

Colmers School and Sixth Form College

Colmers School The Colmers Way - Pastoral

V1 September 2024

“How we do things at Colmers” #teamcolmers

This manual sets out the operational procedures that secure the foundations for successful learning at Colmers. The details underpin our one team approach that is essential for us to Achieve Excellence, Belonging Together and Challenging Mindsets. We strive to have the highest standards and expectations of our students, parents/carers and ourselves as professional educators.

Our Colmers Way approach remains work in progress as we evolve and improve the quality and consistency of our education practice. It sits alongside The Colmers Way - Curriculum. Clarifications will be issued regularly to help us maintain consistency.

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1. School Values and Culture

- Our pastoral system rests on our **core values and culture of high expectations for all**.
- Our vision is reflected as **“Opening Doors & Opening Minds”**
- Our core mission is captured in the values of **“Achieving Excellence. Belonging Together and Challenging Mindsets”**.
- Our vision for behaviour for learning is captured in our school mantras, **“Be Ready, Be Respectful, Be Safe”**.
- Maintaining a strong **Colmers culture** is a key challenge for the whole staff team to embrace, under our **one team approach #BeMoreGoose**, ensuring our values and culture are reflected in our behaviours and strengthened in the messages we communicate to students, parents/carers and our wider community.

1.1 Pastoral Vision

To have the best pastoral system in Birmingham!

Intent Statement:

The Colmers Way is a set of routines and expectations that will make our students head and shoulders above their competitors.

Ultimate Goals:

- Every student at Colmers maximises their full academic and personal potential.
- Every student at Colmers is happy, safe and successful. They feel valued as part of our Colmers community where we all belong together.
- Every student at Colmers knows we are warm but strict to ensure they fulfil their potential. This is because every student knows that their education is a gift and every moment counts.
- Every student at Colmers is confident they are recognised and rewarded for their achievements.
- Every student at Colmers is confident that they have a voice.
- Every student at Colmers is confident that any issues are dealt with efficiently and effectively.

1.2 Pastoral Mantras

We have 3 pastoral mantras:



1.3 Home School Agreement

Working in partnership with parents and carers is essential to our success. Our Home School Agreement reflects our expectations of our school, students and parents and carers:

Colmers School and Sixth Form College

Achieving excellence, belonging together and challenging mind sets – this is the commitment by Colmers School and Sixth Form College

At Colmers every student is capable of academic and personal success and that it is through hard work on the part of your child. **With our support**, their potential will be realised.

Learning

- We are committed to ensuring that we have first attention to the positive. Where we will recognise and reward students for working hard.
- We will make sure we always come to lessons prepared and engage students in the challenging work that paves the way for success in school and life.
- We commit to having an ambitious curriculum that equips our students with the knowledge and skills to be successful adults.
- We will ensure that the work undertaken will encourage students' to be resilient and hard working.
- We will educate students The Colmers Way so we can build children with Colmers Character as part of their educational journey.
- We will recognise and reward students' endeavours.
- We will set appropriate homework regularly.
- We will take our students on exciting and relevant trips.
- We will constantly strive to become better educators.
- We will encourage our students' to be ambitious, courageous and curious in their learning.

Pastoral Care

- We will ensure that each student's Form Tutor, Pastoral Support Worker (PSW) and Head of Year (HOY) will follow each of their tutee's progress and ensure that all individual needs are met.
- We will go out of our way to get to know each of our students as individuals so they feel fully included in our school.
- We will care about our students' wellbeing and protect their safety at all times.
- We will work with our students to help them become reflective citizens so they can be the best people that they can be.
- We will promote diversity, equity and inclusion with students, parents and carers, celebrating our differences and challenging all forms of discrimination.

Parent school communication

- We will communicate regularly to create a relationship of trust between school and home.
- We will collaborate with parents / carers and students to ensure your child's success.
- We will hold parent / carer meetings and provide progress reports through the year.
- We will make sure that students and parents/carers will be able to contact staff by phone and email and will reply to all communications from parents/carers as soon as possible.
- We promise to welcome parents and carers into the school community.

Discipline (please see policy in planner and on website)

- We will reinforce the Colmers School and Sixth Form College values and rules consistently, fairly and with compassion.
- We will protect students from bad behaviour by insisting on high standards and holding students to account for their actions.

We understand that this commitment will require us to go above and beyond the average expectations of a school. We sign this agreement voluntarily because we believe that Colmers School and Sixth Form College is a collaboration between parents/carers and the staff, that exists to create the greatest possible education for our students.

On behalf of Colmers School and Sixth Form College:

Signed:

Mr Peter White - Headteacher

Achieving excellence, belonging together and challenging mind sets – this is the commitment to Colmers School and Sixth Form College by **parents/carers**

I believe my child is capable of academic and personal success and that it is through hard work on the part of my child. **With my support**, their potential will be realised.



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Parent – school communication

Learning

- I will encourage my child to be positive in their learning so that their hard work can be recognised and rewarded.
- I will encourage my child to work hard, believe in themselves and value the gift of education.
- I will contribute and allow my child to go on school field and residential trips where necessary. I understand that my child's participation in these experiences depends on them keeping their behaviour record in good order.
- I understand that my child will have homework set regularly and that the expectations in terms of time allocated.
- It is my responsibility to see that homework is completed which I understand develops a sense of hard work and resilience in my child to continue their education outside of the classroom.

Attendance (please see policy in planner and on website)

- I will ensure my child arrives to school before the school gate closes at 8:42am.
- I will not plan for family holidays or other extended absences during term time.
- I will make certain that my child attends every day, except in cases of illness or another legitimate reasons.
- If my child is absent, I will telephone the school before 8:42am on the day of the absence to report it.
- I understand that all measures taken to support absences are compulsory and non-negotiable.

Parent – school communication

- I will always make myself available to the school by providing up-to-date phone numbers and contact details.
 - I will communicate with the school in a timely and polite manner, in line with the school's values and rules.
 - I understand the school has a zero tolerance approach to abusing staff. I accept the Headteacher has the right to ban (temporarily or otherwise) any parent/carer from the school site who does not comply with the Colmers Parent & Carer Code of Conduct.
-
- I will read all reports carefully, attend all arranged parent/carer meetings and check and sign my child's planner each week.
 - I understand that by working in collaboration with the school my child will be even more successful.

Uniform and Equipment (please see policy in planner and on website)

- I will make sure my child wears the full school uniform neatly to and from school each day.
- I will make sure my child has their full and correct equipment each day.
- I understand that uniform and equipment violations may result in my child being kept out of lessons, sent home to collect the items or us bringing the proper items to school.
- I understand that school takes no responsibility for the damage, loss or theft of personal electronic devices.
- I will ensure that my child conducts themselves appropriately online.

Discipline (please see policy in planner and on website)

- I understand and support Colmers School and Sixth Form College consequences for misbehaviour.
- I accept the schools right to move students through disciplinary stages, using Passport placements and managed moves. I accept that the Headteacher is able to make the final decision on passport and managed move provision, if they deem it necessary, at any stage in the disciplinary procedures.
- I understand that consequences (detentions) will happen as part of the school's consequence system.
- I understand that my child cannot be excused from these detentions unless evidence is provided for medical appointments.
- I understand that the school has a zero tolerance approach to any drugs and weapons in school. If they are found in school, it will result in permanent exclusion.
- I will promote diversity, equity and inclusion with my child. I will encourage celebrating our differences and challenging all forms of discrimination.

By accepting a place at this school, I sign this commitment voluntarily because I believe that Colmers School and Sixth Form College is a collaboration between parents, carers and the school that exists to create the best possible education for my child.

Achieving excellence, belonging together and challenging mind sets – this is the commitment **by students** of Colmers School and Sixth Form College.

I believe I am capable of academic and personal success through my own hard work. I want to make my potential become a reality.

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I will work hard to learn.

- I will arrive to school before the school gate closes at 8:42am.
- I will attend school every day unless I am too unwell or have a legitimate reason.
- I will arrive at my lessons on time, ready to learn.
- I will strive to be recognised and rewarded for the hard work I am committed to achieve. I understand that staff will focus on first attention to the positive.
- I will always work, think, and behave in the best way I know how.
- I will be curious in my learning and participate in all lessons to the best of my ability.
- I will follow The Colmers Way and develop my Colmers Character on my educational journey.
- I will always show compassion for my Colmers peers.
- I will speak to my teachers with respect and politeness.
- I will speak to my teachers if I do not understand something and work with resilience to overcome adversity.
- I will be ambitious and complete all my homework to the best of my ability and hand it in on time.
- I will remain after school for any consequences (detentions) on any day that my behaviour is not upholding the values and rules of Colmers School.
- I will discuss any problems I am having at school with my parents / carers and teachers.
- I will discuss any issues or worries I have at home with my parents / carers and teachers.

I will go above and beyond to build a safe and respectful community.

- I will wear the correct uniform smartly to and from school every day.
- I will keep any electronic devices out of sight and switched off. I understand that devices will be confiscated if they are seen or heard anywhere on school premises and that the school takes no responsibility whatsoever for their safekeeping.
- I will conduct myself appropriately online.
- I agree to abide by the school's expectations, routines and standards and understand there will be consequences if I fail to do so.
- I will conduct myself in line with the school values and rules whilst in and out of school as I accept that as a student at the school I am an ambassador at all times.
- I will always treat everyone at Colmers School and Sixth Form College with respect and compassion.
- I will always listen to and care for my Colmers peers.
- I will take responsibility for my own behaviour and I will be willing to be reflective and learn from my mistakes.
- I will not be a bystander and I will report incidents or issues directly to staff members or via the Sharp system.
- I will promote diversity, equity and inclusion. I will celebrate our differences and challenge all forms of discrimination.

I believe I am capable of academic and personal success. I am ready to work hard to realise my potential.

1.4 [The Colmers Way Curriculum Handbook](#) sets out how we expect lessons to be planned and delivered within our teaching and learning framework.



This document does not go into detail regarding implementation of our teaching and learning framework. It is a given at Colmers that **well-planned and well-delivered lessons** are essential to the success of our learners and are a key foundation to good behaviour. Further details of expectations in relation to the teaching and learning framework can be found in the Colmers Curriculum Handbook. We are committed at Colmers to creating an environment in which **staff collaborate** in a climate of high support and high challenge to continuously improve the quality of our lessons, using research-informed approaches and enjoying an environment that supports us all in our **professional learning**.

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1.5 **Behaviour for Learning Framework** is built around 5 key strands and wrapped up in our values and culture.

- Good **relationships and communication** between all members of our school community
- Positive **recognition / rewards** of positive behaviour and achievements. We pay **'first attention, to the positive'**.
- Consistent **routines** in and beyond the classroom, rigorously implemented by all staff and respected by all students. We rehearse these on a daily basis and at the start of every year through **The Colmers Way**.
- Clear **consequences/sanctions** that are understood and implemented with the support of parents and carers.
- Effective **interventions** for students who are struggling, supporting them to learn from mistakes.



