



COLMERS SCHOOL
& SIXTH FORM COLLEGE

Parent/Carer Handbook 2025 – 2026

Version	Date	Amendment	Page No.
2	11/09/25	Parent/Carer Forum date added	4
3	09/10/25	Year 9 date correction	4
4	05/01/26	Staffing changes Form group changes	8 9

v4 updated January 2026

Owner: N Byatt

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Introduction

Welcome to the new school year! This Handbook is designed to provide you with essential information to help you navigate the year smoothly. For more detailed information, school policies, and regular updates, please visit our website at www.colmers.school. Stay connected with us on social media via Facebook, Twitter, or Instagram for the latest news and updates.



Our Home School Agreement outlines our commitment to working together for your child's well-being and success. You can find this agreement on the last two pages of this booklet. We ask that both parents and students sign the agreement to acknowledge their understanding of the expectations and learning habits we uphold at Colmers. These habits are key to creating a safe and respectful environment where all students can thrive.

Building strong relationships with parents and carers is crucial to educational success. I look forward to collaborating with you throughout the year to support your child's learning journey.

Mr P White

Headteacher

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Colmers School & Sixth Form College

Key Dates for Parents and Carers

Telephone:

0121 453 1778

Email:

enquiries@colmers.bham.sch.uk

Website:

www.colmers.bham.sch.uk

Term Dates 2025-26

Autumn Term 2025

Term Starts: Monday 1st September 2025 (please note Monday 1st and Tuesday 2nd are staff training days, school will be open to Y7 only on Wednesday 3rd)

Half Term: Monday 27th October 2025 to Friday 31st October 2025

Term Ends: Friday 19th December 2025

Spring Term 2026

Term Starts: Monday 5th January 2026

Half Term: Monday 16th February 2026 to Friday 20th February 2026

Term Ends: Friday 27th March 2026

Summer Term 2026

Term Starts: Monday 13th April 2026

Half Term: Monday 25th May 2026 to Friday 29th May 2026

Term Ends: Monday 20th July 2026

INSET Dates

Monday 1st September 2025
Tuesday 2nd September 2025
Friday 21st November 2025
Friday 3rd July 2026
Monday 20th July 2026

Parent/Carer Forum Dates 5.00pm – 6.30 pm

Thursday 13th November 2025
Thursday 5th February 2026
Thursday 30th April 2026

Parent/Carer Evenings 5.00pm – 7.30 pm

Y7 Meet the Tutor: Thursday 9th October 2025

Year 7: Thursday 22nd January 2026

Year 8: Thursday 4th December 2025

Year 9: Thursday 12th March 2026 **Year 9 Options Evening:** Thursday 20th March 2026

Year 10: Thursday 11th June 2026

Year 11 Exam Information Evening: Wednesday 5th November 2025

Year 11: Thursday 16th January 2026

Year 12: Thursday 20th November 2025

Years 13: Thursday 16th October 2025

The School Day 2025/2026

8:00 a.m – 8:30 a.m	Early Students arrive via Canteen Side Door	
8:30 a.m – 8:42 a.m.	School Gates Open	
8.45 a.m. – 9.15 a.m.	Form Time	
9:15 a.m. – 10:15 a.m.	Period 1	
10:15 a.m. – 11:15 a.m.	Period 2	
11:15 a.m. – 11:35 a.m.	Break*	
11:35 a.m. – 12:35 p.m.	Period 3	
12:35 p.m. – 14:10 p.m.	Period 4 & Lunch (35 min)	Lunch Break: Years 8, 10 & 11 12.35pm – 13:10 pm Years 7, 9, 12 & 13 13.35pm – 14:10pm
14:10 p.m. – 15:15 p.m.	Period 5	
	15:15 p.m. Departure	
15:15p.m. – 16:15 p.m.	Detention	

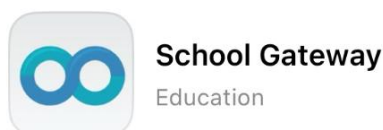
* Y7 and Y9 served first at break.

Communication with School

We have a number of communication channels with parents and carers. It is absolutely essential that we are able to contact you and we need you to let us know straight away if you change address, phone number or email address.

We ask all our parents and carers to download three vital apps onto your phone or computer to enable us to communicate with you effectively. These apps are free to download:

- i) School Gateway



- ii) Class Charts



- iii) iPayimpact



School Gateway is an essential communication tool. We send you notifications of letters and key information via text message, email, or App. We will also use School Gateway for permission slips and parent surveys.

Class Charts will be used for logging all homework. You and your child will be able to see all Timetable details, Credits, Consequences and Detentions as well as attendance information.

iPayimpact allows you to pay for your child to purchase food from our school canteen and to pay for trips, visits, and other school purchases.

Our **Social Media accounts** always provide key updates and are also filled with images and good news stories of our students achieving great things. Do please follow us on **Facebook, Twitter, and Instagram** for regular good news!

Our **website** is a vital source of information for parents and carers: you will find all of our key policies, curriculum information and updates here: [Colmers School | Home](#)

On a **day-to-day basis**, we communicate with individual parents and carers either by **phone or by email**. Your first point of contact about your child will generally be their Form Tutor or Head of Year.

If you have a query and are not sure where to direct it, either contact Main Reception on 0121 453 1778 or alternatively, email enquiries@colmers.school. We will get back to you at the earliest opportunity and endeavour to do so within 48 hours. If you do not hear back from us, please do try again as we never intentionally drop communication with parents and carers.

We understand that there may be times when you urgently need to meet with a member of staff. Please be aware this is not always possible and expect parents and carers to always ring in advance and make an **appointment**. If you come into school without having made an appointment, you will be asked in the first instance to complete a form letting us know what the issue is, and we will try to arrange a meeting at the earliest opportunity with the right person.



The Senior Leadership Team

Headteacher	Mr P White pwhite@colmers.school
Deputy Head	Mr T Perry tperry@colmers.school
Deputy Head	Mr C Walker cwalker@colmers.school
School Business Manager	Miss B Carter bcarter@colmers.school
Assistant Head	Mr S Alexander salexander@colmers.school
Assistant Head, DSL	Mr C Boardman cboardman@colmers.school
Assistant Head	Mr M Brookes mbrookes@colmers.school
Assistant Head	Miss R Clarke rclarke@colmers.school
Assistant Head	Ms C Cross ccross@colmers.school
Assistant Head	Mrs S Finch sfinch@colmers.school
Assistant Head, SENDCO	Miss D Spencer dspencer@colmers.school

