

Daffodil Grammar School for Girls

Behaviour Policy

School address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Behaviour Lead: Eman Ahamed

Designated Safeguarding Lead: Eman Ahamed

Deputy Designated Safeguarding Lead: Mr Stephen Montford

1. Status, scope and purpose

This policy sets out the behaviour principles, standards, rules, sanctions, interventions and procedures by which Daffodil Grammar School for Girls secures a calm, orderly, safe and purposeful environment for education. It applies to all pupils on roll and to all staff, including teaching staff, support staff, administrative staff, site staff, temporary staff, agency staff, contractors and volunteers insofar as they interact with pupils or with the school's behaviour systems.

The policy applies during the school day, while pupils are travelling to and from school where the school's lawful disciplinary jurisdiction is engaged, during educational visits, on any occasion when a pupil is representing the school, and in relation to behaviour outside school, including online conduct, where that behaviour adversely affects the welfare of a pupil or member of staff, the orderly running of the school, the reputation of the school, or public confidence in the school's standards.

Daffodil Grammar School for Girls is founded on the principle that good behaviour is not incidental to education but essential to it. The school rejects the idea that disruption, disrespect, intimidation or non-compliance are normal features of school life to be tolerated. The school's duty is to provide pupils and staff with a calm, safe and supportive environment. Current DfE behaviour guidance continues to frame behaviour policy around creating and maintaining a calm, safe and supportive environment, while the current Independent School Standards guidance emphasises that standards must be met in practice and that sanctions must reflect the school's policy. ([GOV.UK](https://www.gov.uk))

This policy is therefore intended to do five things. It establishes the school's expectations for conduct and discipline. It ensures that pupils, staff and parents know what standards apply and what will happen if those standards are breached. It supports the school in safeguarding pupils, including through the management of bullying, harassment and child-on-child abuse. It provides a lawful and proportionate framework for correction, intervention and sanction. It supports consistency so that pupils experience firm, fair and predictable adult responses.

This policy should be read alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Attendance Policy, Complaints Policy, Health and Safety Policy, Online Safety and Acceptable Use arrangements, searching and confiscation procedures, and staff code of conduct. The school's uploaded behaviour policy already recognised the link between behaviour, safeguarding and school ethos, but this version replaces that earlier draft with a more formal and operationally complete version.

2. Legal and regulatory framework

This policy is informed by the Education Act 2002, the Education and Inspections Act 2006, the Equality Act 2010, the common law powers of schools to discipline pupils, the Education (Independent School Standards) Regulations 2014, Keeping Children Safe in Education 2025, DfE's Behaviour in Schools guidance updated on 19 February 2024, DfE's Mobile Phones in Schools guidance updated on 19 February 2026, the current Searching, Screening and Confiscation guidance, and DfE's Restrictive Interventions, including the Use of Reasonable Force, in Schools guidance, which came into effect on 1 April 2026 and applies to independent schools as well as other school types. ([GOV.UK](https://www.gov.uk))

The school also has regard to the DfE guidance on suspensions and permanent exclusions as a matter of good practice, fairness and consistency, while recognising that the statutory exclusion framework described in that guidance is directed primarily at maintained schools, academies, free schools and pupil referral units rather than at independent schools. ([GOV.UK](https://www.gov.uk))

The school's behaviour arrangements are also part of its safeguarding duties. KCSIE 2025 states that all schools are required to have a behaviour policy and continues to link behaviour, attendance, safeguarding and child protection. ([GOV.UK](https://www.gov.uk))

3. School ethos, values and behaviour culture

Daffodil Grammar School for Girls is an Islamic school. Its behaviour culture is rooted in justice, dignity, responsibility, modesty, honesty, self-discipline, respect for authority, compassion and accountability. These values are not treated as optional aspirations. They are translated into daily routines, expectations, language standards, classroom norms and consequences.

The school's Islamic ethos sits alongside and is fully consistent with the school's duty to promote mutual respect, the rule of law, personal responsibility and preparation for life in modern Britain. The school will not tolerate conduct that humiliates, intimidates, excludes or degrades others. Nor will it tolerate conduct that weakens the authority of staff, undermines safety or erodes the conditions needed for serious study.