2. **Knowing our Students and Sharing Information**

2.1 **SIMS and Class Charts**

1. SIMS is the school's **management information system** and is where all student information is held centrally. Pupils' details and records are held in SIMS, including copies of personal profiles, Individual Health Care Plans (IHCPs), SEND information and safeguarding alerts.
2. Class Charts is the front facing information system that enables staff at all levels to input and share information with colleagues, parents/carers and students.
3. This document contains advice on how sanctions, recognition and rewards should be **recorded**. For any **assistance** on what you should record in SIMS or Class Charts and for how to access key information in SIMS or Class Charts, please check in your **faculty and/or year team** first and progress unresolved queries to **Michelle Rainbow** or **Naomi Byatt**.
4. **Registers** are taken in Class Charts during every lesson. **Statutory registration sessions take place in Tutor Time** and **Period 4**. These are used for monitoring of attendance by DFE and School Census and must be completed within the first 5 minutes of the lesson.
5. Using the **Classes** (Seating Plans) in Class Charts you can access key information about the students you teach.
6. **Credits** and **Consequences** are logged in Class Charts using your Classes display (see section 6 for details of consequence types and section 3 for credits). **Interventions** and **actions taken** are logged in provision map, for example phone calls home, placing a student on report, meetings with parents/carers or on Year Group online trackers.

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2.2 Key Workers for vulnerable students

- Students who are deemed particularly vulnerable at Colmers may be assigned a **key worker** who will provide additional support for the individual, liaising with staff to assist in meeting the needs of the individual. **Details of key workers** can be found in SIMS pupil records, on student base data sheets and on pupil profiles. It is advisable to talk with key workers for **advice** on seating plans and to use them as first port of call for **support strategies** and/or concerns.
- During the course of this year, we will be transferring our SEND Pupil Profile management to Provision Map within the Class Charts domain, further details will follow.

2.3 Pupil Passports

- Students with SEND have individual **Pupil Passports** that set out the details of their individual special educational needs with key strategies you can deploy to help them. Pupil passports can be found in **linked documents** for the student within SIMS. Staff are expected to maintain **up to date copies** of pupil profiles in their **Teacher Planning folders** for students they teach and to use these to inform seating plans and lesson planning. Any queries regarding Pupil Passports should be directed in the first instance to the named **HLTA / TA** on the pupil passport or **Denessa Spencer, SENDCo**.

Intent Statement:

To create a culture where staff feel empowered to enable students with SEND to progress in all areas of school life and narrow the gap between SEND and non-SEND students.

Ultimate Goals:

- Staff to have access to a one-page toolkit for planning and approaching students with SEND.
- Students to have opportunities to discuss their aspirations and have a clearer vision for their future.
- Staff to be aware of SEND students' aspirations to have meaningful and reflective conversations.
- All students with SEND to have a pupil passport with relevant strategies.
- To continue to facilitate Learning walks and QA for SEND students.
- For students that need funding to have a SSPP so that we can hire staff to support those that need provision that we cannot currently fund.

2.4 Individual Health Care Plans (IHCPs)

- Students with medical needs have **individual health care plans**. It is essential you are familiar with these for students you teach and a copy should be kept in your data folder. An electronic copy of all IHCPs is held in the staff shared area. Any queries regarding IHCPs should be directed to **Helen Richardson** in the first instance.
- Every member of staff should carry a small **pink laminate** in the back of their ID that has a full list of staff and students who have **severe allergies** and need epipen administration in the event of an allergic reaction.
- There are **3 key medical policies** you should be familiar with: Supporting Students with Medical Conditions; Allergen and Anaphylaxis policy and Administering Medications policy, all of which can be found in our **school policies** area.

2.5 Risk Assessments

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- At times we may assess a student with additional or complex needs, or in a particular phase of acute vulnerability, as someone who places themselves or others **at risk of harm**. In such circumstances, a **risk assessment** will be carried out and key points issued to all staff so that we can effectively manage these risks as a team.

2.6 Personal Education Plans, PePs, for Looked After Children

- All looked after children (LAC) have a **Personal Education Plan** that sits behind their pupil profile. These plans are overseen by the Designated Teacher for LAC, Craig Boardman and **Mark Jones, LAC Manager**, and are managed by the LAC students' Key Worker. As corporate parents for looked after children, we have additional responsibilities for their care and well-being, therefore it is expected that all staff plan **additional support for Looked After Children** you work with.

2.7 Planning Folders

- Staff planning folders are one of our visible consistencies to support lesson planning. All teaching staff and TAs are issued with key information at the start of the year including **base data sheets and pupil passports** for groups you teach. These can be printed from SIMS as and when needed and an up-to-date copy should be retained in the planning folder when there are any group changes.
- **Guidance** on what should be contained in the planning folder is contained in the folder itself.
- Given the **sensitive** nature of planning folders, the data should be kept **covered** when students are present (i.e. folder closed) and carried with you when moving between lessons.

2.8 Incident Reports and Record Keeping

- Serious incidents must be documented on a **Staff Incident Report** and sent to pastoral@colmers.school and erhead@colmers.school. This enables appropriate join-up and **sharing of information** to inform next steps, sanctions and interventions. When completing incident reports, staff should bear in mind that these reports may be shared with parents and students and **language** should therefore remain **professional** at all times.
- The **subject** of an incident report **email** should contain **the initials of the student** and the **year group**. In addition, you should either write in the email subject the heading **Serious Incident** or **Hub Withdrawal**. If the incident involves **Bullying, Racism, Homophobia or Transphobia** this must be indicated in the referral so this can be logged and this information should be given to **Emma Rhead** (see 8.2)

2.9 General Data Protection Regulations, GDPR

- Under GDPR, staff have specific **obligations** in relation to retention, storage and sharing of personal and student data. Further details can be found in the staff handbook. The key principles for effective GDPR at Colmers are:
 - **Cover it** – keep student data covered and out of sight of students
 - **Lock it** – do not leave student data out in unattended spaces – keep your room / cupboards locked when you are not there and store data in lockable drawers or cupboards when you are not there
 - **Shred it** – if data is out of date and no longer in use, ensure it is shredded by placing in confidential waste. If in doubt about whether records need to be retained under GDPR, consult with Kevin Tranter, our Data Protection Officer (DPO).
- When writing emails, recording incidents or writing incident reports, staff should always bear in mind that these may be requested under a Subject Access Request. Language used to describe incidents should always be **professional and respectful**.

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2.10 Staff emails

- As a measure to reduce workload, emails between staff should be kept to a minimum – face to face contact is preferable to sending an email.
- Emails to all staff should be **avoided** and group addresses used where appropriate for distribution of information. **Reply all** should only be used when essential. The **weekly and daily bulletins** should be used for issuing information to all staff, along with Briefings. All Staff emails should never be used for routine information, will only be used for urgent or high importance information and should be **cleared** with SLT or Becky Carter before being sent.
- Any email you write may, at some point, be read by a parent or carer who has made a request for information sharing under **GDPR**: language must remain **professional and respectful** at all times.
- If emailing a colleague about an issue that **requires action**, it should be **addressed to one person only**, not to a group; use the cc address box if you think it important that other colleagues are sighted on the contents. If you are not sure who is best placed to receive / respond to your email, still only **send it to one person** and they can then make the decision regarding who to forward it on to: sending an email for response or action to more than one person leaves it hanging between people, is inefficient and ineffective.

3.0 Personal development Pathway

Intent Statement:

To create a Personal Development Pathway which builds character, provides opportunities and changes lives!

Ultimate Goals:

- Our Personal Development Pathway (PDP) sets out an inclusive journey to ensure every child discovers their potential and raises their aspirations.
- We aim for all our students to learn how to become respectful citizens, prepared for a modern Britain.
- The PDP sets out to build strong characters with a love of learning and readiness, willing to make wise decisions for their future.
- The PDP incorporates part of the curriculum vision of wanting our students at Colmers to know more, do more and be more.
- The PDP provides our students a quality pastoral education and access to a broader curriculum with a range of opportunities for students to discover their talents and gifts.

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4.0 Positive Recognition

At Colmers, we pay **first attention to the positive** in order to build effective relationships and promote high standards of behaviour and achievement. This means we:

- **Amplify** when individuals or groups do the right thing and do well through verbal recognition.
- Deliberately pay attention to students who are meeting **high expectations**, issuing specific verbal praise as a strategy to model and invite others to follow – especially before sanctioning students who are failing to meet expectations.
- Give **verbal feedback** to individuals both publicly and privately when they improve and/or do well.
- **Refer the student** to Head of Faculty, Head of Year, SLT or Headteacher for good work, via **email** or by **sending the student at an agreed time** to receive recognition for their good work.
- Use **Credits Recognition** through Class Charts for students in years 7 – 13 when they meet high expectations.



These are activated clicking on the student in the Classes section of Class Charts.

- Issue **Good News cards** to individuals by hand to take home, highlighting when they have been caught doing well. Good news cards are available from main reception.
- Send **positive postcards** home to share achievements with parents and carers. Positive postcards can be found in **main reception**. Positive postcards must be handed to main reception with the students' full name and class completed; the reception team will then organise adding the student's address, will arrange postage home and will record in Class Charts.
- Make at least 3 positive **phone calls home** every week to let parents and carers know good news about their child. These should be recorded in Class Charts.
- Nominate students for **awards** in celebration assemblies: these can be Head of Year awards, HT awards, special one-off awards for particular achievements, awards and recognition for achievements out of school.
- Promote achievements and successes through **social media**, sending details to Tim Love for Twitter, Facebook, web-page and Instagram.
- Use **nice surprises** for individuals, classes or year groups to promote and recognise positive achievements – these are usually organised by senior curriculum leaders, senior pastoral leaders or SLT members but can be invited by any member of staff.

"First attention to the positive."
Rewards and Recognition



Your achievements and efforts may be recognised in the following ways:

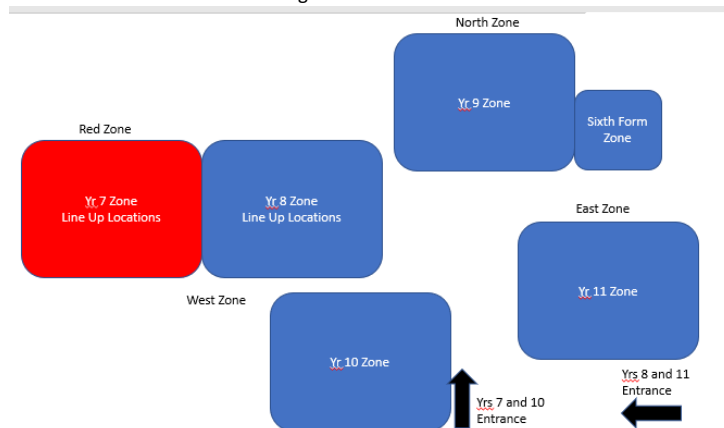
- Positive feedback
- Positive referral
- Phone call home
 - Credits
 - ABC recognition
- Social Media Promotion
- Good News Cards
- Positive Postcards
- Awards in Assembly
 - Nice Surprises!
- Grades and Attitudes to Learning on school reports

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5.0 Consistent Routines & Expectations

Start of Day

- Students are allowed to arrive at School from **8am**. They may enter via the **canteen side door** between 8a.m. and 8.30 a.m. and must remain in the canteen until 8.30am.
- **Mobile phones** must be **switched off and put away** on **entering the school site**.
 - Students can enter school through their Zone Gate between 8.30am and 8.45am.



