RMS FOR GIRLS

# SENIOR SCHOOL

## Rewards and Consequences Policy

| **School update** | |
|---|---|
| Responsible for review of policy | Deputy Head Pastoral |
| Last school update | Nov 2026 |
| **Governor Sub-Committee approval** | |
| Sub Committee to review and approve | Pastoral |
| Review Period | 1 year |
| Last Sub- Committee review date | November 2026 |
| Scheduled review | **October 2027** |
| **Approved by Sub Committee (Meeting date)** | |
| Next Sub-Committee Review | November 2027 |
| Related policies | Relational<br>Alcohol & Tobacco<br>Illegal substances<br>Anti-Bullying and cyber-bullying<br>Exclusions and required removal<br>Online<br>Sharing of nudes and semi-nudes<br>Anti-Racism policy<br>Search and Confiscation<br>Inclusion |

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| Uploaded to Staff Shared | November 2026 |
| Uploaded to Website/MSP | November 2026 |

**1.0 POLICY STATEMENT**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all School staff (unless the Headteacher/Head of Sixth says otherwise) with responsibility for pupils, such as learning support assistants.

- This policy applies to all pupils whether under or over 18 years of age including adult pupils aged 19+.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits in the UK and overseas.

- Whilst some pupils may be over 16 or 18 years of age, this policy applies regardless of whether a behaviour is legally permissible by virtue of a pupil's age (e.g. use of alcohol by those over 18 or cigarettes by those over 16).

- Teachers can also discipline pupils for misbehaviour outside school, including online.

- Teachers have a specific legal power to impose reflection outside school hours and parental consent is not required but the parent of a day girl will always be informed in advance (at least 24 hours); as with any disciplinary penalty, a member of staff must act reasonably.

- Teachers can confiscate pupils' property.

1.1 At RMS we seek to promote the highest standards of behaviour and self-discipline. We are committed to rewarding behaviour that promotes learning, builds healthy relationships, and personal growth as well as using appropriate consequences where behaviour falls short of the standards expected. Our Relational policy promotes a positive ethos throughout the school that fosters positive attitudes and creates an environment where pupils feel safe, secure and happy, thus maximising their learning opportunities. However, our Relational approach should not be viewed as a soft option; high standards of behaviour are expected. All members of staff are expected to encourage pupils to behave responsibly and to manage behaviour effectively. RMS seeks to ensure that staff use rewards and consequences in a consistent way so that pupils view the School's use of rewards and consequences as generally fair.

1.2 Serious breaches of discipline are recorded in writing in a Serious Incidents Record. This record is held by the Head's office in the senior school and centrally on the school's network. Serious incidents for boarders are also recorded in this log. Key Personnel regularly review records so that patterns can be quickly identified, and appropriate interventions made. At RMS, we recognise that a pupil's behaviour is closely linked to their social and emotional well-being. As such, rewards and consequences are always applied with this in mind, dependent upon the needs of the individual pupil concerned. We expect all students to follow the behaviour policy for their own safety. We also believe that it is important for consequences to be fair and consistent, but where a child has additional needs we can modify our consequences on an individual case-by-case basis.

1.3 This policy and procedures are reviewed annually and shared with all staff to ensure consistency, continuity, and fairness across the school. Support and training are given to staff when required to help them to deal with individual pupils or situations. There are times when a plan is required and implemented for individual pupils and we recognise that behaviour management is most effective when there is a partnership between the pupils family and the school and if necessary, outside agencies. Keeping everyone

informed means the pupil receives consistent support and guidance to address challenging behaviour in a systematic and proactive manner.

1.4 To ensure the appropriate support is maintained during times of transition, information relating to a pupil's behavioural, social and emotional needs are passed onto the next teacher/school.

**1.5 Corporal punishment or the threat of corporal punishment of pupils is prohibited by the law and RMS does not permit corporal punishment during any activity whether on or off the school premises. This applies to all members of staff including boarding staff.**

1.6 This policy is applicable to all interested parties (including volunteers and those supervising extra-curricular activities or accompanying school trips) and available via the School's website or on request. It is informed by the National Minimum Standards for Boarding Schools (2022), Promoting Positive Behaviour and Relationships, and should be read in conjunction with the following policies: Relational, Equal Opportunities, Safeguarding, Anti-bullying including Cyber-Bullying, Racism, Exclusion, Supervision and Restrictive Physical Intervention, Search and Confiscation, Alcohol, Tobacco and Vaping, Substance abuse, Inclusion, Online Safety Policy.

