

Behaviour & Well-being Policy



School: Highbury Specialist School

Behaviour Lead: Mrs Sarah Nelson (Deputy Headteacher)

Last updated: Mar 13, 2026

Introduction

At Highbury School we are committed to improving the quality of life for our pupils by increasing their personal opportunities in education and their school community, leading to independence and wider opportunities as young adults.

We aim to achieve this by promoting and developing effective and appropriate behaviours for learning and self-regulation strategies.

We aim to improve family circumstances by supporting parents and carers to build skills and resilience in relation to positive behaviour management strategies and by working together with a wider range of professionals.

We are committed to supporting pupil well-being and emotional development by fostering a culture of support, success and understanding across all parties.

We believe in developing behaviours for learning and behaviours for life.

Aims

At Highbury School we encourage and develop a positive sense of self through consistent and frequent celebration of successes and achievements, co-regulation opportunities for pupils at any age and developmental level and specific teaching of emotional literacy skills at various levels.

Encouraging a positive relationship with parents/carers and external agencies, to develop a shared approach to behaviour management. We recognise the role of school in its design and structure and relationships in promoting children's learning to regulate themselves with increasing independence.

Staff are supported through continual CPD opportunities, mentorship and monitoring to reflect on the quality of teaching and learning in their provision and how this may impact of pupil's engagement, access, behaviour and regulation needs.

In addition the curriculum and target setting reflects this priority, in order for children to access their environment and community, with positive confident learning behaviour.

Highbury School commits to a systemic and whole school approach to promoting positive behaviour management and pupil well-being by:

- Fostering good personal and professional relationships between staff, pupils, parents/carers and professionals*
- Communication in relation to behaviour incidents and challenges remain professional and supportive*
- Referring to internal and external support when needed*
- Modelling good behaviour & providing positive role models*
- Promoting good behaviour and discipline*
- Promoting and raising self-esteem*
- Adopting a 'no shame' approach*
- Celebrating successes*
- Encouraging consistency of response*
- Providing a safe and supportive environment*
- Reflecting on the quality of teaching and learning*
- Making reasonable adjustments to provision to support changing and developing need*
- Specific and discreet teaching of emotional literacy skills*
- Developing communication skills and breaking down barriers to communication*
- Supporting staff and parent well-being to enable professionals and carers to support the pupils to the best of their ability*

Core values

At Highbury School we are committed to improving the quality of life for our pupils by increasing their personal opportunities in education and their school community, leading to independence and wider opportunities as young adults.

We aim to achieve this by promoting and developing behaviours for learning and behaviours for life and by shaping self and co-regulation strategies.

We aim to improve family circumstances by supporting parents and carers to build skills and resilience in relation to positive behaviour management strategies and by working with a wide range of professionals.

We are committed to supporting pupil well-being and emotional development by fostering a culture of support, success and understanding across all parties.

We fundamentally believe that **Children do well if they can** and where children are not being successful in their behavioural presentation, they lack the skills to do so and therefore require our support. This is driven by:



Curiosity

We question **why** a child may behave the way they do, looking at a multitude of factors and considering triggers and contributors



Empathy

We show empathy to our pupils who may find experiencing the world challenging at times. We understand that personal circumstances contribute to how we respond to relationships and situations. We take a trauma informed response.



Proactive strategies

We problem solve, we are creative and proactive. We discuss proactive strategies within our classroom teams, with families and at a strategic level. We consider all reasonable adjustments that will support our pupils.

Support for Parents & Carers

| | |
|---|---|
| Highbury School Behaviour & Well-being team | Families can book a behaviour drop in with a member of the behaviour team either face to face or via zoom. Contact the school office on 01484 716319 or admin@highbury.calderdale.sch.uk |
| Highbury School Family Liaison Officer | Our Family Liaison Officer Helen Norris can support a number of areas including housing, finances, short breaks, referrals and applications. Contact hnorris@highbury.calderdale.sch.uk for more information. |
| Unique Ways | www.uniqueways.org.uk Tel 01422 343 090 |
| MAST - Multi agency screening team | Tel 01422 393 336 Email: mastadmin@calderdale.gov.uk |
| Northpoint - Open Minds (CAMHS) | Tel 01422 300 001 Email: firstpointofcontact@calderdalecamhs.org.uk |
| The Challenging Behaviour Foundation | www.challengingbehaviour.org.uk Email: support@theCBF.org.uk Telephone: 0300 666 0126 |

