



Positive Relationship Policy

Introduction

At Parc Eglos School the Local Governing Committee, Headteacher, Leadership Team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Relationship policy guides staff to teach self-discipline not blind compliance. It echoes our core values:

Love is the key to being Safe

Teamwork is the key to Belonging

Courage is the key to Success

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning; for community; for life.
- To ensure that all pupils are treated fairly, shown respect and that positive relationships are promoted.
- Have respect for the rights and beliefs of others.
- To ensure that attention and a sense of importance is given to pupils for positive behaviour choices.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, self-regulation, self-efficacy and empathy for others.
- To promote community cohesion through positive relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To increase inclusion.

Expectations (Ready, Respectful and Safe)

Ready, Respectful and Safe are the three rules which underpin our Positive Relationship policy.

'Ready' - Ready to learn; ready to listen; ready to participate.

'Respectful' - Respect for themselves, their peers, adults, and our environment.

'Safe' - Safe in their learning environment; safe with the people around them; safe in the activities in which they are taking part; and psychologically safe.

Definitions When read or used in relation to this document and/or the DfE's ' <i>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2026</i> ' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.	
Headteacher	Shall relate to the Headteacher or the Executive Headteacher.
Governors/Trust Board	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
Parent	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference.

Consistent Adult Behaviour

At Parc Eglos School, we understand that positive, rewarding relationships and excellent standards of behaviour are built on the solid foundations of love and trust. These behaviours are established when adults are uncompromisingly consistent in their modelling and delivery of this relationship policy.

At Parc Eglos School, adults:

- Never ignore or walk past children who are making poor behaviour choices.
- We use agreed, non-confrontational language when speaking to the children about unwanted behaviour choices. (this includes body language and neutral poses). This includes reminding pupils of behaviour expectations (See 30 second script and restorative conversation script)
- Meet and greet positively and in a personal way at the start of the day and after breaks and lunchtimes.
- Refer to the Ready, Respectful, Safe (RRS) rules when talking about children's behaviour.

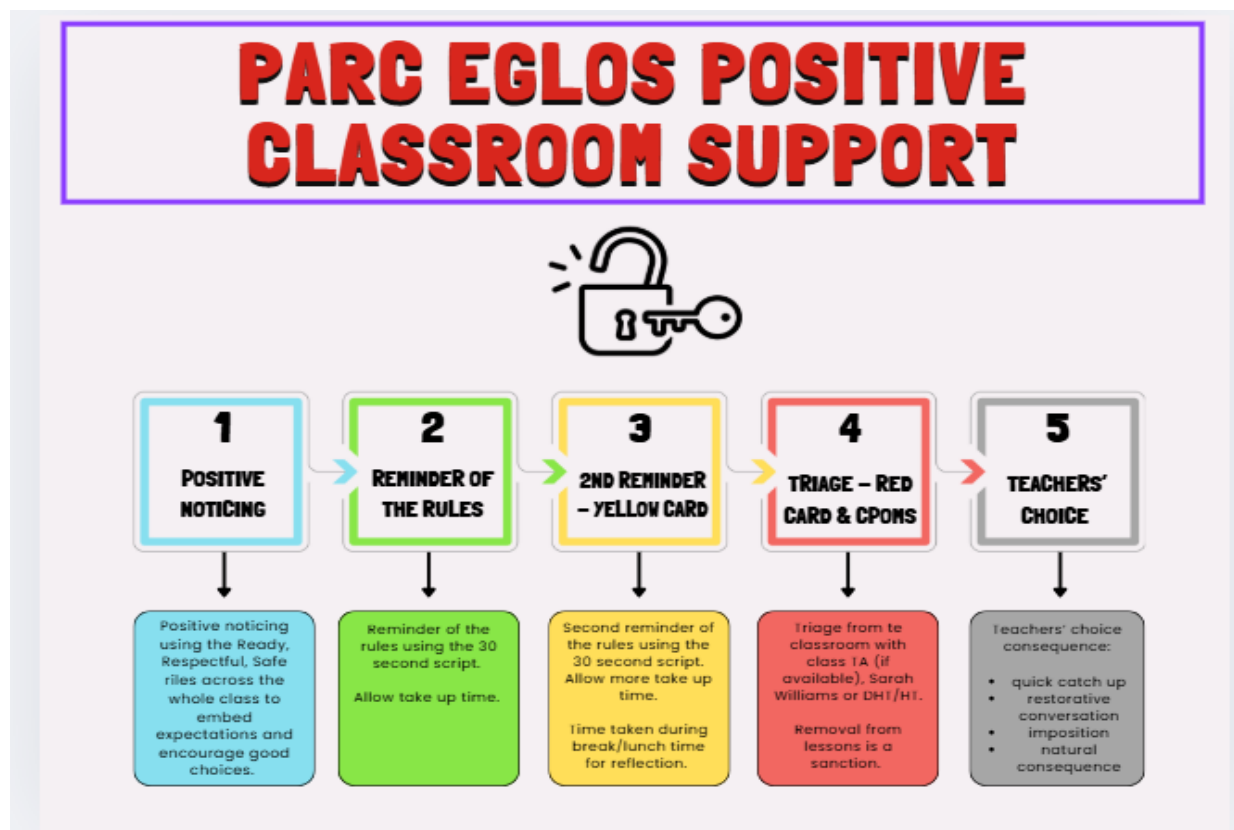
- Use appropriate language and tone.
- We always refer to the behaviour and not the child, this allows the child to understand that they have choices about their behaviour – *they* are not the behaviour.
- Plan lessons that engage, challenge and meet the needs of all children.
- Follow up every time, retain ownership and engage in reflective dialogue with children.