1.7 The policy applies to all senior pupils, including those in boarding and those who are over 18 or 19+ when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. This policy is given to all staff including volunteers as part of the induction process and is made available electronically. Volunteers and those supervising extra-curricular activities or accompanying school trips are instructed to make themselves familiar with the Behaviour, Rewards and consequences Policy.

1.8 RMS is fully committed to ensuring that the application of this Rewards and Consequences policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document. We acknowledge the School's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with Special Educational Needs.

1.9 RMS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.10 The School believes that building positive, healthy relationships, developing a secure sense of belonging and a positive learning with clearly established expectations and boundaries play a crucial part in the education of young people.

1.11 The School aims to equip all pupils with the social and interpersonal skills that will enable them to take their place confidently in the world beyond school by developing qualities of team-work and leadership through our extensive programme of extra-curricular activities.

1.12 RMS sees education as a partnership and parents are expected to support this policy and Code of Conduct. Staff seek to work positively and in a relational manner with pupils in a spirit of trust and cooperation.

1.13 RMS expects pupils to treat staff and each other with consideration and respect and to respond positively to the opportunities and demands of school life. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. RMS is strongly committed to promoting equal opportunities for all, regardless of ethnicity, gender, sexual orientation or physical or learning disability, faith, social background or gender reassignment in alignment with the British Values (2014).

1.14 Harassment, racism and bullying (including cyber bullying) will not be tolerated; our Anti-bullying policy is widely disseminated on the website and parent portal.

1.15 We recognise that some pupils may consider themselves to be in a relationship but pupils should maintain an acceptable personal distance and appropriate propriety with each other around the school site, in boarding or whilst involved in a school activity e.g. school trip

1.15 Definition of a Serious Offence

RMS regards the following as 'serious offences':

- Physical aggressive or violent behaviour
- Severe or persistent bullying including online
- Racism
- Theft
- Smoking (including vaping), drug, alcohol or other substance abuse including possession of such substances
- Inappropriate sexual behaviours on site or in the vicinity of the school and boarding house
- IT abuse
- Malicious behaviour
- Sustained disruption in lessons
- Unauthorised leave during school hours
- Inappropriate social media use
- Behaviours which bring RMS into disrepute
- Persistent lying
- Access, supply and/or share pornography

1.16 Recording consequences for Serious Disciplinary Offences

Senior School (including Boarding): A log of serious disciplinary offences and the consequences imposed is centrally held on the staff Google drive as well as in the record book held in the Head's office. Administration of major consequences for serious offences in the boarding house are recorded and passed to the Deputy Head (Pastoral) for recording in the log. The log includes the pupil's name; year group; date of offence; nature of offence; consequence imposed; and the identity of the person administering the consequence. It is reviewed regularly by the Deputy Head (Pastoral) in order for patterns to be identified and appropriate intervention made. Incidents or concerns are logged individually for pupils via iSAMS.

Any issues relating to behaviour are discussed in the tutor and Head of Year pastoral meeting, so all staff are kept informed.

Records of consequences for serious disciplinary offences are shared with the Head.

## 2 .0 INVOLVEMENT OF PARENTS AND GUARDIANS

2.1 Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies, regulations and Terms and Conditions, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study.

2.2 Parents and guardians should understand that the School expects pupils to be ready to learn and to participate in school activities and abide by the School values and ethos. Pupils should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. Parents should support the School in its expectation that pupils will behave at all times in a manner that reflects the best interests of the whole community.

2.3 Parents will always be informed of any serious discipline problems and may be invited in to meet the Headteacher/Head of Sixth, or Deputy Head(s) to discuss a serious matter. In cases of exclusion,

parents are involved formally throughout the process. They will be informed if their child has been searched for a prohibited item - see Search & Confiscation Policy.

**3.0 INVOLVEMENT OF PUPILS**

3.1 Experience shows that the ethos of and respect for RMS are enhanced by listening to pupils and by encouraging constructive suggestions from them. (e.g via the School Council) The Alpha and Gamma Diamond and the Code of Conduct was produced with pupils who had a number of opportunities to feedback on these documents. The six core school values also reinforce this.