The school operates a strict behaviour model because pupils are entitled to an environment in which adults lead clearly, routines are secure, sanctions are predictable and learning is protected. Strictness in this policy does not mean arbitrariness or harshness. It means high expectations, clear boundaries, prompt intervention, careful consistency, proportionate consequences and reliable adult follow-through. The school considers inconsistency itself to be unfair, because when rules are applied selectively, pupils do not know where they stand and staff authority is weakened. The current Independent School Standards guidance expressly notes that variation in approaches to managing behaviour can create mistrust and increase the likelihood of unfairness, and that sanctions should reflect the school's policy. ([GOV.UK](https://www.gov.uk))

4. Behaviour principles

The school's behaviour approach is governed by the following principles.

Behaviour must be taught, reinforced and sustained. It cannot be assumed.

Staff authority must be visible, lawful, calm and consistent.

Sanctions must be proportionate, reasonable, known in advance through policy and practice, and connected to the nature and seriousness of the misconduct.

Pupils must be treated fairly, but fairness does not mean sameness in every case. The school may take account of age, SEND, disability, communication need, safeguarding history and the circumstances of an incident, provided this does not weaken standards or excuse harmful conduct.

Safeguarding overrides convenience. Where behaviour raises a safeguarding concern, the matter will be handled through both behaviour and safeguarding systems as necessary.

The school will use prevention, de-escalation, correction, sanction and support in combination. It does not rely on sanctions alone.

The school will protect the learning of the many and the safety of all.

5. Roles and responsibilities

5.1 The proprietor

ASM Anisuzzaman, as proprietor, has ultimate responsibility for ensuring that the school has an effective behaviour policy, that the policy is implemented in practice, that the school's behaviour culture supports safeguarding and welfare, and that leadership and management actively promote good behaviour among pupils. The proprietor will monitor the effectiveness of this policy through reports from the headteacher and behaviour lead, including patterns of incidents, use of sanctions, serious incidents, bullying data, use of removal and internal suspension, complaints linked to behaviour, and any disproportionality or inconsistency concerns.

5.2 The headteacher

Mr Stephen Montford, as headteacher, has overall operational responsibility for behaviour and discipline. He will ensure that this policy is implemented consistently, that staff are trained in its use, that sanctions are lawful and proportionate, that serious incidents are reviewed, that parental communication is effective, and that behaviour systems are aligned with safeguarding, attendance, SEND and curriculum arrangements.

The headteacher is the only person authorised to decide upon suspension from school or permanent exclusion from the school. In doing so, he will apply the school's own procedures and will have regard to the principles of fairness, proportionality, lawful decision-making, proper record keeping, and parental communication reflected in current DfE exclusion guidance, while recognising that the statutory exclusion regime is not directly the same for independent schools. ([GOV.UK](https://www.gov.uk))

5.3 The behaviour lead

Eman Ahamed, as behaviour lead, is responsible for overseeing day-to-day behaviour systems, incident monitoring, support for staff, consistency checks, intervention planning, parental liaison in serious or repeated cases, and coordination with the DSL where behaviour raises safeguarding concerns. The behaviour lead will ensure that records are accurate, trends are reviewed, and responses are not delayed.

5.4 The designated safeguarding lead

Eman Ahamed, as DSL, will ensure that behaviour incidents which indicate abuse, neglect, exploitation, peer-on-peer abuse, sexual harassment, sexual violence, serious emotional distress or other safeguarding concerns are identified and managed appropriately under safeguarding procedures. Behaviour and safeguarding systems must operate together, not in isolation.

5.5 All staff

All staff are responsible for upholding this policy. Staff must model respectful and self-controlled behaviour, insist on compliance with routines and rules, challenge poor conduct promptly, record incidents accurately when required, and avoid both overreaction and passivity. Failure by staff to apply agreed standards undermines pupils' trust, weakens safety and can become a professional concern.

5.6 Parents and carers

Parents and carers are expected to support the school's behaviour expectations, reinforce respect for staff authority, ensure punctual attendance, cooperate with investigations and meetings, and refrain from undermining school sanctions in front of pupils. The school recognises the importance of partnership with parents, but behaviour standards are set by the school and will be enforced by the school.

