

Academy Behaviour Policy.



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Helpringham Primary Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe Academy where pupils feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of Academy time and premises. It extends to all members of our Academy community. Good behaviour and self discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their Academy years.

The policy is based on the good practice outlined in DfE guidance on Behaviour in Schools (2024) and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][Schedule 1 to the Independent Academy Standards Regulations 2014 (academies)].

1. Aims

Helpringham Primary Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Academy code of conduct

It is a primary aim of our school that every member of the community feels valued and respected, and that relationships are positive. Good behaviour is fundamental to success in the classroom. Helpringham Primary Academy aims to work in partnership with the whole community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom.

To achieve high expectations, it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning.

Helpringham Primary Academy follows its HEART values and the fundamental belief that there is mutual tolerance and respect between everyone in our school community. Good behaviour is expected in every aspect of school life; in the classroom, in the playground, during extracurricular activities, on visits and trips and in the way the children move around the school site. We want our children to set an excellent example. On visits, our children are expected to be “ambassadors” for their school. They are taught that their behaviour matters, and that courtesy and good manners will be recognised and appreciated. We recognise that good behaviour has to be worked for, it does not simply happen. “Problems” are normal where children are learning and testing the boundaries of acceptable behaviour. This is a daily, on-going process.

Aims

- To provide a welcoming, safe and secure environment that is both calm and orderly, for the whole school community
- To model and expect a set of preferred behaviours based on trust and mutual respect
- To be explicit about the consequences of behaviours
- To support pupils in accepting responsibility of their own behaviour
- To develop and sustain a positive culture in both learning and teaching

The School's ethos and values 'HEART', underpins everything we do and expect of each other on a daily basis.

H - Happy
E – Equal
A – Aspirational
R - Resilient
T – Team

School Rules – linked to the school values

Happy – We are kind to each other
Equal – We respect the views of everyone
Aspirational – We try our best with our learning and behaviour
Resilient – We aim to succeed in all areas
Team – We value our school community

3. Standards of behaviour

3.1 Academy

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions 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 pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and 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 learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy 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. We promote good behaviour within the Academy curriculum and reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the Academy.

Helpringham Primary Academy staff use a House Point reward system to acknowledge good behaviour and effort. This system allows staff to prioritise positive behaviours seen. Behaviour that does not meet the standards expected in school are logged on CPOMs by staff and if appropriate parents will be notified.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support. This could include: personalised interventions, time-out, regular 1-1 sessions with an adult in school – including with our ELSA.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An *[Individual Behaviour Plan and/or Pastoral Support Plan and/or Provision Maps]* will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Academy's SEN Information Report for more information.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

3.2 Pupils

The Academy expects all of its pupils to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our Academy even when off Academy premises, and we expect them to act accordingly. They are expected to obey Academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as individual behaviour plans. Academy work and homework should be well presented, completed to a high standard, and handed in on time. The Academy asks that pupils carefully read and then sign a home-Academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Other policies which support this policy are available on the school website.

Under no circumstances will illegal or inappropriate items be tolerated in Academy, and all pupils will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"

- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the Academy rules as set out in section 4

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents sign the **home-Academy agreement** to indicate that they will respect and support the Academy’s behaviour policy, including ensuring appropriate use of digital equipment and the authority of the Academy staff. Building Academy life into a natural routine – ensuring that your child is at Academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to Academy rules and procedures.

We ask parents to work with the Academy in support of their child’s learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the Academy with staff or the headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, to attend a reintegration interview at the Academy with their child.

4. Academy rules that apply at all times to all members of the Academy community

- Always be on time.
- Keep your appearance smart and tidy, and wear specified Academy uniform at all times to and from Academy.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the Academy, and to members of the general public.
- Take care of your environment, both on the Academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from Academy will not be tolerated.
- 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.
- The following items are not allowed in Academy under any circumstances:
 - Alcohol and drugs including “legal highs”
 - E-Cigarettes, Cigarettes, matches, and lighters

- Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
 - Mobile phones – note new DFE guidance on mobile phones and refer readers to section 6
 - Unauthorised electronic or recording devices
 - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
 - Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Gambling is not allowed on Academy property.
 - Mobile phones and other smart devices – any gadget that connects to the internet or networks allowing it to collect or submit data - including smartwatches, recording and tracking devices, are not allowed in school. We recognise that some children, usually in upper Key Stage 2, may be allowed to travel to school independently and parents/carers may want to track them for their safety. Any phone or device that is brought into school must be turned off by the pupil once in school and given to the class teacher who will keep them in a secure location. School are not liable for any device brought into school should anything happen to it.

4.1 Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in Academy. If they need medication they can go to the school office to seek further support.

Medication

We are aware that it may be necessary for some pupils to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the 'Supporting children with medical needs' policy. Short-term prescribed medication will only be allowed in school if it has been requested by a medical professional that the medication is taken four times a day or more. In this instance a medical form would need to be completed at the school office where the medication should be handed over to a member of staff.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

5. 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

Helpringham Primary Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy 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.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to pupils 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.

