St David's College

— Est. 1965 —

Positive Behaviour and Motivation Policy

Behaviour and Motivation policy

Date	Review Date	Deputy Head	Assistant Head (Pastoral)	Nominated Governor
16/06/2026	16/06/2027	Mr Steve Delaney	Mrs Sue Davies	Mr Pete Gaskell

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Heads of Year

Years 5 & 6	Mrs Anna George
Year 7	Miss Felicity Smith
Years 8 & 9	Mrs Elle Jones
Years 10 & 11	Mrs Kate Russell Years
12 & 13	Mr Owen Davis

Deputy Heads of Year

Years 12 & 13	Mrs Hannah Glover

Housemasters/parents

Cader	Mrs Sian Mulvihill	07956 575087
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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following policies legislation, or guidance:

- Independent School Standards Regulatory Requirements Part 3 Regulation 9 and 16 (2024)
- Education and Inspections Act 2006
- Equality Act 2010
- Behaviour and Discipline in Schools (2014)
- Keeping Learners Safe March 2022

- National Minimum Standards for Boarding Schools, Care Inspectorate Wales, 2003
- Improving Behaviour in schools, guidance report, Education Endowment Foundation

Introduction

St David's College is a registered charity, run as a Trust by a Board of Governors. The College's Mission Statement sets out the overall aims of St David's College and is built around three broad, interlinked strands — to develop and enrich the whole person in body, mind, and spirit.
In doing so, St David's College aims to:

- **Enhance learning in the classroom to raise standards of achievement, enabling every pupil to reach their full potential and be well prepared for the world beyond school.**
- **Enhance Outdoor Education, sport, and activities by offering stretching yet attainable challenges that build pupils' confidence and self-esteem, with positive effects that extend into all areas of life.**
- **Enhance the community spirit and family atmosphere through an ethos based on Christian teaching and by providing opportunities for pupils to explore and discover a personal faith.**

We offer a wide range of co-curricular and enrichment activities that complement and support pupils' academic learning. St David's College provides an inclusive and nurturing environment where differences are valued, and where no pupil is disadvantaged. Personal pastoral care and strong, positive relationships between staff and pupils are central to our ethos, ensuring every individual feels supported, respected, and able to thrive.

As an independent mainstream day and boarding school, St David's College recognises that effective education and personal development can only take place within an environment of mutual respect, trust, and appropriate behaviour in all aspects of school and boarding life. With approximately 40% of our pupils being boarders, we understand that a successful boarding community is built on trust and shared responsibility. Boarders must be trusted to make positive decisions even when unsupervised, and they in turn have a duty to maintain that trust and respect the values of the school and the expectations of their house staff. We believe that while appropriate supervision and guidance are vital, it is equally important to allow young people the freedom and personal space they need to grow, develop independence, and learn from experience.

This Behaviour Policy outlines the expectations, rewards, and consequences that apply to all pupils at St David's College. It reflects our commitment to fostering a community where respect, kindness, responsibility, and personal growth are at the heart of school life, both in the classroom and in our boarding houses.

Aim

The aim of the Positive Behaviour and Motivation Policy is to foster a school environment in which all pupils feel safe, respected, celebrated, and a valued part of our community. At its core, this

policy seeks to encourage pupils to value themselves and others by respecting individual rights and embracing differences.

As the name suggests, this policy is rooted in a positive approach to behaviour and discipline. We believe that reinforcing and rewarding appropriate behaviour is more effective and impactful than focusing on negativity. Positive reinforcement not only motivates pupils but also helps to build a culture of encouragement, self-worth, and mutual respect.

This means that, while boundaries are clear and consistently maintained, the emphasis is placed firmly on recognising and celebrating positive choices rather than relying on sanctions or punishments.

Promoting positive behaviour supports pupils in feeling secure and confident, and contributes to a calm, well-ordered environment where everyone can thrive. Above all, this policy underpins the school's primary goal: to provide effective learning and teaching for every pupil in a supportive, inclusive, and caring setting.

