



EVERTON
FREE SCHOOL &
Football College

Behaviour for Learning Policy

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Introduction

Everton Free School and Football College is committed to providing an environment where all students, staff, stakeholders, associates and communities can feel safe, happy, accepted and integrated. It is imperative that an orderly framework be maintained on a daily basis to ensure effective development of students and to support outstanding teaching and learning.

The School holds an important position in the wider community, educating the young citizens of tomorrow. An emphasis on productive behaviour will allow students to take a positive role within their community both now and in the future. It is therefore important that the School understands its responsibility to nurture an atmosphere which focuses on developing self-esteem and confidence.

Everton Free School and Football College understands the inherent challenges of its Alternative Provision status. Imaginative, creative and solution focused attitudes are pervasive across all areas of the School.

Related Documents / Resources

DfE guidance on behavior set out at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE guidance on exclusion from academies, maintained schools and PRUs in England:

Everton Free School and Football College Partnership Pledge

Everton Free School and Football College SMSC Policy

Everton Free School and Football College Preventing Bullying Policy

Context

Everton Free School and Football College's educational philosophy is centered on the explicit aims in its vision and ethos. The highest expectations, an inclusive approach, a commitment to safeguarding and a determination to cultivate success for young people are at the heart of everything we do.

Our specific vision and ethos objectives are to:

- Ensure students are afforded appropriate progression routes to positive futures;
- Work in partnership with other professionals, schools and agencies to raise student achievement;
- Develop innovative and quality driven approaches to teaching and learning;
- Deliver a curriculum underpinned by challenge, choice and customisation
- Build student self-esteem and nurture positive self-belief through the 'three R's' – Respect; Responsibility and Resilience;
- Provide students with compassion and challenge within a stable and structured environment;
- Turn bold and creative educational innovation into tangible results through clearly defined leadership
- Use robust governance to guarantee that high standards of leadership, teaching and learning and pastoral care are maintained and to challenge the School during its development.

We recognise that students' attitudes and behaviour at Everton Free School and Football College are not only linked to home circumstances and contexts but also to the quality of relationships promoted by Everton Free School & Football College staff. The quality of relationships at the School is vital in order to create a culture to maintain a collective drive for positive well-being. All relationships are based on the three 'R's': **R**esponsibility, **R**espect, **R**esilience and supported by the School Mission Statement which states that students should be free to:

Excel and achieve nothing but the best
Value the potential of team work
Enjoy new ways of thinking
Revel in learning
Tackle challenges without fear
Open new doors of opportunity
Nurture their talents and never give up

We do not measure positive behaviour merely by compliance. Students in Alternative Provision are invariably caught in negative cycles of reactive behaviour. It is important for students to find an authentic voice of their own and to feel they can express themselves with confidence and honesty. The role of the School is to promote appropriateness and empower students to develop independence, emotional maturity and to take responsibility for developing positive cycles of behaviour.

The expectations around students' behaviour do not end at the school gate or the end of the school day. Students' are expected to act in an appropriate manner at all times and this policy will apply at all times.

Roles and Responsibilities

The Principal and the Governing Body are responsible for the consistent and fair operation of this Policy. In implementing this Policy, staff will be responsible for:

- creating an environment of trust, mutual respect and aspiration;
- ensuring that teaching and learning is interesting, challenging, relevant and personalised to match the needs of students;
- leading by example as positive role models, wanting to find solutions for students;
- setting good habits and model positive behaviour in order to help students establish regular punctual attendance and good behaviour;
- providing early intervention with prompt but calm, solution-focused action where there is poor behaviour or unexplained absence;
- rewarding achievements daily through positive recognition of individual student achievements, excellent attendance and positive behavior logs, and through formal awarding of certificates or prizes in FA (Focusing on Achievement) Assemblies at the end of each term;
- identifying underlying causes to negative behaviour, appreciating the need to solve these issues in partnership with students and their families/carers;
- promoting positive literacy habits across all areas of the students' experiences at the School;
- utilising expertise to ensure positive and effective approaches to supporting complex needs of students who find themselves in Alternative Provision.

In support of the Policy, parents/carers will be encouraged to:

- promote good attendance and participation through reinforcing the expectations outlined in the Partnership Pledge. Parents/carers will be actively encouraged to participate in the day to day life of the School and will be encouraged to offer their views through the 'Free to Speak' questionnaires.

