



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

Everton Free School and Football College Anti Racism 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 teamwork
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/College Code of Conduct. 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 and TLA survey.

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.
- 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 is 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 Assistant Head of School, Wellbeing and Culture will support staff promote productive learning behaviours in the classroom.

School 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 at Big Breakfast assembly within the school. Students are rewarded for RESPECT, RESPONSIBILITY and RESILIENCE and for progress in subjects and for good/outstanding attendance.
- informal daily recognition from mentors, teachers, and members of SLT/ELT.
- 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 organisation.
- eating in class.
- poor manners and/or rudeness.
- vaping in class
- use of mobile phone in class
- 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 our 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 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, school students may be referred for interventions and a BeSmart Coaching Plan. The Intervention Manager and the Assistant Head of School, Wellbeing and Culture will monitor this.

Formal Referrals

Yellow Card Warnings

If there is no improvement after a significant period of time or a considerable and sudden deterioration in a student's behaviour, an individual member of staff should make a formal referral. This referral will be made to the Assistant Head of School, Wellbeing and Culture. At this level, support is essential, and students will be issued with a 'yellow card' warning. Parents/carers should always be consulted at this stage. 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.

Red Card Warnings

Direct formal referrals to the Head of School/College should be made immediately in more serious cases such as:

- a student uses obscene or threatening language directed personally at 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.

Fixed Term Suspensions

In extreme cases of persistent and prolonged disregard for positive behaviour or of sudden serious incidents such as a student assaulting other students or a member of staff a fixed term suspension will be issued.

In taking the decision to suspend a student the Head of School will take into consideration all relevant factors.

We promote positive values and consider the emotional conditions of students and their backgrounds wherever possible. We encourage students to make an apology, an admission and have a willingness to make restitution towards a peer/member of staff. Some other reasons for suspension are use of a weapon, intimidation, criminal damage, setting off the fire alarm and fighting.

Bold, willful and absolute rejection of Everton Free School and Football College values will be referred to the Head of School/College. In some cases, students will be referred back to their commissioning school or authority. The decision is only made by the Head of School/College.

See the Behaviour and Disciplinary Policy for 6th form College procedures.

Behaviour Interventions - School

Level 1	Intervention Managers	Intervention and Support
Level 2	Assistant Head of School, Wellbeing and Culture	BeSmart Coaching Plan
Level 3	Assistant Head of School, Wellbeing and Culture	Yellow card
Level 4	Head of School/College	Red Card
Level 5	Head of School/ College	Fixed term suspension/ Return to commissioning school.

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 a permanent exclusion. The Head of School/College would make this decision and follow Department of Education Guidelines.

- *Notifying Parents/Carers*

When the decision to suspend a student has been made a parent/carer or will be notified immediately by telephone and this will be confirmed in writing and work will be sent home to be completed during the suspension.

- *Notifying Governors*

The Governing Body will review suspensions and would consider any representations made to them by parents/carers. Governors also review the number of students returned to commissioning on a termly basis.

Screening / Searching and Confiscation

At Everton Free School and Football College we have the right to search students if we suspect that the student may have a prohibited item 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 handheld 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 conducted 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 meetings with our Educational Psychologist will take place, before the student returns to Everton Free School and Football College, to assess the level of risk. During this time, the student will be subject to a fixed term suspension.

Online safety, data protection and the use of mobile phones and digital photographic equipment

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Our school implements a whole school approach to online safety that sets out to protect and educate both children and staff in their use of digital technologies alongside establishing mechanisms to identify, intervene in and escalate any concerns, recognising that many children and young people have unlimited and unrestricted access to the internet via mobile phones and other digital devices.

Mobile Phone use:

We aim to remove all barriers to the student's learning development and improve the effective quality of the teaching and learning that the student deserves within the AP sector.

To minimise disruption to the learners and to ensure our students attain the highest grade for pathways to success, we require students to focus and concentrate to the best of their ability in their lessons.

Therefore, we require school students to either; not bring their mobile phones to school or hand in their mobile phone upon arrival and we will safely store the phone and return at the end of the day. There are strict guidelines within the Behaviour for Learning policy re misuse of mobile phones.

E.g., Video filming staff or other students.

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Staff should also report any concerns about sexting (youth produced sexual imagery or 'nudes') to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UK Council for Child Internet Safety, December 2020). This document provides clarity as to how staff should respond to these incidents.

The school's Online/E-safety/Acceptable Use policy clearly outlines the way in which the school uses digital technologies and there are measures in place to ensure safe, responsible, and respectful use by all. There is a clear code of conduct for staff and volunteers which sets out the use of digital technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked after Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DfE highlights the risks of new technologies:

'An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- *content: being exposed to illegal, inappropriate, or harmful content*
- *contact: being subjected to harmful online interaction with other users*
- *conduct: personal online behaviour that increases the likelihood of, or causes, harm*
- *commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams'*

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, criminal exploitation, radicalisation and sexual abuse. Technology often provides the platform that facilitates harm.

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Staff should bring immediately to the attention of the Head of School/College, Designated Safeguarding Lead, or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

Our Governing Body will ensure that our school has appropriate filters and monitoring systems in place and will regularly review their effectiveness. (KCSIE paragraph 140, September 2022)

The DfE guidance "Teaching Online Safety in Schools" (2019) also outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements www.gov.uk/government/publications/teaching-online-safety-in-schools.

Where children are asked to learn online at home our school ensures this is done safely by referencing key guidance such as [safeguarding in schools colleges and other providers](#), [safeguarding and remote education](#) and advice from the [London Grid for Learning](#).