Meet the team

Multi-disciplinary team

| | | | |
|---|---|--|---|
|  |  |  |  |
| Sarah Nelson Deputy Headteacher MDT Lead | Pippa Miller Play Therapist | Alex Hermann Sensory Integration Occupational Therapist | Emma Asare-Addo Speech & language Therapist |
|  |  |  |  |
| Vicky Altham Lead Practitioner for Sensory Integration & Communication | Michaela Holroyde-Smith Best Practice Teacher | Helen Norris Family Liaison Officer | Kirsty Town Lead Practitioner for Behaviour |

PRICE Trainers



Sarah Nelson



Sarah Knowles



Kirsty Town



Michaela Holroyde-Smith

Positive Behaviour Support Assistants



Donna Lawson



Anya Dodd



Jenna Craig



Aimee Jenkinson



Sammy Ingham



Trudy Waring



Helen Tate

Useful contacts

| Name | Email address |
|--------------|--|
| Sarah Nelson | deputy@highbury.calderdale.sch.uk |
| Helen Norris | hnorris@highbury.calderdale.sch.uk |
| Kirsty Town | Kirsty.town@highbury.calderdale.sch.uk |

Property of Highbury School

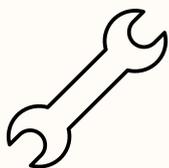
Statement of behaviour principles

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Pupils at Highbury School have the right to feel safe, valued and respected |
| <input type="checkbox"/> | All staff understand their role and responsibilities in relation to the Behaviour Policy |
| <input type="checkbox"/> | All staff understand that behaviours that challenge are a form of communication and often express an unmet need |
| <input type="checkbox"/> | The curriculum and school environment is designed to promote positive behaviours and to teach pupils effective learning behaviours and effective self-regulation strategies |
| <input type="checkbox"/> | Relationships with families are fostered to support pupils with their behaviour needs and to ensure families receive the support required |
| <input type="checkbox"/> | Communications with families regarding behaviours is conducted positively, professionally and supportively |
| <input type="checkbox"/> | Relationships with internal and external agencies are prioritised and developed to meet the needs of pupils and their families |
| <input type="checkbox"/> | Staff are trained in the use of 'reasonable force' within the Dynamis or PRICE Behaviour Management guidelines in line with the Behaviour Policy |
| <input type="checkbox"/> | The policy outlines the school's position in relation to exclusions and the processes involved in fixed term and permanent exclusions |

Behaviour Management Toolkit



Pupil



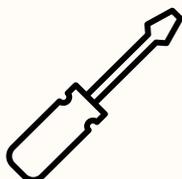
- Do they have their communication method available?
- Do they need to eat/drink?
- Do they need the toilet?
- Are they unwell or in pain?
- Are they too hot/ too cold?

Environment



- Give space/ reduce space / chance space
- Redirect
- Change environment
- Reduce unnecessary 'stress, noise'
- Offer regulation equipment and activity

Task



- Simplify task
- Redirect
- Distract
- Offer alternative
- Ensure appropriate equipment & support available

Instruction



- Reassurance - offer of help, negotiate
- Firm, clear, repeated
- Visuals, offer clarity, reduced language
- Layered / supported / reflected upon and changed

Approach



- Time - space - pace
- Humour, playful
- Nurturing
- Direct - calm - repetitive
- Change of face
- Planned ignoring
- Offer choices
- Physical prompt

Wave one

Consistent offer for all pupils

| | <input checked="" type="checkbox"/> |
|--|-------------------------------------|
| Transitions are well planned and pupils are supported via a Total Communication Approach which is consistent and clear | <input type="checkbox"/> |
| Personalised transition materials are available for those pupils who require | <input type="checkbox"/> |
| Classrooms are well zoned and provide areas of calm and to support regulation | <input type="checkbox"/> |
| Outdoor spaces are utilised during lessons and to support regulation. The spaces are well planned and reflect class need | <input type="checkbox"/> |
| Learning spaces are clutter free and promote calm, consistent engagement | <input type="checkbox"/> |
| Resources and provision areas are clearly labelled following the school system | <input type="checkbox"/> |
| Whole class rewards systems are in place where appropriate | <input type="checkbox"/> |
| Individualised class rewards systems are in place where appropriate | <input type="checkbox"/> |
| Staff offer regular praise to reinforce effective learning behaviours | <input type="checkbox"/> |
| Staff foster their relationships with pupils to ensure pupils feel safe and secure | <input type="checkbox"/> |
| Class leaders lead regular full team briefings to share and reflect upon practice and strategies | <input type="checkbox"/> |

