

Behaviour Policy

Footsteps Dance School

Footsteps



Dance School

Approved by:	Lauren Jones	Date: 09/08/2023
Last reviewed on:	08/08/2023	
Next review due by:	10/08/2024	

Contents

1. Aims	2
2. Definitions	2
3. Bullying	3
4. Roles and responsibilities	4
5. Footsteps Dance School	5
6. Responding to behaviour.....	5
Appendix 1: written statement of behaviour principles	6

1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour within the dance school, ensuring that all pupils have the opportunity to learn in safe and supportive environment.
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the dance school.
- › Outline the expectations and consequences of behaviour.
- › Provide a consistent approach to behaviour management that is applied equally to all students.
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Definitions

Misbehaviour is defined as:

- › Disruption in classes or in the waiting areas before and after classes.
- › Poor attitude to being in the class.
- › Disrespectful to any staff members, guest teachers or class helpers.
- › Not following instructions given by a staff member.
- › Purposefully leaving children out.
- › Being unkind to others within the school or dance classes.
- › Any form of bullying.
- › Physically hurting a member of staff or other pupils.
- › Vandalism.
- › Theft.
- › Fighting.
- › Racist, sexist, homophobic or discriminatory behaviour.
- › Being verbally aggressive towards a staff member and using inappropriate language and tone.
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Footsteps, we don't accept any form of bullying, including cyberbullying, and we want students to feel safe in their learning environment. Any reports of bullying from students or parents will be investigated, and we will implement particular consequences where necessary (Refer to section 7 and 8 of this policy). Such consequences will ultimately be at the discretion of the principal and a nominated deputy in her absence.

We want pupils to:

- Report the incident to a trusted adult - this maybe their parent/carer initially or it may be a member of staff who will then help them to manage the situation.

- Be informed about other organisations that they can report bullying to such as: Childline or CEOP if it relates to cyberbullying

We want parents/carers to:

- Listen to their child if they have concerns and help them to report it in the right manner. This would be bringing it to attention of the principal Lauren Jones via email, telephone, or face to face.
- Speak to the dance school if they see that their child's behaviour has changed and they are worried that bullying may be the cause of it. This may initially be the class teacher who can state whether they have noticed any behavioural changes or concerning interactions in class, and beyond that the dance principal.
- Approach Footsteps in the right manner and be supportive of the school in investigating any concerns.
- Recognise that the dance principal will ultimately make the decision on the consequence that will be put into place.
- Understand that we may get involved with incidents of bullying that happen outside of Footsteps if needed, and will implement consequences where appropriate.

Teachers and other staff members should:

- Ensure that the children understand the school values and the rules attached to these.
- Listen to children when they are indicating that another child is making them unhappy, and act upon any disclosures in accordance with this policy.
- Listen to a child if they have concerns about what has happened to them outside of school or online.
- Encourage the students to talk to a staff member if they have a problem.
- Listen to a parent/carer if they have concerns over any form of bullying, and spend time understanding why the parent/carer believes it to be the case.

The dance principal:

- Oversee incidents of bullying within the school, including looking into any allegations.
- Ensure that understanding bullying and what to do about is within our policy for all staff and parents to access.

4. Roles and responsibilities

4.1 The Dance Principal

The Dance Principal is responsible for:

- › Reviewing this policy in conjunction with legislation and new legal requirements
- › Giving due consideration to the school's statement of behaviour principles
- › Approving this policy
- › Ensuring that the dance school's environment encourages positive behaviour.
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring the policy's implementation and ensuring staff consistently apply it with all groups of students
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.

4.2 Parents and carers

Parents and carers, where possible, should:

- › Be aware of the dance school's behaviour policy
- › Encourage their dancer to take part in their dance classes wholesomely
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the dance school and its culture.

Footsteps will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any behavioural issues as deemed necessary.

5. Footsteps Dance School

At Footsteps dance school we value all our students and hope they come to dance with a willingness to learn and have fun. We want our students to respect one another, their class teachers and helpers. We want to build a community often referred to as the Footsteps family where members of the school and teachers work well together.

We expect pupils to:

- Support the learning of others
- Be considerate and listen to others
- Look after and take care of school property
- Be polite to all members of the dance school community
- Be actively engaged in all lessons
- Wear uniform with pride and wear the correct uniform
- Embrace individuality and accept cultural and religious beliefs
- Show kindness through words and actions
- Accepting mistakes and consequences (being the best version of yourself)
- Keep mobile phones and other electrical devices away for the full length of the class

6. Responding to behaviour

6.1 Dance Studio

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the dance school.

They will:

- › Create and maintain a fun and safe dance space to deliver their dance lessons.

- › Ensure that teaching and learning is presented in a multi-sensory way in order to engage all pupils.
- › Deliver lessons that are suitable for the age and ability of the students within the class.
- › Develop a positive relationship with students by ensuring that they are praised and encouraged for their efforts and improvements within class

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. *Please see our safeguarding policy for more information.*

6.3 Step by Step

At footsteps we will endeavour to engage and encourage you dancer to join in within the class. However should we notice any behavioural issues we will follow our simple stages below. All staff are expected to follow the same outline for behaviour in class

Step 1: The student or students causing a disturbance will be spoken to with two verbal warnings about their distracting behaviour.

Step 2: Student or Students will be asked to move to a new spot in the studio to better help them concentrate

Step 3: If behaviour persists student or students will be asked to sit out and watch the class. A parent or carer will be spoken to at the end of the class.

Step 4: If needed, a phone call to dancer's emergency contact will be made and student or students will be asked to leave the class early.

Step 5: The dance principal or teachers would have a meeting with dancer and parent or carer to discuss future plans within the dance class.

Step 6: If there is a repeated pattern of behaviour or disturbance at Footsteps, at the discretion of the dance principal we have the right to withdraw your dancer's place at the school.

Appendix 1: written statement of behaviour principles

- › Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › The behaviour policy is understood by students and staff
- › Students are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and students.