



SAFEGUARDING: STUDENT CONDUCT POLICY

Policy: Behaviour Policy (Students)		
Date Adopted:	Date of last review:	To be reviewed next before/on:
13/11/2020	23/07/2021	23/07/2022
<p>Purpose and Statement: Children's learning in all areas, academic, social and personal is best supported in an environment where children feel happy, safe, valued and motivated to achieve. At Chloe May's Dance Academy we create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by all staff, pupils and parents.</p> <p>We firmly believe that the best way to ensure high standards of discipline is to recognise achievement and celebrate success. To support this, we believe that Chloe May's Dance Academy needs a system of rewards for good and improving behaviour and sanctions where standards fall below our expectations. These rewards and sanctions must be applied consistently and fairly.</p> <p>Main Aims for the policy:</p> <ul style="list-style-type: none"> • To outline Chloe May's Dance Academy expectations of behaviour and the systems used • To ensure we promote and develop good behaviour • To promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well • To help children to become positive, responsible and increasingly independent members of Chloe May's Dance Academy and wider community 		
<p>Distribution:</p> <ul style="list-style-type: none"> • To be available for viewing on our website • To all staff and volunteers 		
<p>Review and monitoring of policy:</p> <ul style="list-style-type: none"> • Reviewed annually or in instances of legislative change • Monitoring is part of Management and Supervision 		

The following policy is based on the below principles:

- All members of the Chloe May's Dance Academy community have a right to expect that they learn and learn in a safe place.
- Chloe May's Dance Academy expects every member of its community to behave in a considerate way towards others.
- There will be a zero tolerance of violence, threatening behaviour and disorderly conduct, including abuse in all forms, against Chloe May's Dance Academy staff or other members of the Chloe May's Dance Academy community.
- Where such behaviour does occur, action will be taken to deal with the person or persons concerned.

What do we mean by Abusive or Threatening Behaviour?



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The Public Order Act 1986 defines “disorderly conduct” as: verbal abuse, threatening abusive or insulting words or behaviour or any disorderly behaviour whereby a person is caused alarm, harassment or distress.

“Threatening behaviour” is when a person fears that violence or threat of violence is likely to be provoked. In an Chloe May's Dance Academy context, this could mean a child shouting at a member of staff, either in person or on the phone; acting aggressively towards staff or other students, including using intimidating body language, as well as actual violence. It also covers comments posted on social networking sites or situations where members of staff are approached off premises.

Expectations:

We believe that good behaviour is essential to enable all our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.

No student will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe it is important for children to be aware of their behaviour and its impact on others. Pupils need to take responsibility for their behaviour and be actively involved in finding solutions.

As an Academy we aimed to promote respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically and to be happy.

Chloe May's Dance Academy expects every member of the school community to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices.

By using the language of choice, we:

- promote self-management of behaviour and enable some reflection on what behavioural choices exist;
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout classes, we aim to ‘catch’ good behaviour.

Children are encouraged to make good choices at all times.

They will be supported to:

- understand what good behaviour means and looks like
- be aware of their behaviour and its’ impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Staff Will:

- Ensure all children are clear about our expectations of behaviour at the beginning of the term and remind them during classes
- Treat each child fairly, with respect and understanding



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- Regularly discuss classroom rules and remind children of Chloe May's Dance Academy expectations
- Plan quality learning tasks which engage and motivate learners
- Praise good choices, behaviour and achievements
- Ensure they are fully familiar with the children's needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- Refer to the Principal for support and guidance where needed and keep the Principal informed of any concerns.
- Keep parents/carers informed about their child's behaviour and relationships
- Ensure the health, safety and welfare of all children

We expect parents and carers to:

- Be aware of Chloe May's Dance Academy's expectations of behaviour
- Celebrate their child's achievements and show an interest in their classes
- Ensure that children arrive on time
- Work with Chloe May's Dance Academy to model high expectations of behaviour
- Work with Chloe May's Dance Academy to support us in improving children's behaviour
- Act promptly at the request of Chloe May's Dance Academy in the instance of a discipline problem
- Support Chloe May's Dance Academy decision when applying consequences

Bullying/Violence:

Chloe May's Dance Academy has a zero-tolerance bullying and violence policy.

Students who bully other members of the Chloe May's Dance Academy community and/or use physical violence may have their membership revoked and be asked to leave.

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding property, threatening gestures)
- Physical - pushing, kicking, biting, hitting, punching or any use of violence
- Racial - racial taunts, graffiti, gestures etc.
- Homophobic - because of, or focussing on the issue of sexuality
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing etc.
- Cyber - All areas of internet, such as email and internet chat, Twitter, Facebook misuse etc. Mobile threats by text messaging and calls, Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles etc.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability



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- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, to and from Chloe May's Dance Academy, on trips and cyberspace. It can take place in group activities and between families in the local community.

Students must not hesitate to report bullying to any adult on site. Volunteers and staff will help any student/family who are the victim of any of these behaviours. Staff will investigate any allegation of bullying, which may result in any perpetrator being asked to leave.

Staff remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

The ethos and working philosophy of Chloe May's Dance Academy means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Peer on Peer Abuse:

Bullying and violence is not the only form of peer on peer abuse.

Examples of peer on peer abuse may include, but are not limited to:

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Sexting
- Initiation/Hazing
- Prejudiced Behaviour
- Teenage relationship abuse

Chloe May's Dance Academy will deal with any situation of peer abuse immediately and sensitively. Any form of peer-on-peer abuse may result in the perpetrator being asked to leave Chloe May's Dance Academy and could result in legal, criminal or social investigation.

For full information, we have the following policies in place that should be read in conjunction with this section:

- Child Protection and Safeguarding



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Special Needs:

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this happens, we will work closely with parents/carers to provide additional interventions which may include:

- Establishing an individual behaviour plan
- Support from the parents

Chloe May's Dance Academy is unable to provide 1-to-1 support, which is made clear to any parent at the time of booking should they disclose additional needs information to us.

Chloe May's Dance Academy will do everything within our power to integrate children with additional needs into our classes, however should behaviour become disruptive in any way, we must reserve the right to ask children to rescind membership.