Heads of Faculty and Subject Leaders

Head of Mathematics	Mr M Fox mfox@colmers.school
Head of Science	Mr B James bjames@colmers.school
Head of English, Film and MFL	Dr P Bradbury pbradbury@colmers.school
Head of Humanities	Mr A McHale amchale2@colmers.school
Head of Create & Business	Miss C Whitehouse cwhitehouse@colmers.school
Head of Perform	Mr N Wyer nwyer@colmers.school
Head of Sixth Form	Ms M Thompson mthompson@colmers.school
Subject Lead Art	Mrs C Lewis clewis@colmers.school
Subject Lead Business Studies	Miss Z Gregory zgregory@colmers.school
Subject Lead Chemistry	Mr W Jingini wjingini@colmers.school
Subject Lead Creative iMedia	Mr C Briggs cbriggs@colmers.school
Subject Lead Food Technology	Mrs D Summerfield dsummerfield@colmers.school
Subject Lead Film Studies	Ms L Rushton lrushton@colmers.school
Subject Lead Geography	Miss C Lynch clynch@colmers.school
Subject Lead Graphics	Mrs N Ianson-Jones nianson-jones@colmers.school
Subject Lead Health & Social Care	Mrs G Brown gbrown@colmers.school
Subject Lead Modern Foreign Languages	Miss E Gauthier egauthier@colmers.school
Subject Lead Physical Education	Mr M Wilcox mwilcox@colmers.school
Subject Lead Physics	Miss L O'Grady logrady@colmers.school
Subject Lead Engineering & DT	Mr A Bagnall abagnall@colmers.school
Subject Lead Robotics	Mr R Williams rwilliams@colmers.school
Subject Lead Religious Education	Mr J El'Habid jelhabid@colmers.school
Subject Lead PSHE	Miss L Rushton lrushton@colmers.school

Heads of Year

Year 7	Mr D Read dread@colmers.school
Year 8	Mr S Butt sbutt@colmers.school
Year 9	Mr A Williams awilliams@colmers.school
Year 10	Mr P Bradley pbradley@colmers.school
Year 11	Mrs L Wilcox lwilcox@colmers.school

Form Groups 2025/6

Year 7 – Mr D Read SPSW – Mrs K Strevens			Year 8 – Mr S Butt SPSW – Mr P Dennis			Year 9 – Mr A Williams SPSW – Miss K Dennis		
7ZG	Miss Z Gregory	W17	8WJ	Mr W Jingini	T5	9ESU	Miss E Summers	W19
7NIJ	Mrs N Ianson-Jones	W10	8NK	Miss N Kenadid	E12	9NBR	Miss N Brandy	W7
7EM	Miss E Mountney	E19	8AN	Mrs A Nicholls	W1	9JW	Mr J Watkin	W18
7AD	Mr A Deeley (Support Tutor) Mr E Turner	W12	8MW	Mr M Wilcox	E7A	9VL	Mrs V Lee	N5
7CL	Miss C Lomas	E10	8NB	Mr N Burrows	W14	9KM	Miss K Maclean	E14
7JE	Mr J El'Habid	E2	8SF	Miss S Flynn (Lead: Wednesday Ms T Galloway)	W9	9LF	Mrs L Fulgence (Lead: Friday) Mr R Ramsey	T3
7GW	Ms G Williams	E7	8IP	Mr I Pratt	W24	9CM	Mr C Maneffa	N7
7LM	Miss L Mackin	E8	8AB	Mr A Bagnall	T1	9NBA	Miss N Bark	W20
						9EM	Miss E Maguire	N9

Year 10 – Mr P Bradley SPSW – Miss K Adie			Year 11 – Mrs L Wilcox SPSW – Mr I Grizzle		
10KN	Miss K Nevin	N8	11GB	Mrs G Brown	E9
10II	Mr I Ibanga	W21	11CLE	Mrs C Lewis	W8
10ES	Miss E Sampson	W2	11SE	Mrs S Evans	W22
10DS	Mrs D Summerfield (Lead: Wednesday) Miss G Willis	T4	11RW	Mr R Williams	W16
10MB	Mr M Bagnall	N4	11VG	Miss V Gertsen	W11
10TB	Miss T Brown	E18	11JC	Mrs J Cole	E17
10OF	Mr O Fisher	E5	11CLY	Miss C Lynch	E15
10KM	Miss E Gauthier	W5	11VM	Miss V Muscetto	W3
10SW	Miss S Williams	E20			

Head of Sixth Form – Ms M Thompson Deputy Head of Sixth Form – Mr T Love					
Year 12			Year 13		
12LOG	Miss L O'Grady	N1	13MF	Mrs M Fletcher	N6
12SDS	Mrs S Dawson Smith (Lead: Monday) Mr T Love	E1	13IQ	Mr I Queen	SF1

Making Payments to School

- The school canteen operates a cashless system
- All students have an account activated by face ID (PIN code is available as an alternative)
- Parents/carers can use the iPayimpact app to put money into the child's account
- This account will also be used to make payments for trips/visits/equipment
- A machine is available on site to top up accounts with cash

Colmers' Equipment and Uniform Store

- Students can purchase equipment from Student Services both before and after school, and at break and their lunch time.
- Our pre-loved uniform store is available to any parents and carers. We welcome all donations. Please contact Reception for further information.

Punctuality – Be On Time!

It is essential that your child **arrives on time** to school to help us ensure a smooth and positive start to the school day.

Gates are locked at 8:45am and students must then enter via Student Services. Our school gates remain locked during the school day and students may only enter and leave the site through Student Services. Students will always receive a C1 consequence, with a 20-minute detention, for being late to school and you will be notified via Class Charts.

Attendance – Be In School!

Good attendance is essential for educational success. While 95% is a great result in an exam at school, 95% attendance is the **minimum** attendance level that is acceptable for any student.

You have a legal duty to ensure your child attends school. **We expect all students to maintain attendance above 95%.** We also know that sometimes illness, medical issues or personal issues prevent students from maintaining good attendance and we will do all we can to support with individual circumstances. If you are struggling with your child's attendance, it is important that you contact us for Early Help.

First Day Contact: If your child is ill and cannot attend school, parents and carers are expected to contact the school on the first day of absence to let us know. Please report any absence on the **School Gateway App** (instructions below), or alternatively, phone 0121 453 1778, Option 1.



Colmers uses the **School Gateway** app to keep in touch with you as parents and carers. Through this app you can receive up-to-date **information** about the school, **letters** and **forms**. You can also use this to send a **message** to school.

You can download the app for **free** here:

[School Gateway - Get Started - The Leading Parent App for Schools](#)

Equipment

Students are expected to bring and carry with them their own equipment, as listed below. They will be provided with a School Planner at the start of the year.

The basic equipment requirements are as follows:

Equipment List	
- x1 Clear pencil case (30cm in length) - x2 Black or blue biro pens - x1 Red pen - x1 Green pen - x1 Pencil - x1 Pencil sharpener - x1 Eraser - x1 30cm ruler - x1 Glue stick - x1 Highlighter - x1 Scientific calculator	

In addition, Year 7 students should also have a reading book with them.

It is essential your child has a school bag that is large enough to carry their equipment, a water bottle and a snack.