5.7 Pupils

Pupils are expected to act with honesty, discipline, respect and responsibility. They must follow staff instructions promptly, behave in a manner that protects the dignity and safety of others, contribute to a calm learning environment, and accept responsibility for their own conduct.

6. Standards of behaviour

The school requires pupils to maintain high standards of conduct in lessons, around the site, during social times, in prayer spaces, on journeys connected with school, on visits, and online where their conduct affects the school community.

In the classroom, pupils must arrive punctually, equipped and ready to work. They must enter and begin lessons in the manner required by staff. They must listen attentively, follow instructions the first time they are given, complete work set, contribute respectfully, refrain from calling out, and avoid distracting others. They must treat books, resources, furniture and equipment properly and comply immediately with subject-specific safety instructions, especially in science, PE, food preparation or any other higher-risk context.

Around school, pupils must move in an orderly and quiet manner, follow line-up, dismissal and transition routines, speak politely, avoid rough behaviour, maintain tidiness, and show care for the environment and facilities. In prayer and reflection spaces, pupils must observe the expected standards of reverence, modesty and self-control.

At social times, pupils must remain within supervised areas, follow staff directions, behave courteously, and avoid boisterous, exclusionary or intimidating conduct.

When travelling to and from school, pupils are expected to behave in a way that does not bring the school into disrepute, create safeguarding risk, or harm other members of the public or school community.

Online, pupils must not engage in bullying, harassment, sharing of inappropriate content, derogatory commentary, image misuse, malicious allegation, intimidation or other conduct that affects safety, welfare or school order.

7. Conduct that is unacceptable

The school will challenge all misconduct, but it recognises varying degrees of seriousness. Unacceptable conduct includes low-level disruption, persistent talking, refusal to start work, failure to follow instructions, lateness, lack of equipment, off-task behaviour, rudeness, unkindness, misuse of school property, littering, corridor misconduct, disrespect in prayer areas and persistent failure to meet uniform or presentation requirements.

More serious misconduct includes deliberate defiance, walking away from staff, refusal to comply with a lawful instruction, repeated disruption after warning, abusive language, threatening language, bullying, discriminatory conduct, harassment, damage to property, dishonest behaviour, tampering with safety systems, misuse of technology, recording others without permission, and conduct that creates a serious risk to order or safety.

Very serious misconduct includes physical aggression, fighting, assault, sexual harassment, sexual violence, child-on-child abuse, malicious allegation, possession of prohibited items, theft, extortion, sustained intimidation, serious online abuse, bringing extremist or pornographic material, and any behaviour that seriously harms the welfare, education or safety of others.

The school will not minimise harmful conduct by describing it as joking, banter, drama or personality clash where the effect is intimidating, degrading, sexualised, discriminatory or unsafe.

8. Bullying, harassment and discriminatory behaviour

Bullying is prohibited. This includes verbal, physical, relational, social and online bullying. The school's Anti-Bullying Policy should be read alongside this policy, but bullying is also a behaviour matter and will attract sanctions. Prejudice-based bullying, including conduct related to race, religion, disability, SEND, appearance or other protected characteristics, is treated as especially serious.

Sexual comments, sexist insults, harassment, unwanted sexualised behaviour, sexual rumours, image-based abuse and coercive peer conduct are not tolerated. Such matters may require both behaviour sanctions and safeguarding action. KCSIE 2025 continues to require schools to maintain a zero-tolerance culture toward sexual violence and sexual harassment. ([GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/KCSIE_2025.pdf))

9. Behaviour and safeguarding

The school recognises that behaviour may communicate need, trauma, abuse, exploitation or mental health difficulty. This does not remove responsibility for conduct, but it does require staff to think carefully and to involve safeguarding systems where appropriate.

Staff must refer to the DSL without delay where behaviour raises concern about abuse, neglect, child-on-child abuse, sexual harm, exploitation, domestic abuse, coercive control, radicalisation, self-harm risk, serious anxiety, or repeated unexplained dysregulation. The school's uploaded safeguarding policy already linked behaviour with safeguarding concerns, and this policy preserves and strengthens that connection.

The school also recognises that repeated absence, lateness, refusal to attend, patterns of withdrawal and repeated behaviour deterioration may have safeguarding significance.