Vaping

Vaping is not for children, although it can help people (adults) quit smoking. Most children who try vaping have also tried smoking, and vaping is far less harmful than smoking.

It is illegal to sell cigarettes or nicotine containing vapes to under 18's, but it is not illegal to smoke or vape underage, and punishment has to be proportionate.

Students will not be suspended from school for vaping unless it is associated with other disruptive behaviour.

Students should be asked where they got their vapes or cigarettes from. Complaints can be made to Trading Standards, We must be aware that vapes could be used to exploit the most vulnerable students, as in the case with other, age restricted products such as tobacco and alcohol.

At Everton Free School our policy is to

1. Ask the student to put the vape away in the first instance.
2. Make a referral to the school nurse for support for smoking cessation.
3. Inform the parent/carer about their child vaping in school.
4. Call the behaviour team if the student is defiant and continues to vape deliberately.
5. Confiscate the vape and return it to the student at an appropriate agreed time.

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 willful 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 considerable 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 considered 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.

Bullying

Bullying is deliberately hurtful repeated, often over a period of time and difficult to defend against. It can be emotional, physical, prejudice based including racial, faith based, gendered homophobic, biphobic, transphobic or disability based.

There is also sexual bullying and cyber bullying. Details of our school's approach to prevent and address bullying are set out in our Preventing Bullying Policy. All bullying referrals are taken seriously and followed up by DSL's and members of staff with expertise to deal with the bullying allegations made.

Referrals are logged and kept on file for review on a regular basis.

Restorative Justice (RJ)

Our aim of restorative practice is to develop our school community and to manage conflict and tensions by repairing harm and building relationships. Nominated staff led by the Assistant Head of School, Wellbeing and Culture lead on to RJ conferences.

We offer high levels of support whilst challenging in appropriate behaviours encouraging acceptance of responsibility and the setting of clear boundaries.

Individuals are asked for their input which creates a powerful feedback loop.

Our safe practice guidelines

- Remain NEUTRAL at all times.
- Right to say no to RJ
- Preparation of reports / incidents in advance
- Honesty
- Respect
- Fairness
- No pre-judgement
- Safe environment
- Clear communication

Our aim is to repair harm and not create it.

The student's willingness to participate is great influenced by their trust in the facilitator and the process, usually conducted by the behaviour for learning team of staff.

We aim to facilitate open dialogue and resolve the issues between the students as we are a small school.

Once engaged we offer a way out and share an understanding about the impact of the harm and what needs to happen to make things right if this is possible. Once we engage the harmed students in a respectful and dignified way, we close the conference and students leave in a much better place, emotionally and psychologically because the students feel and recognise, we understand, we support, we resolve and we discipline because we care, in order to safeguard and protect all our students.

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 2022 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

Offsite Behaviour (Including Minibus travel)

There are consequences for a student who misbehaves off site when representing the school. This could be on the way home or to school, within the neighbourhood or on an offsite learning activity e.g., Inside the City, Duke of Edinburgh or working with participants in Everton in the Community. Sanctions apply in accordance with the policy and the risk assessment should address behaviour.

Malicious Allegations

Where a student makes an allegation against a member of staff and the allegation is shown to have been deliberately invented or malicious, we will discipline the student in accordance with our policy. The manager will record the decision and justification and agree on a formal meeting with the staff member and student to conclude the case.

If the allegation is substantiated, we will follow the procedures as set out in our staff disciplinary policy in liaison with HR at EFC.

Human Rights and Equality

As a school we are aware of our obligations under the Human Rights Act 1988 and the Equality Act 2010 (including the Public Sector Equality Duty).

Our ethos is to respect and protect all individuals' human rights and we actively promote inclusion and act upon any discrimination of sex, race, disability, religion, gender, pregnancy, maternity, or sexual orientation (protected characteristics).

Our aim is to eliminate unlawful discrimination, harassment, and victimisation and to advance equality of opportunity and foster good relationships with students and staff. Good record keeping and

monitoring of all forms of abuse and harassment is essential.

We report to Governors three times a year, recorded incidents of bullying, racism, and sexual harassment.

The PSED help us to focus on key issues, to improve student outcomes to make us aware of disproportionate vulnerabilities.

Curriculum Coverage

LGBT inclusion is part of the statutory Relationship, Sex and Health Education (see policy) There is a range of support available to support our LGBT students and we were awarded the Rainbow Flag for our comprehensive inclusion programme.

Themes include:

- Type of relationships
- Sex Education
- Ethics and Morality
- Self-Identity
- Consent/Intimate relationships

The Rainbow Award demonstrates a whole school approach to the positive inclusion and visibility of LGBT+ people (Lesbian, gay, bisexual, trans plus other related identities). At Everton Free School we have a commitment to the eradication of LGBT phobic bullying and behaviour.

British Values

Is a citizenship programme aiming to develop our learners into well rounded members of society. The British Values curriculum gives our students a greater understanding of their place in British Society with an understanding and acceptance of other people's position in society and their views and faiths.

Themes include:

- Equality and Diversity
- Understanding Prejudice and Discrimination
- Beliefs and Values
- Addressing Extremism and Radicalisation
- Moral and Spiritual Development
- Inside the City (Integrated Humanities)

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 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 assessed not by the absence of problems but in which they are managed.

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 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 humor (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.

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 Mike Flannery, Assistant Head of School, and Carl Giles, Assistant Head of College.