**4.0 TEACHING AND LEARNING**

4.1 The School aims to raise the aspirations of all pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning.

4.2 The School celebrates success, emphasises the positive and deals with the negative in a sensitive and tactful way.

4.3 Teaching staff offer each pupil a high level of individual attention, together with co-regulation support and consistent and helpful advice. In return, we expect every pupil to co-operate to ensure that every pupil thrives and is prepared to shape their future.

**5.0 REWARDS**

5.1 Praise is given by appreciating and valuing the efforts made and success achieved by each individual pupil. Achievement is recognised at all levels, both informally, on a day to day basis and by the formal award of Alphas and badges. Staff should award regularly via iSAMS and by indicating on any given piece of work or verbally as appropriate.

**5.2 Alphas for Learning Excellence**

An Alpha may be awarded under the following criteria:

- Effort
- Progress
- Achievement
- Involvement in house activities
- A Values Alpha

Alphas are recorded by staff onto ISAMS under the *Rewards and Conduct* section. The form tutor will regularly discuss these Alphas with the student. The number of Alphas awarded each term is recorded and counted towards a House Point total.

Bronze, Silver and Gold Alpha badges are presented to those achieving a significant number of Alphas for their year group each academic year. These can be worn on the school jacket. The awards are cumulative each year and students can achieve a Bronze, Silver and Gold award each year. The Bronze and Silver badges are given out at a Year Assembly, as and when the target is reached and the Gold certificates and pins at an Awards Assembly.

| | | | |
|---|---|---|---|
| Year 7 | 50 Bronze | 75 Silver | 100 Gold |
| Year 8-9 | 40 bronze | 75 Silver | 100 Gold |
| Year 10-13 | 20 Bronze | 40 Silver | 60 Gold |

**A pupil who achieves more than this will receive a platinum badge** and be written **in the Excellence Book.**

### 5.3 Commendations

A Commendation is awarded for an outstanding piece/series of work. This is entered into ISAMS. The student's name will be written in the Red *Excellence Book* which is displayed outside the Head's Office. They will be congratulated by the Head.

Examples of what a piece of work worthy of a commendation might be are:

- A piece of homework that a student has been so interested in that they have gone way beyond what was asked for in terms of research, depth, detail, presentation
- A significant, outstanding piece of work which would represent the standard of an age group older than the student who has undertaken the work.
- Excellent effort and approach to work over time or significant improvement, contribution to lessons and enthusiasm or competition entries.
- Outstanding work outside of the scope of the curriculum, students that have shown initiative and independence in a piece of work, again outside the scope of what was asked of them.

### 5.4 Values Alphas

The School promotes core values within the school community. These are inclusivity, courage, ambition, kindness, perseverance and integrity. Pupils are awarded a Values Alpha for showing qualities which reflect these values.

Examples of what a values alpha may be awarded for (this is not exhaustive)

**Inclusivity**
Showing an appreciation and/or celebration of diversity.
Showing a willingness to include all people

**Courage**
Speaks out about prejudice and injustice/challenge negative views
Seeks out opportunities to develop new skills such as leadership of groups or public speaking.

**Ambition**
Setting oneself targets and aspirations beyond their comfort zone.
Encouraging others to be more ambitious and have high standards.

**Kindness**
Takes it upon themselves to care
Demonstrates compassion for someone else
Involves others in a team or group work

**Perseverance**
Working hard through a difficulty academically or pastorally

**Integrity**
Doing the right thing despite it being difficult and being
Being honest in actions as well as to oneself.

Awards consist of a badge, which can be worn on the school jacket and a certificate which is presented at a Senior/Sixth School Assembly.

**Blue Values Award**
This is achieved by obtaining ten Values Alphas. This Award is a **blue** heart Values Badge.

**Red Values Award**
A pupil receiving 20 Values Alphas in one year will receive a further Values Award which is a **red** heart Values badge.

**Values Award for Charity**
This Award, a **mauve** heart Values badge is awarded for initiating and organising a sponsored charity event (following an idea through to a final outcome and collecting all the money in).

**Gold Values Award**
This is awarded for a one off exceptional demonstration of Values, where Values are put into practice and implemented in real situations. Examples of such instances are: assisting a member of the public who has had an accident. This special award, a **gold** heart Values badge can be handed out in an Awards Assembly or if more appropriate, an appointment is made to see the Headteacher where the Gold Values Award is handed out.

