses

#### Low-Level Behaviours (Stages 1–3):

- Talking when others are speaking.
- Interrupting learning by being off-task.
- Forgetting homework or equipment.
- Running in corridors.
- Minor unkindness or teasing.

*Response:* verbal reminders, positive reinforcement, reflection sheet, minor consequences.

#### Mid-Level Behaviours (Stages 4–6):

- Persistent refusal to follow instructions.
- Repeated disruption despite support.
- Disrespectful language towards peers or adults.
- Unsafe play causing risk of harm.

*Response:* parental involvement, behaviour plan, possible temporary removal from class for short period.

#### High-Level Behaviours (Stages 7–8):

- Physical aggression or fighting.
- Bullying, including cyberbullying or discriminatory behaviour.
- Theft or vandalism.
- Serious or deliberate damage to property.
- Persistent defiance or threats.
- Bringing prohibited items into school.

*Response:* immediate SLT involvement, safeguarding referral if needed, possible suspension or exclusion.

## 6.4 Reflection and Restorative Practice

When a pupil displays poor behaviour, staff focus on **teaching and repairing**, not just punishing.

Restorative conversations help pupils:

1. Understand what went wrong.
2. Consider who was affected and how.
3. Take responsibility for their actions.
4. Identify how to repair harm done.
5. Plan strategies for making better choices next time.

## 6.5 Role of Parents and Carers

Parents are vital partners in supporting behaviour improvement.

- Parents are **informed early** about ongoing concerns and invited to meetings to discuss solutions.
- Staff work collaboratively with families to **develop behaviour targets and support strategies**.
- Written communication (e.g., letters, emails) is respectful and solution-focused.
- For serious incidents, parents are involved in **reintegration planning** following suspensions or exclusions.

## 6.6 Support for Pupils with Additional Needs

Some behaviours may be linked to **SEND, trauma, or mental health challenges**. In these cases:

- Behaviour is seen as a **form of communication**.
- The **SENCo** works closely with teachers to identify triggers and implement reasonable adjustments.
- Strategies may include sensory breaks, visual timetables, personalised rewards, or 1:1 support.
- External agencies (e.g., Educational Psychologists, CAMHS) may be involved with parental consent.
- Exclusion will **only be considered as a last resort** after all supportive measures have been exhausted.

## 6.7 Behaviour Records and Monitoring

- All incidents at **Stage 3 and above** are recorded on the school's behaviour management system within 24 hours.
- SLT regularly analyses behaviour data to identify patterns and inform interventions.
- Governors receive **termly reports** on behaviour trends, safeguarding concerns, and exclusion data.

## 6.8 Immediate Safeguarding Concerns

If a pupil's behaviour raises **safeguarding concerns**, staff must:

1. **Follow the school's Safeguarding and Child Protection Policy.**
2. Report immediately to the **Designated Safeguarding Lead (DSL)** or Deputy DSL.
3. Record concerns accurately and securely.

*"Every child deserves a fresh start every day."*

Our graduated response ensures that:

- Pupils are **guided towards positive behaviour** through clear boundaries and supportive interventions.
- Staff act with **consistency, fairness, and compassion.**
- The school environment remains **safe, inclusive, and conducive to learning** for all members of the community.

## 7. Prohibited Items

Prohibited items include weapons, drugs, alcohol, fireworks, stolen property, inappropriate material, and mobile phones without permission. These may be searched for and confiscated per DfE guidance.

## 8. Serious Incidents

At **Daffodil Preparatory School**, we are committed to ensuring that every pupil, staff member, and visitor feels **safe, respected, and valued.**

While we prioritise **prevention and early intervention**, there may be occasions when behaviour is so serious that it poses a significant risk to **safety, well-being, or the orderly running of the school.**

This section sets out our **definitions, procedures, and responses** to serious incidents, ensuring that they are handled **promptly, fairly, and in line with statutory guidance.**

### 8.1 Definition of a Serious Incident

A **serious incident** is any behaviour that:

- Causes **significant harm** to self or others, or places others at risk of harm.
- Seriously **disrupts learning** or the safe functioning of the school.
- Involves **criminal or illegal activity**, such as theft or possession of prohibited substances.
- Constitutes a **major breach** of the school's Behaviour Policy.
- Has a **safeguarding impact**, including behaviour outside of school or online.