In support of the Policy, students will be encouraged to:

- involve themselves fully in the life and culture of Everton Free School & Football College and contribute ideas through the "Free to Speak" questionnaires and student council. These events will promote the 'Student Voice' and allow for consultation opportunities and group discussions;
- engage with our teaching staff/support staff and SENCO;
- take responsibility for their own behavior;
- respect themselves, others and their environment;
- learn from mistakes;
- Commit fully to the principles of the Partnership Pledge;
- understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Rewards and Sanctions

Everton Free School and Football College operates a system of rewards and sanctions which is closely monitored to ensure that arrangements have due regard to equal opportunities and anti-discrimination. It is important in an Alternative Provision context to keep rewards and sanctions simple and clear. It is also extremely important for the School to promote an ethos of reward and celebration rather than sanction and punishment. Staff are supported to avoid following reactionary cycles that have previously failed students who find themselves in Alternative Provision. While students are expected to take responsibility for their actions, staff must be aware of their own responsibility to act according to precedent, context and well considered professional judgement.

Training and development will be provided to emphasise the importance of a shared understanding of how ALL staff are behaviour managers and positive role models. On a day to day basis the

Director of Student Progress (Behaviour and Safety) will support staff promote productive learning behaviours in the classroom.

Student progress is monitored by tutors in their weekly 'Big Breakfast' Assembly meetings with students. Learning Goals achieved and attendance data will indicate a positive response to learning and should be identified and praised whenever possible. At the end of each half term, students achieving 95% and above attendance will be placed in the "Blue Zone" and be granted a celebratory extra-curricular experience with an educational element attached.

Positive Behaviour and Achievement

It is important that students are recognised when behaving and achieving well. Consistency and high expectations are paramount. In addition to the above, the following will be used as positive responses by ALL staff:

- oral praise, personal recognition;
- written comments on individual pieces of work;
- recording of positive comment in students' personal documents;
- formal weekly recognition in assemblies from all staff;
- informal daily recognition from mentors, teachers and members of SLT;
- recognising and praising 'micro skills' such as being helpful, active listening or sharing, which although common in many young people, may be much more difficult for our students.

Counterproductive / Disruptive / Negative Behaviour

Everton Free School is an Alternative Provision School. The students at the School would have encountered negative cycles of sanctions. In that context, sanctions are only effective if used very rarely, proportionately and consistently. Confrontation is never a way to solve a problem in Alternative Provision.

Staff are expected to deal with these types of issues in the first instance:

- poor attendance and punctuality to lessons;
- a lack of application and a negative attitude to learning;
- poor personal organization;
- eating in class;
- poor manners and/or rudeness;
- abuse of the environment (including litter);
- disrespectful/inappropriate language.

Staff should make every effort to solve any day to day behavioural issues as they arise. In an Alternative Provision context, behavioural issues are likely to occur frequently. In certain circumstances, support may be required when behaviour is significantly defiant and counterproductive and other student learning is impeded. Staff should not hesitate to ask for guidance and assistance from more experienced colleagues if they feel it will improve student well-being and/or behaviour. An informal referral of this nature is generally a much more positive action than a formal approach.

The safety of students and staff is of paramount importance to the well-being of the School. Staff should take care not to put themselves in a position of physical danger.

In cases where there are concerns about on-going negative behaviour, students may be referred for interventions and a BeSmart Coaching Plan. This will be monitored by the Intervention Manager and the Director or Student Progress.

Formal Referrals

If there is no improvement after a significant period of time or a considerable and sudden deterioration in a student's behaviour, a formal referral should be made by an individual member of staff. This referral will be made to the Deputy Principal. At this level, support is essential and students will be issued with a 'yellow card' warning. Parents of pre-16 students should generally always be consulted at this stage. Post 16 students should be encouraged to take responsibility for their actions and for improving their behaviour.

Accurate written details of incidents should be provided with a formal referral. Staff should avoid sending emails about student behaviour/concerns. These can be mis-interpreted and lead to unnecessary confusion. Any statements written about students should be carefully considered and respectfully worded.

Direct formal referrals to the Deputy Principal/Principal should be made immediately in serious cases such as:

- a student uses obscene or threatening language directed personally at a member of staff;
- a student assaults another student or a member of staff;
- cases of theft or vandalism have occurred with clear supporting evidence;
- cases of drug or alcohol abuse are suspected;
- a student presents as the victim/perpetrator of bullying, racism, sexism or homophobia;
- malicious allegations are made against staff members.

This list is not exhaustive and indicates the severity of the behaviour giving rise to the referral. At this stage a 'red card' warning will be issued which serves as a final warning.