Uniform – We Belong Together

YEARS 7, 8 and 9

All Students

Tailored Black School Trousers or Trutex Taylor Tartan Skirt
 Plain White Shirt with a top button
 (Shirts to be worn tucked in with the top button done up).
 Navy Blue Sweatshirt with embroidered school badge
 Tie - Burgundy with Blue Stripe (tie to be worn with the whole stripe showing below the knot)
 Plain Black Leather School Shoes (please see Appendix A)
 Plain dark socks/tights
 Outdoor Coats (please see Appendix B)

Summer Uniform – optional choice of wearing the blue Colmers crested polo shirt (this is from Easter and for use in the Summer 1 and Summer 2 terms)

YEARS 10 and 11

All Students

Tailored Black School Trousers or Trutex Taylor Tartan Skirt
 Plain White Shirt with a top button
 (Shirts to be worn tucked in with the top button done up)
 Tie – Blue with Burgundy stripe (tie to be worn with the whole stripe showing below the knot)
 Plain Black Leather School Shoes (Please see Appendix A)
 Plain dark socks/tights
 Navy Blue Blazer with embroidered school badge
 Navy Blue Sweatshirt with embroidered school badge (optional)
 Outdoor Coats (please see Appendix B)

Summer Uniform – optional choice of wearing the blue Colmers crested polo shirt (this is from Easter and for use in the Summer 1 and Summer 2 terms)

PE – ALL YEAR GROUPS

All Students

Navy Blue PE Shorts
 PE Top
 White Sports Socks or White Football Socks
 Trainers
 Football boots (optional)
 Navy Blue Round Neck T Shirt (optional)

Hair and jewellery

- No unreasonable or extreme haircuts – please check before attending barbers/hairdressers.
- No shaved patterns or lines in the hair or eyebrows.
- Only plain dark coloured hair bands/clips/slides – no other hair accessories (e.g., bows, flowers etc.).
- Hair colouring and hair braids must be natural hair colour only (i.e., not purple/pink/peroxide etc.).
- Jewellery is restricted to one small ring, a watch and one pair of plain small sleeper/stud earrings, one small nose stud and no other piercings (no tongue, eyebrow studs etc.).

Make-up

- Any make-up must be subtle – no dark eyeliner, false/large/dark eyelashes, no bright eye shadow, and only light foundation. No nail varnish or false nails.
- No visible tattoos or body art.

Colmers' Curriculum

Our Colmers' curriculum is designed to open minds and open doors for all our young people. We believe our approach will enable students to **know more, do more and be more**.

- We will ensure that students **achieve excellence** by experiencing a rich curriculum that is broad and balanced for all.
- Students will acquire **powerful knowledge** and connect their learning over time so that their learning sticks: the better we understand what we learn, the more likely we are to remember it
- **Literacy and numeracy** lie at the heart of our teaching to improve the life chances of all our students
- Students will have their **minds opened by engaging with the best that has been said and done** in a range of subject disciplines.
- They will have the opportunity to achieve qualifications that **open doors** to careers and future happiness in the 21st Century.
- They will learn about **themselves, their communities and about Birmingham** - its rich history and its diverse and innovative present.



As a community of life-long learners, **we aim to inspire a love of reading in all aspects of our curriculum**. Reading is one of the most significant ways we can impact future success and we aim to provide all our pupils with every possible chance by exposing them to **high quality, appropriately challenging and engaging texts in their lessons every day**.

You will be able to find full details of our curriculum model on the Curriculum Section of our school website. This will tell you what subjects are taught in each year group and how much curriculum time is given to each of the subjects. You will also find a curriculum overview for each subject, which maps out the key content taught over the course of each year.

How to support learning at home

Teaching and learning at Colmers: **What do we believe great learning looks like at Colmers?**

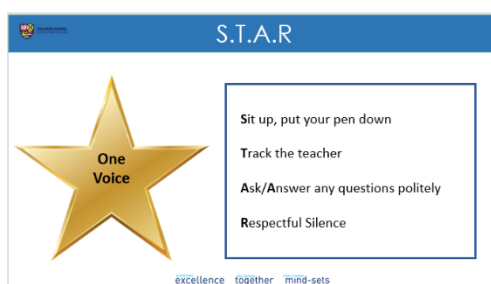
Our six habits for learning:

This is what we expect from teachers and students every lesson, every day. We teach this way as we know how students learn, we have read and understood the science of learning and memory.

1. STAR:

It is important for students to look at the teacher, to listen, to not try to write notes as they are listening (cognitive load and split attention.) Consider what happens if you try to do two things at once – play a game and listen to your family member talk to them!

Students will see the slide below as a reminder:



By taking pride in the way work looks we know that students are showing they are willing to work hard, it also means that their book can be used for revision and to support them in future learning. Please ask to see your child's books - they CAN bring their books home - and help them to make their work the best it can be.

[illegible]

We start lessons in a similar way every lesson, every day, to help students remember what they have learnt. This is usually working on something they already know to practise it and help them retain it.



Western
Carolina
University

Do Now Activity

Title:

Date:

Complete in **Silence**

excellence together mind-sets

This is where we explicitly teach students the vocabulary to be successful in their learning, we ask them to say the words out loud as we know this helps students to retain them. We know that better vocabulary will make our students sound more intelligent and feel more clever. We believe that by having better vocabulary, people will listen to you and value your opinion more.

We know that reading and being good at reading is crucial to being successful in life – the teacher will read to students in every lesson every day and teach them how to be more fluent in their reading and how to make meaning of texts that are unfamiliar, this way they will become more effective learners.

6. Deliberate Practice

Students, get the opportunity to practise what they have learnt and teachers will provide feedback so that students know how they are doing and how to improve. This deliberate practice is completed in silence so that students can focus and practise how they will demonstrate learning in their future exams.

Your support will enable students to **know more, do more and be more**.

- Regularly speak positively about school and education (even if you did not have this experience).
- Email or contact their teachers to ask if there is anything specific they can be doing at home.
- Regularly check Class Charts for home learning from teachers or contact us if you want to discuss this.
- Teach your child that failure is a stepping stone to success, share with them examples of where people (or you) failed at first and had to show resilience.
- Encourage your child to read more at home and borrow books from our school library or your local library – details are below
- Use online materials to encourage home learning* see below for suggested sites.
- Praise children about their learning whenever you can.
- Talk to your child about their lessons and learning.

Recommended Sites:

BBC Bitesize e.g. <https://www.bbc.co.uk/bitesize/secondary>

SAM Learning - www.samlearning.com

You Tube e.g. <https://www.youtube.com/watch?v=90iY1ku7fIA&t=7s>

Online lessons produced for lockdown:

<https://continuityoak.org.uk/lessons>

<https://www.greenshawlearningtrust.co.uk/virtual-curriculum>

If you require any further support or questions contact Ms Cross, Assistant Headteacher Teaching and Learning - ccross@colmers.school

How to support reading at home

We believe your support will enable students to be more successful and **know more, do more and be more** by regularly reading at home.

