

Behaviour & Anti-Bullying Policy

Just 4 Kids Performing Arts

Policy Lead: Victoria Nagy, Principal

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Next review: September 2027

1. Our Approach

At Just 4 Kids Performing Arts (J4K), we want every child to feel **safe, valued, included and able to enjoy being part of the group**.

Positive behaviour is an important part of creating happy, creative classes where children can learn, perform, make friends and grow in confidence.

Our approach is based on **kindness, encouragement, clear expectations, mutual respect and consistency**. We recognise that children are still learning how to manage their emotions, relationships and behaviour, and mistakes can be an important part of that learning.

Where difficulties arise, we aim to respond calmly and fairly, helping children understand what has happened, how their actions have affected others and what they can do differently next time.

However, behaviour that compromises another child's safety or wellbeing-including bullying, intimidation, discrimination or physical aggression-will always be taken seriously.

2. Our Class Expectations

We keep our main class rules simple and positive so that children can understand and remember them:

- **Listen with your ears and eyes**
- **Raise your hand to share**
- **Follow instructions with thought and care**

These are supported by wider expectations that children:

- treat others with kindness and respect;
- listen when others are speaking or performing;
- take turns and work cooperatively;
- respect other people's personal space and belongings;
- celebrate and encourage one another;
- express feelings safely and respectfully;
- follow reasonable instructions from the J4K team;
- behave in a way that allows everyone to feel safe and enjoy the class.

3. Encouraging Positive Behaviour

We believe positive behaviour is most effectively developed through **encouragement rather than punishment**.

Depending on the age and class, we may use:

- specific praise for effort, kindness, teamwork, focus and improvement;
- stickers or small rewards;
- peer encouragement and praise;
- applause and positive shout-outs;
- class celebrations;
- opportunities for responsibility and leadership;
- recognition of progress and positive change.

We try to notice children **getting things right**, rather than focusing only on behaviour that needs correcting.

4. When Behaviour Becomes Difficult

Children sometimes become distracted, overexcited, frustrated or upset. A child making a poor choice does not automatically mean there is a serious behaviour problem.

Where appropriate, J4K will normally use a gradual response such as:

1. Gentle reminder

A calm prompt about the behaviour or class expectation.

2. Second reminder / reflection

Helping the child recognise what is happening and how their behaviour may be affecting the group.

3. Time to talk

A brief conversation with a member of the J4K team, which may take place away from the immediate activity where appropriate.

4. Parent/carer communication

If behaviour is continuing, recurring or more significant, we may speak with the child's parent or carer so that we can work together.

Our aim is to help the child **understand, repair and move forward**, rather than shame or embarrass them.

5. Individual Needs & Behaviour

We recognise that behaviour is communication and that children may behave differently for many reasons.

Additional needs, disabilities, neurodivergence, communication difficulties, anxiety, sensory needs or circumstances outside J4K may affect how a child responds to a situation.

Where we are aware of an individual need, we will consider appropriate and reasonable adjustments and work with parents/carers wherever possible.

Our expectations may therefore be supported or adapted for individual children where appropriate.

However, **supporting an individual child's needs does not mean that unsafe behaviour towards other children or staff can be ignored.**

The safety and wellbeing of everyone attending J4K must be considered.

6. Physical or Unsafe Behaviour

Physical aggression or behaviour that creates a significant safety risk will be taken seriously.

This may include:

- hitting, kicking, biting, pushing or grabbing;
- deliberately hurting another child;
- throwing objects dangerously;
- damaging property;
- threatening behaviour;
- repeatedly invading another person's physical boundaries;
- behaviour that places the child themselves or others at risk.

Depending on the seriousness of the situation, the normal reminder stages may be skipped.

A child may be temporarily removed from an activity or supported separately while the situation is made safe.

Parents/carers will be informed where appropriate and, if behaviour is recurring, J4K may work with the family to agree additional strategies.

7. What Is Bullying?

Bullying is different from an ordinary disagreement, friendship difficulty or isolated incident of unkind behaviour.

For the purposes of this policy, bullying generally involves **repeated, intentional behaviour that causes harm and involves an imbalance of power**.

This distinction was also central to your previous Anti-Bullying Policy.

Bullying can take different forms, including:

- **Physical** - hitting, pushing, kicking or deliberately hurting someone.
- **Verbal** - repeated name-calling, threats, cruel teasing or offensive comments.
- **Social/indirect** - deliberately excluding someone, spreading rumours, manipulating friendships or hiding/damaging belongings.
- **Cyberbullying** - using messaging, social media, gaming or other digital platforms to repeatedly intimidate, humiliate or harm someone.
- **Prejudice-related bullying** - bullying connected to characteristics or perceived differences such as race, disability, religion, sex, sexual orientation, gender reassignment, appearance or background.

Not every disagreement or hurtful incident is bullying. **However, an incident does not have to meet the definition of bullying before J4K will address it.**

One serious incident of aggression, discrimination, intimidation or deliberately hurtful behaviour may still require immediate action.

8. A Telling Environment

J4K is a **telling environment**.

Children should feel able to tell a member of the J4K team if something has happened that has made them feel frightened, uncomfortable, excluded or upset.

Parents/carers are also encouraged to raise concerns with us.

Children will not be told simply to ignore bullying or expected to deal with it themselves.

Concerns will be listened to and taken seriously.

9. Signs That a Child May Be Experiencing Bullying

Children do not always tell an adult directly that something is wrong.