10. Uniform, presentation and prohibited personal items

The school requires pupils to meet the school's standards of modest dress, personal presentation and readiness for learning. Uniform rules form part of the behaviour framework because they communicate seriousness, equality, belonging and readiness. Pupils are expected to attend in correct school uniform, in a clean and neat state, and in accordance with the school's Islamic ethos and any published uniform rules.

Items of dress, adornment or presentation that are inconsistent with school rules may be corrected through behaviour procedures. Persistent refusal to comply will be treated as a behaviour matter.

The school may restrict items that are distracting, unsafe, immodest, provocative, likely to cause dispute, or inconsistent with school identity and discipline.

11. Mobile phones and other electronic devices

Daffodil Grammar School for Girls has a full mobile phone ban for pupils during the school day. Pupils must not use, carry visibly, access or activate mobile phones during the school day on the premises or during school-supervised activities, unless a specific exception has been authorised by the headteacher for a compelling reason.

The DfE's Mobile Phones in Schools guidance, updated on 19 February 2026, states that schools should address pupil use of mobile phones throughout the school day, including lessons, transitions and breaktimes, as part of their behaviour policy, and that schools can use sanctions including confiscation and detentions where appropriate. ([GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools))

At this school, any phone seen, heard, used or otherwise brought into prohibited use during the school day will be confiscated. The school may require the device to be switched off and surrendered. A sanction will ordinarily follow. Repeat breaches will be treated more seriously and may lead to detention, internal suspension, parental meeting, behaviour contract or other appropriate consequence. Where there is reason to believe a device contains evidence of bullying, harassment, sexualised content, safeguarding risk or other serious misconduct, the school will act in accordance with lawful search and safeguarding procedures.

The same principles apply, where relevant, to smart watches, earphones, tablets and similar devices if used in breach of school rules.

12. Searching, screening and confiscation

The school reserves the right to screen, search and confiscate in accordance with the law and current DfE guidance. The current Searching, Screening and Confiscation guidance explains

schools' powers to search pupils with consent, and without consent where the legal threshold is met, and includes statutory guidance to which schools must have regard. ([GOV.UK](https://www.gov.uk))

A search may be conducted where there are reasonable grounds to suspect that a pupil has a prohibited item or another item that the school rules identify as liable to search or confiscation. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. DfE guidance also supports schools in confiscating items such as mobile phones where permitted by the behaviour policy. ([GOV.UK](https://www.gov.uk))

Searches will be carried out by authorised staff only, lawfully, respectfully and proportionately, with due regard to age, dignity, safeguarding, and the circumstances of the case. The school will keep appropriate records of serious searches, items found, sanctions imposed, and any referral to parents, police or safeguarding agencies.

Confiscated items will be dealt with lawfully and safely. Dangerous, illegal or safeguarding-relevant items may be passed to the police or other appropriate authority.

13. Sanctions

The school uses sanctions to correct behaviour, protect standards, secure safety and reinforce the authority of lawful rules. Sanctions are not optional extras. They are an integral part of an orderly school culture.

Sanctions will be applied in a way that is proportionate to the seriousness of the misconduct, the context, the pupil's previous record, the impact on others, and any relevant vulnerability or disability considerations. However, the school is not obliged to follow a rigid ladder in every case. Serious misconduct may justify serious sanction on a first occurrence.

Available sanctions include verbal correction, repetition of an instruction, apology, seat move, loss of social time, removal of privilege, break detention, lunch detention, after-school detention, supervised reflection, behaviour report, confiscation, restorative meeting where appropriate, removal from lesson, internal suspension, fixed-period suspension from school, and permanent exclusion.

The government's current public-facing sanctions guidance confirms that schools may use sanctions such as verbal warnings, letters home, classroom removal and detentions, and that after-school detention may be used provided the school considers whether the pupil can get home safely and any relevant individual circumstances. ([GOV.UK](https://www.gov.uk))

The school will not use corporal punishment. Independent schools remain prohibited from using corporal punishment under the current KCSIE framework and the independent school standards context. ([GOV.UK](https://www.gov.uk))

14. Detentions

Detentions are a normal and lawful sanction in this school. They may be used for repeated low-level disruption, disrespect, incomplete work, lack of equipment, uniform breach, mobile phone breach, lateness, corridor misconduct, failure to follow instructions, or any other conduct for which detention is a reasonable response.