In extreme cases of persistent and prolonged disregard for positive behaviour or of sudden very serious incidents or a bold, wilful and absolute rejection of Everton Free School and Football College values, a student will be referred immediately to the Deputy Principal. In certain cases, particularly during the trial 6 week period, students will be referred back to their commissioning school or authority. Depending on the student's current circumstances and history, it may be deemed necessary at this stage for the commissioning agreement to be terminated. This decision can only be made by the Deputy Principal and will be made following a full review of all the evidence available. The information will be presented to the Principal for his decision.

In certain cases a student/parent/carer and commissioner will be presented to a governor. During the student disciplinary, governor panel meeting the Deputy Principal will present a full record of negative/positive behavior logs and a full attendance report. The governor will decide if the placement at Everton Free School is to be continued and if so, this will be reviewed within 2 months.

Behaviour Interventions

Level 1	Intervention Manager	Intervention and Support
Level 2	Director of Student Progress	BeSmart Coaching Plan
Level 3	Deputy Principal	Yellow card
Level 4	Principal	Red Card
Level 5 Panel	Student disciplinary / Governor	2 month review

In the most extreme circumstances (and only if a student is permanently on the Everton Free School roll), the recommendation at this level could be Fixed Term or Permanent Exclusion. This decision would be made by the Principal.

Procedures for Exclusion

Dual registered students will return to the commissioning school / academy / authority.

Students solely on roll at Everton Free School and Football College will be referred to the Local Authority.

Students on trial (for an initial 6 week period) will be returned to their commissioner after approval from the Deputy Principal.

Students may be required to leave Everton Free School and Football College permanently or on a fixed term basis where there is sufficient evidence that a student has committed a disciplinary offence which, if by allowing the student to stay on site, may seriously harm the education or welfare of others.

In taking the decision to exclude a student the Principal will take into consideration all relevant factors. Mitigating factors may include provocation as a result of bullying, the student's emotional and/or medical condition, potential coercion by other students, and the nature of the offence and whether it is a first offence, previous behaviour, an apology, an admission, willingness to cooperate with the investigation and a willingness to make restitution towards the victim.

Aggravating factors may include failing to heed warnings about the risk of exclusion, premeditation of the offence, use of a weapon, previous history of similar incidents, witness intimidation, the victim(s) sustaining injury, the victim being a younger or vulnerable student, lack of contrition or willingness to accept responsibility for his/her action and not cooperating with the investigation or seeking to frustrate it.

- *Notifying Parents/Carers*

When the decision to exclude a student has been made a parent/carer or student if aged 18 will be notified immediately by telephone and this will be confirmed in writing.

- *Notifying Governors*

The Governing Body will review all exclusions and consider any representations made to them by parents/carers.

On receiving notification from the Principal, a representative from the Governing Body will invite the parents or carers, or invite the student if aged 18 or over to attend the meeting. This meeting will take place within 15 school days when the student is permanently excluded or excluded for a period of over 15 school days in a term. For exclusions over 5 school days, and where the parent requests a meeting, the governors will meet within 50 school days. It will require written statements and these will be circulated at least five days in advance of the meeting. The Governing Body may uphold the exclusion or direct the student's reinstatement in Everton Free School.

- *Reviews*

Parents/carers have a right to request a review of any exclusion decisions. As an alternative provider of education, the School has a commitment to ensure that all students are progressed in a way to meet their needs. This will remain the objective in cases of exclusions so the School will work in partnership with parents/carers to ensure appropriate progression routes are established.

In all cases the initial review is undertaken by governors (as set out above). For permanent exclusion decisions, the parents/carers have a right to request a review by an independent review panel. The decision letter from the governors will set out further details regarding the review.

Screening / Searching and Confiscation

At Everton Free School we have the right to search students if we suspect that the student may have a prohibited items such as:

- Mobile phone
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Cigarette papers and tobacco including electronic cigarettes and e-vapes
- Other items which may be used, or may have been used, to commit an offence or which are banned by the school

Staff can seize and confiscate the prohibited items as a result of the search. Staff will instruct students to turn out his/her pockets or bag or use a hand held metal detector (arch/wand).

Staff can undertake a search without consent if there are reasonable grounds for suspecting that a student may have in his/her possession one of the above prohibited items.

Searches will be carried out on school premises or on a school trip by authorised members of staff of the same sex.

If the student is in possession of a prohibited item, police will be involved and a risk assessment and compulsory meeting with our Educational Psychologist will take place, before the student returns to Everton Free School, to assess the level of risk. During this time, the student will be subject to a fixed term exclusion.

Positive Handling

Education legislation allows all teachers to use reasonable force in order to prevent a student from:

- Harming him/herself or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning.