Wave two

Where a pupil presents with behaviours that challenge and cannot be met with the current classroom support

| | <input checked="" type="checkbox"/> |
|---|-------------------------------------|
| Staff will begin to gather full data regarding behaviours of concern | <input type="checkbox"/> |
| Class team will refer to Vicky (Lead practitioner for SI & Comm) and/or Kirsty (Lead practitioner for Behaviour) | <input type="checkbox"/> |
| Lead practitioners will review practice and environment and will make recommendations (<i>staff training, communication resources, sensory diet, changes to environment, additional or external referral</i>) | <input type="checkbox"/> |
| A behaviour profile or plan may be introduced (pupils are likely to move to a profile initially) | <input type="checkbox"/> |

Wave three

Where Wave 2 intervention has not made desired improvements to pupil's behavioural presentation

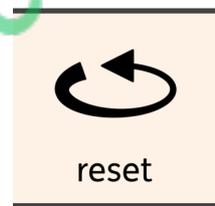
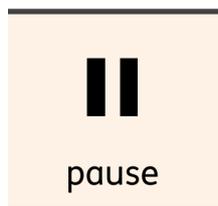
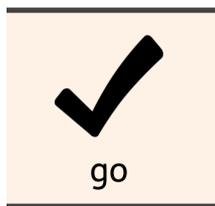
| | <input checked="" type="checkbox"/> |
|---|-------------------------------------|
| Staff will continue to gather data regarding the behaviour(s) of concern | <input type="checkbox"/> |
| If not already informed, parents and carers will be contacted and communicated with | <input type="checkbox"/> |
| Team will refer to the MDT lead: Sarah Nelson | <input type="checkbox"/> |
| MDT lead will choose to either write a behaviour management plan or take the referral to the MDT team | <input type="checkbox"/> |
| MDT lead may assign one professional discipline (Play Therapy, SaLT, Sensory Integration OT) | <input type="checkbox"/> |

Do we use a traffic light system in our classrooms?

No, here's our alternative...



Supporting positive behaviour in formal classes



Who We Are

At Highbury we believe **'children do well if they can'** this is based on the belief that children can only respond to their environment/challenges and/or interactions within their acquired skill set and their regulation level at that time. When children present with behavioural challenges they are not choosing to do so, they are demonstrating a skills deficit and a level of emotional dysregulation. It is our job as practitioners and parents/carers to support and upskill our pupils to try and manage events and situations more successfully and to regulate and coregulate with increased success.

Traditional traffic light systems can imply negative, shamed-based connotations as the colours denote 'bad behaviour' and 'good behaviour'. We recognise that our children

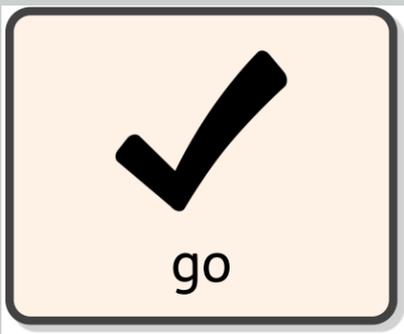
have learning needs in many areas including their behavioural responses. We choose to take an approach which is underpinned by **curiosity, empathy, support, guidance and teaching.**

The rewind and fast forward symbols are based on relational and restorative practice.

What is relational and restorative practice? Relational and restorative practice is a way of working with children and their families. It is about strengthening our relationships with children and empowering them to find their own solutions to challenges and interactions. It recognises that successful outcomes rely on respectful, healthy relationships. Relational and restorative practice is a 'way of being' based on values and behaviours that prioritise relationships.

Where children are at risk, we continue to take swift and decisive action to protect them.

What do our symbols mean?



I am calm.

I am ready to learn.

I am making safe choices.

I need to check in (with adult support)

Am I safe?

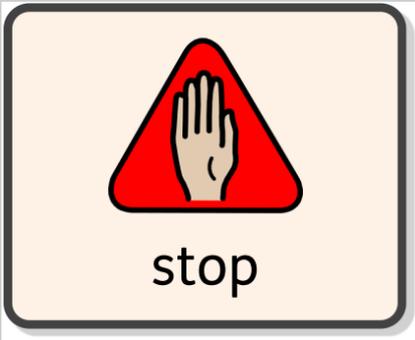
Am I calm?