- Talk to your child about the kind of books they like.
- Show them a wide variety of materials, including non-fiction, books of jokes, poems and 'fun facts'.

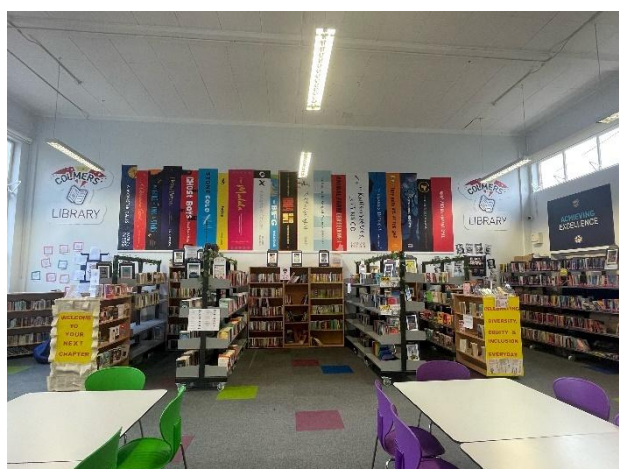
- Identify the fiction genres that are popular, e.g. fantasy, science fiction and sports stories.
- Identify role models, including peers and celebrities, to promote reading.
- Use online materials to encourage reading.
- Introduce new books, perhaps by reading the first page or two and then leaving your child to continue alone.
- Read and discuss news articles with your child.
- Respect their own choice of reading, even if it seems 'too easy' or not an author that you would choose.
- Join your local library and encourage your child to use it regularly.
- Encourage your child to use the school library and as a parent or carer, make use of our community library.
- Let your child see you read.
- Encourage your child to take part in Readathons and reading challenges when they occur.
- Praise children about their reading whenever you can.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss



Colmers' Library

Every child is automatically a member of our school library which means they can sign books out to take home and enjoy!



There is a small library in main reception for families to choose books from to take home and keep or bring back and swop.



Local Libraries

77 Church Road
Birmingham
B31 2LB

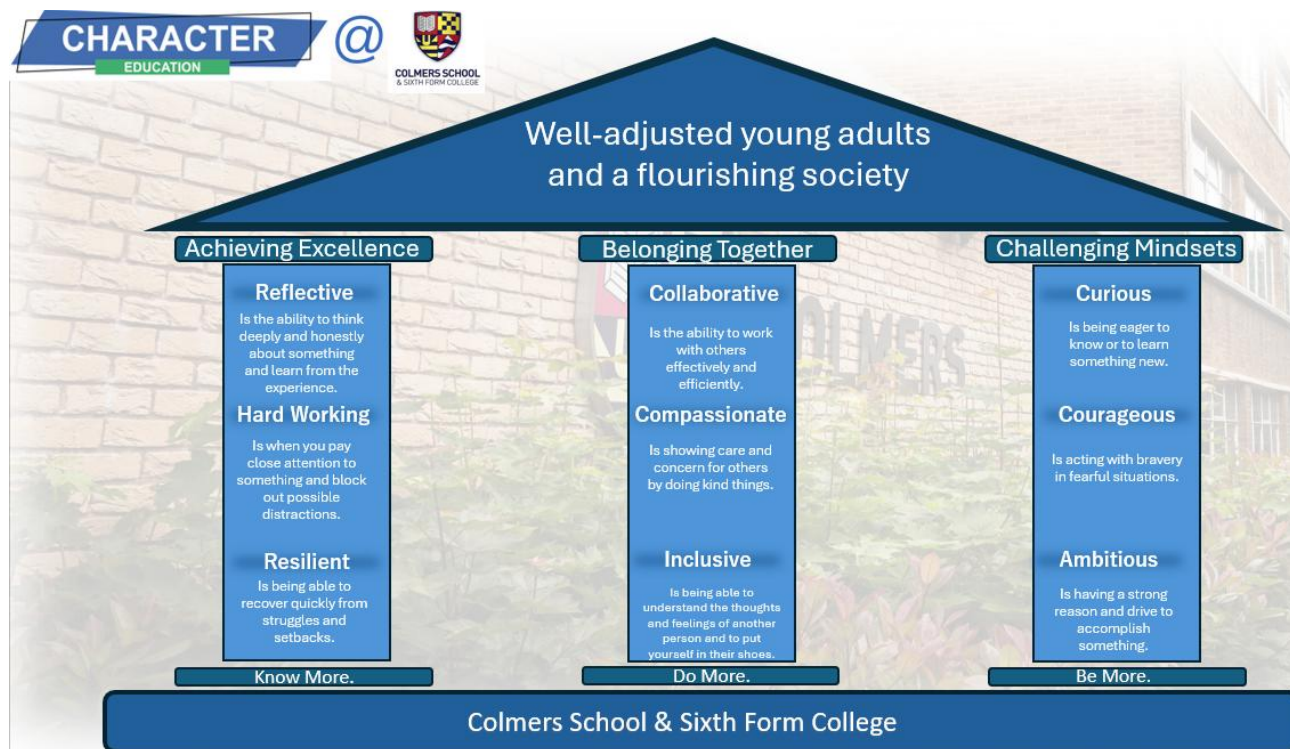
Balaam Wood Academy
Birmingham
B45 0EU



ANNUAL HANDBOOK FOR PARENTS AND CARERS – 2025-26

Personal Development and The Colmers Character

Form time routine at the start of each day is crucial to your child's personal development. Our pastoral programme helps our students develop into young adults who embody our 9 key characteristics that form our Colmers Character education. We believe these habits are essential to personal development, well-being, and educational success:



Weekly PSHE lessons are designed to ensure that your child is equipped with the knowledge and skills that they need to navigate the complex challenges of our fast-changing world, with time to explore a range of important personal and social issues including relationships, sex and health education. The PSHE curriculum map can be found on the school website alongside all other subject maps. Students have access to a large number of extra-curricular clubs before school, during the day as well as after school.

Form routines for each year group can be found below:



	Monday		Tuesday		Wednesday		Thursday		Friday	
	A	B	A	B	A	B	A	B	A	B
7	Attendance & Maths Monday		Assembly		Character Education - culture and conduct		Character Education - safeguarding		Friday Form Reading	
8	Attendance & Maths Monday		Assembly		Character Education - culture and conduct		Character Education - safeguarding		Friday Form Reading	
9	Attendance & Maths Monday		Character Education - culture and conduct		Assembly		Character Education - safeguarding		Friday Form Reading	
10	Attendance & Maths Monday		Character Education - culture and conduct	Character Education - safeguarding	Assembly		Revision Skills	CEIAG	Friday Form Reading	
11	Attendance & Maths Monday		Character Education - culture and conduct	Character Education - safeguarding	Revision Skills & Careers rota		Assembly		Friday Form Reading	
12 & 13	Attendance		RSE booklet		Discussion points & Character Education - culture and conduct		Assembly		Friday Form Reading	

Know More. Do More. Be More.