- The school gates close at **8:45am** and students who arrive after that time must enter through student reception and sign in. Any student arriving after 8.45am will be issued with a C1 – **late to school mark** by Student Services.
- Form Tutors must be present in their classrooms to meet their form for a.m. check-in from 8.45a.m. Between 8.40 and 8.50, teachers will check **Uniform** (see section 4.17) **equipment** and **planner** (see section 4.18).
- All uniform and equipment breaches should be identified during form time and the student must be issued with a **C1 consequence (20mins detention. See consequence flowchart) – Uniform Breach or Not Ready to Learn**. In the event support is needed by a student / family to rectify a uniform issue, this should be referred to the Head of Year so that assistance can be offered discretely.
- Students who are **late** for school will be issued with a late mark after signing in at student reception and will receive a **C1 consequence (20mins detention) – Late to School**.

5.1 Assemblies

- The assembly rota is published every half term and assemblies are published in the weekly bulletin.
- Assemblies will be part of the Tutor Session on a Tuesday, Wednesday or Thursday dependant on year group. These assemblies will be physical and live dependant on physical space requirements. If not then we will revert back to virtual assemblies and will be a combination of live and pre-recorded input and used to top and tail the session.

5.2 Tutor Time at Colmers

- Tutor Time will be split into different activities dependent on the day and the year group. See table below.

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	Monday		Tuesday		Wednesday		Thursday		Friday	
	A	B	A	B	A	B	A	B	A	B
Yr7	Attendance and Maths Monday		Assembly		CCC Session Explicit Teaching of Oracy		Safeguarding and Conduct		Form Reading	
Yr8	Attendance and Maths Monday		Assembly		CCC Session Explicit Teaching of Oracy		Safeguarding and Conduct		Form Reading	
Yr9	Attendance and Maths Monday		CCC Session Explicit Teaching of Oracy		Assembly		Safeguarding and Conduct		Form Reading	
Yr 10	Attendance and Maths Monday		CCC Session Explicit Teaching of Oracy	Safeguarding and Conduct	Assembly		Revision Skills	CEIAG	Form Reading	
Yr 11	Attendance and Maths Monday		CCC Session Explicit Teaching of Oracy	Safeguarding and Conduct	Revision Skills	CEIAG	Assembly		Form Reading	

Know More. Do More. Be More.

- During tutor time there should be a focus on completing checks on equipment and uniform, completing quiet check ins. Please see tutor time micro scripts.

5.3 PSHE

PSHE is an integral part of The Colmers Character development plan and PSHE will be taught 1 hour a week.

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.’ PSHE Association 2019.

PSHE is important because it teaches the skills necessary to navigate the wider world and stay safe. At Colmers we believe we need to do all we can to allow our students to become readily prepared and well adjusted young adults.

PSHE aims to help pupils to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about them and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of PSHE.
- Promote pupils’ spiritual, moral, social and cultural development.
- Equip all pupils with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe.
- Provide expert independent, up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training and employment.



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5.4 Start of lessons

- Staff and students are expected to execute the Colmers entry routines excellently. See next page.



COLMERS SCHOOL
& SIXTH FORM COLLEGE

'This is just the way we do things here at Colmers, because excellence is a habit.'

CLASSROOM ENTRY AND EXIT ROUTINES

LESSON ENTRY	LESSON EXIT
<ul style="list-style-type: none">• Teacher greets students positively on the door – a good morning or good afternoon response from every student.• Bags on the floor underneath desks.• Coats on the backs of chairs.• Equipment including pencil case and planner on desk.• Then complete the 'Do Now Activity'.	<ul style="list-style-type: none">• 2 mins before the bell – students pack away and teacher signs reports if necessary.• 1 min before the bell – students stand behind their chairs in the classroom holding their pencil case and planner. Teacher checks before dismissal. (not applicable for P2).• On the bell – Teacher thanks the class for working hard, students reciprocate and thank the teacher.• Students exit the classroom row by row or table by table, silently leaving the classroom.• Students keep to the left of all corridors and staircases.

Be READY Be RESPECTFUL Be SAFE

- To assist in orderly start of lessons, it is expected that you nominate **student helpers** who assist with distribution of books or resources at the start of each lesson. Alternatively, they can be ready to be collected at the front of the classroom.
- A **seating plan** is required for every teaching group, stored within **Class Charts** and the **Teacher Planning folder** so it can be used in the event of cover. Where needed, seek advice from key workers / Head of Year for seating plans with more challenging individuals / groups.
- On sitting down, students are expected to **lay their tables**: this means they need to put their equipment (black or blue pen, green pen, pencil, ruler, planner) on the table.
- Every lesson is expected to start with a Colmers **Do Now Activity**, using a common template as one of our visible consistencies. The Do Now Activity should be a short, silent, written activity focused on recall of knowledge from prior learning. The Do Now template and exemplars are stored on the staff portal.
- The **register** should be taken within the **first 5 minutes of the lesson**. SPSW's must be alerted to any **students missing** from your lesson who have previously been marked present, by ringing **logging pupil missing on class charts**. Please note **a.m. registration** and **Period 4** are the **statutory registration** sessions.
- Students who arrive more than **5 minutes late** to the lesson without a note should be **marked late** and issued with a **C1 consequence (20 mins detention) – Late to Lesson**

5.5 Staying Safe in Class

- To keep classrooms ventilated, windows and doors should be remain open so that air can circulate
- When required, to keep warm, staff and students can wear an extra layer on top of their typical school clothes.
- As much as possible, students should always remain in their assigned seats and only move at the request of the teacher.

5.6 In-lesson Transitions



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- To support consistent high standards across all lessons, the **STAR** routine is used for all transition points in lessons. This routine is introduced with the whole class instruction “**STAR in 5,4,3,2,1**” please see **micro script**. It is expected that students do the following:
 - Sit up and put your pen down
 - Track the teacher
 - Ask and answer questions politely
 - Respectful Silence
- All students should operate under the expectation of **one voice** during whole class instruction or Q&A, i.e. only one person talking at a time, unless there is a specific instruction for students to discuss in pairs or groups.



- The use of this routine by **all staff** is key to classroom routine and transitions at Colmers: by employing the same routine in all lessons, students develop **consistent habits** within a one-team approach. A **STAR slide** is available in the staff portal to support training on STAR and to aid its implementation within the lesson.

5.7 Drinking in lessons

- Students are allowed to drink **water only** during lessons (only exception is no drinking in Science Labs); this is because sugary drinks do not support learning and only water is considered appropriate for us to be **ready to learn**. No student should be allowed to leave a lesson to get a drink.
- If a student brings in / drinks juice or fizzy drinks, they should be given the **opportunity by using the reminder (in classroom behaviour flowchart)** to put the drink away. In the event of a **repeat offence**, the class teacher should issue a warning giving take up time for the student to follow instructions. Failing this the student should be withdrawn from the lesson leading to a **C2 consequence (40 mins detention)**.

5.8 Quality & Quantity of work

- High expectations** should be reinforced throughout the year regarding quality and quantity of work.
- Presentation:** Titles and dates should be **underlined** with a ruler. **All pages** in exercise books should be used. Any instances of **graffiti** on the covers or insides of books should be addressed and rectified swiftly; students should be reminded that being respectful includes respecting their own work and that of others. Books that have been damaged or graffitied should be replaced and work copied up where appropriate.
- Quantity & Quality:** high expectations of quality and quantity of work (including homework) should be reinforced by recognition; where possible, use students' work as exemplars to **model high expectations** and high standards to students. Please use the on task behaviour micro script to support this expectation. Failure to complete sufficient work of an acceptable quality needs to be addressed during the lesson using the reminder, warning and withdrawal system / language. Students who fail to respond after redirection, reminders, take-up time and final warning should be issued with a **C1 consequence (20 mins detention) – inadequate work or a C2 consequence (40 mins detention) – withdrawal from the classroom**.

5.9 Cover Lessons

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- A **cover work proforma** is to be used for all cover lessons, setting out the details of the work to be taught during the lesson. For **planned absences**, cover work should include a recorded lesson powerpoint and be saved in the cover folder in the shared area. A **copy** should also be left with the Head of Faculty. In case of illness, the **Head of Faculty** is responsible for ensuring communication with the absent member of staff and setting of appropriate cover work, either directly or through delegation to a member of the faculty team.
- Cover work is expected to be **well planned**, meeting the needs of learners, with resources clearly identified and easily located by the cover teacher. A **copy of the seating plan** should be made available with the cover work where possible, alternatively it can be accessed through Class Charts.
- **Quality** of cover work is systematically **monitored** and **lesson visits** from senior staff to cover lessons will be maintained as far as is practical to ensure that classes settle swiftly to work when their lesson is covered.
- Staff covering a lesson are expected to **teach the lesson**, giving the class their **full attention** and engaging fully with **delivering the content**, even if it is unfamiliar. Staff should **circulate** during the lesson, provide **feedback** to students, **recognise good work**, use **assessment for learning** tools and ensure that students are both **supported** and **challenged** according to their need in the lesson. Students completing good work may be **commended** to the Head of Faculty / Head of Year / SLT and the usual menu of recognition and rewards applied.

5.10 Mobile phone use in lessons

- Colmers operates a strict policy of **minimal mobile phone** use in lessons. While mobile phones can be a very useful learning device, the use of mobile phones also leads to significant wider issues related to social media use. Consequently, mobile phone use should be **restricted** as far as possible in lessons and **mobile phones should ONLY be used when the learning objective cannot be achieved through an alternative solution**.
- The **default** position in all lessons is for **no mobile phones** to be in use. In the event there is an overriding learning need that can only be met through mobile phone use (e.g. no set of laptops is available and students need to access SAM Learning / Mathswatch for revision).
- Under **no circumstances** should students be allowed to listen to music on their phones while studying in your lesson as a behaviour management strategy –while it may make life easier in your lesson, such a decision **undermines** our one team approach and will only make life more difficult for your colleagues.
- In the event a student uses a mobile phone during a lesson **without permission**, they should be issued with a **C1 consequence (20mins detention) – Mobile Phone Use**. The phone should be **confiscated**, and **stored securely** by the teacher for the remainder of the lesson and be placed at Main Reception for collection at the end of the day. **Refusal to comply** after being given take up time should lead to **On Call or Senior Response** (ring 6001 to report this and ask for support) and be reported on an **Incident Report** if appropriate.
- For **security** purposes, staff should ensure that the phone is taken to **main reception** at the earliest opportunity for student collection at the end of the school day. The phone will be given back to the student once the detention has been served.
- **Persistent** use of mobile phones by individuals will be picked up through data tracking and will lead to **contact home** by Form Tutor / Head of Year. Students may be required to hand in their phone to Student Services at the start of every day as a sanction.

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5.11 End of lessons

- Staff and students are expected to execute the Colmers entry routines excellently. See the next page.



COLMERS SCHOOL
& SIXTH FORM COLLEGE

'This is just the way we do things here at Colmers, because excellence is a habit.'