Am I being kind?

Do I need anything?

This might be a quick check in or longer dependent on my need and presentation - it is beneficial to have these questions presented visually to check through. Pupils can pause more than once providing the move back into a place of safe, kind, calm learning.





My behaviour is not safe/acceptable.

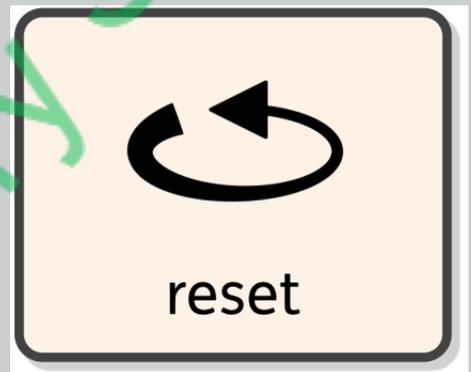
I need to stop.

I would have this symbol accessible and on A5 or A4. I would present this to the child as an instruction rather than moving anyone's name/photo onto it on a wall.

Reset swiftly follows stop - this is a space to deescalate, it could be a calm space, it would be time away from others, it could be movement or a walk.

This is not a punishment but is about keeping everyone safe and regulated.

Pupils can move from pause to reset - they may express that they need something to support their regulation, this is great, we do not need pupils to get to 'stop' to meet their regulation needs.



Let's reflect, what happened?

Next time I will/could...



Example restorative practice questions/phrases

| | |
|--|---|
|  <p>How are you feeling?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> I'm here to help... <input type="checkbox"/> I'm hoping you're ready to chat? <input type="checkbox"/> Are you ready to start? <input type="checkbox"/> I wonder what's going on for you today? <input type="checkbox"/> Can you tell me more about that? <input type="checkbox"/> You might have had big feelings today, let's discuss it.. <input type="checkbox"/> Are you comfy? <input type="checkbox"/> Where in your body did you feel that? |
|  <p>What happened?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> What were you thinking at the time? <input type="checkbox"/> Tell me more about that <input type="checkbox"/> What happened next? <input type="checkbox"/> What was happening before? <input type="checkbox"/> How were you feeling? <input type="checkbox"/> What do you think about that now? |
|  <p>Who has been affected?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> How do you feel now? <input type="checkbox"/> Who else was there? <input type="checkbox"/> How were they affected? <input type="checkbox"/> How were you affected? <input type="checkbox"/> What do you think they were thinking at the time? <input type="checkbox"/> What has been the hardest thing for you? <input type="checkbox"/> Anything else to add? |
|  <p>What needs to happen now?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> What do you need to move on from this? <input type="checkbox"/> What do others need? <input type="checkbox"/> What might that look like? <input type="checkbox"/> How can we do that? <input type="checkbox"/> If you can't do that what else could you do? <input type="checkbox"/> Do you agree? <input type="checkbox"/> How will that leave you feeling? |
|  <p>What could you do differently next time?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> If that happens again, how might you respond differently? <input type="checkbox"/> Who could help you? <input type="checkbox"/> How would others know you needed support? <input type="checkbox"/> Where could you go? <input type="checkbox"/> Is there anything you would need? <input type="checkbox"/> What could other people do to help? <input type="checkbox"/> What might that look like? |

Behaviour management plans and profiles

Behaviour profiles

Behaviour profiles are used to capture resources and strategies which support children's regulation at a glance. They should be maximum two pages in length and should include visuals of specific equipment/spaces. Staff working within the child's class will read and sign the document. Teacher judgement will be used to determine who requires a behaviour profile within their classes or the behaviour team may request one is written.

