



COLMERS SCHOOL
& SIXTH FORM COLLEGE

BEHAVIOUR FOR LEARNING

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Agreed By:

Colmers School Governing body

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Links to Other School Policies and Procedures:

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Special Education Needs Policy

Home-School Agreement

Child Protection Policy and Procedures

Uniform and Equipment Guidance

SEMH and Mental Health and Wellbeing Policy

Safeguarding Policy

Attendance Policy

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1. Statement of intent

At Colmers School & Sixth Form College, we are committed to creating a culture where every student can achieve excellence, belong together and challenge mindsets. We believe that good behaviour is taught, practised and reinforced through strong relationships, consistent routines, positive recognition and clear consequences. We are warm but strict, maintaining the highest expectations whilst recognising that some pupils require additional support and intervention to be successful.

Our Behaviour for Learning vision is simple:

Be Ready. Be Respectful. Be Safe.

Through The Colmers Way, we seek to develop self-discipline, character, resilience and responsibility in all students.

Our approach to positive behaviour for learning is built on the following foundations:

- Good **relationships and communication** between all members of our school community
- Positive **recognition** of positive behaviour and achievements
- Consistent **routines** in and beyond the classroom, rigorously implemented by all staff and respected by all students
- Clear **consequences** 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

The key principles of our whole school approach to positive behaviour for learning are:

- We are **one team**
- We all have **high expectations** so that our students achieve excellence through belonging together and challenging mindsets
- We strive for **consistency** across adults in our community to support high standards among our students
- We work in **partnership** with parents and carers, recognising the support that children and families may need when facing significant challenges
- Our approach is **inclusive** and **trauma informed**: we are committed to finding effective forms of intervention to support our most vulnerable students

This is achieved through five strands within our Behaviour for Learning Framework

1. Good relationships & communication
2. Positive Recognition
3. Consistent Routines
4. Clear Consequences
5. Effective Intervention

2. Legal framework

2.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE (2026) Keeping Children Safe in Education
- DfE (2026) Working Together to Improve School Attendance
- DfE (2024) Behaviour in Schools
- DfE (2026) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement

- DfE (2026) Restrictive Interventions, including the Use of Reasonable Force, in Schools
- DfE Preventing and Tackling Bullying guidance
- DfE (2024) Mobile Phones in Schools guidance
- DfE (2022) Searching, Screening and Confiscation
- DfE (2015) SEND Code of Practice
- DfE (2024) Creating a School Behaviour Culture: Audit and Action Planning Tools

2.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Roles and responsibilities

- 3.1. The governing body has overall responsibility for the implementation of this Behaviour For Learning Policy and of the behaviour procedures at the school.
- 3.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 3.3. The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 3.4. The headteacher is responsible for establishing the standard of behaviour expected by students at the school.
- 3.5. The headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.
- 3.6. The headteacher is responsible for the day-to-day implementation of this policy.
- 3.7. The headteacher is responsible for publishing this policy and making it available to staff, parents/carers and students at least once a year.
- 3.8. The senior mental health lead will be responsible for:
 - Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
 - Supporting behaviour management in line with the SEMH Policy.
- 3.9. The SENCO will be responsible for:
 - Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
 - Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
 - Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- 3.10. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all students do too.

- 3.11. All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.
- 3.12. Members of staff, as authorised by the headteacher, as responsible for sanctioning students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in school or in the charge of a member of staff.
- 3.13. Students are responsible for their own behaviour both inside school and out in the wider community.
- 3.14. Students are responsible for reporting any unacceptable behaviour to a member of staff.
- 3.15. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

4. Definitions

- 4.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
 - Bullying – persistent unpleasant behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
 - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items
 - Truancy
 - Gross defiance – repeated or prolonged refusal to co-operate and/or follow staff instruction
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Swearing, racist remarks or threatening language
 - Fighting or aggression
- 4.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:
 - Lateness
 - Low level disruption and talking in class
 - Failure to complete classwork
 - Rudeness
 - Delays or refusal to follow instruction
 - Producing insufficient or poor quality work (applies to classwork and homework)
 - Lack of correct equipment
 - Disruption on public transport
 - Use of mobile phones without permission
 - Graffiti
- 4.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

5. Training of staff

- 5.1. The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- 5.2. Teachers and associate staff will receive training on this policy and the school's Behaviour for Learning framework as part of their new starter induction.
- 5.3. Teachers and associate staff will receive regular and ongoing training as part of their development.
- 5.4. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.
- 5.5. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.
- 5.6. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.
- 5.7. The SLT and the headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

6. Student expectations

- 6.1. Students will be expected to follow the Home School Agreement which requires students to:

I will work hard to learn.