The school does not treat detention as exceptional. It is part of ordinary discipline. Staff will consider the age of the pupil, any disability or SEND issue, transport safety, prayer considerations and the general circumstances of the case. The government's current sanctions guidance confirms that schools do not need to give notice to parents for after-school detention so long as the pupil can get home safely, although individual circumstances should be considered. ([GOV.UK](https://www.gov.uk/guidance/sanctions-guidance))

Failure to attend a detention without valid reason will normally result in escalation.

15. Removal from lessons and internal suspension

Where a pupil's behaviour seriously disrupts a lesson, undermines staff authority, creates a risk to others or prevents teaching from continuing effectively, the pupil may be removed from the classroom. Removal is not a reward or a cooling-off privilege. It is a sanction and a protective measure for the learning environment.

A removed pupil will work under supervision and may be required to complete reflection work, restorative action, missed classwork or other consequence. Parents may be informed depending on seriousness and frequency.

The school may also impose internal suspension, sometimes described as internal exclusion, where a pupil remains in school but is withdrawn from normal lessons for a defined period in a separate supervised setting. DfE's January 2026 behaviour material describes internal suspension as a way to reinforce clear expectations, keep pupils learning and reduce disruption for others where behaviour is serious but does not necessarily justify sending the pupil home. ([Education Hub](https://www.gov.uk/guidance/behaviour-guidance))

Internal suspension may be used for repeated disruption, defiance, aggressive conduct, serious disrespect, repeated mobile phone breaches, unsafe conduct, bullying or other conduct short of the threshold for external suspension but too serious for ordinary detention or simple removal.

16. Suspension from school and permanent exclusion

The school reserves the right to suspend a pupil for a fixed period or to permanently exclude a pupil where the seriousness of the conduct justifies it, or where a pattern of repeated serious misbehaviour demonstrates that the pupil's continued attendance is incompatible with the welfare, safety or education of others or with the maintenance of school standards.

Although the statutory DfE suspension and permanent exclusion guidance is directed mainly at maintained schools, academies and pupil referral units, the school will have regard to its principles of seriousness, lawfulness, record keeping, communication and procedural fairness. That guidance continues to describe suspensions and permanent exclusions as important behaviour tools which may be necessary as a last resort when other strategies have been exhausted, or where a single serious incident justifies such action. ([GOV.UK](https://www.gov.uk/guidance/suspension-and-permanent-exclusion))

Suspension may be considered for serious verbal abuse, repeated defiance, bullying, discriminatory abuse, serious online misconduct, physical aggression, repeated serious disruption, possession of prohibited items, theft, malicious allegation, sexual harassment, or conduct creating serious safety risk. Permanent exclusion may be considered for the most serious misconduct, including serious violence, serious sexual misconduct, grave safeguarding breaches, serious and sustained bullying, possession of weapons, serious drug-related conduct, or repeated serious misconduct despite prior intervention.

Only the headteacher may decide on suspension or permanent exclusion. The pupil and parents will be informed in writing of the decision, the reasons, the duration if relevant, the arrangements for work, the expectations during the period away from normal classes, and the route for making representations to the school. The school will keep full records of the decision and the reasons for it.

Because the school is an independent school rather than a maintained school or academy, there is no statutory governing body review model in identical terms. However, in the interests of fairness and good governance, any parental request for review of a suspension or permanent exclusion decision will be considered by the proprietor or a panel convened by the proprietor that has not been directly involved in the original decision.

17. Reasonable force and restrictive intervention

Members of staff may use reasonable force or other lawful restrictive intervention where necessary and proportionate to prevent a pupil from committing an offence, causing personal injury, damaging property, prejudicing good order and discipline, or putting themselves or others at risk. DfE's new Restrictive Interventions, including the Use of Reasonable Force, in Schools guidance came into effect on 1 April 2026, applies to independent schools, and aims to help schools minimise the need for such interventions through prevention and de-escalation while also supporting staff to act safely, appropriately and lawfully when necessary. ([GOV.UK](https://www.gov.uk/government/guidance/restrictive-interventions-in-schools))

The school's starting point is always prevention, clear instruction, de-escalation and behaviour support. Force is never used as a punishment. It is used only where necessary, lawful, proportionate and in the best interests of safety and order.