- *Procedure*

Where positive handling may be required, the main school office should be alerted immediately.

The main school office personnel should notify the SLT team and request at least two designated members of staff to attend the incident.

Where designated members of staff are teaching, other SLT members should provide supervision of classes.

Whenever possible, positive handling should only occur when witnesses are present.

Once a student is positively handled they should be taken to a quiet room so the student can be calmed.

Staff accompanying the student must have a mobile phone for communication purposes.

Two designated members of staff must remain with the student at all times, until the student's parents/carers have been contacted.

- *Principles Relating to the Use of Positive Handling*

Positive Handling must only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent, or potentially violent, situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing that immediate action (Positive Handling) is necessary in order to prevent a student from injuring him/herself or others, or causing serious damage to property.

Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The student should be warned orally that positive handling will be used unless s/he desists.

Positive handling must not be used in anger. When it becomes apparent that the student is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in positive handling.

Where possible designated female staff should be summoned as assistance in the instance of female students requiring restraint, and male staff should be summoned as assistance in the instance of male students requiring restraint. Calling for support and assistance provides support and witnesses.

When it becomes necessary to positively handle a student, the member of staff must, if possible, continue to talk to the student in a calm manner, offering choices and time for the student to become calm.

The age and competence of the student must be taken into account in deciding what degree of intervention is necessary.

Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.

Positive handling must not involve deliberately painful or dangerous procedures. It must:

- Never impede the breathing, blood supply or genital areas;
- Never touch intimate areas;
- Whenever possible avoid holding the head, throat or fingers;
- Be discontinued as soon as the situation is deemed safe;
- As soon as it is safe, restraint must be gradually relaxed as the student regains self control;
- A student must never be asked to restrain another student.

Monitoring, Evaluation and Review

The Principal will report the effectiveness of all policies as a regular feature of the termly updates to governors. It is expected that governors will challenge the School to ensure policies are relevant, up to date and implemented appropriately and consistently. This reporting will be informed through monitoring and evaluation on a regular basis by the Senior and/or Extended Leadership Team. Views of stakeholders will also be sought through on-going consultation events, questionnaires, team meetings, training and informal discussion. The review of policies will be embedded within the School's self-evaluation process and will be related to the strategic development plans of the School. The review cycle will ensure that every policy is checked at least once in a 2 year period.

The effective monitoring of policies will involve each member of the Senior Leadership Team being allocated specific responsibility for reporting back the monitoring, evaluation and review of certain policies.

This policy is allocated to the *Deputy Principal, Claire Lamontagne*.

Appendix 1 - Behaviour Management Toolkit

Acceptable standards of behaviour, work and respect depends on the collective example we set. Relationships are vital between everyone at every level and are key to this process. Staff must take the initiative and apply the following:

- meet and greet
- smile and relate
- communicate clearly
- treat everyone as an individual
- understand that a student's behaviour is not necessarily a personality trait
- realise that certain behaviours are directly related to psychological problems, e.g., ADHD, anxiety and ASD
- understand that for many students, the legacy of adverse life experiences manifests in confusion about how to engage in contexts (such as school) that demand formality and self-control
- set and expect high standards
- expect to give and receive respect
- model acceptable behaviour
- apply expectations fairly and firmly.

Students may be inclined to test the School's boundaries of acceptable behaviour. Our behaviour management success is tested not by the absence of problems but by the way in which they are handled.

It helps by:

- avoiding confrontation
- listening and giving students time to offer an opinion.
- focusing on strengths and resilience in students rather than weaknesses or deficits.
- establishing the facts and making judgements only when certain of these facts
- using sanctions/punishments sparingly.

All informal contact contributes to standards of behaviour. Staff must take the initiative to monitor and control behaviour at every opportunity and take responsibility to:

- meet and greet students
- start the dialogue
- set high standards of speech, manner and dress
- deal with unacceptable behaviour in line with the Policy – ignoring it serves to condone it
- report damage, graffiti or litter problems

When presented with particularly challenging students and situations, staff must remain calm and professional and be sure to avoid the following:

- humiliating students – which breeds resentment . Clear examples of humiliation include mimicry of a student's behaviour or making concrete statements about behaviour being wholly attributable to a student's personality.
- over-reacting – which causes the problem to escalate.
- blanket / group punishments – which leads to innocent students feeling unfairly treated and resentful.
- Audience build-up – entertaining to the crowd exacerbates the situation.