- I will arrive to school before the school gate closes at 8:45am.
- 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 and personal development 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 and understand that they 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 schools 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 be committed to reporting 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.

- 6.2 Students are expected to adhere to the school's 3 pastoral mantras:

- Be Ready
- Be Respectful
- Be Safe

7. Smoking and drug policy

- 7.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 7.2. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.
- 7.3. Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 7.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 7.5. Students and staff are required to follow the school's Drug and Alcohol Policy.

8. Recognising and rewarding good behaviour

- 8.1. The school recognises that students should be rewarded for their display of good behaviour through our Colmers Credits and recognition assemblies, we strive to pay first attention to the positive.
- 8.2. The school will use the following recognition and rewards for positive behaviour for learning:
 - Positive feedback
 - Phone call home
 - Credits
 - Social Media promotion
 - Good News cards
 - Positive postcards
 - Awards in Assembly
 - Nice surprises!
 - Grades on school reports

9. Consequences for poor behaviour

- 9.1. Teachers are able to sanction and give consequences to students whose behaviour falls below the established standards of The Colmers Way.
- 9.2. If a student misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to sanction the student for their poor behaviour.
- 9.3. In order for the consequence / sanction to be lawful, the school will ensure that:
 - The decision to sanction a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
 - The decision to sanction a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit.

- The decision to sanction a student is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding students with special educational needs, and any other equality rights.

9.4. The school will ensure that all sanctions are reasonable in all circumstances, and will take into account the student's age, religious requirements and any special educational needs or disabilities.

9.5. The headteacher may delegate the power to sanction poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

9.6. The headteacher may limit the power to sanction poor behaviour from individual members of staff.

10. Behaviour off school premises

10.1. Teachers are able to sanction students for misbehaviour outside of the school premises.

10.2. Teachers may discipline students for misbehaviour off the school premises when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
 - In any way identifiable as being a student at the school.

10.3. Teachers may also discipline students for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

10.4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

10.5. The school will impose the same behaviour sanctions for bullying incidents and noncriminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

10.6. In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

11. Behaviour and consequences

11.1. At Colmers School & Sixth Form College there is no corporal punishment.

11.2. Where students display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police.

11.3. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises as required and if necessary.

11.4. Teachers must exercise their professional judgment when imposing a consequence / sanction on a student giving consideration to the behaviour, age and background information available on a student.

11.5. Pupil Voice in Behaviour Investigations

Before significant behaviour sanctions, suspensions, managed moves or permanent exclusions are considered, students will be given a meaningful opportunity to explain their account of events. The age, maturity and understanding of the pupil will be considered. Records of pupil views and how these views influenced decision-making will be maintained where appropriate.

11.6. Detentions – C1 to C3A/C3B

- The school operates Same Day Detentions after school for 15, 30 or 45 minutes in line with the Consequences System, see Appendix 1.

11.7. Faculty withdrawal from lesson – C2

- Faculty Withdrawal is applied for persistent poor behaviour in a lesson
- The class teacher may choose to inform parents / carers of a faculty withdrawal via a telephone call.

11.8. Internal Exclusion – C4A and C4B

- Internal Exclusion is a severe sanction for serious or persistent incidents of poor or antisocial behaviour such as:
 - Fighting
 - Bullying
 - Racist / Homophobic incidents
 - Verbal abuse to staff
 - Gross defiance
 - Persistent poor behaviour
 - Persistent truancy
 - Failure to attend C3A/C3B Headteacher's Detention
- The length of the Exclusion will depend on the severity of the offense and the degree to which it is persistent / repeated. The standard length of an Internal Exclusion is 1 day, however extended Internal Exclusions may be issued.
- A re-integration meeting may be held with parents / carers will be held for students sitting Internal Exclusion, this will be done via a telephone conversation, whenever possible before return to lessons after the exclusion.
- Failure to engage appropriately with Internal Exclusion in the Reflection Room will lead to further proportionate support or sanctions under this policy. Any suspension will be a separate decision made by the Headteacher on the individual facts and will not be automatic.