CHILD PROTECTION & SAFEGUARDING

Summary of Child Protection Information for Visitors and Volunteers

Our school is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe, inclusive, and positive environment
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual, or emotional abuse. Staff working with children are well-placed to identify such abuse.

At our school, in order to protect our children, we aim to:

- Create an atmosphere where all our children feel secure, valued, and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately, and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible:

DSL: Craig Boardman



DDSL: Sue Brookes



SSO: Stacey Gibbons



SSO Chloe Bromley



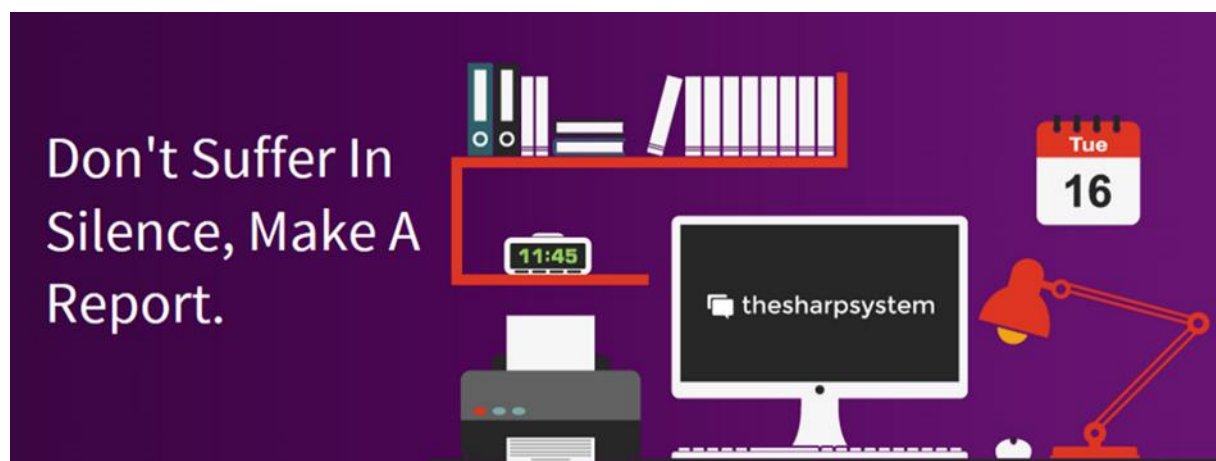
If none of these is available, please contact: Tom Perry, Craig Walker, Steve Alexander, Martin Brookes, or Peter White

Everyone working with our children, or their parents and carers, should be aware that their role is to:

- Listen and carefully note any observations which could indicate abuse
- Not to attempt to investigate once the initial concern is raised
- Refer to the Designated Senior Lead (DSL) immediately by phone or in person for urgent situations
- Record all concerns on **Safeguard My School** as soon as possible
- Contact the additional DSL-trained staff if the DSL is not available
- Remember, disclosures of abuse or harm can be made at any time

If anything worries you or concerns you, report it straight away.

The SHARP System – School Help, Advice & Reporting Concerns



[The SHARP System](#) : The Sharp System is our **School Help Advice Reporting Page**.

Colmers' Sharp System can be found at: **colmers.thesharpsystem.com**. Alternatively, you can click on the Sharp System icon on the school homepage. A free App for SHARP is also available.

The system is designed to support children, parents, carers and the wider community by giving guidelines and key information regarding a range of issues whilst also being a platform to make a referral to the school for help where necessary.

In the menu section students, parents and carers can currently find guidance for the following issues:

- E-Safety
- Bullying
- Homophobic bullying
- Racism and transphobic bullying
- Drugs: Advice for students, parents and carers
- What to do if you witness a crime
- Hate-crime
- Weapons
- Road safety

Each of these sections contains a short video and links to external apps and websites specifically designed to help in these key areas. The Sharp System allows us to signpost you to key information if you are concerned or worried about your child. The system also acts as an education resource if you wish to supplement the safeguarding work we do at school at home.

The other element of the Sharp System allows children, parents/carers and any other adults to raise a concern with the school regarding the wellbeing and safety of a student in our school. This can be done from anywhere; the 'make a report' section allows you to send a referral to the school outlining your concerns. You can choose to send the report anonymously if you feel the need. This information will then lead the school to take action to support the individuals or families where necessary, either by signposting, offering support, or liaising with external agencies.

Support if You Are Struggling

Raising teenagers can be challenging at the best of times. All parents and carers benefit from support and help but we can find it difficult to reach out for help when we need it. The ongoing cost-of-living crisis is placing considerable extra strain on many children and families.

At Colmers, we offer **Early Help Assessments** to children and families who are struggling and may benefit from extra support or assistance. These assessments can help us secure help from health or social care professionals for you and your child. We can also provide additional intervention in school, which could include our school counselling service or support from one of our Intervention Team experts.

We also help children and families by referring requests for support to our Locality Hub, a group set up to support this area of Birmingham. The Locality Hub is intended as a “one-stop shop”, and we can support you by making a referral. For example, if you need help with providing essentials to your family or if you need additional support in relation to mental health issues, domestic violence, bereavement, or any other support. Please contact your child’s Head of Year or our Safeguarding and Early Help leads who will help (see below).

Further information on all the safeguarding and well-being support available to families can be found on our website. Alternatively, contact our school main reception on 0121 453 1778 and we will make sure the right person gets back to you as soon as possible.

You can contact the following people for support:

Year 7: Mr Read, dread@colmers.school

Year 8: Mr Butt, sbutt@colmers.school

Year 9: Mr Williams, awilliams@colmers.school

Year 10: Mr Bradley, pbradley@colmers.school

Year 11: Mrs Wilcox, lwilcox@colmers.school

Years 12 & 13: Mrs Thompson & Mr Love, mthompson@colmers.school & tlove@colmers.school

Safeguarding & Early Help: Mr Boardman, cboardman@colmers.school & Mrs Brookes, sbrookes@colmers.school

Free School Meals

If you are eligible for Free School Meals, your child's cashless payment option will be activated to register this.

If at any time your circumstances change and you think you may be eligible for Free School Meals, you can make a claim for free school meals online. Please review the eligibility guidance on our website <http://www.colmers.bham.sch.uk/free-school-meals/> and then make an application using the link at the bottom of the page, or using this address <https://tinyurl.com/uthyc7e>. If you need assistance with Free School Meals eligibility or provision, please contact main reception on 0121 453 1778 or email FSM@colmers.school.

Special Educational Needs & Disabilities

Colmers is an inclusive school, and we are committed to supporting all our students who have special educational needs and disabilities.