It often helps to do all you can do to:

- Use humour (sparingly and carefully as it may be perceived as humiliating) to diffuse a situation – builds bridges and develops relationships.
- Remain calm and offer clear and simple instructions – reduces tension and eases the situation.
- Speak slowly – this will be interpreted as soothing.
- Use distraction – can diffuse a potentially explosive situation.
- Re-focus the student onto something more positive.

- Listen to students in turn – earns respect and helps to reach a judgement.
- Reassure the student and set limits.
- Motivate and empathise with the student.
- Get to know students and their interests as individuals – it develops confidence
- Smile – it goes a long way!

Above all:

- Be flexible – treat every situation and student in the most appropriate manner.
- Provide support for less experienced colleagues – good behaviour management is a skill learned through taking advice and gaining experience.
- Remember that the student's behaviour is often the symptom not the cause and is always an attempt to communicate something. Try to depersonalise the situation, give the student time to calm down and work collaboratively with them to understand what and why an incident has occurred and then generate a restorative solution.
- Remember it is a team effort – applying policies will consistently support colleagues and help create the culture that is envisaged.
- Focus on reward and celebration – take every opportunity to praise students who take responsibility and act as positive role models.

Everton Free School Re-opening Procedures in the Age of COVID-19

Better behaviour is the beginning of everything.

Good behaviour is the core mission for every school, whatever age or stage.

Get behaviour right and everything else is possible. And now, with more students returning after a long furlough at home, behaviour will matter more than ever.

Procedures;

1. Upon entering the school premises, students will be required to maintain the 2 metre distancing rule as identified by our blue distancing lines at our student entrance on Langham Street.
2. Students will be met by a member of our Behaviour and Welfare Team and required to place their mobile phone into their personal plastic wallet. This will be sealed and securely stored.
3. Student will be required to complete our EFC screening document and questionnaire (see appendix).
4. A member of our Behaviour and Welfare Team will take the students temperature using our handheld device - if a student has a high temperature they will be asked to leave the site immediately and we will contact their family informing them accordingly. If clearly unwell, student will be taken to medical room.
5. Students will be wanded as per normal routine.
6. Students will be given the option to wear PPE equipment-face masks and gloves.
7. Cleaning stations have been placed around the school building to inform good hygiene habits and both staff and students will be encouraged to use regularly.
8. Students will be required to follow the one-way system which has been carefully planned and tested accordingly by all stakeholders in our school community.
9. Students will be required to sit in their designated seat in the classroom and engage in teaching and learning to make academic progress.
10. Student's lunchtimes have been staggered to ensure there is no chance of crossover between carefully selected cohorts.
11. When exiting the school students must dispose of any PPE they have used in the bins provided. Students can access their mobile phone safely from their personal wallet and sanitise their hands effectively in the foyer
12. Members of our Behaviour and Welfare Team will accompany students out to the rear exit of our school on Langham Street.

The above procedures will be tracked, monitored and assessed on a daily basis to ensure compliance and to minimise the risk of COVID-19 transmission at Everton Free School. Any breaking of above rules will be dealt with accordingly.

Sexual Violence and Sexual Harassment

Our message at EFS to students is that sexual violence and sexual harassment is **ALWAYS WRONG**. Sexual violence and harassment can occur between children of any age or sex. All staff at EFS are advised to maintain an attitude of **'it could happen here'**. Children who experience sexual violence and harassment are likely to find the experience stressful and disturbing. All reports should be taken seriously and the victim should never be given the impression they are creating a problem, or be made to feel ashamed.

Managing a Report:

- Reassure / calm approach
- Written report / CPOMS record
- Risk assessment
- Manage internally initially
- Early Help
- Referral to Children's Social Care
- Reporting to Police
- Criminal process

PART 5 of KCSIE 2021 details how Everton Free School should respond to all reports and concerns of a child of child sexual violence and sexual harassment.

There are open forums in form time and student councils to talk about concerns.

Students are taught how to raise concerns about their friends or peers and have access to Viki Spambo (School Nurse) and Cathy Atkinson (Educational Psychologist), and PC Paul Wood (Merseyside Police) if necessary.

Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use/sell drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual violence or assault, or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate refer to our Educational Psychologist, Cathy Atkinson.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to form tutors/staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Online Safety

It is essential that children are safeguarded from potentially harmful or inappropriate online material. At EFS, we ensure there are appropriate filters in place and engage the services of 'E-safe' who monitor the systems in place. 'E-safe' send us weekly reports and share a forensic monitoring of daily use. Students are also taught about safeguarding and online safety through ICT, PHSE and RSE education. There is a remote/online and home learning arrangement shared with students and parents/carers.