Examples of serious incidents include, but are not limited to:

1. **Physical Aggression** – fighting, assault, or intentionally causing harm to others.
2. **Bullying** – persistent or extreme bullying, including discriminatory, homophobic, racist, sexist, or Islamophobic bullying, or **cyberbullying.**
3. **Discriminatory Behaviour** – use of abusive language or actions based on race, gender, faith, disability, or other protected characteristics under the **Equality Act 2010.**
4. **Sexual Harassment or Violence** – including unwanted physical contact, inappropriate sexualised behaviour, or sharing of explicit material (in line with *KCSIE 2025*).

5. **Threatening Behaviour** – verbal or physical intimidation towards pupils, staff, or others.
6. **Theft or Vandalism** – deliberate damage to school property or the property of others.
7. **Possession of Prohibited Items**, such as:
  - Weapons or dangerous objects.
  - Drugs, alcohol, or vaping products.
  - Fireworks or harmful substances.
  - Pornographic or extremist material.
1. **Persistent Defiance** – repeated refusal to follow instructions, including verbal abuse towards staff.
2. **Behaviour Beyond the School Gate** – actions outside school or online that negatively affect the school's reputation or the welfare of pupils and staff.

## 8.2 Immediate Response to a Serious Incident

When a serious incident occurs, staff will act **immediately** to ensure the **safety of all involved**:

1. **Ensure Safety**
  - Separate the individuals involved, using **de-escalation techniques** wherever possible.
  - If necessary, use **reasonable force** to prevent harm, following DfE guidance and the school's Positive Handling Policy.
  - Call for assistance from SLT, DSL, or external emergency services if required.
1. **Safeguarding Assessment**
  - Determine if the incident raises safeguarding concerns.
  - If so, follow the **Safeguarding and Child Protection Policy** and report immediately to the **Designated Safeguarding Lead (DSL)**.
1. **Medical Attention**
  - If anyone is injured, first aid is administered and medical care sought immediately.
1. **Initial Information Gathering**
  - Secure any evidence (e.g., CCTV footage, items, written statements).
  - Record facts as soon as possible while memories are fresh.

## 8.3 Investigation Process

A thorough, **fair, and impartial investigation** will take place, led by a member of SLT or the Headteacher:

- **Statements Collected** – from all pupils and staff directly involved and any witnesses.
- **Evidence Reviewed** – including CCTV, digital communications, or physical items.
- **Context Considered** – including SEND, safeguarding, or trauma-related factors.
- **Natural Justice** – all parties are given an opportunity to share their account.
- **Balance of Probabilities** – decisions are based on the likelihood of events having occurred, not beyond reasonable doubt.

## 8.4 Recording and Reporting

All serious incidents are **formally recorded** using the school's behaviour management system within **24 hours**, including:

- Date, time, and location of the incident.
- Names of pupils, staff, or others involved.

- Description of events and actions taken.
- Follow-up steps and outcomes.

Additional reporting requirements:

- **Parents/carers** are informed **the same day** wherever possible.
- DSL notified if there are **safeguarding implications**.
- Governing Body updated termly with anonymised data on serious incidents.
- Where appropriate, incidents are reported to **external agencies**, such as the **local authority, police, or children's social care**.

## 8.5 Sanctions for Serious Incidents

Sanctions are **proportionate** to the severity of the behaviour and are applied in line with statutory guidance (*Behaviour in Schools 2024*). Possible sanctions include:

1. **Internal Seclusion** – removal from class and supervised work in a separate area.
2. **Loss of Privileges** – e.g., missing school trips or special activities.
3. **Formal Behaviour Support Plan** – with clear targets, monitoring, and parental involvement.
4. **Fixed-Term Suspension** – temporary removal from school to ensure safety and enable reflection.
5. **Permanent Exclusion** – used only as a **last resort** for the most serious and persistent breaches where the safety or education of others is at risk.

