

Behaviour Policy (Pre-Prep including EYFS)



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| Reviewed and approved: | Head of Pre-Prep May 2025 |
| Next review due: | May 2026 |

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 2025
- Dragon School Anti-Bullying Policy 2025
- Dragon School Exclusion Policy 2025
- Dragon School Code of Conduct 2025

AIMS AND OBJECTIVES

The aim of this Policy is to promote positive behaviour, self-discipline and opportunities for growth and reflection. This policy is written with acknowledgment that children are likely to make mistakes and poor choices as part of their development. The behaviour policy outlines the education and support in place to promote, educate and guide pupils with improved decisions and the positive reinforcements as they navigate their school pathway.

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

Our Aim and Motto: To inspire, encourage and develop free-thinking, confident young people who **reach for the sun**.

Our Values are 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 Character and Health Education (C&HE).

These visuals are displayed in Pre-Prep Rooms to remind pupils of the School's motto and values:



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 goal is to guide pupils in making positive choices and to help them reflect on poor decisions when they occur. Our approach is **rooted in education, not punishment**—we aim to support pupils in learning how to make better choices, without making them feel victimised.

Staff at The Dragon are guided by this policy to ensure a consistent approach to behaviour management across the school. While consistency provides a **stable and predictable framework** for pupils, it is equally important to adopt a **nuanced approach** that recognises the complexity behind behaviour. Pupils often **communicate their needs, emotions, and experiences through their behaviour**, and understanding these underlying factors is **essential**. Staff are encouraged to apply their **professional judgement**, considering both the individual and collective context, as well as the **unique differences** of each child. This balanced approach ensures that behaviour is managed **fairly and compassionately**, while still maintaining **clear expectations and boundaries**.

At the Pre-Prep, behaviour is recorded, monitored, promoted and support in the following ways:

- **Embedding our core values** – *Kindness, Courage, and Respect* are regularly referenced and reinforced across all aspects of school life.
- **Weekly Behaviour Audits** – conducted by the Deputy Head (Pastoral), these audits help us celebrate strengths, identify patterns, and tailor our approach to behaviour education, assemblies, supervision, and pastoral interventions.
- **Pastoral Education through Character and Health Education (PSHE/RSE) and Human Intelligence in 5 (HI 5) sessions** – The pupils are taught PSHE and RSE, once per week, through the Jigsaw scheme. These sessions, alongside our tutor time, Pre-Prep Assemblies and weekly HI 5 sessions enable us to pick up on relevant themes/key message that may benefit the education and development of either the whole Pre-Prep or specific parts.
- **Knowing each child** – Our staff build strong relationships with pupils, enabling them to recognise when behaviour is out of character or when additional support may be needed. Reasonable adjustments are considered for pupils whose behaviour may be affected by SEND or extenuating circumstances.
- **Wellbeing and Mental Health Support** – Our ‘Pathway of Support’ is geared around a Universal, Targeted and Specialist offering to support pupil’s Social, Emotional and Mental Health (SEMH) development. This pathway is supported by our Head of Learning Support and Pre-Prep Pastoral Lead.
- **Pastoral and Safeguarding Leads** – Our Pastoral and Safeguarding Team work closely with pupils, families, and external agencies to provide additional support. They regularly review reported incidents and monitor for patterns, including bullying, to ensure appropriate action is taken.

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 |
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| | | | Rewards |
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| Verbal and non-verbal praise (e.g., words of encouragement or a thumbs up) | These are awarded for demonstrating the Dragon Values and for effort. | Individual or group commendations are awarded and read out in Pre-Prep assemblies for individuals or groups/classes 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. |

In addition, other forms of recognition may be used, including:

- Communicating to parents
- Assembly recognition
- Displaying work
- Positions of responsibility

This visual is displayed in Pre-Prep Rooms as a reminder of possible rewards:



