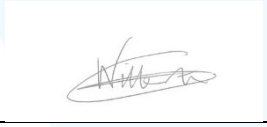
Staniland Academy Behaviour Policy

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Staniland 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

Staniland 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

The Code of Conduct supports the implementation of our Behaviour for Leaning Policy outlining the rules, rewards and sanctions that support positive behaviour. **It is essential that the whole school community understand the need for consistency and fairness in the application of the code.**

Celebrating good choices and giving positive recognition is the basic premise of the Code and it is essential that the time spent on this outweighs the time spent on irresponsible behaviour. This will ensure that the relationships are as positive as possible.

Where possible we encourage the children to regulate their behaviour and emotions by using strategies to support these, teachers can refer to these when needed and children can access them freely around school.

The Code of Conduct is made up of four components:

- Rules
- Positive recognition for pupils following the rules
- Encouragement of pupils to make good choices
- Sanctions and consequences to support a change in behaviour

The first component of the Code is the rules

Resilience

Equality

Smiling

Pride

Exemplary

Compassionate

Tolerance

Consistency in applying the Code is **essential**. Pupils can expect that good behaviour should be recognised and rewarded. This will ensure that the Code is respected by all stakeholders.

The second component of the Code is positive reinforcement of good behaviour and compliance with basic rules

Pupils can expect rewards for good behaviour and compliance. Such rewards are the opportunity for staff to motivate and raise their self-esteem and must be seen as an essential part of the Code. There are several mechanisms to positively reward pupils:

- **Words of praise** – such a simple, easy and highly effective way of positively recognising good behaviour and ideal for building positive relationships
- **Regulation activities**- the children will be encouraged to use self-regulation activities to support their choices.
- **Marking of work** – an ideal opportunity for positive comments on the work being done by a pupil
- **Whole school reward (House Points)**
- **Assembly rewards**
- **Celebrating positivity on our home/school learning platform and Facebook.**
- **Phone calls and letters home** – simple and direct, pupils really appreciate these

The third component of the Code is to encourage good choices

Breaking the rules must be challenged in a way that gives the pupils guidance and time to make good choices.

- Begin with a verbal warning (explicit statement of reason why).
- A continuation of their behaviour results in a name on the board (explicit statement of reason why).
- Further breaches will result in a cross being given to that particular pupil (again with an explicit statement of why).
- A further breach will result in a second cross, along with a reason (Class Teacher to refocus the pupil at this stage).
- A third cross, within a lesson, will result in the pupil being removed from class.
- In the case of a removal, work must be provided by the teacher. The pupil must be taken to a partner class.
- Where breaches of the rules occur and behaviour is extreme **in class** e.g. deliberate physical violence, abuse of staff or absconding then up to 3 crosses can be given and removal from the **next session (usually one lesson)** must be adhered to regardless of time given morning or afternoon sessions.
- Where breaches of the rules occur and behaviour is extreme **at playtimes and lunchtimes** e.g. deliberate physical violence, abuse of staff or absconding then up to 3 crosses can be given and the child/children will **miss their next break or lunchtime**. The class teacher will be informed immediately at the end of break or lunch of the incident.
- Under no circumstances should house points be removed for negative behaviour.

ALL CROSSES GIVEN WILL BE RECORDED on Edgen – crosses include in actions the child's name; detail of incidents and how many crosses were given.

Positive application of this system will include clear instructions for all activities and lots of encouragement to behave appropriately, including appropriate verbal praise and rewards.

Only in exceptional circumstances or severe violations should the warning and cross system be circumvented; this will be reviewed on an individual basis.

The fourth component of the Code is the use of sanctions and consequences to support a change in behaviour

The class teacher will inform parents if they have concerns about behaviour. If the pupil's behaviour does not improve during that time, then the parents will be invited into school for a meeting with appropriate staff.

- If a pupil receives **8 crosses in a week a letter or a phone call will be sent/made to parents** explaining the situation and requesting their support in encouraging their child to correct negative behaviour. The class teacher is expected to contact the parent regarding the information.
- If another letter/phone call is generated within a 6-week period, the Assistant Head or Deputy Head and class teacher will meet with the parent.
- A third letter will result in a meeting between the parent, the Deputy Head, SENDCo (Special Education Needs Leader) or Headteacher and the class teacher where a Behaviour Management Plan will be implemented and reviewed.

Where the behaviour is more extreme, the school reserves the right to deal with this behaviour not following the components of the code and it could lead to isolation in school for a fixed period, or a fixed term exclusion. These instances will be dealt with by the headteacher referring to all the components from the incident.

The SENDCo will always be kept informed and may liaise with external support agencies if required.

If the pupil continues to experience difficulties the SENDCO may deem it necessary, with the help of the class teacher and external agencies, to request further assessment through a range of appropriate agencies.