11.9. Suspension – C5

- Only the Headteacher, including an appointed acting Headteacher, may suspend or permanently exclude a pupil.
- Suspensions are used as a sanction of last resort. Students who fail to comply with Internal Exclusion will face a suspension.
- A reintegration meeting with parents/carers will normally be arranged during or at the end of a suspension. The pupil will return to school when the suspension ends even if a parent or carer is unable or unwilling to attend.
- Post Suspension Protocols

Following a suspension, the pupil will return to school on the first school day after the suspension has ended. The pupil will normally begin their return through a structured post-suspension programme in the Reflection Room or another appropriate supervised provision.

The programme is an essential part of the school's supportive reintegration arrangements. It will provide meaningful education while enabling the pupil to reflect on the behaviour that led to suspension, understand its impact, complete appropriate restorative work, revisit the school's expectations and routines, and identify the support needed to prevent recurrence.

The programme will include clear reintegration objectives and a planned route back into mainstream lessons. Its length and content will be proportionate to the circumstances, needs and progress of the pupil and will be reviewed regularly by an authorised senior leader. Any extended period outside mainstream lessons must have the explicit agreement of the Headteacher and remain subject to regular review.

The pupil's views will be considered and reasonable adjustments will be made where required, particularly for pupils with SEND or disabilities. Parents and carers will be expected to participate in the reintegration process; however, a pupil's return to school will not be delayed because a parent or carer is unable or unwilling to attend a meeting.

8:40 – 9:10am	Meeting with SLT or MLT 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 identified.

11.10. Headteacher and Governor Disciplinary Meetings

- In the event that a student's behaviour remains a significant cause for concern following intervention, the decision may be taken to hold a Headteacher's Disciplinary meeting at which the key issues will be discussed with parents/ carers and students and a plan of action implemented
- If after a period of time following a Headteacher's Disciplinary meeting there is no improvement, a Governors' Disciplinary Meeting may be convened at which the parents/carers and student have to face a panel of Governors to discuss next steps.
- See Appendix 2 for the school's disciplinary stage flowchart.

11.11. 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.

11.12. Restorative Conversations

When a student has made poor choices leading to consequences, it is sometimes both important and helpful to ensure some form of restorative actions are undertaken to "put things right". This may simply be a restorative conversation in which the student has the opportunity to apologise and clear the air for a fresh start. For serious incidents of graffiti or vandalism, students may be required to carry out community service assisting the site team with cleaning of graffiti or other maintenance tasks. Students may also be required to pay for repairs, in partnership with parents/carers who will be asked to ensure that the funding for this is earned by the student at home. For incidents of dropping litter or being rude to staff on duty, students may be required to undertake litter duty or help with other tasks / events.

11.13. Teachers will use their judgement when issuing consequences, taking into account whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour.

11.14. At all times, teachers will discuss the behaviour with the student to ensure the student understands why it is inappropriate and to prevent any reoccurring behaviour.

11.15. Any member of staff who witnesses a display of serious unacceptable behaviour must report this through on call or senior response and follow it up using an incident report form.

11.16. The school will keep a record of all reported incidents.

11.17. The school does not take serious unacceptable behaviour lightly and will not hesitate to act in the best interest of the students within the school.

11.18. Following an allegation of serious unacceptable behaviour, the student may be removed from lessons whilst an investigation by an appropriate member of staff takes place.

11.19. If, following an investigation, the allegation is found to be true, the headteacher or senior member of teaching staff will issue the appropriate disciplinary action.

11.20. Any decision to suspend or permanently exclude a pupil will be made by the Headteacher in accordance with the current statutory guidance.

11.21. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

11.22. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.

11.23. The school will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

11.24. The school will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will consider interventions that may be put in place to provide support to assist the student in making the required improvements.

11.25. Social Emotional and Mental Health

11.26 To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

11.27 Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

11.28 Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

11.29 Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

11.30 All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

11.31 Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

11.32 The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

11.33 The school recognises that behaviour may be influenced by SEND, SEMH needs, adverse childhood experiences, trauma or unmet needs.

11.34 When responding to behaviour, staff will balance high expectations with appropriate support, ensuring reasonable adjustments are made where necessary.

11.35 Consequences may still be applied; however, consideration will always be given to whether behaviour is connected to identified needs and whether additional support is required.

11.36 Initial interventions - A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

11.37 Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

11.38 A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

11.39 Behaviour curriculum - Positive behaviour will be taught to all pupils as part of the pastoral curriculum under the banner of Colmers Character Education, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The character education curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

11.40 Positive teacher-pupil relationships - Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

11.41 Preventative measures for pupils with SEND - Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

11.42 De-escalation strategies - Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

12 Safeguarding-Based Removal from Site

Insert following Suspension procedures.