CLASSROOM ENTRY AND EXIT ROUTINES

LESSON ENTRY	LESSON EXIT
<ul style="list-style-type: none">Teacher greets students positively on the door – a good morning or good afternoon response from every student.Bags on the floor underneath desks.Coats on the backs of chairs.Equipment including pencil case and planner on desk.Then complete the 'Do Now Activity'.	<ul style="list-style-type: none">2 mins before the bell – students pack away and teacher signs reports if necessary.1 min before the bell – students stand behind their chairs in the classroom holding their pencil case and planner. Teacher checks before dismissal. (not applicable for P2).On the bell – Teacher thanks the class for working hard, students reciprocate and thank the teacher.Students exit the classroom row by row or table by table, silently leaving the classroom.Students keep to the left of all corridors and staircases.

Be
READY

Be
RESPECTFUL

Be
SAFE

- An **orderly end** to every lesson is key to a calm environment at lesson changeover. **Student helpers** can be enlisted to assist with collection of books and equipment.
- At the end of the lesson, students are expected to **stand quietly behind their chairs** before being dismissed. The teacher should **oversee** the dismissal students, using positive recognition as part of the dismissal to promote positives.
- In order to aid smooth lesson transition, students **should not be kept back** beyond the bell for resolution of a class behaviour / discipline matter unless the lesson is immediately followed by break or dinner time and you are not on duty.
- In order to be safe, students should be reminded of the importance of **walking quietly** on corridors, **avoiding shouting and avoiding physical contact**.

5.12 Emergency Assistance – on call and senior response

- It is recognised that there are occasions when **On Call or Senior Response** is required to assist with emergencies or very serious incidents. These include:
 - Refusal to move
 - Extreme Defiance
 - Health and Safety breaches within the classroom i.e. fighting
 - Verbal abuse
 - Serious medical concern
 - Students seen out of lessons
- In case of an emergency, any pupil missing, on call or senior response request **please use the pupil alert button** in class charts.

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- When selected you will be required to add a note - to say either senior response or pupil missing
- The note and the pupil alert will not feature on the pupils activity feed or the parents activity feed.
- Staff on call will be able to filter to just Pupil Alerts

5.13 Permission to be out of lesson

- **No student** should ever be out of a lesson without permission. If given permission to leave the lesson, a student must have their planner signed using the 'out of lesson page' or a note with student name, date, time and teachers signature..
- Staff need to exercise **professional judgement** when deciding whether to allow a student to leave the lesson for medical reasons or to go to the toilet. While we operate a strict policy that students should not be allowed to leave lessons to go to the toilet, there will be instances where you decide that there is a genuine need, (for example if a girl has just started her period). In such instances, only one student can be allowed to the toilet at any one time and the student must be given a clear expectation on the **time** they are expected back into the lesson.
- Where students have provided **medical reasons** that they need to be able to leave lessons to go to the toilet, they will be issued with a **pink card** by the School Nurse, which will have a review date. Staff must still sign the planner 'out of lesson page'.
- If a student leaves a lesson without permission or threatens to leave your classroom, **you should not physically prevent the student from making an exit**. If a student does leave without permission, you should **complete the pupil alert icon in class charts immediately**. An **incident report** should be completed and emailed to pastoral@colmers.school and erhead@colmers.school for instances when a child leaves a classroom without permission and /or in opposition to teacher instruction / direction, marked **serious incident**.

5.14 Medical issues in lessons : other first aid /medical matters

Please refer to Medical Procedures FAQs in Appendix A for further clarification

- If a student **feels unwell** they should only be sent to Student Services if the reported illness requires immediate attention. You should encourage the student to **remain in the lesson**, reminding them that school **cannot dispense** any kind of medication for headaches / period pains etc ([unless under an individual medical plan](#)). Sending students with **minor ailments** to Student Services creates unhelpful pressure on medical support staff and students will only be sent straight back to lessons. However, if you are very concerned about a student, **err on the side of caution**.
- If a student reports an **injury** sustained at break or lunches, you need to exercise **professional judgement** before sending the student to **Student Services**. It is advisable to **err on the side of caution** to get injuries checked particularly head injuries.
- In the event you decide a student needs checking by a qualified first aider, you must ring ahead to Student Services and then either -the student should be **sent on their own if able to travel safely**, or should wait to be collected by the duty first aider. If you send a student alone, please make sure you sign their planner and that you have notified the medical team in advance.
- In the event you are **very concerned** about a student's health or medical condition in your lesson, make a call to **6001** for **emergency assistance**.

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- A number of students are required to take medicine during the school day and will have a pass stating the time they need to go to the Medical Room to take their medicine. Please sign the student planner when they leave to go to the medical room. A list of students who take medicine in school will be published weekly in the bulletin.

5.15 Break and Lunch Time

- Access to Buildings** at break and lunch times will be supervised by the Duty Team
- Queuing** for food will be organised for each year group during their break and lunch time. There will be distinct areas for hot food and cold food serving points.
- Ball games** are to be located on the Red Zone and Basketball areas for the designated year groups as per the timetable.
- The **break and lunch duty rota** sets out expectations for duty locations and activity. Staff are expected to **proactively supervise** and **engage with students** while on duty, supporting one another to maintain high visibility and presence across the site.

5.16 Mobile Phone Use in social time

- Mobile phones are **not allowed** during social time. Students must turn phones off and put them away **on entry** through the school gates. Mobile phones are **not allowed** on school site **before or after school**.
- Mobile phones are **not allowed** in social time. If seen using a mobile phone the student should be issued with a **C1 consequence (20 mins detention)** and the phone immediately confiscated and taken to main reception at your earliest convenience. In the event a student refuses to hand over a phone please inform **On Call or Senior Response (SLT on duty)**, the student should be escorted to an **office space** where a decision will be taken regarding follow-up action (**this should be a C4A isolation day until 3:50pm**). If unable to safely escort to **The Reflection Room (iX)** while on duty, **C1 consequence (20 mins detention) - defiance** should be issued and this should be reported to **On Call or Senior Response** and also placed on an incident report to pastoral@colmers.school and erhead@colmers.school.
- If a student needs to **contact home urgently**, they must go to their HOY/SPSW office and explain their situation. At **staff discretion**, they will be allowed to make a call or send a text either using their own phone or the school phone.

5.17 Exit from School

Why?

- We want students to exit the school buildings safely.
- To leave the school site in a controlled and orderly fashion will ensure that our community is safe on footpaths and roads in and around our local area.

Afternoon Form Time 3:05pm – 3:15pm

Form Tutor	SLT, HOY, HOF and SPSW
Register	Ensure students transition into Afternoon Form Time (please see details below)
Final Notices for example reminder about morning routines, pastoral curriculum focus next day	SLT, HOY, HOF and SPSW staff key locations for exit (please see details below)
Detention Notification	

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Students get into straight and single file line in form room. Form Tutor escorts form in line to exit location via correct staircase	
Form Tutor escorts students to canteen for detention	

North Block – Exit Routine		East Block – Exit Routine		West Block – Exit Routine		DT and SF Block – Exit Routine	
N3, N6 and N9	Escorted downstairs and through DT Block Exit Doors	English Pillar E2, E7, E8, E12 E13, E14, E17, E18 and E19	Escorted down the upstairs in lines and via the East Playground exit.	2 nd Floor Exit (Maths) – N14 to N23 including W1 & W2	Front Staircase (upstairs staircase) through main gates	T3, T4, SF1, SF2, B1 and B2	Exit via classrooms
N1, N2, N4, N5, N7 and N8	Escorted downstairs and through North Playground Exit Doors	Humanities Pillar E1, E5, E6, E7A, E9, E10, E15, E16 and E20	Escorted down the downstairs in lines and via the East Playground exit.	1 st Floor Exit – N7 – N13 including W3, W4, W5 and W6	Back Staircase (downstairs staircase) through car park gates	T1, T2 and T5	Exit via classrooms
SLT Support – North Playground (3:05 – 3:15) then North Gate (3:15 – 3:25) SAL, CCR and TPE		SLT Support – East Playground (3:05 – 3:15) then Belton Grove (3:15 – 3:25) RCL, DSP and CBO		SLT Support – West Playground (3:05 – 3:15) then Main Gate (3:15 – 3:25) PWH, SYA West Playground (3:05 – 3:15) then Car Park Gate (3:15 – 3:25) MBR, SFI		HOF/HOY/SPSW support MTH / TLO North Playground – near canopy area	
HOF/HOY/SPSW Support (3:05 – 3:15) BJA DT Block Exit Doors outside T2 and N3		HOF/HOY/SPSW Support (3:05 – 3:15) IGR Top Floor English Pillar KST Top Floor Humanities Pillar LWI 2 nd Floor English Pillar DRE 2 nd Floor Humanities Pillar PBR 1 st Floor English Pillar KAD 1 st Floor Humanities Pillar PBA and TDI – Ground Floor English Pillar E2 AMC and PDE – Ground Floor Humanities Pillar E1 KNA – Side Entrance to East		HOF/HOY/SPSW Support MFO Top Floor Front Staircase CWH Top Floor Back Staircase KDE 1 st Floor Front Staircase AWI 1 st Floor Back Staircase NWW Ground Floor Back Staircase SBU Ground Floor Front Staircase			

- Students should be regularly reminded that they are **ambassadors** for the school on the way to and from school and that instances of **antisocial behaviour** to and from school that breach our behaviour rules will be dealt with by the school in the same way as incidents that take place in school. They should also be regularly reminded about **road safety**, particularly to cross at the pedestrian lights on the Bristol Road.

5.18 Uniform

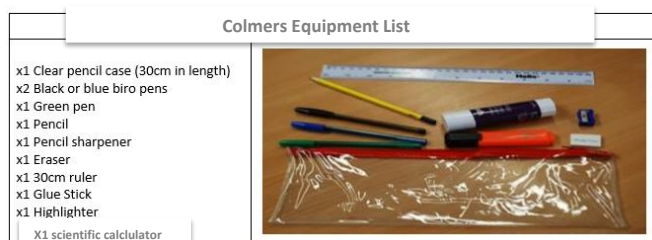
- School uniform **expectations** are available on the **school portal and website**.
- A **full uniform check** should be carried out every morning during the start of tutor time, please see uniform and equipment micro script and logs made on Class Charts using **C1 consequence (20 mins detention) – uniform breach**.

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- **Persistent offenders** may require further **intervention**: in the first instance, the Form Tutor should **contact home** to establish expectations and find out if there are any financial or other barriers that are preventing the student from meeting expectations. In the event that parents or carers are not supportive of the school's policy, this should be referred to the Head of Year in the first instance.
- All staff need to be **vigilant** at all times checking uniform to **maintain high standards**. Particular attention should be paid to students switching from shoes to trainers during the day; putting inappropriate jewellery back on after removing for initial uniform check; shirts tucked out; ties not done up properly. A student who is clearly failing to maintain their uniform during the day (for example, nose-stud back in, trainers on) should be issued with **C1 consequence (20 mins detention) – uniform breach**.
- **Coats** are generally expected to be off in lessons but coats may be worn as an extra layer for warmth if classrooms are deemed to be extremely cold only in Winter months. However, hoods should not be worn anywhere in the school building.

