



Behaviour and Code of Conduct Policy and Procedure

Aims

At the Young Dancers Academy, we aim to ensure that our school environment supports the learning and the wellbeing of students and staff through a strong sense of community cohesion. We believe that cooperation, support, and respect are the foundations of a positive whole school community where students and staff feel included in every aspect of school life and comfortable to voice their opinions. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their time at the Young Dancers Academy.

This policy outlines what we expect from students both in relation to their behaviour, the recognition we provide for good behaviour and achievement. It also outlines the sanctions that will be enforced if this policy is not adhered to. This also extends to all members of our school community.

We aim to have a consistent and positive approach to behaviour management, and we expect everyone to take responsibility for their emotions and actions, seeking to develop relationships based upon mutual respect. We want every student to be able to learn, train and relax in an environment free from abuse, intimidation, harassment, bullying or teasing.

All students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. By encouraging positive behaviour patterns, we aim to promote good relationships throughout our school built on trust and understanding. At the Young Dancers Academy, we aim for all of our students to develop a high level of social awareness to ensure that they leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

School Code of Conduct

The basis of this code of conduct is a need for mutual respect. In our school community everyone is expected to show courtesy, good manners, and consideration in caring for others and for the school. Our expectations are clearly expressed as follows:

- Be proud of your school and help to make it a happy place in which to live and work.
- Be kind, patient and reliable, always treating others with respect and consideration.

- Be polite and helpful. Remember to say, 'please', 'thank you' and 'good morning'. These are small common courtesies that we all appreciate.
- Think about your safety and that of others.
- Nobody should use language, which is abusive, offensive or rude.
- Respect and look after the school, its facilities, the site and the people in it. Help to keep the buildings and grounds tidy.
- Wear your uniform with pride and do not abuse our code of dress
- Be honest and tell the truth. Look after your own possessions and never borrow anyone else's without their permission.
- Tell someone if you are unhappy or worried so that we can help you.
- School is the place where you come to learn and work. Make sure you always do your best and respect everyone's need to work and learn.
 - Attend your lessons and classes punctually and enter the classroom or studio quietly, with the correct equipment and uniform.
- Work throughout the lesson or class with focus and determination and speak respectfully.

3. Standards of behaviour School

The school understands that the first step to promoting good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate students or colleagues.

We work hard to ensure that discipline is consistent across the school so that behaviour boundaries, sanctions and rewards are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are kept informed of any such needs or challenges and are well informed. We want to work with parents to understand their children and their behaviour.

We believe that, in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective and supportive community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

It is the responsibility of all staff, both teaching and non-teaching, to help ensure that students are using the school respectfully and always behaving appropriately when they are at school.

We recognise that where individual students are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the student receives appropriate support.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff, including protection from bullying.

We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional, and behavioural skills. This is covered further in the section on bullying, and in the school's Anti-Bullying policy. Peer on peer/child on child abuse Children can abuse other children or young people (often referred to as peer on peer abuse) and it can happen both inside and outside of school as well as online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports as detailed in the School's Safeguarding policy. In line with KCSIE 2021.

All staff should understand that even if there are no reports in school of peer on peer abuse, it does not mean it is not happening: it may be the case that it is just not being reported. As such, it is important that if staff have any concerns about peer on peer abuse they should log it on My Concern and speak to the DSL or DDSLs. In all cases, if staff are unsure, they should always speak to the DSLs. Peer on Peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence under the Voyeurism (Offences) Act 2019 and anyone, of any gender, can be a victim.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school takes a zero tolerance to peer on peer abuse. Any form of behaviour that can be considered peer on peer abuse must be considered a child protection matter and staff should

refer to the school's Safeguarding and Child Protection policy. However, some of these behaviours will also need to be handled with reference to other policies such as the behaviour, anti-bullying and online safety policies. All behaviour takes place on a spectrum.

Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. The school recognises the importance of distinguishing between problematic and abusive behaviour. Suitable sanctions will be considered in instances of peer on peer abuse up to and including permanent exclusion. The nature of the incident and the wishes of the victim will be especially important in determining how to proceed in such cases and appropriate support will be provided to both the victim and the perpetrator as required on a case-by-case basis.

Taking disciplinary action and providing support are not mutually exclusive actions – they can, and should, occur at the same time if necessary. The Young Dancers Academy is committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified, the school will follow its child protection procedures, taking a contextual approach to support all young people who have been affected by the situation as detailed in the school's Safeguarding policy.