**5.5 Ashlars**

The Ashlar is a 'polished cornerstone' and it is a traditional and valued award given to pupils in recognition of their hard work, demonstration of the school values, and contributions to school life. Pupils have the opportunity to earn an Ashlar at various stages in their school life from the end of Year 10 through the Sixth Form, and feedback will be given to support pupils along the way.

6.0 **PROCEDURES FOR INAPPROPRIATE BEHAVIOURS**

6.1 The School's Code of Conduct (Appendix 1), School Rules (Appendix 2) and Alpha and Gamma Diamond (Appendix 3) are designed to encourage positive behaviour; consequences are to help staff manage challenging behaviour. The Diamond shows the progression of both rewards and consequences.

6.2 Copies of the Code of Conduct and Alpha and Gamma Diamond are set out in the Year Handbooks and on the website and may change from time to time. They are also displayed in form rooms

6.3 Parents and Guardians undertake to support the authority of the Head in enforcing the Code of Conduct in a fair manner that is designed to safeguard the welfare of the community as a whole.

6.4 The Head/Head of Sixth undertakes to apply any consequences fairly, and, where appropriate, after due investigative action has taken place. consequences may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of consequences include: reflection (after school or on Saturday mornings); withdrawal of privileges; assistance with community tasks, internal exclusion for a specified period, temporary or permanent exclusion. The School's policy on Exclusions is set out on the website. All policies related to behaviour and discipline are published on the website and portals:

**7. Use of Consequences**

7.1 When a pupil does not respond to positive reinforcement and a consequence is required for poor behaviour choice, the pupil will have the process and the expectations clearly explained, making them responsible for their own actions, promoting self-discipline and accountability. The Alpha and Gamma Diamond sets out the range of consequences that may be considered depending upon the circumstances and the pupil's context.

7.2 Consequences will be confined to the individual pupil concerned and will be appropriate and proportionate to the misbehaviour, the individual child and the circumstances of the incident. Corporal Punishment is never permissible and punishment of the whole class or whole school is considered inappropriate and is not used. The School reserves the right to exclude a pupil temporarily or permanently if necessary, but only the Head/Head of Sixth (or a nominated senior manager) has the authority to

exclude a pupil. The Exclusions Policy contains details of the procedures, including information on how to appeal a decision about exclusion.

7.3 In addition, the following types of consequence are considered unacceptable and are not permitted:

- Any consequence intended to cause pain, anxiety or humiliation
- Deprivation of access to food or drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing as a consequence
- Use or withholding of medical or dental treatment
- Deprivation of sleep
- Fines exceeding two thirds of available pocket money provision (boarders)
- Locking in a room or area of a building

7.4 If poor behaviour happens the pupil will be appropriately reprimanded and the following consequences, if required, may be used. Staff should log concerns, actions taken and whether any further intervention is necessary on iSAMS.

7.5 For minor breaches of expected standards of behaviour, details of consequences are at the discretion of the teacher; for major or persistent infringements details of consequences are at the discretion of the Deputy Head (Pastoral) and Head/Head of Sixth. Incidents will always be judged on their own merits. In the first instance subject staff and Head of Departments deal with matters pertaining to their curriculum matters and tutors deal with issues outside the classroom. If matters are not rectified subject staff will escalate the issue to tutors who, if necessary, will escalate it to the Head of Years, and thereafter Deputy Head (Pastoral) and Head/Head of Sixth. The Alpha and Gamma Diamond is to create a guide and consistency across the school community. It does not provide an exhaustive list of possible behaviours.

7.6 Gammas

For instances of poor behaviour, pupils are given gammas. These must be logged on iSAMs and staff must follow the Alpha and Gamma Diamond - See Appendix 1.

7.6 Examples of consequences

- **Immediate Verbal Reprimand**- for minor breaches of expected standards of behaviour for the first time e.g. inappropriate language, being late, talking out of turn, lack of equipment, lack of homework, dress/make up code infringement. Staff should log these incidents on iSAMS

- Email or telephone parent(s) or guardian(s) - for specific or repeated minor breaches of expected standards of behaviour. These incidents must be logged on iSAMS

- **Immediate Senior Leadership Team Intervention** may be requested by staff where significant incidents of poor behaviour occur such as threatening behaviour (verbal or physical) towards another pupil or member of staff, and persistent refusal to cooperate with instructions. Pupils should be sent to the Deputy Head (Pastoral) or other SLT member who will decide on the appropriate consequence. If required, a member of the SLT or Heads of Year may also be called to remove a pupil from a class or activity.