Positive Recognition

At Parc Eglos School, we understand that the vast majority of our children will respond well when their efforts and achievements are recognised and celebrated.

We have a number of celebration strategies:

Reward system	Who for?	Why?
The teamwork award - Stars in a jar	Whole Class	Whole class rewards for classes who work together to follow the RRS rules
The success award - Postcards home	Nursery – Year 6 Individual	For pupils who have shown exceptional ‘in that moment’ achievement – academic or RRS
The Golden Key Award - Celebration Assembly	Y1 – Y6 Individual	Pupils of the week celebrations to recognise pupils who have achieved well against our school values that week.
End of Year Above and Beyond medals	N- Y6	A celebration of children who have gone above and beyond in living our values.



Students who commit a serious breach will be triaged immediately to the HT or DHT without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour.

The class teacher leads the behaviour in the classroom using the Classroom Support Plan.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

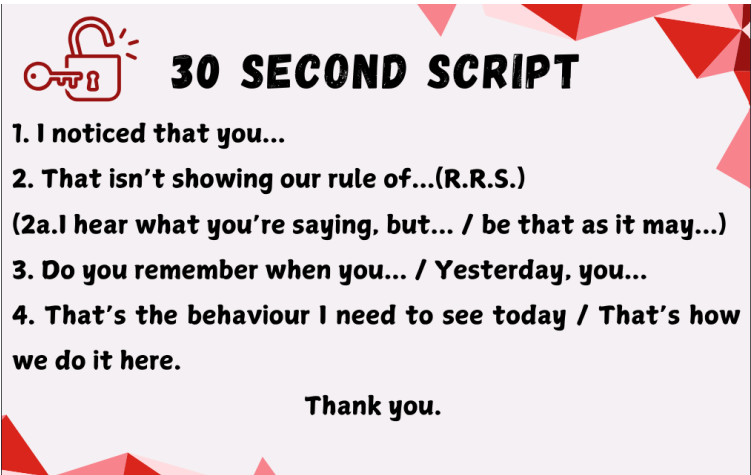
Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not give excessive attention to unwanted behaviour. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A reminder and warning of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them

aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final last chance warning should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:



 **30 SECOND SCRIPT**

- 1. I noticed that you...**
- 2. That isn't showing our rule of...(R.R.S.)**
(2a. I hear what you're saying, but... / be that as it may...)
- 3. Do you remember when you... / Yesterday, you...**
- 4. That's the behaviour I need to see today / That's how we do it here.**

Thank you.

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

Catch up

Behaviour that results in a student being triaged may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day, in the playground, or phone call home. When necessary, this can take place the next day – for example, when HLTAs are covering lessons, and there was not an opportunity to have the restorative conversation at any other time.)