Head Girl/boy and Class representatives are expected to be positive role models for their peers and to be always mindful of how to uphold and encourage all students to behave in an appropriate and exemplary manner. Students in these roles are not there to 'discipline' their peers. They are expected to liaise with staff if they have a concern over discipline.

The school expects all of its students to show respect to one another, to school staff, and to anyone else that they may meet. Incidents of bullying, denigration or bringing intentional harm to other members of our community will not be tolerated. Students are ambassadors for our school even when off school premises and we expect them to act accordingly.

They are expected to obey school rules, listen, follow staff instructions, and accept and learn from any sanctions that they receive.

This extends to any arrangements put in place to support their behaviour, such as our behaviour agreement contract. The school has a clear code of conduct for using IT equipment and the internet. All students must sign the Code of Conduct. All students also receive information on e-safety.

Parents

Parents play an important part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the Parent and Student Contracts to indicate that they have read it as well as the Behaviour Policy, and in doing so that they will respect the policy and the authority of the school staff as part of this.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special educational needs or personal circumstances that may result in their child displaying unexpected behaviour. We ask that parents be prepared to

attend meetings at the school with appropriate staff to discuss their child's behaviour if necessary. In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a return to school interview with their child.

4. Rules and expectations that apply to all members of the school community

All members of the school community must make themselves familiar with the guidance given in the Safeguarding policy & Behaviour Policy are available on the school website. In particular, the following rules and expectations apply at all times:

- Always be on time.
- Keep your appearance smart and tidy. Wear school and vocational uniform or adhere to appropriate guidelines of dress at all times.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons and classes, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, students and visitors.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated. Under no circumstances may illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in higher level disciplinary action and possibly in exclusion, depending on the circumstances:
 - verbal abuse to staff and others
 - verbal abuse to students
 - the use of rude, derogatory, racist, sexist or defamatory language
 - physical abuse to/attack on staff
 - physical abuse to/attack on students
 - indecent behaviour
 - damage to property
 - misuse or supply of illegal drugs
 - misuse of other substances
 - theft

- gambling
- serious actual or threatened violence against another student or a member of staff
- any form of sexual harassment, abuse or assault including upskirting
- carrying an offensive weapon
- arson
- truanting from school
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- posting negative comments about the school or staff on the internet
- sending or posting derogatory texts/emails/photographs sexting/ electronic communications or engaging in any form of cyberbullying

The following items are not allowed in school under any circumstances:

- o Alcohol and drugs
- o Cigarettes, matches and lighters
- o E-cigarettes, shishas or other vaping items that mimic smoking
- o Weapons of any kind
- o Material that is inappropriate or illegal for children to have, such as racist or pornographic material

Drugs

The school will not tolerate drug use of any sort on school property or during offsite school activities. The school takes its Alcohol, Smoking, Drugs and Substance Abuse policy very seriously and will discipline any person found to be in possession of drugs. See Substance and Misuse policy

5. Bullying

The Young Dancers Academy always aims to make sure that all students feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Bullying can be verbal or physical, and can be directed at both staff and students. The school practises a preventative strategy to reduce the chances of bullying, and our Anti-Bullying policy is instilled in everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action. Because bullying is a form of peer on peer abuse and can be very serious in nature, staff should also refer to the School's Safeguarding policy.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Executive Director and the Director of Academics
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the bully will be told why it is being used
- consider a fixed term or permanent exclusion in cases of repeated or serious bullying

6. Rewards, Sanctions and Managing Behaviour Rewards

At the Young Dancers Academy, we believe it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Verbal praise from an adult is an important reward for good behaviour or work. At the Young Dancers Academy strive to verbally acknowledge and reinforce positive behaviour whenever possible. Written feedback also indicates achievement, effort and means of further improvement.