5.19 Equipment

- All students are expected to carry **the Colmers Equipment List, exercise books, PE Kit, reading book and their student planner**.



- **There is a daily full equipment check**: all students without full equipment should be **sent to the Student Services to rectify the issue**. Students should be given a **C1 consequence (20 mins detention) – not ready to learn** because they are not meeting our high standards and expectations. Tutors are at liberty to exercise professional judgement and not issue a consequence for students who take responsibility of asking for assistance with equipment (for example if they had a pen which has broken or run out and responsibly and politely ask for a replacement). Persistent offenders who regularly lose equipment and do not make the necessary effort to remain properly equipped require a **phone call home** by the Form Tutor to ask for parental / carer support. If the problem **persists**, the sanction should be **escalated** to Head of Year and potentially the student could be placed **on report** to improve their organisation for learning.
- All students will be **fully equipped every morning** unless there have been exceptional circumstances / absence from registration. This means that any **missing equipment** in lessons is a result of students failing to maintain their equipment and not meeting expectations of being ready to learn. If a student does not have the equipment they need during a lesson, they should be sent to **Student Services** and issued with a **C1 consequence (20 mins detention) – not ready to learn**.
- **Planners** are provided to every student at the start of the year. If lost, a replacement can be purchased from **Student Services** for £3. Form tutors may issue a free replacement at their discretion depending on the circumstances. Any student missing a planner should be issued with a **daily planner page** in the first lesson they attend. Copies of daily planner pages are available in main reception / student services. This offence should lead to a **C1 consequence (20 mins detention) – not ready to learn**. Persistent offenders who regularly do not have their planner require a **phone call home** to ask for parental / carer support. If the

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problem persists, the sanction should be escalated to Head of Year for and potentially the student could be placed **on report** to improve their organisation for learning.

5.20 Punctuality

- **Prompt starts** to lessons are essential to successful learning. All staff can support this by being **at classroom doors or out on corridors** for both dismissal from lessons and meet and greet.
- **Prompt lesson endings** support prompt starts to subsequent lessons. It is important not to dismiss students too early or too late from lesson: students should be dismissed **on the bell**. The whole class or groups of students should not be detained after the bell. If there is an **essential issue**, such as health and safety / theft that must be resolved, **On Call or Senior Response** must be sought so that the knock-on effect to next lessons is minimised.
- Students are deemed to be **truancy** if more than 5 minutes late to lesson without a note or if out of lessons without a note. This should be sanctioned with **C1 consequence (20 mins detention) – late to lesson or a C2 consequence (40 mins detention) – Truancy** and a **Senior Response** called.
- **Persistent offenders**: students who **persistently** arrive late to lesson will be picked up through data tracking / Form Tutor and should be placed **on report** with a focus on punctuality as a key factor in being ready to learn.

5.21 Behaviour on Corridors

- Students are expected to move swiftly with a sense of purpose, quietly using indoor voices and safely between lessons and at break and lunch time.
- Students exhibiting poor behaviour on the corridor should be issued with **C1 consequence (20 mins detention) – unsafe behaviour outside of the classroom**. In the event this is a major health and safety risk, this should be referred to **On Call / Senior Response and a serious incident report completed** and may lead to a **C4A Isolation Day or a C4B Internal Exclusion**. In extreme cases of serious incidents a **C5 Suspension** could be considered.

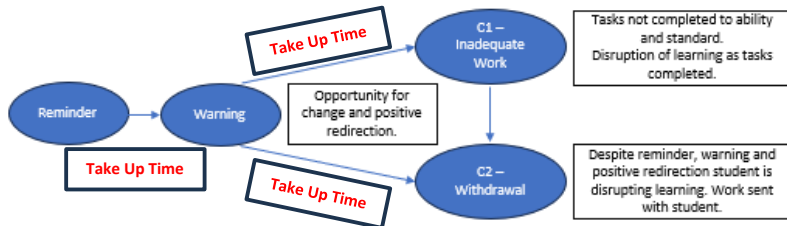
6.0 In-lesson behaviour management (please also see micro script)

- Behaviour management in lessons is **complex**. Every class and every day are different in school. **Visible consistencies** and consistent **routines** help all students understand expectations and help the **whole staff team** maintain a culture of high standards. However, a **nuanced approach** is needed depending on the **dynamics** of each class, the **individual needs** of students and the **nature of the lesson** being delivered.
- **Well-planned lessons** are essential to **securing good behaviour** for learning. In many instances, poor behaviour choices increase when there is a **lack of appropriate or accessible work**. However, it is also the case that a brilliantly planned lesson can be **sabotaged** by poor choices of individuals or groups of students: all of us will be challenged at times to dig deep into our **behaviour management tool-kits** and use a range of strategies to influence the decisions and choices that students make in lessons.
- The emphasis of our behaviour management approach is to reinforce **positive choices** through **recognition** and **modelling, calm consistent routines** and **redirection**. In the event students do not respond positively and meet expectations, **sanctions** may be required i.e. consequences / [facultyHub](#) withdrawal / internal exclusion.
- We expect all staff to engage in **collaboration** and constructive **professional development** of our individual and collective **behaviour management tool-kits**, mindful that however experienced or new we are, we will face some challenges with behaviour management. On our staff team, it is essential staff feel able to **ask for help**.
- Before issuing a detention or a faculty withdrawal, staff are expected to deploy a **range / sequence of tactics** while exercising professional judgement in the specific circumstances of the lesson: in all circumstances, a

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pupil should receive a reminder (take up time given 3mins), warning (take up time given 3mins) and withdrawal from the classroom.

- The member of staff has discretion to move from a reminder and warning to either a C1 for Inadequate Work or a C2 Classroom Withdrawal:



- Reasonable Adjustments for Students with SEND**

- Reminder, **Redirection**, Warning
- Students with SEND may need additional processing time and support to respond appropriately to reminders and warnings. Staff will therefore give additional redirection and take-up time to students for whom this is a reasonable adjustment, based on their identified special educational needs: this will be noted as a reasonable adjustment on individual student passports, with specific guidance provided on strategies identified as appropriate for the individual student.



- We endeavour to always follow a principle of **Praise in Public, Reprimand in Private (PiP & RiP)**. While quiet praise is also highly effective, public reprimand is usually counter-productive and there is an emphasis on avoiding this wherever possible.
- The approach taken to dealing with disruption in lessons is designed to assist students in making **positive choices** about their behaviour through staff redirection, de-escalation and positive reinforcement. The following sequence sets out steps a member of staff may go through within their behaviour management toolkit during a lesson to address behaviour that does not meet expectations:
 - Public recognition for individuals doing the right thing, first time
 - Redirection / distraction – ‘can I help?’, reference to previous positives, , asking a question about the work, proximity, silent signals, moving seats
 - Reminders – clear expectations, give choices, remind of previous good contact
 - Take up time
 - Warning – clear expectations, give choices, remind of previous good contact, opportunity to make the right choice before issue of sanction
 - Take up time
 - Withdrawal from the classroom
- Scripted, short, in/out interventions** to de-escalate conflict and invite improved behaviour will be used to support our approach to behaviour management.
- The Colmers Consequence System** that apply in lessons are set out in more detail in section 9

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- **On Call and Senior Response** may be alerted by **completing a pupil alert in class charts** in event of an emergency or in the event that, after all other options have been exhausted, a student refuses to comply with faculty withdrawal (see below).

6.1 Consequence System 2024

C1 & C2 Detentions

	Be READY	Be RESPECTFUL	Be SAFE
C1			
	<ul style="list-style-type: none"> • Late to School • Uniform Breach • Not Ready to Learn (no planner, equipment, PE Kit, exercise book) • Late to Lesson • Missed Milestone Homework • Inadequate work (<i>after reminder and warning</i>) 	<ul style="list-style-type: none"> • Defiance – outside of the classroom • Environment Damage (vandalism, graffiti, littering) 	<ul style="list-style-type: none"> • Mobile Phone Use (this includes use of air pods and ear phones) • Unsafe behaviour outside of the classroom
Debit no sanction	Missed Homework		Pupil Alert
C2			
	<ul style="list-style-type: none"> • Classroom Withdrawal (<i>after reminder and warning</i>) 	<ul style="list-style-type: none"> • Senior Response • Discriminatory Comments 	<ul style="list-style-type: none"> • Truancy

- **All sanctions are issued instantly with the exception of Inadequate Work and Classroom Withdrawal: students will be given a reminder and a warning before being issued with either a C1 for inadequate work or a C2 classroom withdrawal.**
- **C3 Detentions**
- A C3 detention is issued in the event a student fails to attend or fails to complete a C2 detention successfully.
- When a student has a C2 detention upscaled to a C3 detention, the Senior Pastoral Support Worker (SPSW) will contact parents/carers for support and will discuss ways to reduce barriers to success. If and when necessary, the SPSW will collect a student to attend a C3 detention.

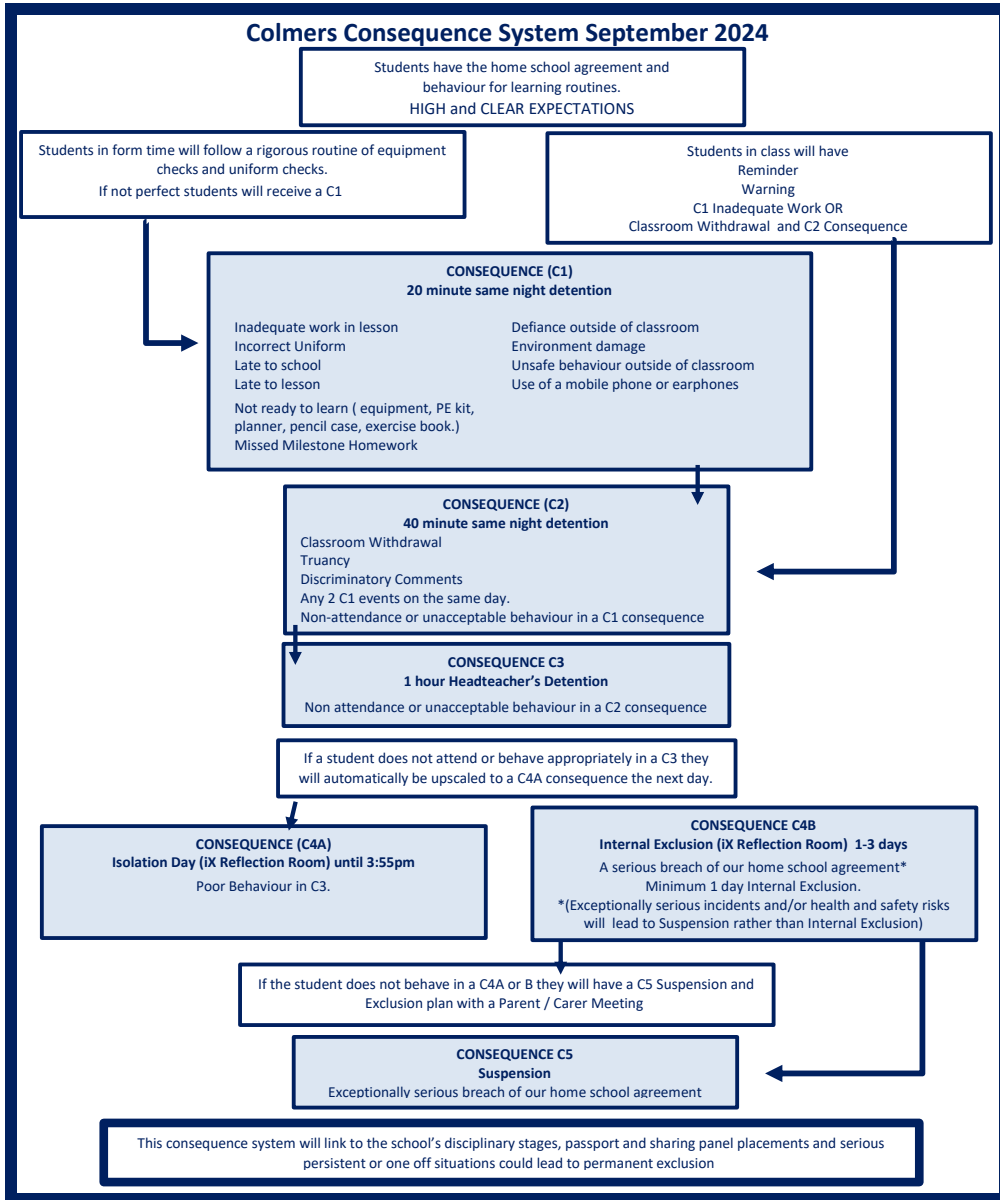
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Colmers Consequences Summary	
C1	Same Day 20-Minute Detention 3.10 – 3.30 p.m.
C2	Same Day 40-Minute Detention 3.10 – 3.50 pm
C3	Same Day 1-Hour Detention 3.10 – 4.10 pm
C4A	Isolation Day (X Reflection Room) All Day and Detention (3:50pm)
C4B	Internal Exclusion (X Reflection Room) All Day (3:10pm) 1 – 3 days
C5	Suspension Followed by post suspension protocols (X Reflection Room)