**Note:** The Headteacher is the only person with the authority to suspend or permanently exclude a pupil.

## 8.6 Safeguarding Considerations

Where serious incidents involve safeguarding concerns (e.g., sexual harassment, radicalisation, or criminal activity):

- The DSL leads on **risk assessments** and liaison with external agencies.
- The school follows statutory duties under **KCSIE 2025** and **Working Together to Safeguard Children**.
- Referrals may be made to **children's social care, police, or Prevent** as appropriate.
- Support is provided for both the victim and the alleged perpetrator, including counselling where required.

## 8.7 Support for Pupils Following Serious Incidents

Daffodil Preparatory School is committed to **restorative practices** and **emotional recovery** for all pupils involved in serious incidents.

Support may include:

- **Restorative conversations** or mediation sessions to repair relationships.
- **Counselling or pastoral support** for affected pupils.
- **Reintegration meetings** following suspension to plan for a successful return.
- Regular monitoring through a **Behaviour Support Plan**.

## 8.8 Behaviour Beyond the School Gate

Pupils' conduct outside of school, including **online behaviour**, may be addressed under this policy if it:

- Affects the safety or welfare of other pupils or staff.
- Brings the school's **reputation into disrepute**.
- Involves bullying, harassment, or criminal activity.

In such cases, the school may:

- Apply sanctions up to and including suspension or permanent exclusion.
- Liaise with parents and relevant agencies, including the **police** where necessary.

### 8.9 Immediate Notification to the Governing Body

The **Chair of Governors** and relevant sub-committees will be notified without delay when:

- A permanent exclusion is issued.
- There is a **serious safeguarding incident** involving external agencies.
- There is a significant event affecting the school community.

### 8.10 Examples of Contextual Serious Incidents

Type of Incident	Examples	Immediate Action	Possible Outcome
<b>Physical Aggression</b>	Fighting, assault on staff or pupils	Separate pupils, call SLT, first aid, DSL notified	Suspension or exclusion
<b>Bullying/Discrimination</b>	Racist, Islamophobic, homophobic bullying	Investigate promptly, DSL involved	Behaviour plan, loss of privileges, possible exclusion
<b>Prohibited Item</b>	Knife, drugs, vaping products	Secure item, involve SLT and police if needed	Suspension, safeguarding referral
<b>Sexual Harassment</b>	Inappropriate comments, physical contact	DSL involvement, safeguarding referral	Risk assessment, parental involvement

<b>Criminal Activity</b>	Theft, vandalism, online harassment	Evidence gathered, external agencies contacted	Police involvement, exclusion
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Serious incidents are managed with **urgency, professionalism, and care**.

By addressing serious breaches decisively and consistently, we ensure that:

- The **safety and well-being** of pupils and staff are always prioritised.
- Pupils learn from mistakes through restorative and educational approaches.
- The integrity and reputation of **Daffodil Preparatory School** are maintained.
- Parents, carers, and external agencies are active partners in resolution and support.

*“While serious incidents require firm action, every child deserves the opportunity for reflection, growth, and reintegration into a safe and supportive school community.”*

## 9. Safeguarding and SEND

At **Daffodil Preparatory School**, the **safety, welfare, and well-being of every child** is our highest priority. Behaviour management is inseparable from safeguarding and inclusion. We recognise that challenging behaviour may sometimes be a **symptom of unmet needs, trauma, or external factors** affecting a child’s life. This section sets out our commitment to ensuring that our responses to behaviour are always **child-centred, inclusive, and consistent with statutory safeguarding duties**.

### 9.1 Safeguarding: A Whole-School Responsibility

Safeguarding is **everyone’s responsibility**. All staff at Daffodil Preparatory School are trained annually in line with *Keeping Children Safe in Education (KCSIE 2025)* and understand their duty to:

- **Identify and report safeguarding concerns** immediately to the **Designated Safeguarding Lead (DSL)** or Deputy DSL.
- Take a **proactive role** in promoting pupils’ well-being and protecting them from harm.
- Ensure that all behaviour interventions prioritise the **safety and dignity of the child**.