In rare safeguarding circumstances, where pupils must be separated to protect the welfare of members of the school community, the Headteacher may temporarily prohibit a pupil from attending the school premises. This is not a disciplinary suspension and will not be used as a substitute for the statutory exclusion process.

This action is not a disciplinary suspension.

Decisions will:

- Be led by the Designated Safeguarding Lead.
- Be made on a case-by-case basis.
- Be communicated to parents/carers without delay, including the reason for the temporary separation.
- Be reported to the Governing Body without delay.
- Include suitable education, risk-management, review and reintegration arrangements, with the local authority involved where it has a duty to arrange education.

Such measures will be used only when separating pupils is essential and cannot practicably be achieved while allowing all affected pupils to remain on site. Decisions will comply with safeguarding duties, the Human Rights Act 1998, the Equality Act 2010 and the principles of reasonableness, rationality and procedural fairness.

13 Detentions

13.1. The school will make it clear to parents/carers and students that they are able to use detention as a sanction, both during and outside of school hours.

13.2. All teachers at the school are able to impose detention on a student, unless the headteacher decides to withdraw this power from any teacher.

13.3. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.

13.4. The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the student is not authorised to be absent
- Up to a period of 60 minutes beyond the end of the normal school day
- Any non-teaching day, e.g. INSET days

13.5 Parental consent is not required for detentions and therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the student. Parents/carers will however be sent an automatic message on Class Charts alerting them when their child has received a Detention.

13.6 When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the student.

13.7 When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the student at risk.
- Whether the student has identified with evidence a medical appointment

14 Internal Exclusion and Suspension

14.1. The school operates a system of Internal Exclusion in our Reflection Room for serious unacceptable behaviour.

14.2. The school will ensure that student's health and safety is not compromised during their time in Internal Exclusion, and that any additional requirements, such as special educational needs, are met through our exclusion assist and intervention programmes.

14.3. The duration of Internal Exclusion will be determined by the school and kept under review. A suspension must have a defined start and end date when imposed. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in one academic year. A suspension

cannot be extended or converted into a permanent exclusion; any further suspension must be a separate decision made only where legally justified.

14.4. Internal Exclusion will last no longer than is necessary and will provide supervised, meaningful education. During a suspension the school will set and mark appropriate work for the first five school days; the governing body or local authority will arrange suitable full-time education from the sixth school day where required by law.

14.5. The staff member in charge and supervising the student will decide what the student may and may not do during their time spent in internal exclusion.

14.6. The Headteacher will ensure that pupils receive appropriate work during Internal Exclusion and suspension and that relevant SEND provision and reasonable adjustments continue to be considered.

14.7. Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

14.8 Additional Principles

Suspension and Permanent Exclusion are sanctions of last resort. Before issuing these sanctions, the school will consider:

- The student's views.
- Relevant safeguarding information.
- The impact of SEND or SEMH needs.
- Evidence of previous interventions.
- Multi-agency support already provided.

Whilst suspension may be necessary in some circumstances, alternative strategies will always be considered wherever appropriate.

15. Off-Site Direction and Managed Moves

15.1 Colmers School may use off-site direction as a temporary, time-limited intervention to improve a pupil's future behaviour. It will not be used as a punishment for past misconduct. A managed move is a permanent transfer made only with the agreement of all parties and cannot be used as a trial placement.

15.2 Before an off-site direction or managed move, the school will:

- Seek and record the pupil's views and explain how they have been considered.
- Evidence appropriate in-school intervention, outreach or multi-agency support, unless this would be inappropriate in the circumstances.
- Share relevant safeguarding, SEND, health, academic, attendance and risk-management information with the receiving setting and local authority where appropriate.
- Complete appropriate risk assessments and agree the placement's objectives, curriculum, maximum period, support and reintegration arrangements.

15.2 15.3 The Governing Body is responsible for arranging and reviewing an off-site direction. Parents, or the pupil if aged 18 or over, and the local authority where the pupil has an EHC plan, will receive the prescribed written information as soon as practicable and no later than two school days before the placement begins. The notice will state the placement address and contact, duration, reasons, objectives and session times.

15.4 The Governing Body will keep the placement and reintegration plan under review for as long as the direction remains in force. A parent, a pupil aged 18 or over, or the local authority where the pupil has an EHC plan may request a review in accordance with the regulations. Written invitations to review meetings will normally be provided at least six days beforehand and the decision and reasons following a review will be confirmed in writing within six days.