This consequence system is linked to the school's disciplinary stages, passport and sharing panel placements and serious persistent or one off situations could lead to permanent exclusion.



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- **C4A, C4B and C5 Consequences**
- A C4A Isolation Day is issued at any point during the school day when a student is required to remain in the Reflection Room for the remainder of the day until 3:55pm. : this could be because of refusal to comply with a classroom withdrawal or gross defiance to a member of staff or might be following an incident that is under investigation. A C4A may also be issued to a student for repeat failures to attend C3 detention.
- A C4B Internal Exclusion is issued for a serious incident. Internal exclusion will always be used as an alternative to suspension whenever possible; suspension is reserved for incidents in which there is a health and safety risk and/or for failure to comply with internal exclusion. The length of a C4B Internal Exclusion depends on the seriousness of the incident and may be for up to 3 days; this decision will be taken by the Deputy Head Pastoral.
- When C4A and C4B sanctions are issued, every effort will be made to contact the parent/carer by phone at the earliest opportunity to advise them of the sanction and the reason for it.

Reflection Room Protocols

	C4A – isolation day Until 3:55pm 1 - day	C4B – internal exclusion Until 3:15pm 1 – 3 days	Post suspension programme P1-3
Reasons	<ul style="list-style-type: none"> • Repeated refusal to follow C3 detention protocols • Refusal to follow instructions from staff e.g. refusing classroom withdrawal or refusing school uniform. • Serious incident or issue requiring student to be withdrawn from circulation 	<p>Internal Exclusion is used as an alternative to suspension whenever possible.</p> <ul style="list-style-type: none"> • Serious incident in school or outside of school that is not an immediate risk to health and safety. 	<ul style="list-style-type: none"> • Return to school following suspension

Communication with parents/carers

- **C1, C2 and C3 Detentions**
- Parents and carers will be automatically notified of same day detentions through class charts
- **C4A, C4B and C5**
- In the event a student is issued with C4A Isolation Day, C4B Internal Exclusion and/or C5 Suspensions, every effort will be made to contact parent/carer by telephone to inform them of the sanction and the reason for it. The sanctions will also be logged on Class Charts with a short account of the reason for the sanction.
- When possible, parents and carers will be invited to a face to face meeting during or following C4B Internal Exclusion to address the incident and identify next steps, however this review may be conducted by phone if a face to face meeting is not possible. The meeting / call will be recorded using the post exclusion / post-suspension template and will be retained as part of the student's pastoral record on Provision Map.
- **Post-Suspension Parent/Carer Meetings**
- Following C5 Suspension a re-integration meeting will take place with parent/carer to review the serious incident that led to suspension and identify next steps. The meeting / call will be recorded using the post

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exclusion / post-suspension template and will be retained as part of the student's pastoral record on Provision Map.

Post Suspension Protocol

8:45 – 9:15am	Meeting with Senior Pastoral Leader / SLT in Reflection Room Register and 1:1 conversation
P1	Opening Minds – mentoring Paperwork – contract
P2	Timetable Lesson in Reflection Room
BREAK	
P3	SPSW – Restorative Intervention Scripted (use of paperwork from RR) Paperwork Completed and put on file. Exit paperwork – set goals, report (1 week or 2 week), key worker.

*TPE to get paperwork ready and SPSW collect on the morning from outside of office.

Half Termly Tracking

C4B – Communication with parents/carers (half termly tracking)

1 incident – HOY telephone call

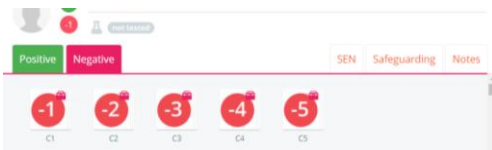
2 incidents – HOY parent/carer meeting

3 incidents – SLT Link meeting

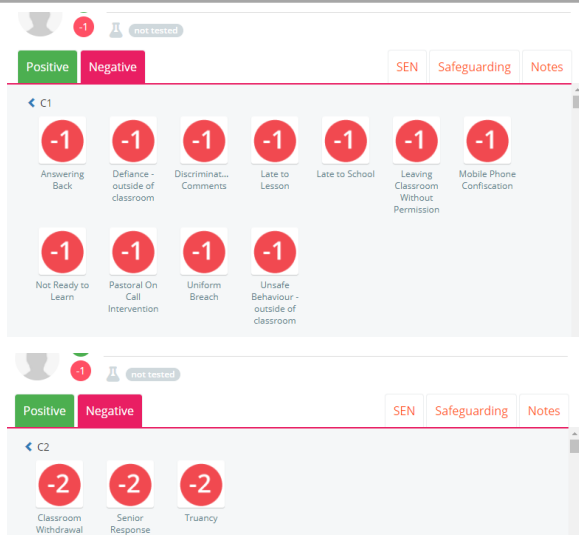
*Disciplinary stages will be discussed, executed and intervention programmes explored with the assessment of SEND and Early Help as part of this pro-active strategy of support.

6.2 Consequences

- Consequences can be issued by the class teacher through class charts.
- Categories of Consequence are clearly labelled (C1 to C5) the majority of staff will only use C1 or C2 as seen below.



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6.3 Classroom Withdrawal from lesson

- Every Faculty is expected to run a **Withdrawal timetable**.
- **Classroom Withdrawal** is a sanction in the behaviour management routine issued when, despite further redirection tactics, reminders and warning and being issued the student persists in behaviour that disrupts learning.
- After issuing a Classroom Withdrawal, the class teacher needs to complete a **C2 consequence (40mins detention) – classroom withdrawal log**.
- The class teacher may choose to **inform parents / carers** of a classroom withdrawal - calls to parents / carers must be logged on Provision Map by the person making the call.
- **Repeat incidents** of Classroom Withdrawal will be picked up by HOFs, HOYs, SPSW, PSW, SLT and may lead to students being placed on report or moved up a Stage.
- The **procedure** for a Classroom Withdrawal is that the class teacher clearly explains to the student where to go to, to the agreed withdrawal destination. The class teacher must provide the work for the student. The class teacher must **phone** the withdrawal location in advance to advise they are sending a student.
- The **Classroom Withdrawal Note (planner)** sets out the **expectations** for the student which are that they enter the withdrawal classroom politely and quietly, wait to be told where to sit, sit where they are told and quietly complete the work that has been set. They are to leave their work with the teacher in the withdrawal classroom. The note also sets out the **consequences of failure** to behave well during Withdrawal.
- In the event a student **refuses** to co-operate with Classroom Withdrawal, the class teacher should call **6001 for On Call or Senior Response**. This will be logged on class charts as **C2 consequence (40mins detention) – senior response** and will lead to **parents/carers being contacted**. The senior member of staff will give the student the **option** to complete the Classroom Withdrawal or face **C4A – Isolation Day** or a **C5 – Suspension**.
- If a student **disrupts** learning during a time they are sitting a Classroom Withdrawal, a **Senior Response** will be made a C4A isolation day / internal exclusion will be completed.
- **Serious incidents** of non-co-operation in lessons that lead to Senior Response requests should be written up on an incident sheet and emailed to pastoral@colmers.school and erhead@colmers.school.

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6.4 Suspensions

- The decision to issue an **Suspension** lies with the **Headteacher**, usually on recommendation of Tom Perry or Sarah Yarker, Deputy Headteachers.
- **Statutory paperwork** must be issued for every Suspension and all paperwork, associated with the suspension incident(s), including incident reports and witness statements, must be collated and stored in the student's file via **Emma Rhead**.
- **Work must be provided** for any Suspension, this will be in the form of class charts remote learning, OAK National programme, revision workbooks or subject resources issued to the students before the start of the suspension.
- A re-integration meeting must be scheduled at the end of or during a **Suspension where possible**, to have taken place **before the student returns to lessons**.

6.5 Mediation / Restorative Conversations

When a student has made **poor choices** leading to sanctions, it is sometimes both important and helpful to ensure some form of **mediation** is undertaken to **“put things right” and repair relationships**. This may simply be a restorative conversation in which the student has the opportunity to apologise and clear the air for a fresh start. Restorative conversations are essential to re-setting relationships after serious incidents. All staff are expected to prioritise such conversations and to ask for support to enable these to happen, for example assistance in the lesson for ten minutes from a member of the Faculty or SLT to enable such a conversation to take place. Support from the intervention team can also be organised to mediate difficult conversations as part of the restorative process.

Effective, Staged Intervention

6.6 Staged Intervention and Disciplinary Stages

Colmers School Disciplinary Stages

Student's will be presented to a disciplinary panel meeting if;

- Their behaviour has been in conflict with the school's values.
- They are not following the expectations as set out in the home school agreement.
- Their actions are against the behaviour policy of the school.
- They are affecting learning in classrooms and or being disruptive to the school community.