Where behaviour poses a **safeguarding risk**, staff must:

1. Follow the **Safeguarding and Child Protection Policy** without delay.
2. Log concerns accurately and securely using the school’s safeguarding reporting system.
3. Work collaboratively with the DSL, who may involve external agencies such as children’s social care, health services, or the police.

### 9.2 Behaviour as a Safeguarding Concern

Certain types of behaviour may indicate that a child is at risk of harm or experiencing difficulties outside school. Examples include:

- Sudden, extreme changes in behaviour or mood.
- Aggressive or violent outbursts that seem disproportionate to triggers.

- Persistent withdrawal, anxiety, or reluctance to engage.
- Involvement in **bullying**, whether as perpetrator or victim.
- Possession of prohibited or dangerous items.
- Sexualised behaviour or language inappropriate to the child's age.
- Evidence of **online exploitation**, grooming, or radicalisation.

**Key Principle:** *"Behaviour is communication."*

Staff are trained to **look beyond the behaviour** to understand its root causes. This ensures that pupils receive appropriate **support and intervention**, rather than being unfairly punished.

### 9.3 Working with the DSL

The **Designated Safeguarding Lead (DSL)** and deputies play a central role in linking behaviour management with safeguarding.

- They **assess risks** associated with behaviour incidents, ensuring that the response is safe and appropriate.
- They may implement **individual safeguarding plans**, risk assessments, or additional supervision.
- Where necessary, they coordinate referrals to **Early Help, children's social care**, or other external agencies.

All serious behaviour incidents are **reviewed by the DSL** to determine if safeguarding action is required.

### 9.4 SEND and Behaviour

We are committed to ensuring that children with **Special Educational Needs and Disabilities (SEND)** or additional needs receive equitable support and opportunities to succeed.

Some challenging behaviour may be directly linked to a pupil's **learning difficulties, neurodiversity, or medical condition**, such as autism, ADHD, or sensory processing needs.

Under the **SEND Code of Practice (0–25)** and the **Equality Act 2010**, we are legally required to:

- **Make reasonable adjustments** to prevent discrimination and remove barriers to participation.
- Provide appropriate interventions and personalised strategies to help pupils self-regulate.
- Ensure that sanctions are **fair, appropriate, and adapted** to individual needs.
- Work closely with parents, carers, and external professionals to support pupils effectively.

### 9.5 Graduated Approach to Behaviour and SEND

For pupils whose behaviour causes concern, we follow a **graduated approach**:

Stage	Description	Example Actions
Assess	Identify needs through observation, data, and input from parents/carers.	Functional behaviour assessments, discussions with SENCo and class staff.
Plan	Develop a tailored behaviour plan with clear targets.	Strategies for triggers, visual aids, sensory breaks, consistent routines.
Do	Implement strategies and monitor progress closely.	Support from teaching assistants, pastoral interventions, personalised reward systems.
Review	Regularly evaluate and adjust plans.	Termly review meetings with parents and SENCo.

## 9.6 Personalised Behaviour Support Plans

Where behaviour presents significant challenges or safety risks:

- The **SENCo**, class teacher, and parents work together to create an **Individual Behaviour Support Plan (BSP)**.
- The BSP includes:
  - Identified triggers and early warning signs.
  - Calming and preventative strategies.
  - Agreed responses and consequences.
  - Safety plans, including use of safe spaces or de-escalation techniques.
  - Review dates and success criteria.
- Copies of the plan are shared with all relevant staff.

## 9.7 External Support and Multi-Agency Collaboration

Some pupils may require additional support beyond the school's resources.

In these cases, with parental consent, we work with:

- **Educational Psychologists** – for cognitive and behavioural assessments.
- **Speech and Language Therapists** – where communication difficulties affect behaviour.
- **CAMHS (Child and Adolescent Mental Health Services)** – for emotional or mental health concerns.
- **Early Help Teams** – to provide family and parenting support.