Restorative Conversation

Walk and talk; stack books and talk; clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:



RESTORATIVE CONVERSATIONS

- **What happened?**
- **What were you thinking at the time?**
- **Who has been affected?**
- **What should we do to put things right?**
- **How can we do things differently next time?**

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

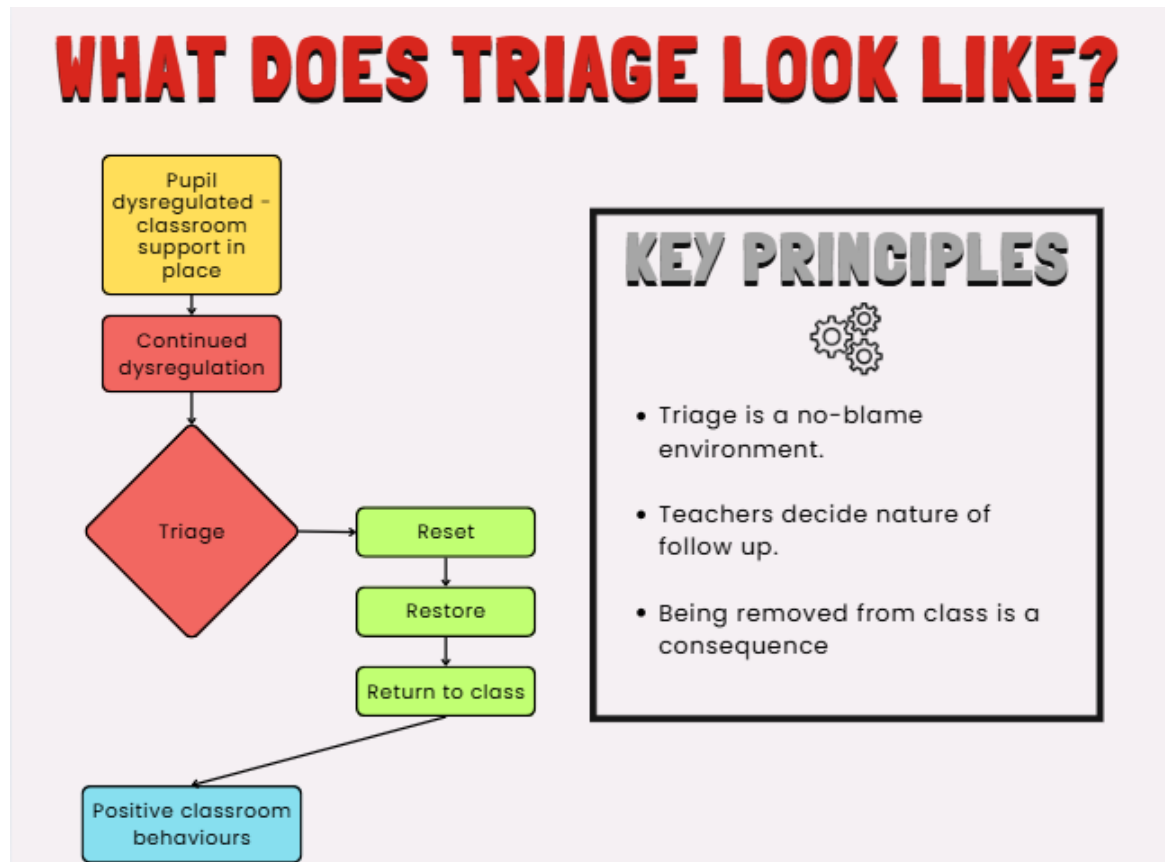
Imposition

Work that was not done in the lesson can be taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.

Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

What happens in Triage?



If a child needs to leave a space to aid self-regulation, a teaching assistant should, in the first instance, take this child to the nurture space or library. If a TA is not available, the DHT or HT will take this role.

- 1. Self regulating space**
- 2. Opportunity to talk, access support and reset**
- 3. Quiet place to study**

Repair - Self regulating space

This is a quiet space using sensory aids/blackout tent/headphones/happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the nurture room for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick

an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. When ready and able, they will be returned to class. If notable amounts of work are missed, these should be sent home for completion, alongside a conversation with parents regarding why this work is being sent home, and the expectation and timescale for it to be returned to school.

Where patterns of behaviour are noted the following actions can be taken:

- Phase leaders to contact parents to discuss behaviour presentations.
- Internal exclusions can be used to support reflection
- Positive Transfer Inclusion – where a pupil attends an alternative CROFTY school for a short period of time 1-3 days to support reflection.
- Suspension
- Permanent exclusion.