15.5 The pupil will continue to receive a broad and balanced education. Equality Act, SEND and EHC plan duties continue throughout the placement. Attendance will be recorded using the applicable statutory attendance code.

16 Items that students are banned from possessing on the school premises

16.1. Fire lighting equipment:

- Matches, lighters, etc.

16.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs / vapes)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

16.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

16.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - o To commit an offence; or
 - o To cause personal injury to any person, including the pupil themselves; or
 - o To damage the property of any person, including the pupil themselves.

16.5 Mobile Phones and Technology

16.6 Mobile phones, earbuds, smart watches and other personal communication devices must remain switched off and out of sight throughout the school day unless authorised by a member of staff.

16.7 Any device that is seen, heard or used without permission will be confiscated.

16.8 Staff may search for mobile phones and related devices where there are reasonable grounds to believe that school rules have been breached or where safeguarding concerns exist.

17 Confiscation of inappropriate items

- 17.1. Only the Headteacher or a member of staff specifically authorised by the Headteacher may search a pupil or their possessions. A search without consent may be undertaken where there are reasonable grounds to suspect possession of a statutory prohibited item or another item expressly identified in this policy as searchable.
- 17.2. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 17.3. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.
- 17.4. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 17.5. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 17.6. Staff are protected from liability for loss of or damage to a confiscated item only where they have acted lawfully. Confiscation, retention, return, disposal and any examination of an electronic device will be reasonable, proportionate and undertaken in accordance with statutory guidance.
- 17.7. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 17.8. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- 17.9. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 17.10. Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case.
- 17.11 Pupils will be permitted to bring their mobile phone to school but will not be permitted to use them and must keep them switched off and out of sight throughout the course of the school day.
- 17.12 Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

18 Use of reasonable force

- 18.1. Members of staff are able to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.
- 18.2. Staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 18.3. After an instance of physical intervention, the pupil will be seen by a first aid trained member of staff, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

- 18.4. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion or suspension.
- 18.5. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

18.6. The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

18.7. Though members of staff are able to search for all of the items listed in section 14 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

18.8 Restrictive interventions and reasonable force will only ever be used as a last resort where necessary to:

- Prevent injury.
- Prevent serious damage to property.
- Prevent serious disruption.
- Maintain the safety of pupils and staff.

18.9 Each significant use of force will be recorded in writing as soon as practicable, normally on the same day. Parents will be informed in writing as soon as practicable, normally on the same day, subject only to the limited statutory safeguarding exception. Records will include the circumstances, necessity and nature of the intervention, injuries and post-incident support.

18.10 Every incident of seclusion or restraint, including relevant non-contact restraint, will be recorded as soon as practicable and parents will be supplied with the written record in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Following any incident, appropriate medical, pastoral and reflective support will be offered to pupils and staff and relevant plans and risk assessments will be reviewed.

19 Controlled substances

19.1. Colmers School & Sixth Form College has a zero tolerance policy on illegal drugs and legal highs / lethal highs.

19.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

19.3. The staff member will store the sample in a school safe via the Premises Manager.

19.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

19.5. The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

19.6. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

19.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the student, as well as local police, will be notified.

20. Sexual Abuse and Harassment

20.1. The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

20.2. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL or DDSL shall be involved in this process.

20.3. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

21. Outside school and the wider community

21.1. Students at the school must agree to represent the school in a positive manner.

21.2. The guidance laid out in the Home School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

21.3. Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

21.4. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

21.5. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

22. Monitoring and review

22.1. The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

22.2. The data will be monitored and objectively analysed termly by the headteacher and the SLT.

22.3. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

22.4. Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

22.5. This policy will be reviewed by the headteacher, senior mental health lead and governing body on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