| | | | |
|--|--|--|----------------------------|
| <p>When I am happy and learning...</p> <ul style="list-style-type: none"> I will laugh and smile I will vocalise I will engage with simple role play with adult support I will sit and work with an adult for short periods | <p>Consistent equipment/provision/strategies in use:</p> <ul style="list-style-type: none"> Time in the Den each morning Den at morning playtime Time in the Den if (pupil) appears to be seeking physical movement in class or is dysregulated Symbols 'Climbing inside is unavailable' 'climbing outside'. Staff to show symbol and use this wording. All staff have symbols on their lanyards Sit at the back of the group with adult support at group times Core boards available for (pupil) at all times Safety bag with strap or wrist strap for adults to be used when outside of the school building, including to and from the bus  <ul style="list-style-type: none"> Risk assessment in place- for use of wrist straps in outside areas, for potential to abscond/climb in areas if not highly supervised. Small bags with small world figures in for engagement at times when (pupil) is regulated Use of sensory boards - carpet tiles, rubber mats for on lap when at carpet time Use of sensory boards - carpet tiles, rubber mats to push against press up position/against a wall - could be used to distract from climbing Staff to look for intensive interaction opportunities throughout the day | <ul style="list-style-type: none"> Own visual timetable strip Provide physical guide if necessary, using Caring Cs. <p>Current behaviour targets...</p> <ul style="list-style-type: none"> To reduce climbing in classroom To walk independently around school (inside) with an adult To transition to outside areas with an adult | |
| | <p>When I'm dysregulated/heightened:</p> <ol style="list-style-type: none"> Will climb on tables, surfaces Run around the classroom Display absconding behaviours Be unable to focus at work times, attempting to climb or leave My body can become very rigid <p>This behaviour profile has been read and signed by: (Please state role in school i.e., teacher, support staff, behaviour team, SLT etc.)</p> | <p>When I need more support help me by...</p> <p>STEP 1: verbally tell me to come down from table/surface - use clear, concise language (pupil) climbing inside is not available.</p> <p>STEP 2: show me a symbol 'climbing inside is not available'</p> <p>STEP 3: assist me down from surface, if unsafe and refusing to follow directions</p> <p>STEP 4: take to The Den to allow me climbing time in a safe environment</p> | |
| | <p>Print name:</p> | <p>Sign name:</p> | <p>Role within School:</p> |

Behaviour Management Plans

Where a pupil frequently displays behaviours that challenge or places themselves and others at risk, a BMP will be written. Plans will be written in conjunction with staff teams, pupils (where appropriate) and will be shared and reviewed with parents/carers. If a child has required positive handling in response to an unexpected high level behaviour a plan will be formulated for staff to follow after.

BMPs are designed to:

- Include proactive and reactive strategies with a clear weighting to proactive
- Specify de-escalation strategies known to work with the individual
- Specify preferred positive handling techniques
- Ensure a consistent response from staff teams
- Be shared with parents and carers

- Be shared with pupils in a child-friendly format where appropriate
- Limit the amount of harm to child and others
- Reduce the number of behavioural incidents and the duration of incidents

How is data around incidents gathered?

As a school we approach behavioural incidents with curiosity, looking at how, when, where and why incidents may occur. To enable us to do this successfully staff record incidents on an electronic system known as IRIS. IRIS allows us to consider the triggers to behaviours, the environment, the behaviours itself and the successful and unsuccessful de-escalation strategies.

The information supports us to adapt our approaches and strategies, change our environments, plan personalised teaching or interventions, consider staff training needs, alter staff ratios or order specialist equipment. This information may also be shared with wider professionals if appropriate via pathways such as Child in Need plans or Early Help Pathways.

Gathering of and sharing of data is carried out in best interests of the child. It allows school to safeguard practices and staff.

Incidents can be viewed by Sarah Nelson, Michaela Holroyde-Smith and Kirsty Town.

Support, guidance and monitoring

Michaela Holroyde-Smith reviews the profiles and plans, ensuring documents are signed by key adults, stored securely and systematically on Sharepoint, are reviewed regularly and shared with parents/carers. Michaela Holroyde-Smith is responsible for ensuring IRIS is fit for purpose and reviews incidents alongside Deputy Head (Sarah Nelson) and Lead Practitioner for Behaviour (Kirsty Town).

MHolroyde-Smith@highbury.calderdale.sch.uk

Michaela Holroyde-Smith



Positive Handling

Our approach

Where possible we will do our best to support pupils to calm using communication skills, known de-escalation strategies, regulatory equipment and areas and by removing triggers. However, there may be times when staff need use positive handling techniques to control or restrain to ensure the pupil's own safety, safety of others or to ensure property is not seriously damaged.

Terminology:

(Restrictive interventions, including use of reasonable force, in schools April 2026)

- Restrictive Intervention:** a means to prevent, restrict or subdue movement of the body or part of the body. The term restrictive intervention is used as an umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- Reasonable force:** A term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means no more than necessary for the least amount of time, the application of which will depend on circumstances.
- Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
- Restraint:** a term used in legislation referring to non-disciplinary intervention which immobilises a pupil or limits their movements.