The role of staff

At the heart of our Positive Behaviour Policy is a simple but powerful belief: ***Good relationships matter***. Creating a safe, respectful, and inclusive learning environment begins with strong, positive connections between staff and pupils.

Research consistently shows that when teachers know their pupils well—understanding their strengths, challenges, interests, and motivations—classroom behaviour improves. These relationships foster trust, promote mutual respect, and create a sense of belonging, all of which are vital for learning to thrive. It is the little things that matter.

This policy is rooted in the understanding that behaviour is a form of communication. By prioritising relationships, we not only support pupils in making positive choices, but also help them feel seen, valued, and understood. Through consistency, empathy, and high expectations, we aim to cultivate a school culture where everyone can succeed.

At our school, staff are not only educators—they are role models. The way we speak, act, and respond sets the tone for the entire school community. Pupils learn as much from what we do as from what we say, and our actions have a powerful impact on the culture we create together.

Because ***good relationships matter***, it is essential that every member of staff consistently models the behaviour we wish to see in our pupils. This includes demonstrating respect, fairness, and professionalism at all times. A calm, structured, and supportive learning environment begins with us.

The following expectations apply to all staff, every day. They reflect our shared commitment to fostering positive behaviour and building a school culture where everyone feels valued, included, and ready to learn:

- Be punctual to all lessons.
- Greet pupils at the door (if possible) at the beginning of each lesson. Research shows that this makes a significant difference to behaviour.
- Get to know your pupils – ***good relationships matter***.
- Begin and end lessons in a structured way that supports a calm learning environment.

- Treat all pupils with respect. Avoid sarcasm; instead, use respectful and kind language.
- Be consistent. Pupils expect and deserve fairness. "Connection before correction" is a phrase that highlights the importance of building a strong, positive relationship with someone before addressing their behaviour or providing feedback.
- Look smart and professional, wearing clothing appropriate for the lesson or activity
- Staff should refrain from using personal phones for non-work-related purposes during class time and in the presence of students. Phones should be on silence or switched off during lessons.
- Model the behaviour that we expect from our pupils.
- Support a culture that does not accept discriminatory or prejudicial language or behaviour, bullying, or abuse of any kind. Language is constantly changing with the influence of online culture. If you hear new words or phrases, be curious as to the meaning and origin, to ensure that you are not implicitly endorsing discriminatory or derogatory language through silence.
- Give clear and concise instructions ensuring that pupils are listening and have understood. Repetition may be needed to ensure pupils have adequate time to understand and process the information.
- Be consistent. Pupils thrive on routine, which creates a safe and supportive environment.
- Provide engaging work that provides a flexible and engaging learning environment that addresses individual needs and utilises evidence-based teaching practices.
- Use positive affirmation and praise with our pupils – there is nothing more powerful!
- Know and understand your pupils, their needs, and the influences that shape them.
- Engage with parents, share the positives. ***Good relationships matter.***
- Recognise that speaking to pupils with a calm and controlled tone will help to de-escalate a situation and provide a more comfortable environment to communicate.
- Consistently use the school reward system, have the expectations and rewards posters on display and remind pupils of expected behaviour.

By following these principles every day, we build a learning community based on respect, empathy, and high expectations. Together, we create a positive atmosphere where all pupils can flourish.

The role of pupils

At St David's College, we believe that every pupil has the right to learn without interruption and the responsibility to contribute to a positive, respectful, and focused learning environment. Our aim is to create a school culture where pupils have the freedom to flourish—academically, socially, and personally.

Pupils play a vital role in upholding this positive ethos by meeting clear, shared expectations that support both their own learning and that of others. The following classroom expectations reflect our commitment to high standards and mutual respect and are displayed in every learning space as a daily reminder of what it means to be part of our school community. These expectations have been agreed by the School Council and will be continually reviewed.

- Begin lessons positively and punctually, prepared and ready to learn.