Possible changes may include:

- suddenly becoming reluctant to attend J4K;
- withdrawal or unusual anxiety;
- a noticeable loss of confidence;
- unexplained injuries or damaged belongings;
- becoming distressed around particular children or situations;
- changes in friendships or social behaviour.

These signs do not necessarily mean that bullying is occurring, but concerns should be listened to and explored appropriately. Your previous policy similarly recognises that behavioural changes can have many explanations.

10. Responding to Bullying

If bullying is reported or suspected, J4K will respond appropriately to the circumstances.

This may include:

- listening carefully to the child raising the concern;
- ensuring their immediate safety;
- informing the Principal;
- speaking separately with children involved where appropriate;
- recording significant incidents factually;
- informing relevant parents/carers;
- considering whether previous incidents indicate a pattern;
- agreeing appropriate support and/or consequences;
- monitoring the situation.

Serious concerns may also be dealt with under J4K's **Safeguarding & Child Protection Policy**.

Where necessary, appropriate external agencies may be contacted. This consolidates the investigation and recording process from your existing Anti-Bullying Policy.

11. Supporting the Child Experiencing Bullying

A child who reports bullying will be listened to and supported.

Depending on the circumstances, this may include:

- providing an opportunity to talk privately with a trusted adult;
- reassuring them that telling someone was the right thing to do;
- agreeing ways to help them feel safe;

- monitoring interactions;
- involving their parent/carer;
- supporting their confidence and participation within the group.

We will avoid placing responsibility on the child experiencing bullying to resolve the situation themselves.

12. Supporting a Child Whose Behaviour Is Hurting Others

We also recognise that simply labelling a child a "bully" is rarely helpful.

Where a child has engaged in bullying or repeatedly harmful behaviour, we will aim to help them understand:

- what happened;
- how their actions affected another person;
- why the behaviour is unacceptable;
- what they can do differently;
- how relationships may be repaired where appropriate.

Parents/carers will normally be involved in addressing significant or repeated behaviour.

Support does not remove accountability. Children will still be expected to change behaviour that is causing harm to others.

This keeps the supportive approach in your original Anti-Bullying Policy, which called for understanding the reasons behind behaviour while helping the child recognise its impact.

13. Serious or Persistent Behaviour

Most difficulties can be resolved through encouragement, communication and appropriate support.

However, J4K must also protect the safety and wellbeing of the wider group.

Where behaviour is **serious, unsafe or persistent**, J4K may:

- meet with or contact the child's parent/carer;
- agree additional behaviour/support strategies;
- make reasonable adjustments where appropriate;
- increase supervision where reasonably practicable;
- temporarily restrict participation in a particular activity;
- issue a formal warning;
- suspend the child from J4K for a specified period;
- in exceptional circumstances, end the child's place at J4K.

A decision to suspend or end a child's place would not be taken lightly and would normally follow attempts to work with the family, **unless an incident is sufficiently serious that immediate action is necessary to protect children or staff.**

Your previous Anti-Bullying Policy already provided for fixed-term exclusion or termination of J4K membership in serious cases.

14. Bullying or Conflict Outside J4K

J4K cannot control children's interactions outside our sessions, including private messages, social media or activities at school or elsewhere.

However, if something happening outside J4K is affecting a child's **safety, wellbeing or relationships within J4K**, parents/carers are encouraged to tell us.

We will listen to concerns and consider what action is appropriate within our role.

Your previous policy made the same distinction between J4K's responsibility and its willingness to support children affected by outside interactions.

****15. Preventing Bullying & Building Positive**

Relationships**

Prevention is an important part of our approach.

Through J4K activities and the way our classes are led, we encourage:

- kindness and empathy;
- teamwork;
- respect for differences;
- positive friendships;
- celebrating one another's achievements;
- confidence to speak up;
- inclusive language and behaviour;
- understanding the impact our actions can have on others.

Drama and storytelling also provide natural opportunities to explore relationships, emotions, choices and consequences in an age-appropriate way.

16. Working With Parents & Carers

Positive behaviour works best when J4K and families communicate openly.

We encourage parents and carers to tell us about anything that may be affecting their child's experience at J4K.

Where behaviour concerns arise, our aim is to **work with families rather than against them**, while remaining clear about the standards necessary to keep the wider group safe and happy.

17. Safeguarding

Some behaviour or bullying concerns may also constitute a safeguarding concern.

If information suggests that a child may be experiencing or at risk of significant harm, J4K's **Safeguarding & Child Protection Policy** will take precedence and appropriate safeguarding procedures will be followed.

18. Confidentiality

Behaviour and bullying concerns will be handled sensitively.

Information will only be shared with people who reasonably need to know in order to manage the situation, support the children involved or meet J4K's safeguarding responsibilities.

We may not be able to share details about action taken regarding another child with a parent/carers.

19. Concerns & Complaints

Parents or carers with concerns about behaviour or bullying are encouraged to contact **Victoria Nagy, Principal**.

We will aim to listen, understand the concern and address it appropriately.

If a parent/carer remains dissatisfied with the way a concern has been handled, they may follow J4K's **Complaints Policy**.

20. Monitoring & Review

This policy will be reviewed annually, or sooner following a significant incident, change in J4K practice or relevant change in guidance.

Related J4K Policies:

Safeguarding & Child Protection • Equality, Diversity & Inclusion • Health, Safety, First Aid & Medical Needs • Complaints • Terms & Conditions