At Colmers we have a strong team of Teaching Assistants and Higher-Level Teaching Assistants who provide general classroom and specialist support for our students with Additional and Complex Needs.

If you have any queries or concerns with regards to our SEND provision, please contact Miss Spencer SENDCO, dspencer@colmers.school.

Medical Information for Parents / Carers

Colmers School has a medical room on site with a team of first aid trained colleagues to support with medical concerns during the school day. We ask all parents and carers to take careful note of the following:

- The first aid provision within the school is **not** a substitute for your GP or Hospital Accident & Emergency Department. We provide an *initial* first response to situations as they arise during the school day, not out of school hours.
- It is the parent/carer's responsibility to inform the school of any current medical needs, any change in condition/medication or if your child is diagnosed with a new condition. The school is only able to support students if we have the correct information.
- As a school, we are only able to administer medication which students have been prescribed although, if possible, we encourage students to take medication at home rather than in school.
- If your child does require medication in school (including auto-injector or asthma inhaler), the medication **MUST** be prescribed by a doctor (prescription label evidence on medication).
- If your child has been prescribed a reliever inhaler (usually Ventolin/Salbutamol) for asthma, or an auto-injector, please ensure that your child carries one with them at all times **and** a reserve (clearly labelled) made available for the Medical Room.
- If you wish to contact us about any aspect of your child's medical wellbeing, please do not hesitate to call us or email us on the email: medicalteam@colmers.school

Anti-Bullying

We are committed to providing a caring, friendly, and safe environment for all students so that your child can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening anywhere in school or travelling to and from school has a responsibility and duty to tell members of staff.

What is bullying?

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Bullying can be verbal, physical, emotional and/or online.

Our Anti-Bullying Policy sets out how we approach any incidents of bullying in school.

Bullying incidents can and should be reported by students to ANY member of staff, or via the SHARP system. If as a parent/carer you are concerned about bullying, please contact your child's Form Tutor or Head of Year by email or by phoning Main Reception on 0121 453 1778.

Colmers is an anti-racist school, and we will not tolerate any form of discrimination or prejudice towards Black, Asian, and Minority Ethnic members of our school community.

Diversity, Equity and Inclusion at Colmers

At Colmers, we are committed to celebrating diversity, promoting equity, and ensuring an inclusive culture. We see this as a journey in which we fulfil our Public Sector Equality Duty within and beyond our classrooms. In practice this means:

- We regularly review our curriculum to ensure underrepresented groups are made more visible.
- We create safe spaces for students, staff parents and carers to explore sensitive and challenging issues such as racism, sexism, homophobia, and transphobia.
- We consider how we can eradicate gaps in outcomes for disadvantaged groups.
- We are explicit that we are an anti-racist school.
- We celebrate difference and identity through key events such as Black History Month, LGBTQ+ History Month, Local History Month.
- We encourage our students to take the lead through participating in projects and activities designed to promote diversity, equity and inclusion.
- Our DEI Staff Working Group meets half-termly to shape our programme of DEI work.

We invite our students, staff, parents, carers and Governors to be active in tackling all forms of prejudice and discrimination through adopting our Colmers DEI Pledge and wearing one of our Colmers DEI Badges to show your support.

Parents and carers will be invited to sign our DEI pledge and receive a badge at our Meet the Tutors evening, or you can request to do this at Main Reception on any other occasion when you visit the school.



Colmers School Parent & Carer DEI Pledge

As a parent/carers at Colmers School & Sixth Form College I pledge to:

- Support the school's culture of openness in which every member of our school community feels valued, included and respected at all times.
- Accept everyone as equal in our school community.
- Help my child appreciate the ways we are all different and encourage them to understand different points of view.
- Promote Diversity, Equity and Inclusion within our school community.
- Encourage my child to be courageous and challenge all forms of discrimination.
- Be reflective and open to challenge if my words or actions cause upset or offence.
- Understand that there is, and always has been, only one race.... and that is the human race.

Behaviour for Learning at Colmers

At Colmers School & Sixth Form College, we rely on your support for our Behaviour Policy so that together, we can maintain the highest standards of behaviour across our school community.

This booklet gives you some key information about our approach to positive behaviour for learning. You can find a full copy of our Behaviour for Learning Policy on our school website.

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 through our 'first attention to the positive focus'
- Consistent **routines** in and beyond the classroom, rigorously implemented by all staff and followed 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

If you have any queries or concerns, please contact your child's Form Tutor or Head of Year in the first instance, either via email or by contacting school reception on 0121 453 1778.

Our vision for behaviour for learning is captured in our mantra, "**Be Ready, Be Respectful, Be Safe**". We expect students to be ready to learn, to be respectful and to behave safely at all times.

We understand that everyone makes mistakes and support our students to take responsibility when they make poor choices, accept the consequences, and learn from their mistakes.

We are an inclusive school, and we will always go the extra mile to help students who are struggling to manage themselves and their behaviour.

Parents and carers can help us by reinforcing our three school rules with your children:

To be **ready to learn**, students need to have the correct uniform and equipment, to arrive on time to school and lessons, to concentrate well in lessons and to be prepared to work hard.

Being **respectful** means students speak politely to all staff and students, avoid nastiness and bullying behaviour, follow staff instructions and respect the authority of the adults in the school when we enforce our school rules.

The **safety** of our students and staff is of paramount importance. You can help us by reminding your child that they need to consider how their behaviour might affect the physical or emotional well-being of others, so that they take care and are considerate in lessons and at social times.

Our home school agreement found on the website and in student planners outlines our agreement of working together as one community.

Mobile Phone Use: Communicating with your child

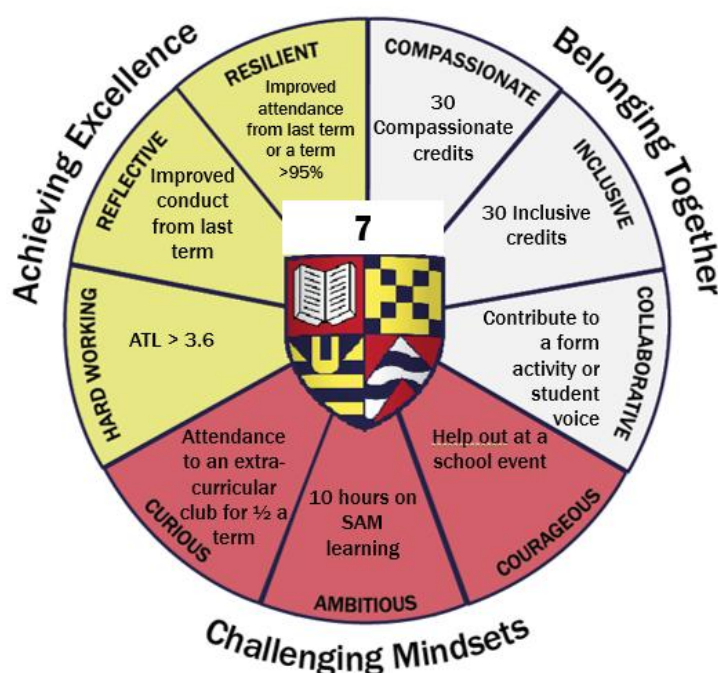
At Colmers, we operate a strict policy that mobile phones cannot be used during the day unless the teacher gives permission for learning purposes.