- Build kind and respectful relationships with both peers and staff - ***good relationships matter***.
- Follow the instructions of staff the first time, every time.
- Help maintain a calm and focused atmosphere where everyone can learn without disruption.
- Use toilet facilities before school, at break, and lunchtime to minimise disruption.
- Work hard, listen attentively, and help others to stay focused.
- Take pride in your work.
- Show respect to everyone, including staff.
- Wear the full school uniform smartly and appropriately at all times. It shows that you are proud of St David's College.
- Keep mobile phones out of sight and sound, unless specific permission from the class teacher. Phones must remain in bags throughout the school day.

The role of parents

At St David's College, we believe that achieving the very best outcomes for our pupils depends on a strong, three-way partnership between the school, the pupil, and the parents. Parents and carers play a crucial role in promoting and reinforcing positive behaviour by sharing our vision and values, and by working in close collaboration with us.

Research consistently shows that when parents are actively involved in their child's education, pupils benefit in many ways — they demonstrate better behaviour, improved confidence and selfesteem, stronger academic performance, and a more positive attitude towards learning. When schools and families work together, the impact on a child's success is significant and lasting. To help us create a positive, respectful, and high-achieving school community, we ask that all parents commit to the following:

- Familiarise yourself with, and support, our Positive Behaviour and Motivation Policy.
- Ensure that your child attends school regularly and punctually.
- Engage with the school — attend events if you can, connect with staff, support your child's learning, and support the school's ethos.
- Reinforce positive behaviours and attitudes at home - ***good relationships matter***.
- Work in partnership with school staff — open, respectful communication helps us support your child together.
- Share your child's successes outside school, so we can celebrate them as a community. Connect with your child's form tutor in order to do this.
- Check the parent portal app regularly to stay informed and support positive conversations with your child about their school day.

By working together, we can ensure that every pupil feels supported, encouraged, and equipped to thrive both in and out of the classroom. Parents are an essential part of the journey, and we deeply value their involvement in helping our pupils flourish.

Rewards

At St David's, we recognise and celebrate pupils who demonstrate positive behaviour, good punctuality, strong effort, and respect for others. Rewards are given for progress, hard work, and for consistently making good choices. We believe that acknowledging and encouraging the right behaviours leads to greater motivation, stronger relationships, and a school environment where all pupils can succeed.

Our school reward system is via iSAMS and pupils can be awarded merits for the following behaviours:

- ATL3
- ATL4
- Correct equipment for Outdoor Education
- Correct uniform
- Eco award
- Exceptional performance
- Extra-curricular activities
- Good manners
- Kindness
- Outdoor education excellence
- St David's ethos
- Headmasters award – worth 2 merits

To promote a consistent and positive culture across the school, posters will be displayed in all classrooms outlining the school's behaviour expectations and the rewards available to pupils. These will serve as daily reminders to pupils of the standards we uphold and the positive outcomes they can achieve.

Parents and carers will have access to their child's merit record via the Parent Portal, allowing them to track the rewards their child is earning in real time and celebrate their successes at home. As pupils accrue merits throughout the academic year, additional recognition will be given when key milestones are achieved:

50 points – Bronze award and postcard home
100 points – Silver award and postcard home
150 points – Ruby award and postcard home
200 points – Sapphire award and letter from HOY
250 points – Gold award and letter from Assistant Head Pastoral
300 points – Diamond award and Headmasters commendation

These milestones provide regular opportunities to recognise and celebrate positive contributions to the school community.

End of year trip

At the end of each academic year, all pupils will have the opportunity to take part in an end of year trip or event to celebrate their achievements and mark the transition to the next year group. This is an important part of our school community, recognising effort, positive behaviour, and progress over the year.

This privilege is dependent on pupils consistently engaging with the school's positive behaviour expectations. Pupils whose behaviour does not meet these expectations, despite support and opportunities to improve, may be at risk of losing their place on the trip or event. Decisions regarding participation will be made based on a fair and transparent review of behaviour records and individual circumstances taking into account any reasonable adjustments and individual needs. Wherever possible, pupils will be supported to make positive changes to enable them to take part.