Managing Behaviour at Lunchtimes

Where children are not following our Ready, Respectful, Safe rules at lunchtimes, members of staff on duty should use the Restorative Conversation Script to ascertain what happened and why, it is imperative that adults listen hard to pupils at this moment – where children have displayed any of the following behaviours:

- Disrespect of peers and/or adults (includes eye rolling, huffing, walking away when being spoken to)
- Physical interventions with peers that are non-accidental / rough play
- Unkind language / swearing

Children should have some time to reflect on these behaviours in the reflect and reset room. This space is lead by a member of the leadership team. Restorative conversations and activities take place here for a minimum of 10 mins (KS 1) / 15 mins (KS2) - or until children are re-regulated enough to return to play.

When reflecting and resetting, children will complete a reflection sheet – this will then be scanned (by SLT member) into CPOMS as a record of reflection. 5x reflections in 1 term, and parents will be contacted by SLT member.

Use of Suspension and Exclusion

Suspensions and Exclusions

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, July 2026*', a copy of which is available [here](#).

In extreme cases, Parc Eglos School may use suspension or permanent exclusion.

Only the headteacher of the school can make the decision to suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the pupil and parents will be invited to a reintegration meeting.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the exclusion is cancelled). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence in relation to a suspension or permanent exclusion and apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true
- take into account the pupil's version of events and views, considering these in light of their age and understanding;
- consider whether the pupil has special educational needs and disabilities (SEND) and whether these needs were relevant to the circumstances surrounding the incident;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all suitable alternative solutions have been explored.

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Governors/Trust Board will also be informed.

Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupil's total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days.

The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an Independent Review Panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter, or within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

Transferred Inclusion

- All the schools within Crofty Trust are committed to reducing exclusions from school where ever possible. In order to facilitate this the schools work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.
- Where a pupil's behaviour and conduct has been such that a suspension is considered by the headteacher, the alternative of a transferred inclusion will always be considered in the first instance.
- When a school is considering use of a transferred inclusion a risk assessment (along with other paperwork) will be completed in advance and shared with the receiving school to ensure that this is the most appropriate action and that appropriate care can be offered by the receiving school.

OFF Rolling

Off Rolling

Parc Eglos School and Crofty Education Trust follow all correct procedures in line with statutory guidance and the law, making decisions that are motivated by the best interests of the pupils concerned.

Ofsted defines off-rolling as:

Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.

(Ofsted, 2019)

Off-rolling and unlawful exclusions are set out in paragraphs 18-23 of the DfE's Suspension and Permanent Exclusion Guidance (July 2026).

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, moves school, or a parent decides (without coercion from the school) to electively home-educate (EHE) their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows due processes, this is not off-rolling.

Temporary Part-Time Timetables, Off-Site Directions and Managed Moves

Temporary Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, temporary part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. Temporary part-time timetables use an assess, plan, do, review approach, with the school and parents working together to identify and reduce the barriers to full time attendance.

Off-Site Directions and Managed Moves

Where it is in the child's best interests, the school may use an Off-Site Direction (OSD) or Managed Move in accordance with Department for Education guidance and Crofty Education Trust procedures.

Safeguarding.

Child-on-Child Sexual Violence and Sexual Harassment

At Parc Eglos School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. Failing to recognise, acknowledge or understand the scale of harassment and abuse, and/or downplaying behaviours associated with abuse, can contribute to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMS for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSIE and the school's Safeguarding policy.

Use of reasonable force.

Restrictive Interventions, including Safe Touch, Positive Handling and the Use of Reasonable Force

The school is committed to using positive relationships, de-escalation and behaviour support to prevent incidents wherever possible. In line with the DfE's *Restrictive Interventions Guidance* (April 2026), restrictive interventions will only be used where necessary, proportionate and as a last resort to keep pupils or others safe.

Definitions and Legal Framework

Restrictive intervention:

A means to prevent, restrict or subdue the movement of the body, or part of the body, of a pupil. Restrictive interventions are the umbrella term and include both physical restrictive interventions (reasonable force) and non-physical restrictive interventions.

Physical restrictive intervention (reasonable force):

The law refers to some physical restrictive interventions as the use of reasonable force. All members of staff have the legal power to use reasonable force where it is necessary to:

- Prevent injury to themselves or others.
- Prevent a criminal offence.
- Prevent serious damage to property.
- Prevent serious disorder within the school.