We know that there are times you need to contact your child urgently. It is important that you do not phone or message your child during the school day as students are not allowed to use their phones in school. Instead, if you need to get an urgent message to your child, please contact the school reception on 0121 453 1778.

Positive Recognition:

At Colmers, we know that recognising students' positive achievements and successes is crucial to building their confidence and self-esteem. Students who feel positive about themselves are more likely to behave well in school and are more likely to contribute positively to our school community.

“First attention to the positive”



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

- Positive feedback
- Phone call home
- Credits using our Colmers Character recognition system
- Social media promotion
- Good news cards
- Awards in assembly
- Nice surprises!
- Grades and Attitudes to Learning on school reports

Parents and carers can help us to celebrate their child's successes and achievements. This can be done by:

- Making sure you have access to our school apps, which are Class Charts and MyEd.
- Making sure we have your correct contact details so you receive positive credits, postcards and phone calls
- Attending parent/carer evenings, school events and performances
- Talking to your child about what is going well for them in school
- Letting your child know when you receive positive news about their achievements in school and reinforcing the recognition of their achievements
- Helping your child recognise their personal success based on their individual strengths and challenges

Consequences:

At Colmers, we know that clear and consistent consequences are important for upholding high standards in school.

Consequences and our same day detention system form an important part of our behaviour policy. Students are given clear information on our expectations and know what choices and behaviours will lead to a consequence, a detention, exclusion or suspension.

Parents and Carers can help us with our sanctions system by doing the following:

- Insist that your child takes responsibility for any consequences and sits any detention that has been issued.
- Remind your child that they would not have received a consequence or a detention if they had been doing the right thing.
- When your child has received a consequence, talk through the choices and behaviour that led to the consequence and help them consider what to do differently next time to avoid getting a detention.
- Understand that when a student reacts negatively to a consequence or argues that it was unfair, it is likely that they are not facing up to the poor choices they made. It really helps us if parents / carers do not assume that the member of staff is in the wrong when a consequence has been issued.
- Contact school if you are convinced that there has been an error with a consequence or detention that has been issued so that we can rectify any mistakes.
- Let us know if there is a problem due to a medical appointment with your child sitting a particular detention so we can rearrange with your support.
- Contact your child's Form Tutor or Head of Year if you feel there is an on-going problem with a particular member of staff.
- **Please do not under any circumstances tell your child that they cannot or must not sit a detention because you disagree with the school policy:** if you wish to discuss a concern or make a complaint, it is important you contact us to let us know. It is really important that you do not encourage your child to go against the school rules.

Opening Minds & Opening Doors

Colmers Consequences Summary

C1	Same Day 20-Minute Detention 3.15 – 3.35 p.m.
C2	Same Day 40-Minute Detention 3.15 – 3:55 pm
C3	Same Day 60-Minute Detention 3.15 – 4.15 pm
C4A	Internal Exclusion - Isolation Day (Reflection Room) All Day and C2 Detention (3:55pm)
C4B	Internal Exclusion (Reflection Room) All Day (3:15pm) 1 – 3 days
C5	Suspension (FTE)

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.

This consequence system is linked to the school's disciplinary stages, passport and sharing panel placements. Serious persistent incidents or one-off situations could lead to permanent exclusion, as set out in our Behaviour for Learning Policy.

Consequence Guidance

Consequences are issued by staff who will always exercise their professional judgement.

If your child gets a consequence, they may not like the decision of the member of staff, but they have a responsibility to behave respectfully and accept the consequences of their actions. Only when a genuine mistake has been made, such as mistaken identity, will a detention be withdrawn. If you have a major concern about a detention being wrongfully issued, please contact your child's Form Tutor or Head of Year in the first instance. It is always advisable to check carefully with your child to ensure that they were doing the right thing when they received their consequence.

Same day detention

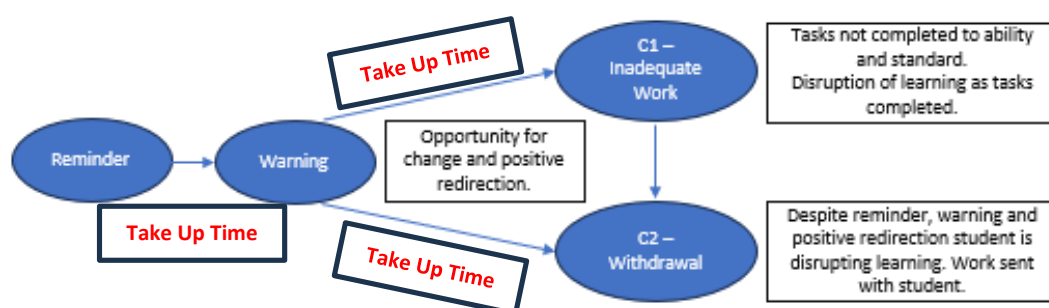
- Parents and carers will be notified of detentions through Class Charts.

C1 & C2 Detentions

	Be READY	Be RESPECTFUL	Be SAFE
C1			
	- 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>)	- Defiance – outside of the classroom - Environment Damage (vandalism, graffiti, littering)	- Mobile Phone Use (this includes use of air pods and ear phones) - Unsafe behaviour outside of the classroom
C2			
	Classroom Withdrawal (<i>after reminder and warning</i>)	- Senior Response - Discriminatory Comments	Truancy

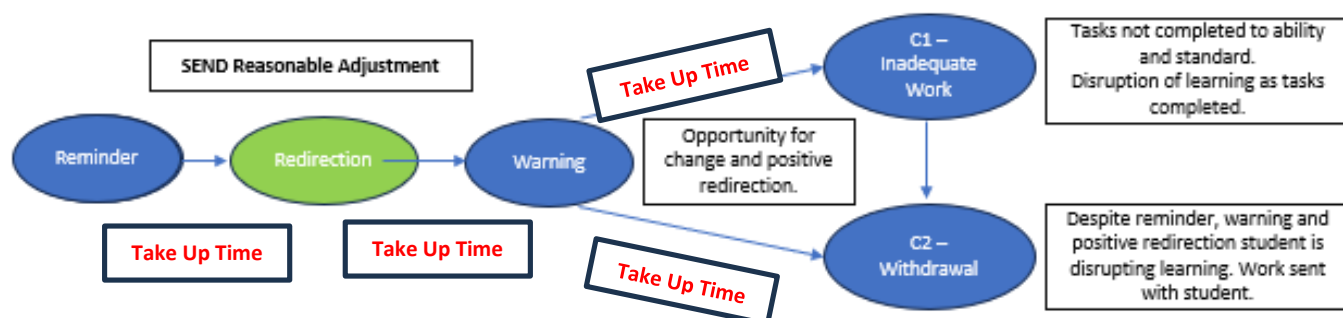
All sanctions are issued instantly with the exception of Inadequate Work and Classroom Withdrawal: students will be given a reminder and a warning before being issued with either a C1 for inadequate work or a C2 classroom withdrawal.