- **Reflections**

  Lunchtime Reflection – when pupils reach 3 gammas they will automatically be placed in a lunchtime reflection which takes place from 12.55-1.25 in Room 10 on a Monday, Wednesday and Friday.

  Afterschool Reflection - Wednesdays 4.00-5.00pm Room 10 – A continuation of poor behaviour or a one-off serious incident will result in an after school reflection or when a pupil has received 3 lunchtime reflections. This is at the discretion of Heads of Year and/or the Senior Leadership Team. Parents will be informed at least 24 hours beforehand.

  Head's Reflection - 2 hour Saturday Reflections

  These are for more serious incidents that warrant more than an Afterschool reflection or a continuation of low level incidents for which previous after school reflections have been served. These are supervised by the Headteacher.

- **Placing a pupil 'On Report'** - this means issuing a pupil with a report card which they must present at the start of each lesson to every member of staff who teaches them. The member of staff should indicate if the pupil has achieved their given target(s) and initial the card. The pupil's parent will sign each evening. It is hoped that the collection of positive comments acts as a method of restoring the pupil's self-image as well as a way of monitoring the pupil's activities. The Deputy Head (Pastoral), Heads of Year and the pupil's tutor will oversee this 'On report' process. In conjunction, a pupil may be required to sign a bespoke contract.

- **Internal Exclusion** - this consequence may be appropriate for serious or persistent behaviour issues. A pupil may be placed in internal exclusion for a specified period of time and supervised by the Pastoral Team in the first instance. Subject staff will set timetabled subject work. Break and lunchtime will be spent away from peers.

- **Temporary or Permanent Exclusion –** this may only be authorised by the Head or another senior member of staff if the Head is absent. It may be considered for pupils who have committed serious disciplinary offences. Please see the Exclusions Policy document for further details.

**Incidents of smoking; vaping; drinking; substance abuse; possession of illegal drugs; sexual acts; or serious misuse of the internet, including AI, will always be referred to the Head/Head of Hind House/ Deputy Head**. Parents will be informed, and consequences will be at the discretion of the school and may include internal exclusion or an exclusion (temporary or permanent). Repeat offences put the pupil at risk of permanent exclusion. Passing illegal drugs to another member of the school community or engaging in sexual behaviours are most likely to result in immediate and permanent exclusion. For serious misbehaviour which meets the criteria for permanent exclusion or required removal, please refer to the 'Exclusions and Required Removal Policy'.

**Search & Confiscation**: please see our related policy on this. Pupils can be searched for legally prohibited articles e.g. illegal drugs, knives, stolen items alongside those prohibited in school including vapes and cigarettes.

**Mobile Phones**

Pupils in Y7-11 have a Yondr Pouch and their phones are placed in these at the start of the day and remain there until 4.00pm. Please see Appendix 4 for Yondr Pouch policy and procedure.

**Sixth Form**

Sixth Form students have the privilege of leaving school at lunchtime and at 2:45 if they have no lessons. They are required to sign out and in. Failure to do so will result in the student being gated for two weeks. Repeat offenders will lose the privilege on a more permanent basis at the discretion of the Head or Deputy Head of Sixth Form.

Students who are not engaging with their studies will lose the privilege of leaving the school site during the working day in order to improve their work ethic and organisation. This decision will be taken by the Head or Deputy Head of Sixth Form

# Code of Conduct

## Be Kind

Treat others as you would like to be treated.
Tell an adult if something is wrong. There is zero tolerance of bullying at RMS.
Be polite, behave sensibly and co-operatively.
Listen carefully to each other as well as to teachers.
Respect others, their property and everything in our school.
Remember you are responsible for your own actions and words so think before you act.
Be a good sport, happy for other people's achievements whilst not gloating over your own.
Cheer for everyone.

## Be Inclusive

Always think about others and include everyone in your activities.
Respect diversity and other peoples' differences.

## Be Ambitious

Always try your hardest and make the most of every moment and opportunity.
Take pride in everything you do and say.