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.

All pupils will be taught and reminded of expectations through assemblies, school curriculum including PSHE, class discussions, modelling of good behaviour and expectations.

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.

Staff are a constant presence around the site, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately. Senior Staff (SLT) will monitor crosses on Edgen to track behaviour patterns and to offer support where needed.

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: time out, mentoring and coaching, supportive intervention groups and adapted behaviour plans.

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. A Pastoral support plan/ behaviour improvement plan and/or a risk assessment 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.

Staniland 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 pastoral support programmes or parenting agreements. Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to sanctions, such as helping the child complete homework within part of a break time. If pupils are struggling to meet the requirements of their homework for any reason, they should discuss this with their teacher who will work with them to support. 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.

- Under no circumstances will illegal or inappropriate items be tolerated in the 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. This includes daily class uniform and PE kit uniform.
- 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/vapes, cigarettes, matches, and lighters
    - Chewing gum
    - Weapons or toy 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, including digital media
    - Unauthorised electronic or recording devices
    - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon even if it is a toy
    - 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)
    - *Mobile phones – note new DFE guidance on mobile phones and refer readers to section 6*

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 their class teacher who will direct them to Mr Lowe or another trained first aider.

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. This policy can be found on the Academy website.

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

Staniland Academy wants to make sure that all pupils feel safe 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. This includes cyber bullying that happens away from the school site.

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.

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. Staniland Academy operates using the following disciplinary measures:

Sanctions include:
· Time out – to reflect about their behaviour choices and an opportunity to de-regulate.
· Missed play time/break time - to reflect about their behaviour choices and an opportunity to de-regulate.
· Time spent within another classroom - to reflect about their behaviour choices and an opportunity to de-regulate.
· Time spent working away from classes - to reflect about their behaviour choices and an opportunity to deregulate.
· Meetings with pupil and parent carer (more detail within the code of conduct, found on the Academy website).

Sanctions are adapted relating to the seriousness and frequency of the behaviour. This may include suspension or exclusion from the Academy. Details regarding suspension or exclusion can be found on the Academy website. (Refer to the Trust exclusion Policy for suspensions and exclusions – found on the Academy website).

If you wish for a child above Y4 to bring a mobile phone to school because they walk to and from school by themselves, then they must turn off the phone upon entering the school site. Once entering the classroom, they must place their phone into a class basket. The phone will be stored for the day by the class teacher and returned at the end of the school day at 3.20 pm. If your child attends breakfast club or afterschool clubs, a phone basket will also be available.

Please note if you choose to send your child to school with a phone you are accepting full responsibility for the phone. School will not be responsible for any damage caused; it may not be clear to when and how the damage occurred. For example – damage to screens could be caused on the way to or from school.

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/vapes, 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/vapes confiscated in Academy will be destroyed. Parents/carers will be notified.

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.

Staniland 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 a 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 (found on the Academy Website).

7. Attendance

Regular attendance at Academy is required by law, and Staniland Academy takes attendance very seriously. There is a register taken twice daily at the start of each morning and afternoon (8.50am in the first instance), 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 (found on the Academy website).

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: 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 full uniform policy can be found on the Academy's website.

The broad overview of the school uniform is as follows:

- grey trousers or skirt
- white shirt or polo shirt
- red jumper/cardigan.
- Smart school shoes are also to be worn.

The PE kit uniform consists of:

- black shorts (not tight cropped shorts i.e. Nike pros)
- trainers or pumps (be mindful, trainers are more suitable for wet weather)
- plain red t-shirt
- cold weather a plain black tracksuit.

The school logos do not need to be on the uniform, this is parental choice.

One set of ear studs is acceptable but no hoops. No other piercings within the primary years. All pupils must also have their hair tied up if it is long enough to do so. A watch may be worn but no other jewellery is permitted. No make-up or nail polish.

The Academy uniform should be worn by all pupils in Reception through to year 6. Repeated incidences of failure to wear the correct uniform may result in sanctions (including exclusion) being applied.

Speak with the class teacher if support is required for the general school uniform or the PE kit uniform. Both uniforms are equally important and part of the Staniland Academy expectations.

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.

Behaviour will be taken into consideration for school residential trips. Safety needs to the priority.

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

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

At Staniland Academy we use (not an exhaustive list):
- House Points
- Words of recognition
- Sharing of good choices and good work
- Praising pupils in assembly – this is for work and following our rules/expectations – RESPECT
- Post cards home
- Letters/phone calls home
- Attendance draws – improved attendance certificates
- Star of the day – EYFS
- Stars of the week
- Attendance class of the week
- Class of the week.

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 time working away from peers in school and exclusion away from school. 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 can be found on the Academy website).

This policy will be reviewed annually.