Rewards are also given in the form of 'Star of the Week' and termly achievement certificates for good work ethic, such as:

- Exceptional piece of work produced
- Improved level of work
- Consistently well prepared for class
- Working consistently hard in class
- Random act of kindness witnessed by staff
- Consistently in correct uniform
- Consistently well behaved in class
- Assisting staff with tasks
- Supporting another student in need
- Working beyond staff expectations
- Team work

7.Sanctions

At the Young Dancers Academy we use the sanctions:

- Verbal Strategies
- Report
- Behaviour Agreement Contract
- Internal/Fixed-term /Permanent Exclusion

The school believes that it is important for parents to be kept informed of sanctions when they are deemed necessary so that parents can work with the school to help their children learn from their mistakes and move on quickly. When serious misconduct occurs, the Executive head will contact parents by phone or email. If the behaviour continues or there is another incident a request for parents to come in for a meeting with the school. Level of sanctions below:

Incidents of concern general misbehaviour in class / studio or	Actions by the school
<ul style="list-style-type: none"> • Low level negative behaviour • Continual lateness, • Failure to register • Ill preparedness • Incorrect uniform or equipment, • Disorganisation • Forgetting homework • Disrupting students learning • leaving equipment around the school and not placed in lockers 	<ul style="list-style-type: none"> • Managed by the teacher • Verbal Warning • Behaviour monitored if 3 warnings in the form of verbal warnings given. • Noted in planner signed and dated
<p style="text-align: center;">-Level One-</p> <p style="text-align: center;">Continued misbehaviour after initial reprimand</p> <ul style="list-style-type: none"> • continuing to disrupt learning • Defiant behaviour • Challenging a teacher- un-cooperative • Disruptive in lessons eg. refusing to move when asked • Using a mobile phone in lessons. • Truantiing from class, • Leaving the school without consent • dangerous play 	<p style="text-align: center;">-Level One-</p> <ul style="list-style-type: none"> • Teacher will notify the Directors that the student has been placed at level one. • Meeting with one of the Directors. • Pupil will have report targets initially for one week. • Review report targets with parents at the end of the week. • Report targets may be reset for a further period.

<ul style="list-style-type: none"> • inappropriate use of social media or internet sites • unacceptable language. • Insolence, disrespect, verbal or physical unkindness. • Cheating or plagiarism 	
<p style="text-align: center;">-Level Two-</p> <p>Poor response by student to targets or disrespect to staff member</p> <ul style="list-style-type: none"> • Repeated level one behaviour • Report targets not being met • deliberate disruptive behaviour, • damage to school property, • dishonesty, vulgarity or repeated swearing. 	<p style="text-align: center;">-Level Two-</p> <ul style="list-style-type: none"> • Parents will be contacted by the Directors of the school to notify them that their child is now on level two. • Staff will be informed. • A meeting will be set between the parents, student and Directors.
<p style="text-align: center;">-Level Three-</p> <p>Situation continues or worsens, or student involved in a serious incident</p> <ul style="list-style-type: none"> • Repeated level two behaviour • Very disruptive in lessons • escalating inappropriate classroom /studio / public behaviour, wilful damage or stealing. • verbal/physical, abuse/bullying • Damage to an individual's belongings or school property including vandalism and graffiti. • Theft • Malpractice in examinations. 	<p style="text-align: center;">-Level Three-</p> <ul style="list-style-type: none"> • Meeting with parents, Directors, and a member of the school's Trustee board. • This may result in temporary external suspension. • All concerned will negotiate a contract for the child's return. Contract will then be monitored. • A letter to the parents stating that their child is now on level three of the Sanctions policy. • Staff will be informed.
<p style="text-align: center;">-Level Four-</p> <ul style="list-style-type: none"> • Child breaks contract • Bringing school into disrepute; • Possession or taking dangerous, substances eg drugs possession of cigarettes, vaping , alcohol • Possession of pornography • Abusive behaviour or malicious allegation made towards a member of staff; • • More serious peer on peer abuse; violence; bullying; fighting; any form of sexual harassment or sexual violence; upskirting; • racist abuse; • serious damage to property; 	<p style="text-align: center;">-Level Four-</p> <ul style="list-style-type: none"> • The Directors and a Trustee will receive a full report from all staff concerned. • Referral to outside agencies such as the police. • Directors meet with parents and student. • If proven will result in permanent exclusion. The parents have the right to appeal to the board of Trustees.