Interventions

Behavioural interventions are implemented with the aim of creating safer and more effective learning environments. They are designed to reduce challenging behaviours, promote positive behaviours, and contribute to a supportive and respectful school climate. Interventions also support pupils in developing key skills that contribute to long-term personal and academic success.

Interventions that may be considered include:

- **Support from tutor, HOY or HM**
  The pastoral team at St David's College includes a wide variety of staff. A pupils tutor, Head of Year or Housemaster are often the first port of call for speaking with the pupil if things are not always going well to offer their support.
- **Support from Cadogan Staff**
  Many pupils benefit from 1:1 academic support provided by the Cadogan department. Cadogan staff are also well-positioned to offer individualised behavioural and emotional support, given their close working relationships with pupils.
- **Support from the Occupational Therapist**
  The school employs a qualified Occupational Therapist who supports students in developing essential life and learning skills. OTs are trained to understand sensory processing difficulties and can implement behavioural strategies and environmental adjustments to help pupils better engage with their learning.
- **Report Cards**
  A report card system enables close, daily monitoring of a pupil's behaviour across different subjects and settings. This detailed feedback helps staff to identify consistent behavioural patterns and to implement targeted support where necessary. Alternatively, it may be more appropriate for a pupil to be on a subject report if the poor behaviour is limited to one faculty.
- **Pastoral Support**
  The school's full-time Pastoral Officer plays a vital role in supporting pupils' emotional wellbeing. Where beneficial, pupils may meet regularly with the Pastoral Officer for guidance, reflection, and emotional support.
- **Conflict Resolution or Mediation**
  Where disagreements or conflicts arise between pupils, a teacher or the Pastoral Officer may facilitate structured mediation sessions. These sessions promote understanding, empathy, and collaborative problem-solving, and are only undertaken when all parties are willing to participate.
- **Partial timetable**

Sometimes a pupil needs a reduced timetable for an agreed period of time to help support their behaviour. This should be agreed upon by the school, parent/guardian and pupil and should be for the shortest time possible. Details of the partial timetable must be documented on isams, logged and reviewed regularly.

- **Anger Management**
  Some pupils may benefit from structured anger management support, where they are taught to recognise triggers, understand emotional responses, and develop personalised strategies to manage anger constructively. This may be led by a trained teacher or the Pastoral Officer.
- **Self-Regulation Techniques**
  Pupils are supported in learning how to self-regulate their emotions and behaviour through techniques such as deep breathing, the use of fidget tools, or taking quiet time. These strategies are facilitated by class teachers, 1:1 staff, or the Pastoral Officer, as appropriate.
- **Counselling**
  While St David's College does not directly employ counsellors, the school works in partnership with independent, professional counsellors who provide support on a privately funded basis. Counselling offers a safe and confidential space to explore underlying issues, develop coping strategies, and support behavioural change.
- **Temporary exclusion**
  A temporary exclusion forms part of the schools behaviour system. The purpose is to provide a suitable consequence for pupils who have, to a significant extent, contravened the school rules and it is a serious and formal sanction.
- **Support from the School Police Liaison Officer**
  In more serious cases, particularly those involving behaviour that may be unlawful, the School Police Liaison Officer may provide pupils with 'words of advice'. These interventions are informal and do not result in a criminal record but are noted by the officer and can serve as a meaningful deterrent.

All interventions are considered in consultation with relevant staff, parents/carers, and where appropriate, the pupils themselves. The goal is always to provide support that is proportionate, timely, and effective, helping each pupil to develop the skills and confidence they need to succeed both within school and beyond. The final decision will remain with the school as to any interventions chosen.

Sanctions

At St Davids College, all staff share the responsibility for maintaining high standards of discipline throughout the school. It is essential that we consistently uphold high expectations of pupils in both their work and behaviour, and that school rules are reinforced at all times.

As adults working with young people, it is our role to teach, guide and support pupils in making the right choices for themselves and for others. We accept that young people will sometimes make mistakes, and when they do, we help them to understand, learn from the experience, and move forward. In doing so, we aim to model fairness, forgiveness, and equality in our actions and responses.