Non-physical restrictive intervention:

Restricting a pupil's movement without physical contact, for example through environmental means, where this is necessary to prevent harm. Non-physical restrictive interventions are never used as a punishment.

Seclusion:

A non-disciplinary safety measure used only in exceptional circumstances to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It is never used as a punishment. Pupils will be supervised at all times and will be permitted to leave as soon as it is safe to do so.

Positive Handling and Safe Touch

In line with the Trust's Safe Touch Policy, positive handling refers to the appropriate use of physical contact to support, guide, comfort or protect a child. In certain circumstances, this may include the lawful use of reasonable force.

Staff may need to use safe touch or restrictive interventions to keep children safe, for example where a child is at risk of harming themselves or others, damaging property, committing an offence or causing serious disorder. Any use of restrictive intervention will:

- Use the minimum level of intervention necessary.
- Be for the shortest possible time.
- Maintain the dignity and safety of all involved.

- Avoid any action that could place a child at medical risk.

The school recognises that physical intervention is not risk free and that accidental injuries, such as bruising or scratches, may occasionally occur despite staff acting appropriately.

Unacceptable Uses of Force

The school will never use force:

- As a punishment.
- In a way that affects a pupil's airway, breathing or circulation.
- By deliberately holding a pupil on the ground unless this occurs unintentionally during an intervention, in which case they will be released or repositioned immediately.
- Using techniques that deliberately inflict pain or create a risk of asphyxia.

Recording, Reporting and Review

All incidents involving reasonable force, non-physical restrictive intervention or seclusion will be recorded in accordance with DfE guidance. Parents will be informed as soon as practicable, ideally on the same day, unless a statutory or safeguarding exception applies.

Following any use of restrictive intervention, the school will review the incident, consider whether any additional support, reasonable adjustments or changes to behaviour support plans or risk assessments are required, and work with parents where appropriate.

The school and Trust recognise that some children, including those with SEND, may have additional vulnerabilities. Physical intervention will never replace appropriate support, and the school will continue to take an evidence-based and preventative approach to behaviour and safeguarding.

E Safety, online abuse and Harassment (See Online Safety Policy)

Online Safety

The Online Safety Policy outlines the commitment of Crofty Education Trust to safeguard members of our school communities online in accordance with statutory guidance and best practices.

The Online Safety Policy applies to all members of our school communities (including staff, children, volunteers, parents and carers, visitors, and community users) who have access to and are users of school digital systems, both in and out of the schools. It also applies to the use of personal digital technology on school sites (where allowed).

Schools will respond accordingly to breaches of the Online Safety Policy, as set out in:

- Online Safety Policy.
- The current version of Keeping Children Safe in Education (KCSIE).
- School Behaviour Policy.
- Anti-Bullying policies.

SEND

Special Educational Needs and Disabilities (SEND)

Parc Eglos School consistently promotes behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND needs, any reasonable adjustments, and the appropriateness of current provision when reviewing behaviour support or reflecting on an incident where behaviour has been a factor. However, not every incident is directly related to a child's SEND needs, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour

support provision for children with SEND will be included in their Star Plan.

Communication and Role of Parents

The Behaviour Policy for each school will be available to parents on the school website and will be discussed as part of the child's induction to the school. In addition parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed. Schools recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes. Training All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training. At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

Mobile Phones and Banned Items

Mobile Phones and Connected Technology

The DfE's Mobile Phones in Schools Guidance (2026) states that '*All schools should be mobile phone-free environments by default*'. This includes '*the use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.*'

If a pupil is found using, or in possession of, a mobile phone or other communication device in breach of this policy, it may be confiscated and the school's behaviour policy will be followed. The headteacher, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil is in possession of a mobile phone, which is included on the school's list of banned and prohibited items.

Parents wishing their child to bring a mobile phone or other device to school should complete the school's Mobile Phone Request Form. Requests will normally only be approved where there is a clear reason, such as supporting a pupil to walk independently to and from school, or where this is required because of a medical need, disability or other exceptional circumstance. The headteacher has the final decision on whether permission is granted. Where permission is granted, phones must be handed in at the start of the school day and will be

returned as pupils leave. Failure to comply with the conditions of the Mobile Phone Request Form may result in the headteacher withdrawing permission for the pupil to bring a mobile phone to school.

