

## Behaviour Policy (Prep)



Reviewed and approved:	Deputy Head Pastoral & DSL
	April 2025
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 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/106522/behaviour-in-schools-september-2022.pdf)
- Equality Act 2010: [Equality Act 2010: Guidance GOV UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance).
- 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. This policy is written with acknowledgment that children will 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 Motto:** ‘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 via reflections and analysis of patterns of behaviour.

## Behaviour Responsibilities:

### Pupils are responsible for:

- Promoting a culture of mutual respect, showing respect for diversity
- Reporting concerns or unsafe situations immediately
- Showing integrity by telling the truth and being honest
- Working without disturbing others
- Listening to other people's point of view without interruption
- Co-operating with all members of the community
- Treating other pupil's property and the School environment with care and respect

Pupils are made aware of these responsibilities at the start of each term, which are also formally and informally reminded via assemblies, all staff and during Character and Health Education lessons.

### 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.

## Our school rules are:



## PROMOTING GOOD BEHAVIOUR AND ADDRESSING NEGATIVE BEHAVIOUR

As educators, our aim is to support all pupils with making good choices and reflecting upon poor decisions when they occur. We do not want to victimise pupils but educate them on how they can

make better choices next time. Dragon staff will use this policy as a guide for consistency, but our professional judgement and context of the child is equally as valuable when managing behaviour in school.

We promote good behaviour and address negative behaviour by:

- **Our values** are referenced frequently (Kindness, Courage and Respect)
- **Rewards and Consequence System** – as explained in 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.
- **Our Character and Health Education (PSHEE/RSE)** lessons (once per week), alongside contact time in registration and whole school and year group assemblies, enable us to pick up on relevant themes that may benefit the education and development of each child and cohort.
- **Knowing each child** – Our staff pride themselves on forming strong rapports 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 have been impacted due to SEND need or exenterating 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 Wellbeing lead 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 Mental Health lead provides more 1:1 tailored support for pupils that require more specific strategies to manage their everyday.
- **Safeguarding** – Our Safeguarding team support pupils and families requiring greater support, alongside external agencies. The Safeguarding team regularly review incidents reported and look for trends of bullying.



# 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.

**ACKNOWLEDGING ACHIEVEMENT AND REWARDING SUCCESS:**

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

<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>
<b>Verbal or non-verbal</b>	<b>Plus</b>	<b>Commendations</b>	<b>Head of Year Recognition</b>	<b>Head's Recognition</b>
Verbal and non-verbal praise (e.g. words of encouragement or a thumbs up)	A plus is entered onto iSAMS or planner signed to log achievement OR Values token is given out and entered onto the system	Class commendations are awarded and read out in main assembly for classes collectively demonstrating exceptional effort and achievement.	After 3 pluses, pupils can visit the Head of Year to get formal recognition (planner signed).	After 5 pluses, pupils can visit the Head to get formal recognition (planner signed).
	Top 5 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.	Exceptional achievements acknowledged in celebratory and main assemblies.

*In addition, other forms of recognition are used, including:*

- Communicating to parents
- Year group collaborative rewards
- Celebratory termly assemblies
- Assembly recognition
- Displaying work
- Positions of responsibility

## **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 sanction is decided.

**They include:**

<b>Warning</b>	<b>C1 There and then reflection with member of staff</b>	<b>C2 Detention with Head of Year</b>	<b>C3 Detention with Head of School or member of SLT</b>	<b>C4 Internal suspension or cooling off period</b>	<b>C5 Formal suspension or Exclusion (See separate 'Exclusion Policy')</b>
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	X3 repeated C2 incidents	Repeated C3 and below Incidents	
<b>The levels are used on a <u>progressive or automatic basis</u>.</b>					

The following lists outline reasons for different levels of sanctions. Whilst specific examples are given these lists are indicative and are not exhaustive. All incidents (C1-C5) will be logged on the school system. Bullying incidents will always be reviewed to ensure the scale of sanction is proportionate.

The school will use their discretion to inform parents about specific behavioural patterns or isolated incidents – particular incidents at C3-C5 level. In line with Behaviour & Discipline in Schools (January 2016) parental consent is not required in order to give a detention, however we always seek to work in partnership with parents where possible.

In addition, we have two forms of academic sanctions, which include: **Work detention** (failure to complete work, with no extenuating circumstances) and **Prep detention** (failure to complete work appropriately during a supervised prep session).

**Detentions will be proportionate to the severity and nature of incident. Our approach to these detentions is around restorative education, rather than approaching them punitively by victimising the child. The tasks may include:**

- *Account of behaviour (discussion based or written account)*
- *Loss of privileges*
- *School based community service*
- *Regular reporting*
- *Short- and long-term behaviour reports*
- *Parent meeting with pupil*

### **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**

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 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 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.*

### **SCHOOL-HOME PARTNERSHIP**

We strive to work in partnership with parents to ensure we have 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 online) will be pre-arranged where possible, 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 various platforms where we provide information and support to parents, particularly around themes of behaviour:

**Year group bulletins via Dragon News – published each Friday**

**Specific Year group events (e.g. Introductory evening)**

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