All class teachers are expected to log concerns or misdemeanours on the school system. The pastoral team will regularly review behaviour logs to identify patterns or trends that may require further support or intervention.

In cases of repeated misbehaviour or a failure to respond to initial interventions, staff may introduce additional support strategies and/or request a meeting with parents to discuss next steps.

Our sanctions framework includes the following:

- Verbal Warning
  Issued immediately by any member of staff at the time of the incident. Verbal warnings should be delivered in a calm and relational manner, recognising that behaviour is often a form of communication. When giving a warning, staff are encouraged to take a **PACEinformed approach**:
    - **Use Curiosity** to explore what might be going on for the pupil: *"I noticed you're finding it hard to stay focused — I wonder if something's making today feel tricky?"*
    - **Affirm boundaries** while maintaining **Acceptance** of the pupil's worth: *"That behaviour isn't OK, but you're not in trouble — I just want to help you do better, we need to keep everyone on track"*
    - **Empathise** and offer support: *"It looks like you're struggling — how can I help you get back on track?"*
    - **Adjust** the environment where appropriate to reduce triggers and support success (e.g. alternative seating, revised expectations, gentle re-engagement).

  This approach aims to **call the student in**, rather than **call them out**, preserving dignity while guiding behaviour change through relationship and regulation.

- Removal from class
  All staff are expected to use the range of positive behaviour strategies and de-escalation techniques they have been trained in to support positive classroom behaviour.

  If a pupil is displaying disruptive behaviour, the member of staff should:
    1. Issue a first clear verbal warning, explaining to the pupil how their behaviour is disrupting learning and what needs to change.
    2. If the behaviour continues, issue a second and final verbal warning, again making expectations clear. If the behaviour improves, acknowledge this to reinforce the change.
    3. If there is no improvement following two warnings, the member of staff should contact the HOD in the first instance and if not available then the member of SLT on duty to request the removal of the pupil from the classroom.
    4. The pupil will then be collected and managed by SLT, and appropriate follow-up action will be agreed in line with the school's behaviour policy.
    5. The pupil and teacher, along with SLT member, need to meet as soon after the end of the lesson as possible, to discuss what went wrong and how the relationship can be repaired. Reconciliation between a pupil and a teacher

following a behavioural incident is a vital step in restoring a positive learning environment.

- Lunchtime Detention
  Can only be issued by a Head of Year (HOY), Head of Department (HOD) or member of the Senior Leadership Team (SLT). Detentions are held daily from 1:00pm – 1:30pm in the Minstrel Gallery, supervised by the HOY or SLT.

- HOY Report Card
  A pupil causing concern may be placed on a report card by the HOY to monitor specific issues such as attendance to lessons, punctuality, homework completion, or incidents of low-level disruption.

- Traffic Light Report Card System
  For more serious or persistent concerns:
  Green Report Card: Managed by the pupil's Housemaster.
  Amber Report Card: Managed by the Assistant Head (Pastoral).
  Red Report Card: Managed by the Deputy Head.
  Parents will be informed and involved at all stages of the traffic light system

- Headmasters interview
  For repeated serious offences, and after referral from SLT, the pupil will be invited to a face-to-face meeting with the Headmaster to discuss their behaviour, potential consequences and a positive way forward.

- Fixed-Term External Exclusion
  Can only be issued by the Deputy Headmaster or Headmaster, typically for a period of 1 to 5 days. Work will be provided for the pupil to complete at home during this period.

- Permanent Exclusion
  Reserved for the most serious breaches of school rules and can only be issued by the Headmaster in collaboration with the Chair of Governors.

Behaviour matrix

No behaviour matrix can cover all eventualities. This is for guidance only. Any member of staff is expected to use their experience to decide on appropriate sanction. Any issues or complications to be discussed with HOY, HM or SLT.