22.6. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

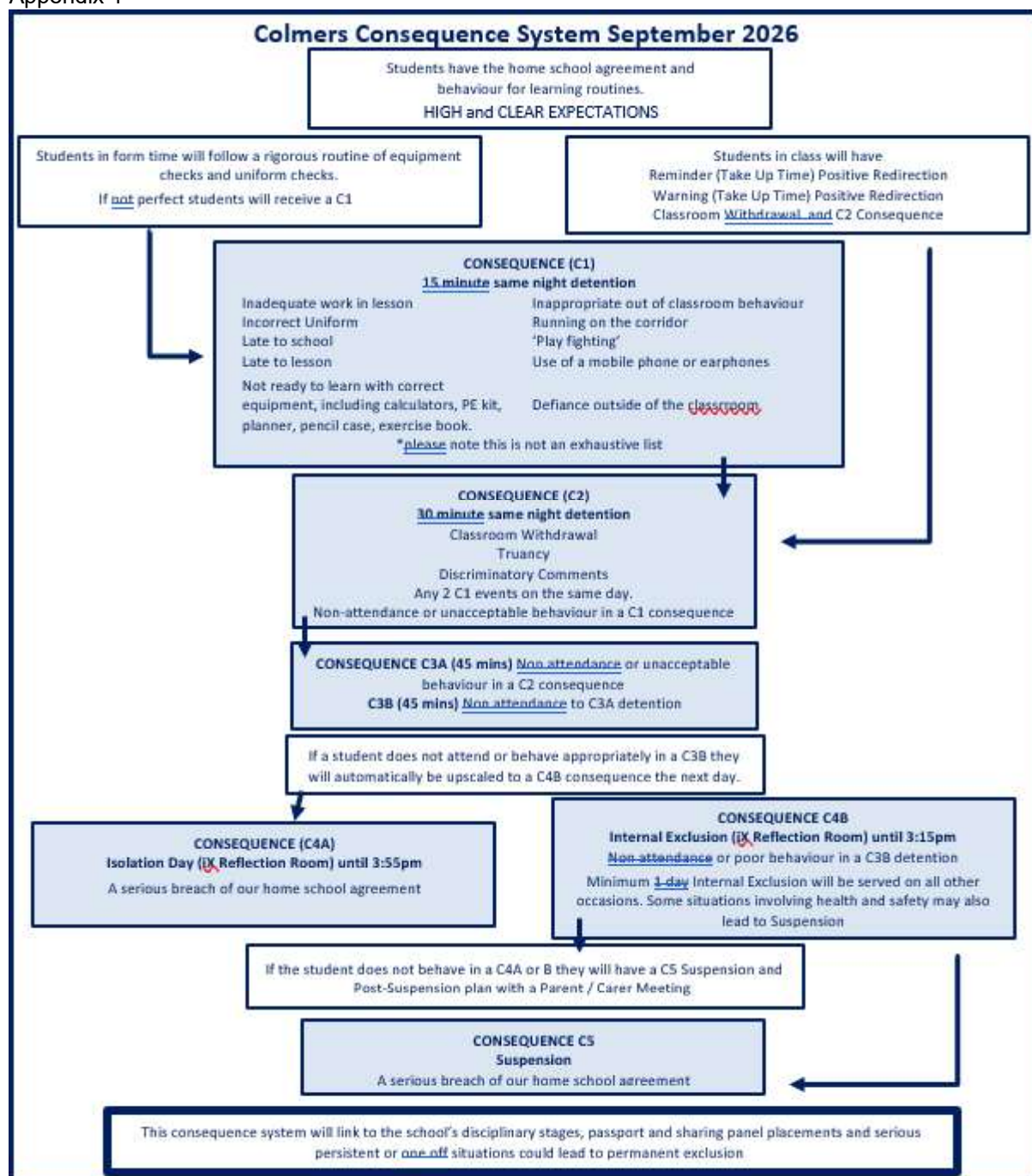
22.7 Governors will receive regular reports relating to:

- Behaviour incidents.
- Suspensions.
- Permanent exclusions.
- Managed moves.
- Off-Site Direction placements.
- Safeguarding-based removals from site.

22.8 Governors will actively monitor trends and challenge leaders regarding any patterns of pupil movement to ensure all decisions are lawful, proportionate and in the best interests of students.

The next scheduled review date for this policy is September 2027.

Appendix 1



Appendix 2

Colmers Consequences Summary	
C1	Same Day 15-Minute Detention Lunchtime Detention 12:35 – 1:20pm OR 3.15 – 3.30 p.m.
C2	Same Day 30-Minute Detention Lunchtime Detention 12:35 – 1:20pm OR 3.15 – 3.45 p.m.
C3A	Same Day 45-Minute Detention Lunchtime Detention 12:35 – 1:20pm OR 3.15 – 4:00 p.m.
C3B	Same Day 45-Minute Detention Lunchtime Detention 12:35 – 1:20pm OR 3.15 – 4:00 p.m.
C4A	Isolation Day (iX Reflection Room) All Day and Detention (3:45pm)
C4B	Internal Exclusion (iX Reflection Room) All Day (3:15pm) 1 – 3 days
C5	Suspension Followed by post suspension protocols (iX Reflection Room)