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

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.



C2 Faculty Withdrawal

If your child persists in behaving badly during a lesson, they will be withdrawn to a different lesson (C2). If they refuse to comply, they will be issued with an Isolation Day or Internal Exclusion (C4A or C4B). You can find details of these in our Behaviour for Learning Policy.

If issued a Faculty Withdrawal, your child must take their work to the lesson they are told to go to and sit quietly completing their work.

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.

C4A, C4B and C5 Sanctions

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: this could be because of refusal to comply with a classroom withdrawal or gross defiance to a member of staff or might be following a serious incident that day. 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 a student will not 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.

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.

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

Dealing with Persistent Concerns

- In the first instance, students who appear to be struggling to manage the positive behaviour that is expected of them may be placed **On Report**.
- In addition, they may be offered some **Intervention** to help them address the causes of poor behaviour and support them to make improvements.

Parents and carers can help us address serious incidents and persistent concerns by:

- Working closely with the school to ensure we get the right support in place and help your child improve their behaviour in school.
- Reinforcing the school's messages and high expectations at home
- Asking us for help when you need it—parenting teenagers can be really challenging and we are here to help!

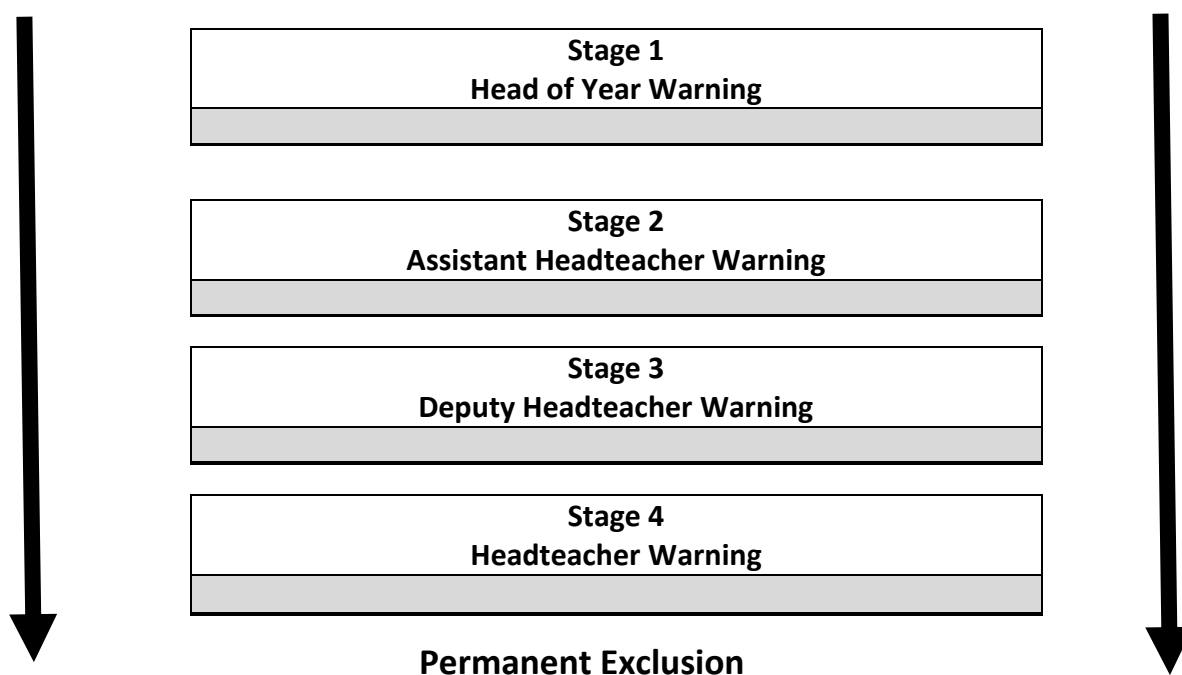
Colmers School Disciplinary Stages

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 are 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
• Referrals to SEND team for any assessments / referrals deemed necessary such as; - reading age testing and reading intervention - cognitive and comprehension assessments - referrals for ASC and ADHD assessments - Exam access arrangements - EHCP applications - SSPP applications	• 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.
Interventions	Other
• 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	• 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



Colmers School and Sixth Form College – Home School Agreement

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.	Achieving excellence, belonging together and challenging mind sets – this is the commitment by 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.	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.
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, Senior Pastoral Support Worker (SPSW) and Head of Year (HOY) will follow each of their tutees' 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.	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 our 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 show resilience and ambition to show that I can be ready, be respectful and be safe in the school community. I will work hard to learn. - I will arrive to school before the school gate closes at 8:42am. - 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.

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 and fairly, showing compassion wherever possible. • 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 it 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	Parent – school communication • 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 on the school 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 on the school 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 medical evidence is provided for medical appointments. • I understand that the school has a strong view and approach to any drugs and weapons being brought into school. If they are found in school, it could result in a permanent exclusion. • I will promote diversity, equity and inclusion with my child in which 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 and the school that exists to create the best possible education for my child. Signed: Name: Date:	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 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 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. I believe I am capable of academic and personal success. I am ready to work hard to realise my potential. Signed: Name: Date:
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Appendix

Please see below for further clarity regarding acceptable uniform.



Footwear – what is acceptable



All black leather
/ patent
footwear.



Footwear – what is acceptable



All black leather
/ patent
footwear.



Footwear – what is **not** acceptable



Not black trainers
– fabric converse
/ crocs.



Outdoor Coat – what is acceptable



A **full zip** coat jacket.

We do not accept
denim or leather
jackets, but it can be
any colour but has to
have a full zip.



Outdoor Coat – what is **not** acceptable



A Hoody

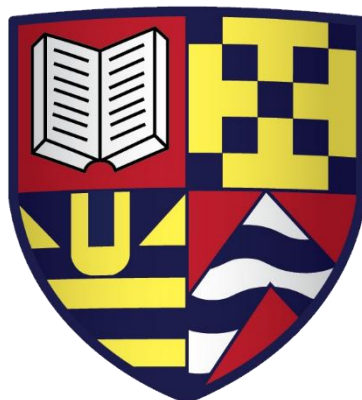
By definition is a
garment which is
put on over the
head with no zips
but with a hood
connected to the
main body of the
jumper.



A ¼ or ½ zip
jacket

By definition is a
garment **which**
also has to be put
on over the head
due to not having
a full zip.





Colmers School and Sixth Form
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