Sanction	Possible misdemeanours	Suggested interventions
S1 Verbal warning Issue a first clear verbal warning, explaining to the pupil how their behaviour is disrupting learning and what needs to change. If the behaviour continues, issue a second and final verbal warning, again making expectations clear. Once behaviour improves, acknowledge with affirmation to encourage continued positive behaviour and to increase self-worth and resilience. Log to be made on isams, visible on Parentportal, by class teacher.	**Any of the following occurring for the first time** Chewing gum / dropping litter Talking out of turn Lack of attention Arriving late without good reason Low level disruption Lack of respect Unkindness / Unkind comments to other students Not getting on with work Not bringing equipment to lesson / tutor time Minor uniform infringement Poor effort Homework not completed Talking when teacher is talking Late for Dorm Call (before Lights Out) Late for breakfast and tea Late for Chapel Inappropriate language Visible mobile phone	Changes to seating plan. Verbal reflection prompt e.g., "How can we turn this around?" Arrangements for repeating work, New date for handing in homework Conflict resolution or mediation. Reflection time during break with the teacher or Housemaster

S2 Removal from class Issue a first clear verbal warning, explaining to the pupil how their behaviour is disrupting learning and what needs to change.	**Repeat offences from S1**	Restorative conversation between pupil, teacher and SLT member. Verbal reflection with class teacher “How can I support you in the next lesson?”

If the behaviour continues, issue a second and final verbal warning, again making expectations clear. If there is no improvement following two warnings, the member of staff should contact the HOD or the member of SLT on duty to request the removal of the pupil from the classroom. The pupil will then be collected and managed by SLT. Log to be made on isams, visible on Parentportal, by class teacher.		Report card Timetabled support from pastoral staff. Parental contact and meeting request.

S3 Lunch time detention OR boarders detention/housework (30 mins) Incident **MUST** be logged on isams by the class teache,r visible on Parentportal, and referred to HOY or HM in order to be placed on detention. HOY report considered if appropriate.	Poor behaviour in class or on school premises Minor damage to another's property Minor graffiti Misuse of school equipment, including ICT Lying to a member of staff Disrespectful towards staff or public Disruption in class Malicious gossip Repeated lateness to lesson Repeated non completion of homework Arguing / fighting with another pupil (if appropriate) Being out of bounds Repeated lateness dorm call, meals, chapel Missed meals Missing chapel Up after lights out	Debrief with teacher and/or mentor Restorative conversation between pupil, teacher and HOY / SLT Conflict resolution or mediation Report card Timetabled support from pastoral staff Parental contact and meeting request. Prep support
	Uniform issues Truancy Intimidating behaviour towards others Repeated visible mobile phone usage	

S4 Half 2-3 detentions/housework plus one day weekend **Gating 5 detentions/housework plus weekend gating** Incident **MUST** be logged on isams by the class teacher, visible on Parentportal, and referred to HOY or HM for decision.	Damaging student property or school property Persistence in disrupting the learners of others Disrespectful towards staff or public Interfering with other students' work / possessions Disobedience Poor behaviour in detention Truancy/AWOL not signing out with HM at weekends. Abuse of personal, others or school IT, Accessing the dark web. Bullying Fighting Behaviour which causes distress or alarm to others. Unkindness to other students Theft Smoking or vaping Poor behaviour offsite (supervised and unsupervised)	Conflict resolution or mediation Timetabled support from pastoral staff Contact home by email or phone HOY report considered if appropriate Traffic light report considered if appropriate Restorative justice if there is an opportunity to repair the harm done by way of apology etc. This should be preferable. Parental contact and meeting request.