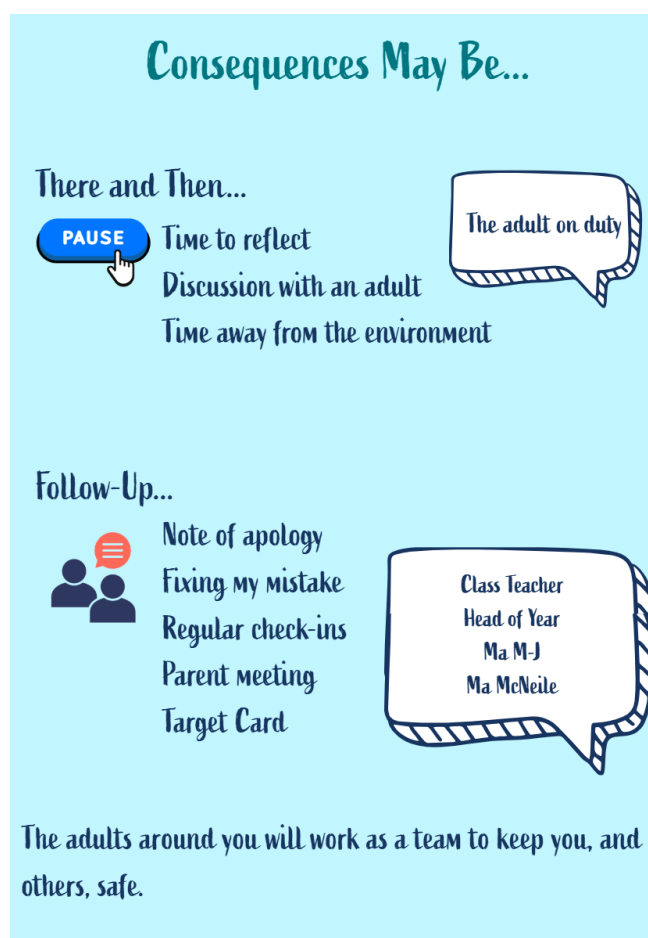
CONSEQUENCES

All colleagues are responsible for keeping all pupils at the Pre-Prep safe and happy. No pupil's behaviour should negatively impact another pupil's learning or general experience in school.

When a pupil's behaviour fails to meet our expectations, a reasonable and proportionate consequence will occur. In these instances, there will be consequences 'There and Then'. Sometimes, behaviours may require 'Follow-Up' consequences. These consequences will be at the

discretion of the team working around the child and adapted to the situation and need. At times, incidents will need further investigation before a consequence is decided within the Pre-Prep Team.

This visual is displayed in Pre-Prep Rooms to identify possible consequences:



Consequences will always be proportionate to the age and stage of the pupil and the pattern and nature of behaviour. Our approach focuses on **restorative education**, rather than punitive measures. We aim to help the child reflect on and understand their behaviour, fostering growth and encouraging positive choices while reducing the likelihood of repeated negative behaviours.

Possible consequences may include:

- **There and then reflection** – Reflect in the moment
- **Time away from environment**– Support regulation and ability to reset
- **Reflective account of behaviour** – through discussion with an adult or a written note of apology
- **Fixing my mistake** – contributing positively to the school environment
- **Regular check-ins** – to monitor progress and provide support
- **Target Card** – to track patterns and improvements
- **Parent-pupil meetings** – to ensure a shared understanding of expectations

PROHIBITED ITEMS

Pupils and Parents are reminded regularly of uniform expectations, including:

- No jewellery apart from studded earrings or a necklace can be worn for religious reasons only (permission to be sought from Head of Year).
- No Wifi operated smart watches, or any personal electronic device is permitted onsite.

Other prohibited items include:

- 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:

- Depending on the context of incident, we may hold a phone call or meeting with the parents only before speaking to the child.
- Where possible the Class Teacher should be present. 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. Support may be sought after by the Pre-Prep Pastoral Lead. Advice can also be sought from the Deputy Head Pastoral.
- If it is a safeguarding concern, the Designated Safeguarding Lead (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 on appropriate school systems.
- 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.

WORKING IN PARTNERSHIP WITH PARENTS

We are committed to working in close partnership with parents and carers to ensure a joined-up approach, with the **child firmly at the heart** of every decision we make. Children are best supported when home and school work collaboratively together. When managing behaviour, we expect all members of our school community to uphold our core values of **Kindness, Courage, and Respect**.

Lines of communication

We recognise that families have varying commitments and that communication needs can differ depending on the circumstances. To support effective collaboration, parent-teacher meetings—whether in person or online—will be scheduled in advance wherever possible, ensuring a time that works for everyone.

For brief updates, phone calls and emails may be used. However, we believe that meaningful conversations and resolutions are best achieved offline, where tone, context, and understanding can be fully appreciated.

Relaying key information

We value parents and carers keeping us informed of any significant changes in family circumstances, as this enables us to provide the most appropriate support in response to any shifts in a child's behaviour.

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

- Year group bulletins in Dragon News – published each Friday
- Specific Year group events (e.g. Introductory evening)
- Parent Forums (Presentation and Workshop style) - Listed in School Calander