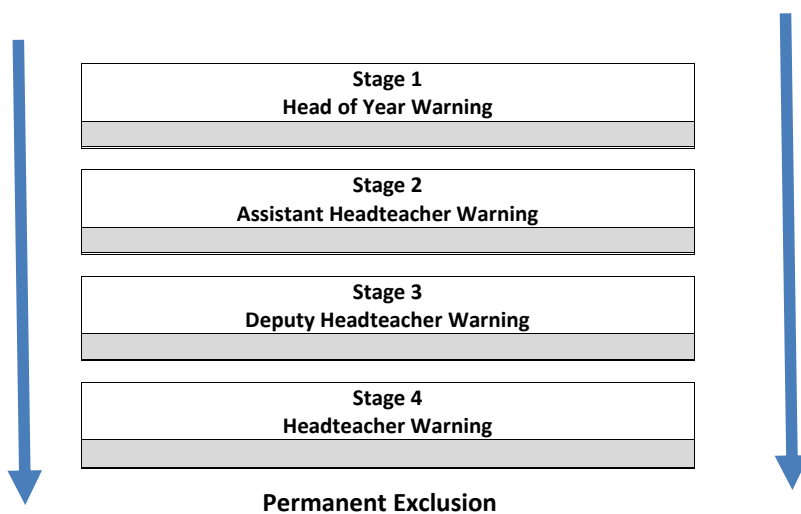
As a school we commit to our home school agreement and ensure early and pro-active interventions are implemented to support our students. These may include the following;

SEND	Safeguarding
<ul style="list-style-type: none"> • Referrals to SEND team for any assessments / referrals deemed necessary such as; <ul style="list-style-type: none"> - reading age testing and reading intervention - cognitive and comprehension assessments - referrals for ASC and ADHD assessments - Exam access arrangements - EHCP applications - SSPP applications 	<ul style="list-style-type: none"> • Early help conversation between school and student • Risk assessments completed and agreed • Pathfinders / Early Help referral • CASS referrals • HOY, SLT and SPSW early help assessments • Family Plan completed by Pathfinders Lead. • Family plan reviewed by Pathfinders Lead.



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Interventions	Other
<ul style="list-style-type: none"> • Head of Year (HOY) intervention group • Senior Pastoral Support Workers (SPSW) intervention group • External programmes or support if needed i.e. AVFC, InUnity, CAR programme, RCADS. • THRIVE programme referral • Passport, Off Site Direction / Alternative Provision 	<ul style="list-style-type: none"> • Communicate effectively with regular parent/carer phone calls by school staff. • Parent/Carer meetings. • Medical needs assessments • Mental health needs assessments • Mental health support and counselling



6.7 Permanent Exclusion

- **Permanent exclusion** is a measure of absolute last resort at Colmers and will only be considered when all alternatives have been completely exhausted and the risks of the student remaining a member of our school community are too great to be safely managed.

6.8 Placing students on report

- When a student is persistently failing to meet expected standards, they may be placed **on report** as an intervention to help them improve.
- Students may be placed on report to their **Form Tutor, a Head of Faculty, Head of Year, SPSW or Senior Leader**.
- When placed on report, the person overseeing the intervention must inform parents. The support measure will also be **logged by staff** in Provision Map. Ideally this should also be accompanied by a **phone call or face to face meeting**, made by the person overseeing the report, which should also then be logged on Provision Map.
- All reports should be reviewed after **two weeks** and a decision should be taken at that time to either **end the reporting period** because the student has been successful or **continue for a further 2 weeks**. The outcome must be communicated to parents/ carers **by staff**. In the event a student is on report for **4 weeks**

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and does not make the improvements that are required, this should then be **escalated to the Head of Year** for review with **SLT Links** in order to identify **further interventions** that may be needed.

7.0 Individual / Group Student Interventions

Intent Statement:

'NO CHILD MISSING OUT AND NO CHILD MISSING'

Ultimate Goals:

- To create and develop a new intervention space that offers the best internal and external interventions in the area
 - To reduce barriers to intervention delivery and attendance by ensuring full staff buy in to the programmes and support those who need it
 - To create and deliver a robust QA process of programme delivery, both internal and external
 - To introduce the QSL as a measurable way of baselining and monitoring progress
 - To strengthen the formal referral processes for 2023/2024
 - To continue to cultivate relationships with external providers, leading to a reputation as a centre of excellence for student intervention programmes
- The pastoral support workers and Intervention team are responsible for developing and delivering a range of **individual and group interventions** designed to assist young people with challenging behaviour, learning difficulties, attachment issues or mental health challenges. These interventions are generally appropriate for students exhibiting concerns at Stages 1,2 and 3 of the disciplinary stages.
 - **Referrals** regarding interventions should be made through **Heads of Year**: allocations will be decided at **Pastoral link meetings** and communicated to staff regularly through the School Bulletin.

7.1 The Inclusion / Intervention Spaces

- At Colmers, we have an extensive team of **specialist staff** deployed to support planned, reactive and immediate interventions for students with **additional or complex needs / vulnerability**. The main spaces in which these staff are located are listed below. **At no time** should students be sent to an Intervention Space without this being arranged in advance.

7.2 Learning support

- Students with **additional learning needs** are identified in the school's **SEND Register**, which is owned by Ruth Bennett, Assistant Head and SENDCo. Students with the most complex needs will have an **Education, Health and Care Plan (EHCP)**, setting out their needs and their statutory entitlement to additional support which may come with additional funding. They are recognised by the **E code** on the SEND register. The threshold for an EHCP is high and the process for granting an EHCP is lengthy and complicated. The majority of students with special educational needs are therefore recognised through the **K code** on the SEND register.
- All students on the register, whether E or K code, will have a **Pupil Profile** which sets out the strategies that are likely to assist that student in lessons. **Class teacher planning, support and intervention in lessons** is the first line of support for all children with SEND.
- A range of further support and interventions is delivered by the team of Teaching Assistants, co-ordinated by **Denessa Spencer SENDCo**. This ranges from in-lesson support to **individualised intervention** for reading, cognition and other specific learning needs. If you have particular concerns about a student's learning needs,

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these should be communicated to Denessa Spencer in the first instance for further assessment and consideration of additional support and intervention.

- **Ange Storrie, HLTA**, specialises in support for children with **specific learning issues** and co-ordinates **reading recovery programmes** for our weakest readers.

7.3 Support for students with ADHD

- Colmers has relatively high numbers of students diagnosed with ADHD (some of whom also have an ASC diagnosis). **Pam Evans, HLTA**, co-ordinates support for students and their parents/carers, including partnership working with Allenscroft Medical team, to provide specialist input on how best to support those individuals.
- All students with diagnosed ADHD have a Pupil profile, setting out interventions and support strategies that are likely to assist that student in lessons. It is particularly important to remember the **reduced attention span** of some of our students with ADHD and to consider this when tailoring your plans to meet their needs.
- **Pam Evans** is the first point of contact if you have any **concerns or would like advice** regarding the needs of a student with ADHD,

7.4 Support for students with ASC

- Colmers has relatively high numbers of students diagnosed with ASC, (some of whom also have an ADHD diagnosis). **Rosie Quinney, HLTA**, co-ordinates support for students with ASC.
- All students with diagnosed ASC have a Pupil profile, setting out interventions and support strategies that are likely to assist that student in lessons. It is particularly important to remember the heightened sensitivity to noise / smells and the challenges dealing with change / uncertainty for some of our students with ASC and to consider this when tailoring your plans to meet their needs. It can be particularly important to consider their seating arrangements and to seek advice on what works best for them.
- **Rosie Quinney** is the first point of contact if you have any **concerns or would like advice** regarding the needs of a student with ASC.

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7.5 Support for Students with Social, Emotional or Mental Health Needs

- A significant number of students face specific challenges as a result of **social, emotional and health needs**. A range of individual and group interventions are delivered in school. including programmes designed to improve behaviour.
- **Each year group has a senior pastoral support worker to support students with specific challenges. Year 7 = Kenza Nandha. Year 8 = Kim Dennis. Year 9 = Kath Adie. Year 10 = Ian Grizzle. Year 11 = Kirsty Strevens.**

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7.6 Dealing with challenging classes

- Sometimes it becomes apparent that a **combination of students** who are together in one class, for one or more subjects, pose a **particular challenge** to the teacher or team of teachers working with that group.
- In the event a **class group** is recognised as particularly challenging, a number of **actions** will be initiated to turn around the problems and ensure the class meets expected standards of behaviour. It is likely that the following will be considered:
 - **Observation** of the group by one or more members of the intervention team
 - Specific **behaviour training** for the group based on an analysis of the key issues
 - **Meeting** of all teachers teaching the group and agreement to **common protocols** / routines / shared seating plan
 - Placing the group on **class group report** with a named owner (form tutor / key worker / Head of Year / Head of Faculty)
 - Review of pupil groups to consider any **movements** that might be needed

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- **Individual coaching** for staff to enhance behaviour tool-kit

7.7 Step-Up Plan Programme (SUPP)

- We recognise that for some students, there are significant barriers which may prevent them from attending Colmers full time. At present, many of these barriers relate to Social, Emotional and Mental Health (SEMH) needs, which can contribute to Emotional Based School Avoidance (EBSA);
- The SUPP initiative aims to support students to re-integrate back into Colmers, where they may have been absent from school for long periods of time;
- This programme promotes a 'step-up' approach, tailoring a programme of support to the needs of individual students through intervention, mentoring, coaching and in-lesson support.
- Thufayel Ahmed will be leading on the SUPP initiative in 2024/5.

8.0 Intervention for attendance concerns

Intent Statement:

We want pupils to have 95% and above attendance at Colmers

Ultimate Goals:

- Pupils, staff, parents and carers understand the link between poor attendance and poor achievement and mental health and the benefits of good attendance
- That we celebrate good attendance **and** improved attendance
- Staff understand the **barriers** to each pupils' poor attendance and intervene relentlessly in a way that tackles those barriers
- That parents and carers understand that Colmers will support them tirelessly with their child's attendance but will always expect them to fulfil their duty as a parent/carer
- That staff understand that attendance **is** safeguarding and is everyone's responsibility

Attendance Strategy Flowchart

Universal Needs Form Tutors	
Actions	<ul style="list-style-type: none"> ✓ Weekly recording of attendance in planners in Attendance Monday. ✓ Weekly 1:1 conversations with targeted students utilising the data provided (groups will be fluid)
Recording	<ul style="list-style-type: none"> ✓ Phone call home to target group of students using tutor training and CPD complete this action. ✓ Update communication on Provision Maps
Praise	<ul style="list-style-type: none"> ✓ GET TO GREEN PRIZE DRAW EACH MONDAY in Attendance Monday session. ✓ Weekly positive pings for 100% attendance and improved attendance.

- Attendance is a regular focus with students through tutor time, assemblies and communication home, led by **Heads of Year** working closely with **Attendance Manager, Simone Gilchrist**.
- It is expected that **form tutors** follow up any student absence that does not have a **reason** (i.e. coded N on the register) within 2 weeks of the absence.
- Regular absences and persistent poor attendance will be addressed through a **range of interventions** that will be co-ordinated through Simone Gilchrist and Heads of Year.