S5 Fixed term external exclusion To be decided by Deputy Head or Headmaster only. Incident **MUST** be logged on isams by the member of staff investigating and contact with home as soon as possible. Investigations can be conducted by HMs, Assistant Head or Deputy Head.	Bullying / cyber bullying in line with appropriate policy Significant incidents of bullying, including relating to race, religion, disability, sexuality or sexual orientation Alcohol Drugs or legal high – admittance to taking drugs or a positive drug test Swearing / aggressive / abusive towards a member of staff or public Serious assault/unprovoked attack Vandalism involving large scale or offensive graffiti Racist comments towards another student or member of staff Using or abusing IT system to access inappropriate information Disrespectful / inappropriate online behaviour Theft Refusal to take a drugs test Inappropriate sexual behaviour Possession and or sharing of inappropriate or offensive material in whatever form Possession of an offensive weapon Smoking or vaping in school building that sets off the fire alarm	On return to school, pupil must attend post suspension interview with SLT and / or HM. Consideration of involvement of police / school police liaison officer Behavioural contract to be considered Regular drug tests to be administered on return to school if appropriate Restorative justice if there is an opportunity to repair the harm done by way of apology etc. This should be preferable. Timetabled support from pastoral staff. Parental contact and meeting request.

S6 Headmasters interview Referral from SLT only. Incident **MUST** be logged on isams.	Any of the above repeated Suspension for same incident more than once	
Contact home by email or phone Traffic light report considered if appropriate		
S7 – Permanent exclusion To be decided by Headmaster and Governors	Repeated behaviour from S5 Criminal behaviour Bringing an offensive weapon into school and/ or possessing it Physically attacking or injuring a member of staff Supplying / bringing onto school site (or school activity off site) an illegal drug or legal high. Fight or violence against another student leading to serious harm Aggravated sexual, homophobic or racial assault Arson Cyber infringement that compromises school system, and or, reputation Bullying (dependant on severity and guidance from bullying policy)	Review by Governors if necessary

Mobile phone usage

Undoubtedly, smartphones are a powerful and versatile tool in the modern world. They offer instant access to information, communication, and educational resources. However, their use within the classroom environment can be limited, and in many cases, detrimental to learning.

Academic research has consistently shown that, despite their potential benefits, mobile phones often disrupt learning and distract students from their studies. Many young people overestimate their ability to multitask, unaware that even the silent presence of a smartphone — whether on a desk or in a pocket — can impair memory, reduce concentration, and affect overall academic performance. In fact, studies suggest that simply thinking about a smartphone is enough to disrupt focus and lower the accuracy of memory recall.

In light of this evidence, for all pupils from year 5 through to year 11, their mobile phone must be invisible at all times during the school day. Our year 12 and 13 students are expected to be role models and must be considerate of their mobile phone use whilst around school and in lessons and follow the direction of individual class teachers.

General Expectations

- Students in Years 7–11 must keep their mobile phones invisible at all times while on school premises.
- Phones must be turned off and stored in school bags and should not be seen, heard, or used.

Confiscation Procedures

If a mobile phone is seen or heard on school premises, staff will confiscate the device and store it securely in reception whilst a log made. The following consequences will apply:

- First incident in a school half term:
    - The phone will be confiscated and securely stored.
    - It can be collected by the student from reception at the end of the school day.
- Second incident in a school half term:
    - The phone will be confiscated and securely stored.
    - It can be collected from reception at the end of the school day.
    - The student will also receive a lunch time detention.
- Third incident in a school half term:
    - The phone will be confiscated and securely stored.
    - Parents/guardians will be contacted to arrange collection of the mobile phone. Further incidents will result in a meeting request with parents/guardians.

Headphones, Wireless Earbuds and smart watches.