If an allegation of bullying does come up, the Academy 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 headteacher
- 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 Academy 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 whether suspension or exclusion is appropriate in light of the circumstances.

Each year the Academy takes part in Anti-Bullying week to highlight this however it is also addressed throughout the school year within PSHEE and RSE lessons.

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Helpringham Primary Academy operates using the following disciplinary measures:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Our primary response is a restorative one. A desire to understand and explore behaviours as a form of communication or unmet need.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- Reflective task based on an account of their behaviour
- Expecting work to be completed at home or, in some cases, during part of their playtime.
- Loss of privileges – for instance, the loss of a prized responsibility
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

6.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs

- “legal highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. ‘Outer clothing’ any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).”

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

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. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in Academy will be destroyed.

6.2 Use of force

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

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during a teaching session or otherwise.

Helpringham Primary 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 Academy have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e., on an Academy trip.

Following significant incidents involving the use of force, the Academy will speak to the parents concerned and also be recorded by the Academy. See *Trust Use of Reasonable force and Physical Intervention Policy*.

7. Attendance

Regular attendance at Academy is required by law, and Helpringham Primary Academy takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. More information can be found in the **Trust Attendance Policy and the Academy specific Attendance Procedures**.

8. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform is as follows:

- White polo shirt
- Purple jumper / sweatshirt / cardigan - with optional school logo
- Dark grey skirt / pinafore / trousers/ shorts
- Dark coloured sensible leather-type sturdy shoes or boots with no more than 1 inch heels or plain dark trainers
- Purple and white checked dress in the summer (optional)
- Black, grey or white socks or tights
- Long hair should be tied back with appropriate discrete hair accessories

NB – Jewellery must not be worn for health and safety reasons and where ears are pierced, only small studs are permitted to be worn. Exceptions can only be made for medical or religious reasons.

P.E. Kit

For reasons of Health and Safety it is important that **no** jewellery is worn during P.E. or swimming. Pupils should remove earrings before coming to school or be able to remove them independently before the lesson. Long hair should also be tied back.

Our P.E. uniform is:

- Plain white T-shirt
- Plain black or navy shorts
- Trainers for outside games
- Tracksuit bottoms - plain black or navy
- Tracksuit tops/Jumpers - plain black or navy

For swimming a full swimming costume (not bikini) or swimming trunks/shorts should be worn. Swimming hats must be worn by all. A towel will be needed from home.

Where to purchase it

- Parents and carers can obtain uniform from:
 - Uniform Direct online: <https://uniform-direct.com>
 - Or can be bought more widely, e.g. from 'high-street' retailers
 - Nearly new uniform sales will take place periodically throughout the year
 - Requests for nearly new uniform items can be made via the school office
 - Details of any local uniform exchange schemes running, will be shared on school social media

Expectations for our school community

We all believe that a school uniform is important for the following reasons:

- It looks smart and gives a sense of belonging
- It eliminates social problems caused by latest fashion fads
- It contributes to a feeling of pride within our school

Pupils

Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

- On the school premises
- Travelling to and from school
- At out-of-school events or on trips that are organised by the school, or where they are representing the school (if required)

The Academy uniform should be worn by all pupils in Reception Year through to year 6. Parents of pupils who come in without the correct Academy uniform will be contacted to ensure that the correct uniform is quickly seen in school. Repeated incidences of failure to wear the correct uniform may result in further sanctions being applied. If any child is unable to wear the uniform, parents/carers must immediately request to speak to the SENCO or Headteacher.

9. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, near the Academy premises or where it would be considered reasonable to impose sanctions for behaviour outside Academy e.g. cyberbullying, will be disciplined by the Academy. This also applies to pupils who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The Academy will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the Academy/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the Academy or the pupil was taking part in any Academy-organised or Academy-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the Academy or might be expected to act as an ambassador for the Academy.

10. Rewards policy

[Name of Academy] believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

Helpringham Primary Academy believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

House Points	House points will be given for positive behaviour and good effort in work. Prizes and certificates are given for house point milestones.
Positive Praise	Verbal/thumbs up/smiles
Stickers	In class and by staff around school to acknowledge positive behaviour and work.
Star of the week Certificates	For excellent behaviour or attitude to learning – one chosen per class.
Values Certificates	Awarded to children by the class teacher for exceptionally demonstrating our school values.
Always Child Award	One child per year group will be chosen for consistently good attitudes in school a every half-term
Reading Award	One child per half term per class will be chosen for demonstrating a love for reading, significant improvement or regular reading at home.
Responsibilities	Leadership roles awarded for demonstrating school values. E.g house captains, reading ambassadors,

11. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures may include alternative playtimes away from the reported victim or working in an alternative classroom whilst the investigations take place. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

12. Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the **Trusts Complaints Policy**.

[This policy will be reviewed annually.](#)