- **Social Care Services** – where safeguarding concerns are identified.
- **Specialist Behaviour Support Teams** – for training and strategy development.

### 9.8 Reasonable Adjustments in Behaviour Management

Examples of reasonable adjustments for pupils with SEND or additional needs include:

- Allowing **sensory or movement breaks** during lessons.
- Providing **visual timetables**, cue cards, or social stories.
- Adjusting language and instructions for clarity and simplicity.
- Providing **safe spaces** for calming and self-regulation.
- Using **personalised reward systems** linked to individual interests.
- Reducing sensory stimuli in learning environments (e.g., noise, lighting).
- Offering additional adult support or peer mentoring.

**Important Note:** Behaviour expectations remain high for all pupils, but adjustments are made to ensure **equity**, not to lower standards.

### 9.9 Recording and Monitoring

- All behaviour incidents involving safeguarding or SEND considerations are **recorded securely** in the school's management system.
- Records are regularly reviewed by the **DSL, SENCo, and SLT** to identify patterns, assess risk, and plan interventions.
- Behaviour data is shared with governors termly, ensuring accountability and transparency.

### 9.10 Training and Professional Development

To effectively support safeguarding and SEND:

- All staff receive **annual training** on KCSIE, safeguarding, trauma-informed practice, and SEND awareness.
- Additional **specialist training** is provided to key staff on:
  - Positive handling and de-escalation.
  - Autism, ADHD, and neurodiversity strategies.
  - Supporting mental health and emotional regulation.
- The SENCo provides regular updates and coaching to staff.

### 9.11 Partnership with Parents and Carers

Parents and carers are central to supporting behaviour, safeguarding, and SEND needs.

We:

- **Engage families early** in conversations about concerns.
- Share strategies to promote consistency between home and school.
- Offer workshops and resources to support positive parenting and understanding of SEND.
- Involve parents in all reviews of behaviour plans and interventions.

At Daffodil Preparatory School, we recognise that behaviour is deeply connected to **well-being, safeguarding, and inclusion**.

By adopting a **child-centred, trauma-informed approach**, we ensure that:

- Every pupil is **protected, understood, and supported**.
- Behaviour responses are **fair, consistent, and inclusive**, reflecting individual needs.
- Staff, parents, and external partners **work collaboratively** to create a safe and nurturing school environment.

*“When we meet the child’s needs, positive behaviour follows.”*

10. Monitoring and Review

At **Daffodil Preparatory School**, we are committed to ensuring that this Behaviour Policy is **implemented consistently**, is **effective in practice**, and continues to meet the needs of our pupils, staff, and wider school community.

Monitoring and reviewing are essential for **continuous improvement**, enabling us to respond to emerging challenges, adapt to changes in legislation, and maintain a positive and safe learning environment.

10.1 Aims of Monitoring and Review

The purposes of monitoring and reviewing behaviour across the school are to:

- 1. **Evaluate Effectiveness**
  - Assess whether strategies in this policy are improving behaviour, promoting inclusion, and supporting high standards of learning.
- 1. **Ensure Consistency**
  - Confirm that staff apply rules, rewards, and consequences fairly and consistently across all year groups and settings.
- 1. **Identify Trends and Patterns**
  - Detect recurring behaviour issues, specific triggers, or vulnerable groups that require targeted interventions.
- 1. **Safeguard Pupils**
  - Ensure that all behaviour management processes prioritise safety and align with safeguarding duties under *KCSIE 2025*.
- 1. **Promote Equity and Inclusion**
  - Check that reasonable adjustments for **SEND** and other additional needs are being implemented effectively.
- 1. **Inform Strategic Planning**
  - Provide accurate data for the Senior Leadership Team (SLT) and Governing Body to guide decision-making and resource allocation.

10.2 Roles and Responsibilities

Role	Monitoring Responsibilities
Class Teachers & Support Staff	Daily monitoring of classroom behaviour, logging incidents accurately, implementing rewards and sanctions.