The school accepts no responsibility for loss, theft or damage to any devices brought to school.

- See appendix for mobile phone request form and mobile phone agreement form

Prohibited Items and Searches

In line with DfE guidance (Searching, Screening and Confiscation, 2022) the following items are prohibited from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm to any person.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones.
- Any item which the headteacher deems to be inappropriate or unsafe.

In line with DfE guidance (Searching, Screening and Confiscation, 2022), the Headteacher and authorised staff may search a pupil or their belongings where there are reasonable grounds to suspect that the pupil has a prohibited item. Searches will always be conducted respectfully and in accordance with statutory guidance regarding the sex of the member of staff conducting the search and the presence of witnesses, and, whenever possible, searches will take place away from other children. Staff will never ask a pupil to remove clothing beyond outer clothing. Outer clothing means clothing that does not expose underwear or skin. Parents will be informed as soon as practicable of searches conducted, and any safeguarding concerns identified will be managed according to school safeguarding procedures and may involve external agencies where appropriate. Any prohibited or banned items found will be confiscated and dealt with in line with statutory guidance and the school's behaviour and safeguarding policies.

Monitoring/ Data Collection

Reporting, Recording, and Monitoring Behaviour Incidents

Parc Eglos School has robust procedures for reporting and recording behaviour incidents, including the use of CPOMS.

Leaders regularly analyse behaviour information to identify trends, patterns and emerging concerns. This analysis helps evaluate the effectiveness of the school's behaviour approaches, informs decision-making, and identifies children who may require additional support or intervention. Particular attention is given to vulnerable groups, including children with SEND, disadvantaged children and children with social workers.

Appendix:



Smart Phone Agreement

1. Purpose of This Agreement

This agreement must be read and signed by parents/carers and the child before a **smart** phone is permitted on the school site. Its purpose is to support healthy screen-time habits, prevent inappropriate phone use, and maintain a calm and focused learning environment.

2. Mobile Phone Rules on School Site

- Smart phones must be switched off before entering the school site.
- Phones must remain switched off throughout the whole school day.
- Phones may only be switched on again once the child has left the school site.
- Phones must be handed to the class teacher each morning for safe storage.
- Phones must not be used on school grounds at any time.

3. Appropriate and Responsible Use

- Smart phones will only be used for essential safety or travel purposes.
- I understand that WhatsApp and similar apps are intended for users aged 13 and over under their terms of service, and that the school does not condone the installation of

such apps on children's phones where this would breach the app provider's age requirements.

- Children must not participate in messaging that may cause conflict or distraction (including outside of school) – in line with our on-line safety policy.

4. Understanding the Impact of Screen Time

Parents acknowledge that excessive screen time can negatively affect eye health, mental wellbeing, sleep, and concentration. The school promotes responsible digital behaviour and wellbeing habits.

5. Consequences for Misuse

- Privilege of bringing a smart phone may be removed if misuse occurs. Misuse includes the wasting of learning time due to investigation of conflicts online (inc the content of WhatsApp messages – and the like)
- Breaches will result in confiscation of the smart phone until collected by a parent.
- Serious misuse may require further meetings with senior staff.

Signed:

Parent/Carer Name: _____

Signature: _____

Child's Name: _____

Signature: _____

Staff Member: _____



Parc Eglos School

Smart Phone in School Request Form

Child's Name: _____ Class: _____

Purpose of This Form

This form must be completed by parents/carers when requesting permission for their child to bring a smart phone onto the school site. This is in line with our updated relational policy and our commitment to supporting healthy screen-time habits.

1. Mobile Phone Requirements on School Site:

- Phones must be switched off before entering the school site.
- Phones must remain switched off throughout the school day.
- Phones must not be switched on again until the child has left the school site.
- All phones must be handed to the class teacher on arrival for safe storage.

2. Reason a Smart Phone Is Required (as opposed to a non-smart phone, for example a Nokia 105 2G – which is supported by school)

Please explain why your child requires a smart phone, rather than a non-smart phone (e.g., Nokia 105 or similar):

Signed: Parent/Carer

Parent/Carer Name: _____

Signature: _____

Please note a meeting will now be held between your child, yourself/ves and a member of school staff. We will contact you to make a mutually convenient date and time.

Kind regards

Vicky Sanderson – Headteacher.