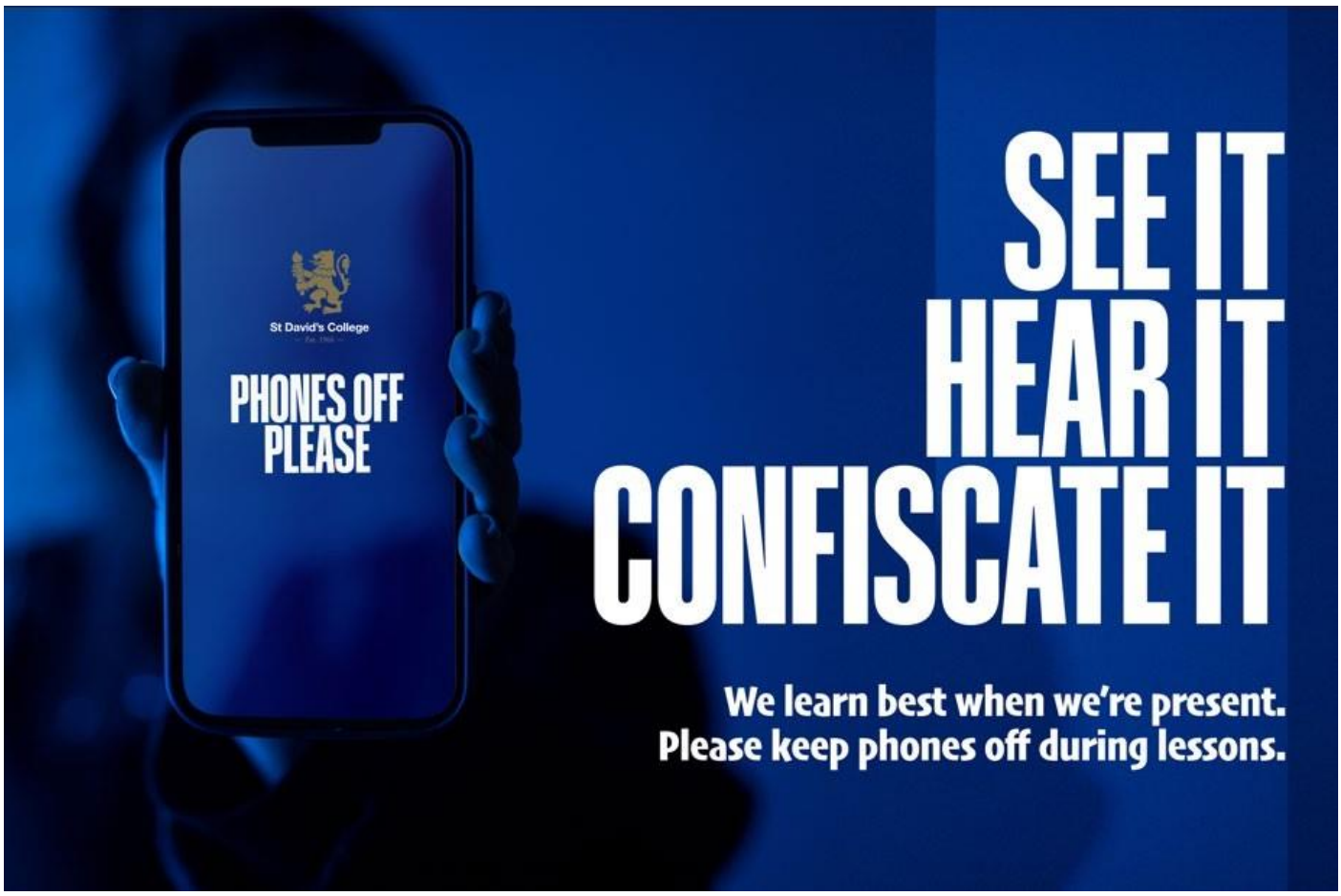
- Wireless headphones, wired headphones, and earbuds must be invisible at all times while on school premises, unless specific permission given by the class teacher.
- Any headphones seen on school premises, will be confiscated according to the same procedures outlined in Section 2.
- Smartwatches capable of accessing phone features (e.g. reading messages, replying to notifications) are subject to the same rules as mobile phones and must not be visibly used to respond to messages on school premises.

Exceptional Circumstances

- We recognise the importance of assistive technology and translation features for some of our pupils, that are available on their phones. The pupil needs to gain specific permission from their class teacher if they wish to use these features in class.

- In specific, approved cases — such as a medical need or an urgent family situation — staff may exercise discretion and permit temporary phone use. Parents/guardians should inform the school in advance if such an arrangement is needed.

Appendix



SDa 16.06.25