

Behaviour Policy (Prep)

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| Reviewed and approved: | Deputy Head Pastoral & DSL |
| | August 2025 |
| Next review due: | January 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 Prep School site at Bardwell Road only. The Pre-Prep 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 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/behaviour-in-schools-september-2022.pdf)
- Equality Act 2010: [Equality Act 2010: Guidance GOV UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/69242/equality-act-2010-guidance.pdf).
- 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, values and learning habits:

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

Our Values: Kindness, Courage and Respect.

Our Learning Habits: Diligence, Resilience, Ambition, Collaboration and Organisation

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 leadership and governors – regularly monitors the effectiveness of this Policy through reflections and analysis of patterns of behaviour.

Our school rules are:



Promoting Positive Behaviour and Addressing Challenges

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**.

Behaviour is recorded and monitored and promoted and supported in the following ways:

- **Embedding our core values** – *Kindness, Courage, and Respect* are regularly referenced and reinforced across all aspects of school life.
- **5R's of 'Reaching for the Sun'** – We structure our expectations around the 5R's:

| | |
|--|---|
| <ol style="list-style-type: none"> 1. Responsibilities (<i>Be Kind, Be Courageous and Be Respectful</i>) 2. Routines | <ol style="list-style-type: none"> 3. Rewards 4. Reflections 5. Reset |
|--|---|

- **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 (PSHEE/RSE) and Human Intelligence in 5 (HI 5) sessions**– delivered weekly, alongside registration time and assemblies, these sessions allow us to explore relevant themes that support pupils’ personal development and wellbeing.
- **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 Wellbeing and Mental Health Leads.
- **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.



REACH FOR THE SUN OUR REWARDS & CONSEQUENCES



TEAMWORK MAKES THE DREAMWORK

CLASS REWARD

Everyone is playing their part, by demonstrating our values, learning habits and routines.



I CAN & I WILL

INDIVIDUAL REWARD

You are exceeding expectations by demonstrating our values, learning habits and routines consistently.



IT'S OKAY TO ASK FOR HELP

HELP ME

You might be feeling stuck and unsure of what to do next. Your teachers can give you some choices to help you move forwards.



WILL YOU GO LEFT OR RIGHT?

WARNING

You're not on track and moving away from our values, learning habits and routines. Take a moment to correct your choices, ask for help and turn this warning into a positive.



ACTIONS HAVE CONSEQUENCES

CONSEQUENCE

Your choice of behaviour was under expectation. Remember the consequence is a chance to learn from your mistake, reflect and avoid making the same mistake again.

Acknowledge achievement and rewarding success:

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

| R1 | R2 | R3 | R4 | R5 |
|---|---|--|---|---|
| Verbal or non-verbal | Plus | Commendations | Head of Year/School Recognition | SLT Recognition |
| Verbal and non-verbal praise (e.g. words of encouragement or a thumbs up) | A plus is entered onto iSAMS or planner is signed to log achievement OR Values token is given out | Class commendations are awarded and read out in main assembly for classes collectively demonstrating exceptional effort and achievement. | After 3 pluses (pupils visit Head of Year) and after 5 pluses (pupils visit Head of Upper, Middle or Lower School) to get formal recognition. | Exceptional achievements acknowledged in Whole School assemblies. |
| | Top 3 pupils awarded prize in end of term celebratory assembly | Pupils achieving 10 or more pluses will have name read out in main assembly. | Individual and collective shout outs acknowledged in year group assemblies. | Congratulatory conversation with member of SLT |

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

- Communicating to parents
- Collaborative rewards
- Celebratory termly assemblies
- Assembly recognition
- Displaying work
- Positions of responsibility

Behaviour Thresholds and Consequences

When a pupil's behaviour does not meet our expectations, a reasonable and proportionate sanction (**a consequence**) will be applied. No pupil's actions should disrupt another pupil's learning or overall experience at school or online. In some cases, further investigation may be required before a consequence is determined.

While we provide specific examples of sanctions, these are **indicative rather than exhaustive**. All behaviour incidents (C1–C5) are recorded on the school's system. Incidents involving bullying are always reviewed carefully to ensure that the response is appropriate to the severity and impact.

The school will use its discretion to inform parents about behavioural concerns, particularly for incidents at **C3–C5 level**. In accordance with *Behaviour and Discipline in Schools (January 2016)*, parental consent is not required to issue a detention. However, we always aim to work in partnership with parents wherever possible.

They include:

| Warning | C1 There and then reflection (on duty member of staff) | C2 Detention with Head of Year | C3 Detention with Head of School or member of SLT | C4 Internal intervention or Cooling off period | C5 Formal suspension or Exclusion (See separate 'Exclusion Policy') |
|--|---|---|---|---|---|
| Lack of engagement | Lesson disruption | Inappropriate use of ICT / electronic devices | Targeted unkindness and disrespect to others (including online) | Bullying (persistent in nature) | |
| Not following instructions first time | Arriving 5 minutes late for a lesson | Unkindness and disrespect towards others | Over-physicality | Serious health and safety violations | |
| Eating outside allocated spaces | Possession of sweets (including chewing gum) | Refusing to follow instructions | Vandalism | Abusive language | |
| Running indoors | Incorrect uniform / equipment | Breaking our responsibilities | Theft | Violent behaviour | |
| | Swearing | Out of bounds | Discriminatory behaviour | Possession of prohibited item | |
| | Repeated warnings | x3 repeated C1 incidents | Repeated C2 incidents | Repeated C3 and below Incidents | |
| The levels are used on a <u>progressive or automatic basis</u> . | | | | | |

Consequences will always be proportionate to the severity and nature of the incident. 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 for negative behaviour choices may include:

- **There and then reflection** – Reflect in the moment
- **Reflective account of behaviour** – through discussion or written reflection / note of apology
- **Loss of privileges** – such as access to certain activities or rewards
- **School-based community service** – contributing positively to the school environment
- **Regular check-ins or reporting** – to monitor progress and provide support
- **Short- or long-term behaviour reports** – to track patterns and improvements
- **Parent-pupil meetings** – to ensure a shared understanding of expectations
- **Time away from environment**– Support regulation and ability to reset

In addition to behaviour-related consequences, we also apply **academic consequences**, which include:

- **Work Detention** – issued when a pupil fails to complete assigned work without valid reason
- **Prep Detention** – issued when work is not completed appropriately during supervised prep sessions

Detentions may take place **during the school day** or between **4:20–5:15pm**, depending on:

- Age and stage of pupil
- Pattern and nature of behaviour incident(s)

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 Protocols

To best support pupils, staff may need to meet informally with pupils where only the relevant member of staff will 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 Tutor or Houseparent 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 the Head of Upper, Middle or Lower School. In the absence of the Head of Year and School, the Deputy Head Pastoral will advise.*
- *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 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 also offer a range of platforms to share information and provide support for parents, particularly around behaviour and related themes, including:

- Assigned Tutor and Houseparent (Boarders only) as first port of contact
- 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