The school will ensure that significant incidents involving the use of force or restrictive intervention are recorded, reviewed and communicated to parents in accordance with current guidance and school procedures. The DfE's recent revised guidance materials explain that recording and parental reporting of significant incidents involving force became an express requirement from September 2025 and continue within the 2026 framework. ([GOV.UK](https://www.gov.uk/government/guidance/restrictive-interventions-in-schools))

18. Behaviour support and intervention

The school is strict, but not simplistic. It recognises that repeated poor behaviour may require intervention as well as sanction. Accordingly, where pupils show repeated or escalating behaviour difficulty, the school may implement monitoring, report cards, behaviour targets, parental meetings, mentoring, timetable adjustments, supervised transitions, pastoral support, safeguarding review, SEND review or other reasonable interventions.

Support does not displace accountability. A pupil may receive support and sanction at the same time.

Where a pupil has SEND or another identified vulnerability, the school will consider whether reasonable adjustments are required in the implementation of routines, communication, transition support or consequence delivery. The Equality Act 2010 requires schools not to discriminate unlawfully and to consider reasonable adjustments for disabled pupils. Any adjustment will be consistent with safety, fairness and the maintenance of standards.

19. Pupil searches, allegations and safeguarding interfaces

If a behaviour incident raises concern about sexual violence, sexual harassment, image-based abuse, peer-on-peer abuse, assault, coercion, exploitation or any other safeguarding issue, staff must not treat it as a behaviour matter alone. The DSL must be informed. The school may also need to preserve evidence, avoid asking leading questions, avoid inappropriate internal fact-finding, and involve parents, police or children's social care. KCSIE 2025 continues to require schools to treat such matters as safeguarding issues and to maintain appropriate procedures. ([GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92241/KCSIE_2025.pdf))

Malicious allegations by pupils against staff or other pupils are treated as serious misconduct because they damage trust, may place others at risk, and can disrupt safeguarding systems. However, the school will distinguish carefully between deliberately false allegations and allegations that are unsubstantiated or made by a distressed pupil without malicious intent.

20. Recording and monitoring

The school will maintain behaviour records sufficient to show the nature of incidents, the action taken, the sanction imposed, the staff involved, any parental communication, and any safeguarding or SEND dimension. Serious incidents, searches, internal suspensions, suspensions, exclusions, bullying incidents, discriminatory incidents and uses of force will be recorded with particular care.

Behaviour records will be used not merely as an archive but as a management tool. Leaders will review patterns by pupil, class, time, location, type of behaviour and repeat concern. This monitoring is necessary to identify risk, inconsistency, supervision issues, bullying hotspots, curriculum triggers, emerging safeguarding concerns and potential disproportionality.

21. Communication with parents

The school will communicate with parents about behaviour concerns, sanctions and expectations in a manner that is clear and professional. Parents will be expected to support the school's standards and to attend meetings where requested. The school will listen to relevant parental information, but discipline remains a matter for the school.

In serious cases, written communication will set out the conduct, the school's findings, the sanction imposed and any expectations for reintegration or future compliance.

22. Staff training and consistency

All staff will receive behaviour induction and ongoing training so that this policy is implemented consistently. Training will include routines, correction language, de-escalation, lawful sanctions, safeguarding interfaces, searching and confiscation, reasonable force, recording expectations and the management of repeated low-level disruption.

The school considers consistency a leadership responsibility. Leaders will therefore review practice, support staff where necessary, address weak implementation, and ensure that pupils do not encounter conflicting behavioural expectations from different adults without good reason.

23. Publication, review and implementation

This policy will be published and made available in accordance with the requirements applicable to independent schools. It will be reviewed at least annually and sooner where there is a change in law, guidance, school context or identified need.

The proprietor will ensure not only that the policy remains current, but that it is implemented effectively in daily school life. The Independent School Standards guidance continues to stress that leadership and management must actively promote pupils' wellbeing and ensure standards are met consistently in practice. ([GOV.UK](https://www.gov.uk))

24. Adoption

This policy is adopted as the formal Behaviour Policy of Daffodil Grammar School for Girls and takes effect immediately upon approval by the proprietor.