## Persevere

Tackle challenges and setbacks with vigour.
Take ownership of your persona development and academic learning.

## Be Courageous

Embrace change and new opportunities.
Share your worries with someone you trust.

## Have Integrity

Spread happiness, not rumours.
Adopt the British values of democracy, individual liberty, mutual tolerance and freedom of spe
Take pride in your appearance and adhere to the uniform policy.

**Appendix 2**

**SCHOOL RULES**
**Senior Department**

**The School Day**

The school day is between 8.25 and 4.00pm. Day pupils arriving before 8am should go to Devonshire House.

- Pupils should be in their Form Rooms by 8.20am.
- Only Sixth Form boarders may remain in their House during afternoon lesson time.
- All pupils should be in classrooms ready for afternoon registration before 2.00pm.

**Movement around the School**

- Pupils should walk on the left hand side of corridors and not obstruct people coming in the opposite direction. Pupils should not sit on floors in corridors.
- The Dining Hall and Chapel are not shortcuts.
- Pupils crossing the Garth must keep to the paths.
- No pupil may use the Kitchen Corridor
- Pupils should observe silence when going to and from assembly

**Kit**
Games kit must be kept either in lockers in the Sports Hall or in the House cloakroom and collected on the way to the Sports Hall. Items left lying about may be confiscated and must be reclaimed within 2 weeks from the Day House, Devonshire.

The blue bins are for short term use only. Items left over Exeat/half-term/end of term holidays will be removed and disposed of.

Pupils are provided with lockers in or near their form rooms. All books, school equipment and personal property must be kept in them.

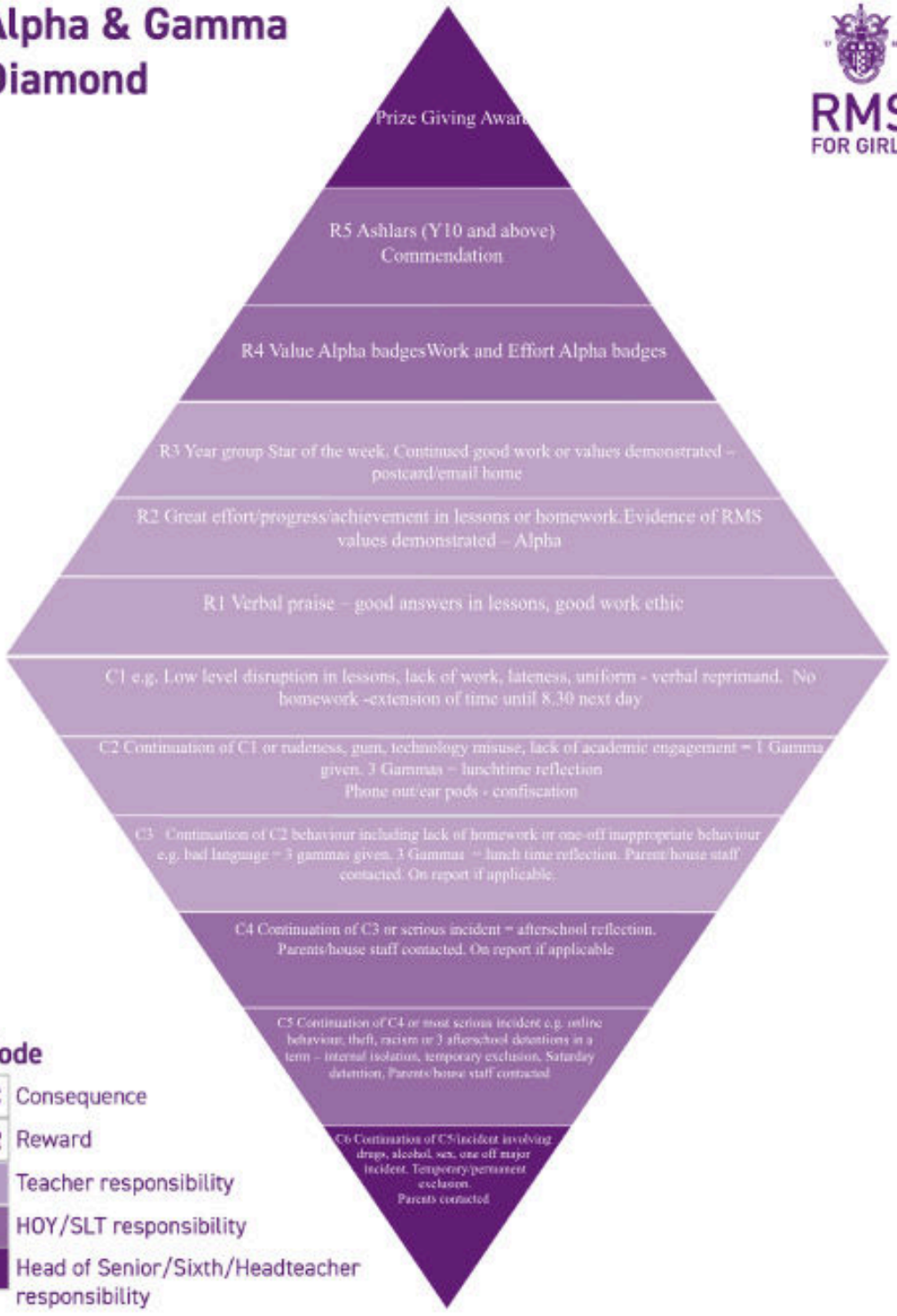
**Prohibited items:**
Pupils are not allowed:
Knives/weapons
Alcohol
Illegal substances
Pornographic material
Vapes
Stolen items
Fireworks
Tobacco, including papers/cigarettes