Universal Plus HOY / SPSW	
Actions	<ul style="list-style-type: none"> ✓ Associate Staff to work with students with attendance bracket 87-91%; ✓ SPSW to work with students with attendance bracket – 80-86%; ✓ HOYs to work with students with attendance bracket 69-79% ✓ Weekly 1:1 conversation with targeted students and attendance recorded in planner. ✓ Identify in bi-weekly Attendance Strategy Meeting (with SPSW and SLT Link) any students who need a 3 Houses Intervention. ✓ 3 Houses Intervention completed by HOY or SPSW. Actions effectively completed and communicated to all relevant stakeholders in bi-weekly meeting. ✓ Parental meeting/phone call for students before they drop to 95%. 3 Houses parent form used if necessary and any referral forms completed to Pathfinders for early help external support if necessary.
Recording	<ul style="list-style-type: none"> ✓ Update Attendance Tracker ✓ Phone call or email home to target group of students. ✓ 1:1 student conversations ✓ 3 Houses intervention form completion ✓ Informal meetings with parents
Praise	<ul style="list-style-type: none"> ✓ Weekly positive pings for improved attendance. Public praise through weekly assembly and certification. Year group notice board updates.



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Additional Needs SLT Link/SPSW/ Governor Panel	
Actions	<ul style="list-style-type: none"> ✓ SLT to work with students with attendance bracket 50-69% ✓ Weekly 1:1 conversation with targeted students and attendance recorded in planner. ✓ Identify students who need a 3 Houses intervention and action ✓ Ensure necessary referral forms completed to Pathfinders or other agencies for early help external support if necessary. ✓ Identify students who need to receive AL2 or AL3 (Attendance Letter – medical evidence). ✓ Identify students for a Governor Panel linking attendance to outcomes/workplace ✓ Parental meeting for students before they drop to 93%. 3 Houses parent form used if necessary and any referral forms completed to Pathfinders for early help external support if necessary.
Recording	<ul style="list-style-type: none"> ✓ Update Attendance tracker ✓ 1:1 parental or student contact via phone call or email.
Praise	<ul style="list-style-type: none"> ✓ Weekly positive pings for improved attendance. ✓ Phone calls home for any attendance improvement.

Complex Needs SLT/ Safeguarding EWO Team / Attendance Manager	
Actions	<ul style="list-style-type: none"> ✓ EWO safeguarding team to work with a caseload of students where their attendance falls below 50% (severely absent students) ✓ SGI to complete Fast Track procedures where parents are not working with school. Set targets and agree action plan and review dates. ✓ Monitor attendance as per Fast Track process. (SGI) ✓ Case by case – 1 more unauthorised absence = AL5 (Attendance Letter – formal warning notice). ✓ Minimum of 10 further sessions of unauthorised absence will lead to a referral to ELIT (Education Legal Intervention Team).
Recording	<ul style="list-style-type: none"> ✓ Update Attendance Tracker ✓ Letter for SARM and SARM Meeting. ✓ 1:1 parental or student contact via phone call or email. ✓ Deputy Headteacher Meeting.
Praise	<ul style="list-style-type: none"> ✓ Weekly positive pings for improved attendance. ✓ Phone calls home for any attendance improvement.

9.0 Safeguarding Intervention

Intent Statement:

We want pupils to feel safe at Colmers

Ultimate Goals:

- We want pupils to feel they can share any concerns they have in any part of their life and know they will be believed, listened to with respect and given the support they need
- Where pupils need help, we want them to understand the process, know that they are at the centre of it and be a part of the decision-making where appropriate
- We want families to know we are here for them and can support them through difficult times and signpost them to the most appropriate help
- We want staff to understand the many different, and ever-changing, risks to our pupils and families and know the signs to look out for and have the confidence to either support or refer these issues
- We want staff to understand that Safeguarding is everyone’s responsibility at all times

- All staff receive regular training on management of safeguarding concerns. Specialist support and intervention is overseen by **Craig Boardman, DSL**, with **Sue Brookes DDSL, Safeguarding and Early Help Manager**. **Zahida Rahim, Stacey Gibbons and Chloe Bromley are the Senior Safeguarding Officers** leading on intervention case work.
- If you have any immediate concerns about a student that you think may need urgent intervention, this should be logged on **Safeguard My School** and **followed up directly and immediately**, in person, by phone or via email, with either **Craig or Sue**. It is your responsibility to ensure the matter is picked up and you are

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expected to follow up with the DSL and raise further concerns if you think that there remains an issue that has not been addressed.

- All staff are expected to read the DfE's 'Keeping Children Safe in Education 2024' and **keep up-to-date** with safeguarding information shared across the year and if unsure about any element of your safeguarding responsibilities, to **ask for clarification / assistance**.

10.1 In-School Counselling

- Colmers invests in our own on site **counselling support** for students facing individual challenges. Shelley Keil and her team of counsellors offers one-to-one counselling and also a **drop-in service** for students who need a space to talk in confidence and find peer support for some of the difficulties they are experiencing.
- **Referrals** to Counselling are made through **Heads of Year** in the first instance and are co-ordinated by **Shelley Keil**.

10.0 Incidents, Concerns & Complaints

Reporting Serious Incidents

- Serious incidents including fighting, bullying, verbal abuse to staff, dangerous or threatening behaviour, should be reported immediately to **Senior Response via 6001** and at the first opportunity this needs to be recorded using the **Incident Report form**. The incident report should be sent to pastoral@colmers.school and erhead@colmers.school. The **subject** of the email should contain **the initials of the student** and the **year group** and the words **Serious Incident with the name of the senior response member of staff**.
- While it is always the intention to **feedback** to staff once an incident has been investigated and action taken, at busy times there may be gaps in communication and staff are welcome and invited to **ask** for the feedback if it has not been received.

10.1 Logging of bullying / racist / homophobic incidents / transphobic

- We are **required** to maintain a log of **bullying, racist, homophobic and transphobic incidents**. When completing an incident report, all incidents that are deemed to be bullying, racist and/or homophobic **must be ticked accordingly** on the incident report and the subject of the email should also indicate the serious incident is **bullying, racist or homophobic**. **These should be emailed to Emma Rhead**. When the incident is dealt with and actioned via the tracker it will then be forwarded to SLT Links and **Tom Perry Deputy Headteacher**.

10.2 Use of physical intervention / restraint

- While under **no circumstances** can staff use physical intervention as a behaviour management tool, there are sometimes situations where the **safety** of a student can only be secured by use of **restraint**. All staff will be fully supported under these circumstances. Staff should be assured that you are **not expected** to restrain a child unless you feel confident and comfortable doing so and, ideally, have had **restraint training**.
- Staff are advised that **they should not physically intervene to block or prevent a student leaving a space who is determined to leave**, unless their leaving represents an immediate threat to the safety of the student or another student in which case a physical restraint may be needed.
- In the event that you have intervened physically to restrain a student, please alert a member of SLT as soon as possible so that you can be supported following the incident. At your earliest convenience, you must complete a **Pupil Physical Restraint Incident Form**. This is for your own protection and will ensure that the incident is then followed up. Please ensure this form is sent to Emma Rhead erhead@colmers.school
- If a student **accidentally** makes physical contact with a member of staff, this should be **reported to senior response via 6001** and then reported on an **Incident Report** and sent to pastoral@colmers.school and

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erhead@colmers.school so that the event is recorded for the protection of the member of staff from any spurious or malicious allegations. Please make clear on the incident report that you are confident the contact was not intentional and mark the email **Incident - for information**.

- If a student **deliberately** makes physical contact with a member of staff, either in a confrontational situation or a situation where they are not paying due regard to health and safety, this will be dealt with as a **very serious incident**, requiring immediate **Senior Response**. A full **incident report** should be completed, with details of witnesses present to aid investigation. The report should be sent to pastoral@colmers.school and erhead@colmers.school marked **serious incident**.

10.3 Injuries to students

- In the event a student is **injured in school**, or is involved in a physical altercation / incident in which they might have sustained an injury, they **must** be sent to **Student Services** for a **first aid check** and the injury will then be logged and parents / carers informed. Even if a student says they do not wish to be checked over, they should be sent to Student Services to avoid any injuries remaining undetected.

10.4 Injuries to staff

- If you are injured at work, whether accidentally or through a serious incident, you must contact **Becky Carter** as a priority. Becky will organise any medical / first aid check needed and ensure you are taken care of properly! You will be required to complete a Yellow **Accident Form** noting details in full.

10.5 Student Issues and Concerns

- At Colmers, we **expect** students to alert us to their concerns and to report issues before they become a problem. We insist that students **cannot be bystanders** and that they have a responsibility to **report wrongdoing** for the benefit of the school community. At the same time, we recognise that many students may find it hard to come forwards with information and therefore we encourage students to use the **SHARP system** if they wish to report a concern or issue in confidence.
- If a student has a **concern** about something with friendships, other students, lessons, staff or issues at home, they are encouraged in the first instance to talk to their **Form Tutor** for advice, guidance and support. It may be that a quiet word between professionals can iron out problems the student is encountering. In the event the issue needs more specialist input, this should be referred through Head of Year or SPSW.
- In the event a student makes a serious allegation against a member of staff, this should be reported immediately to **Peter White or in his absence, to Sarah Yarker or Tom Perry**. Initial factfinding will be carried out and the student will be reminded of the **serious consequences** of making **false allegations or spurious complaints**. If after this fact finding the student pursues the allegation, the Headteacher will be informed and subject to the outcomes of the fact finding may commission an investigation, keeping the member of staff **informed** and **supported** at all times and following the process as set out in the school's policy for dealing with allegations against staff. Any instances of false or malicious allegations will lead to Internal Exclusion as a minimum, will be followed up with parents / carers and may place the students' place in school at risk.#

10.6 Staff Concerns and Complaints

- Staff are encouraged to identify issues and concerns at the **earliest opportunity**, maintaining a **solution focused** approach to solving issues before they become concerns or complaints. If unsure who to talk to about an issue or a concern, you are welcome to talk to any member of SLT who will seek to support you in finding a constructive way through.
- In the event that you do not feel able to resolve an issue or a concern, you should refer to the **Grievance Policy** for details of the informal and formal routes open to you.

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10.7 Parent/Carer Concerns and Complaints

- Parent / carer concerns and complaints may be communicated directly to any member of staff and it is important that staff feel **confident** responding at the **appropriate level**. If the concern is something you feel uncomfortable to dealing with directly, then **seek advice** from you're your Head of Year / Head of Faculty in the first instance. Outcomes of concerns should be logged on SIMS and communicated to Heads of Year / Heads of Faculty.
- Any communication from a parent/carers that may constitute a **serious allegation** against a member of staff or student should be referred immediately to a **member of SLT** for advice on next steps.
- It is important to recognise the difference between **a concern and a complaint**: a parent or carer who wishes to make a **formal complaint** should be directed to the **Complaints Policy** and must put the complaint **in writing** on the **Complaint Form**, which can be found on the school website or requested from main reception. Once the complaint has been received, it will be **reviewed** by Emma Leaman and a decision will be taken about **next steps**. Staff will be **kept informed** about any complaints that warrant investigation and will be **supported** during any process in which a complaint against them is being dealt with.
- Parents and carers are expected to conduct themselves appropriately when expressing concerns and making complaints; a new **Parent Code of Conduct** and Adult Behaviour Policy, introduced September 2019, set out our expectations of parent/carers conduct. **Abusive behaviour towards staff** should be reported immediately to **your Line Manager on SLT** and it will be addressed swiftly by the Headteacher in line with our policy.