

Behaviour Policy (Pre-Prep including EYFS)



Reviewed and approved:	Head of Pre-Prep, Deputy Head Pastoral & DSL
	September 24
Next review due:	September 2025

DEFINITIONS AND APPLICABILITY

In this Policy:

- “Pupils” means all currently registered Dragon School pupils
- “School” means the Dragon School, Oxford

This Policy applies to the Pre-Prep. The Prep School Behaviour Policy can be [found here](#)

This Policy should be read in conjunction with the following School Policies and external guidance:

- Department for Education’s guidance: Behaviour in Schools, September 2022: [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)
- Equality Act 2010: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#).
- Dragon School Safeguarding Children Policy
- Dragon School Anti-Bullying Policy
- Dragon School Exclusion Policy
- Dragon School Code of Conduct

AIMS AND OBJECTIVES

The aim of this Policy is to promote positive behaviour, self-discipline and opportunities for growth and reflection.

At the Dragon, we aim to provide a learning environment that feels safe, supportive and that promotes our school motto and values:

Our Motto: ‘Reach for the Sun’

Our Values: Kindness, Courage and Respect.

We recognise that a clear school Behaviour Policy will support us to uphold these values and learning habits by regulating our response to both positive and negative behaviour. The School, including its senior leaders and governors, regularly monitors the effectiveness of this Policy via reflections on and analysis of patterns of behaviour.

BEHAVIOUR RESPONSIBILITIES

Pupils are responsible for:

- Treating others fairly, showing respect for diversity
- Working without disturbing others
- Reporting concerns or unsafe situations immediately
- Listening to other people’s point of view without interruption
- Treating School property and the School environment with care and respect

- Co-operating with all members of the community

Pupils are made aware of these expectations at the start of each term, and these expectations are reinforced formally and informally via assemblies, by class teachers and throughout the curriculum including PSHEE.

Parents are responsible for:

- Supporting their child in adhering to their responsibilities and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

PROMOTING GOOD BEHAVIOUR AND ADDRESSING NEGATIVE BEHAVIOUR

As educators, our aim is to support all pupils to make good choices and reflect upon poor decisions when they occur. We do not want to victimise pupils, but educate them on how they can respond better next time. Dragon staff will use this policy as a guide for consistency, but our professional judgement, context of the child/situation and awareness of any required reasonable adjustments are equally valuable when managing behaviour in school.

We promote good behaviour and address negative behaviour by:

- **Our Values** are referenced frequently (Kindness, Courage and Respect)
- **House Points** – awarded for demonstrating our school values and effort
- **Rewards and Consequence System** – as explained in the Behaviour policy and Appendix A.
- **Weekly Behaviour Audits** (conducted by Deputy Head Pastoral) enable us to utilise data to celebrate strengths, spot trends and patterns of behaviour, to inform our individualised and collective approach to behaviour education, assemblies, supervision and pastoral interventions.
- **PSHEE Lessons** (once per week), alongside our tutor time and Pre-Prep Assemblies enable us to pick up on relevant themes/key messages that may benefit the education and development of either the whole Pre-Prep or specific parts.
- **Knowing each child** – Our staff pride themselves on forming strong rapport with pupils, which enables them to spot when a pupil's behaviour is out of character or when they may require more tailored support. Reasonable adjustment will be considered for pupils whose behaviour may be impacted due to SEND need or extenuating circumstances.
- **Wellbeing and Mental Health** – The National Behaviour Survey (2023) acknowledges how the pandemic has impacted the way pupils behave and develop socially and emotionally. Since 2022, we have formulated a strong school middle intervention, where our Head of Wellbeing looks universally (whole-school approach) at how we can promote healthy habits (i.e. regulate emotions, sleep quality, reconnecting activities) to ultimately support positive behaviour. Our Head of Mental Health provides more 1:1 tailored support for pupils who require more specific strategies to manage the everyday.
- **Safeguarding** – Our DSL team supports pupils and families requiring greater support, alongside external agencies. The DSL team regularly reviews incidents reported and look for trends of bullying.

Rewards and Consequence Chart

This consequences chart is displayed in Pre-Prep Rooms



ACKNOWLEDGING achievement and rewarding success:

We acknowledge and reward achievement and success in the following way:

Verbal or non-verbal	House Points	Commendations	Group Collaborative Rewards
Verbal and non-verbal praise (e.g., words of encouragement or a thumbs up)	These are awarded for demonstrating the Dragon Values	Group commendations are awarded and read out in Pre-Prep assemblies for classes collectively demonstrating exceptional effort and achievement.	Children contribute to a class reward, agreed in advance with the whole group and which relates to the class contract agreed upon each term

SANCTIONS:

When Pupil behaviour fails to meet our expectations, a reasonable and proportionate sanction will be applied. No pupil's behaviour should negatively impact another pupil's learning or general experience in school. Some incidents will need further investigation before a sanction is decided.

In the Pre-Prep, there is a ladder of consequences that acts as a visual reminder of what will happen if poor choices are repeated and behaviour does not improve.

Ladder of Consequences



PROHIBITED ITEMS

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - *To commit an offence, or*
 - *To cause personal injury to, or damage the property of any person (including the pupil)*
- Tobacco, cigarette papers and vaping devices
- Fireworks
- Pornographic images

See Dragon School's 'Searching, Screening and Confiscation Policy' or ['Searching, Screening and Confiscation – Advice for Schools July 2022 for more information.](#)

MEETING WITH CHILDREN PROTOCOL

It is important that there is a clear process when meeting with children so that staff, children and parents understand the organisation and format. In most cases, meetings will be of an informal nature and only require the relevant member of staff to be present with the child. On occasions, a more formal meeting may be required to gain a clearer understanding of an event. In these cases, the following protocol should be followed

- Where possible the Class Teacher should be present at any meeting. They are the ones who know the child best and also serve as their advocate.
- The meeting, where possible, should be led by the Head of Year and in their absence a member of the Pre-Prep Leadership Team. Advice can also be sought from the Deputy Head Pastoral.
- If it is a safeguarding concern, the DSL will allocate the appropriate safeguarding lead to conduct the meeting and ask the child if they wish for another member of staff to be with them for support.
- Unless it is an urgent matter, meetings should not take place during lessons.
- Appropriate Pupil Statements may be used.
- All key information gathered from the meeting should be documented via iSAMS / MyConcern depending on the nature of the incident.
- Depending on the nature of the incident, parents will be informed before or following the meeting with the child, where the relevant member of staff will provide a summary.

SCHOOL-HOME PARTNERSHIP

We strive to work in partnership with parents to ensure we have a joined up approach and that the child is at the centre of all of our decisions. We appreciate all parents have varying commitments and that communication between school may need different approaches depending on the situation. Parent-Teacher meetings (in person or via Teams) will be pre-arranged, in order to find a suitable time for both parties. Phone calls may be necessary for quick updates and emails will of course be used as an easy method of communication between school and home.

We have three platforms where we provide information and support to parents, particularly around themes of behaviour.

Intensive 10-week Parent Workshop (Autumn and Summer Term Only)

Parent Forums (Presentation and Workshop style) - Listed in School Calendar

Dragon News – Year Group Bulletins

Wellbeing Hub – Free Membership for all parent