8. Managing Behaviour

How we react as adults determines how students will respond and behave. The following are examples of inappropriate behaviour

- Low level negative behaviour;
- Lateness; failure to register; incorrect uniform or equipment
- off task;
- Poor effort/incomplete work
- Disrupting the learning of others/lessons
- Repeated poor behaviour;
- Defiant behaviour - challenging teacher – uncooperative;
- Using mobile phone in lessons.
- Truanting from class;
- Leaving school premises without consent;
- Cheating, plagiarism;
- Vandalism/graffiti;
- Possession of cigarettes, alcohol, vaping device or pornography/weapons
- Verbal/physical bullying;
- Theft;
- Bringing school into disrepute;
- Abusive behaviour or malicious allegation made towards a member of staff;
- More serious peer on peer abuse; violence; bullying; fighting; any form of sexual harassment or sexual violence; upskirting;
- racist abuse;

Staff should:

- respond constructively and calmly; do not shout;
- separate the behaviour from the person;
- discuss with colleagues and take advice;
- if a student is aggressive: be calm, look relaxed, stand still, look at the student, use his or her name, acknowledge feelings, offer choices, agree to tackle the problem, give a quiet order and repeat it, use humour not sarcasm, send for help if necessary, move on;

- if a student is defiant: look at the student, use his or her name, be positive, express dissatisfaction with the behaviour and remind him or her of the consequences, re-direct e.g. focus on work by moving to another student, stay friendly and praise for settling back to work. It is not possible to have an in-depth conversation with a student during the lesson or class and it is never advisable to confront a student in front of his or her peers. It is much more effective to arrange to see the student outside of the lesson to discuss behaviour and positive ways forward.

Report cards are used as a means of monitoring a student's progress or behaviour and are a successful tool for helping the student to track his or her performance. Where appropriate, reasonable notice of the sanction will be given. There are four types of detention.

Behaviour Agreement Contracts may be used in the case of more persistent or ongoing issues. This is an agreement between the school and the student about expected behaviour. This contract is signed by the student, the parent, Executive Director and or the Director of Academics regarding Internal/Fixed Term /Permanent Exclusions. Only the Executive Director with the agreement of the Director of Academics has the power to exclude a student from school, either for a fixed term or permanently. A student may be excluded through either internal or external exclusion for one or more fixed periods, for up to 45 days in any one school year. A student may also be excluded permanently (expelled). A fixed-term exclusion may be converted into a permanent exclusion if the circumstances warrant this.

Parents have the right of appeal. Parents should be informed that it is now a criminal offence punishable by fixed penalty fine or prosecution of the parents if a child is seen in a public place during normal school hours without reasonable justification, during the first five days of exclusion from a state school. Students excluded from an independent school may be apprehended as it would not be evident to a police officer that the child is not from a state school.

Other sanctions:

The school may prescribe and authorise the use of such other sanctions as comply with good educational practice and tend to promote observance of the school's code of conduct. The academic and vocational departments also make clear their expectations and rules regarding rewards and sanctions relating to late work and behaviour during lessons.

This also means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice. A teacher or someone who has lawful control of the child can search a student with their permission to look for any item that the school's rules say must not be brought into school. The Executive Director and other members of staff authorised them have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons

- alcohol
- illegal
- stolen items
- fireworks
- pornographic images
- articles that have been, or could be, used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Use of force All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution. Corporal punishment is prohibited at all times.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
 - causing personal injury to, or damage to the property of, any student (including himself or herself), the school or any member of the school community
 - prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise
- Young Dancers Academy does not encourage the use of force and it will be used very rarely in special circumstances.

There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Executive Director has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises i.e. on a school trip. Following serious incidents involving the use of force, the school will speak to the parents/guardians concerned.

It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school. Full details of procedures are available in the school's

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school rules during school trips or extended school activities such as shows, or any event where poor behaviour might jeopardise the chances of future students participating.

Code of Behaviour for Educational Visits and offsite conduct

Students are reminded:

- That they should arrive punctually.
- That they must at all times follow the directions given to them by members of staff.
- That they must listen to and follow directions given to them by staff employed at the venue and to treat the staff with courtesy and respect.
- That in public places they must behave in a considerate manner and not inconvenience members of the public in any way.
- That they must behave in a responsible and safe manner whilst travelling.
- That they must come equipped for and complete the appropriate work. Students Must Never
- Eat, drink or chew gum whilst attending an exhibition, lecture etc.
- Leave their allotted group without prior permission from staff.
- Leave the venue without prior permission from the visit organiser.
- Visit a venue's café or souvenir shop without prior permission from a member of staff.

Policy written by	Kerry Williams – Executive Director and the SMT
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