Money and valuables should be kept on the person or locked in a locker.

- Mobile phones or other personal devices must be switched off and placed in your Yondr pouch.

# Alpha & Gamma Diamond

RMS FOR GIRLS




## Code

- C Consequence
- R Reward
- Teacher responsibility
- HOY/SLT responsibility
- Head of Senior/Sixth/Headteacher responsibility

**Appendix 4**

**YONDR PHONE POUCH POLICY & GUIDELINES FOR DAY AND BOARDING PUPILS CURRENTLY IN Y7-11**

We introduced the Yondr pouches for a number of reasons:

1. Academic - achievement goes up
2. Wellbeing - sense of calmness by not worrying/intrigued about what is happening on your phone as it can't be accessed
3. Behaviour - pupils have needlessly found themselves into trouble by using their phone
4. Other pupils have been upset by other pupils' phone use at school
5. The law - the government requires schools to be phone free

There are 15 unlocking stations: 4 at the front of school, 2 on the corridor leading out to the coaches, 1 at each entrance to East and West Corridors, 2 on the Resource Centre, 1 in Harris House (for boarders only), 1 in Zetland House (for boarders only), 1 in Devonshire, 2 in PE.

**Procedure for day and boarding pupils currently in Y7-11:**

Phones are not to be used during school from 8.25-4pm. Every pupil is assigned a personal Yondr Pouch. It is each day and boarding pupil's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

When you arrive at school, you need to:

1) Open your Yondr Pouch by tapping against the Unlocking Base.
2) During AM Registration, turn your phone off completely and place your phone inside the Pouch and secure it during AM registration
3) Store it in either your bag/locker for the day.

At the end of the day, do not forget to unlock your Pouch at one of the stations, remove your phone, close your Pouch and put it in your bag. You must bring your Pouch to school each day including non-uniform, House Days. You don't need to take your Pouch out of your bag when you are at home.

If you arrive late - sign in at reception and turn your phone off and place in the Pouch
If you leave early, sign out at reception and use the device at reception to unlock your Pouch
Do not sure pouches with other pupils

**Pouch Damage / Lost Pouch / Using phone during School**

If a pupil is found to have a phone, we will collect the phone/pouch and call home for a parent to collect the pupil

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap

If a pouch is lost or damaged, it will need to be replaced. The current cost of a replacement pouch is £30

**Forgotten Pouch**

If a pupil forgets their Pouch, their phone will be collected and we will call home. The phone will be returned to the student at 4pm in the first instance of forgetting it

If a pupil constantly forgets their Pouch, it is considered lost and pupils will be given a new one which will be billed

**Unlocking Stations**

If a pupil is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence and may result in an exclusion

**Sixth Form**

Pupils in the Sixth Form do not have Yondr Pouches.

Sixth Form can use their phones in the designated areas in Hind House or Weybridge.

They must not use their phones in front of younger pupils. They must follow the Acceptable Use procedures.

Sixth Form pupils are subject to the same consequences for misuse as younger pupils.