Senior Leadership Team (SLT)	Weekly review of behaviour logs, analysis of trends, providing staff support and CPD, direct involvement in serious incidents.
Designated Safeguarding Lead (DSL)	Oversight of incidents with safeguarding implications, ensuring timely referrals and compliance with statutory safeguarding duties.
SENCo	Monitoring behaviour patterns linked to SEND, ensuring reasonable adjustments and personalised behaviour plans are in place.
Headteacher	Overall accountability for policy implementation, reporting to governors, and engaging with external agencies where necessary.
Governing Body	Termly review of anonymised behaviour data, ensuring the policy is effective, compliant with legislation, and reflective of the school's ethos.

### 10.3 Behaviour Data Collection and Analysis

The school uses a **centralised behaviour management system** to record and track incidents.

- **Stage 3 incidents and above** (as per Section 6 – Graduated Response) must be logged within 24 hours.
- Data collected includes:
  - Type and severity of incidents.
  - Frequency and patterns of behaviour over time.
  - Locations or times where incidents occur.
  - Groups of pupils affected (e.g., by year group, gender, SEND status).
- Data is **analysed weekly by SLT** and **termly by governors** to evaluate the impact of interventions and inform next steps.

**Example Insight:** If lunchtime incidents increase, additional playground support or structured activities may be introduced.

### 10.4 Feedback and Consultation

The monitoring process includes listening to the **voices of pupils, staff, and parents**, ensuring the policy reflects the real-life experience of the school community.

Methods include:

- **Pupil surveys** on safety, behaviour, and well-being.
- **Staff meetings and CPD sessions** for sharing observations and challenges.
- **Parent consultations** through meetings, workshops, and questionnaires.
- **Pupil leadership groups**, such as the School Council, contributing ideas to improve the school environment.

### 10.5 Reporting to Governors

The **Headteacher** provides a **termly report** to the Governing Body, which includes:

- Statistics on behaviour incidents, suspensions, and exclusions.
- Analysis of patterns, including safeguarding implications or equality considerations.
- Updates on strategies implemented and their impact.
- Recommendations for policy updates or resourcing needs.

Governors use this information to:

- Hold the school leadership to account.
- Ensure statutory duties are being met.
- Confirm that the policy reflects the school's Islamic ethos and core values.

### 10.6 Annual Review Cycle

The Behaviour Policy is a **living document** that evolves as the school grows and legislation changes.

- A **formal review takes place annually**, led by the Headteacher and SLT, in consultation with staff, pupils, parents, and governors.
- The review process includes:
  - a. Analysing behaviour data from the past academic year.
  - b. Reviewing safeguarding cases related to behaviour.
  - c. Gathering stakeholder feedback through surveys and meetings.
  - d. Assessing the effectiveness of rewards and sanctions.
  - e. Comparing practices against current **DfE guidance** and relevant legislation.
- Any proposed changes are presented to the **Governing Body for approval** before publication.

### 10.7 Continuous Improvement

Monitoring behaviour is not just about compliance — it is a tool for continuous school improvement. Through this process, we aim to:

- Identify and **share good practice** across the school.
- Address areas for development through **staff training** and targeted support.
- Strengthen links between behaviour, teaching quality, and pupil well-being.

- Build a school culture where **positive behaviour is celebrated**, and challenges are met with effective, compassionate solutions.

#### 10.8 Policy Accessibility

To ensure transparency:

- The Behaviour Policy is published on the **school website**.
- Paper copies are available on request at the school office.
- Key points are summarised in **pupil-friendly formats**, such as classroom posters and assemblies.
- Translations may be provided for families where English is not the first language.

By regularly monitoring and reviewing our Behaviour Policy, **Daffodil Preparatory School** ensures that:

- The policy remains **relevant, compliant, and effective**.
- All decisions are **data-driven and child-centred**.
- Stakeholders have a voice in shaping a positive, respectful, and safe school culture.
- Our Islamic ethos and six core values — *truthfulness, honesty, excellence, perseverance, integrity, and courage* — continue to guide behaviour across all aspects of school life.

*“What we monitor, we improve.”*