Physical Intervention including restraint should always be:

- The last resort after all other avenues of resolution have been exhausted
- In the best interests of the pupil(s)
- Only when absolutely necessary
- Reasonable and proportionate to the incident/situation
- For the shortest amount of time possible
- Formally recorded and reported to parents/carers verbally

Government guidance states that all school staff are able to use reasonable force to apply control or restraint to protect the pupils and property, however at Highbury School we have chosen to train a team of staff in specific positive handling techniques to further safeguard our children.

In October 2025 we will have 4 members of staff trained as PRICE trainers who will train a number of staff across our sites to respond to high level behavioural incidents. These staff will receive refresher training every

year and trainers will complete annual training to maintain their trainer status.

[Positive Behaviour Support Training & Courses | PRICE Training](#)

[Use of reasonable force and other restrictive interventions guidance](#)

'When supporting people who are distressed in either education, health or social care settings, there are times when restrictive interventions are required to protect staff, the individual themselves and others within the community. Despite this need, PRICE Training is committed to restraint reduction and believes the use of coercive and restrictive practice can be minimised, and that the misuse of restraint can be prevented.'

PRICE Training places a significant emphasis on the importance of primary, secondary and non-restrictive tertiary strategies. From a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual's early behavioural signs (physical, emotional, communicative); our courses offer creative experienced-based skills that are effective in preventing situations from escalating. A significant emphasis is also placed on the use of non-restrictive tertiary strategies, such as de-escalation, diversion, distraction or strategic capitulation as well as the use of breakaway techniques to safely respond to unwanted physical contact'

PRICE - 2025

Specific guidelines for situations involving positive handling techniques

- Only trained staff are to be involved in the use of positive handling techniques
- Where possible a second member of staff should always be involved
- SLT should be alerted
- A detailed record of the incident should be recorded on IRIS
- Positive handling should be avoided in situations where it is likely to increase the risks for either staff or child(ren)
- Positive handling may be used as a primary technique where there is a clear, documented evidence that particular sequences of behaviour are likely to escalate rapidly into serious violence. Primary prevention involves recognising the early stages of aggressive behaviour and employing techniques aimed at averting further escalation.

All staff can/cannot..

| | | |
|---|---|--|
|  |  | Hold hands |
|  |  | Link arms when walking |
|  |  | Use caring Cs |
|  |  | Guided walk with arm round shoulder/ arm |
|  |  | Guide hands down/hands away |
|  |  | Lift a child or carry a child |
|  |  | Grab, pull a child |

Recording of restrictive intervention

Incidents involving restraint or seclusion must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved ideally on the same day. At Highbury School we record our incidents on IRIS and all classroom staff have access to this platform. Where an incident has involved restraint or seclusion staff must notify a member of SLT for a debrief and also notify parents. Parents should be notified by phone call or in person. An email or WEDUC confirming the discussion should follow also.

Child on child abuse

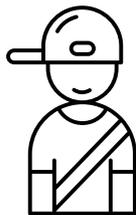
Child on child abuse is any form of physical, sexual, emotional and financial abuse and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Child on child abuse includes but is not limited to:

On and offline bullying



Teenage relationship abuse



Emotional harm



Violence and sexual harassment



Physical and sexual abuse



Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men. LGBTQ children and young people and those who are from different communities may be particularly vulnerable. As a school we recognise that our pupils may be more at risk of child on child abuse particularly when socialising with wider communities outside of our school cohort.

As a school we are committed to:

- Being proactive and using an informed approach
- Educating ourselves and understand the situation
- Supporting our pupils and providing supervision for our staff
- Being vigilant and observant
- Developing targeted intervention based on personalised need

Our processes:

1. We are all informed and are alert and aware of any signs of problematic behaviours that could indicate child on child abuse is taking place both in and out of school
2. We report concerns to DSLs and agree an appropriate approach and response
3. We plan, educate and monitor our pupils and wider communities (where possible)
4. We know how and when to escalate concerns to wider services and the police
5. We record in the category on CPOMS entitled incidents > '**child on child abuse**' - recording under this category **must** be discussed with a DSL first.

Involving other agencies:

We ensure that all children affected are getting the help they need. This may include referring to:

- children's social care
- the police
- the family
- specialist services that support children who display harmful sexual behaviour

Further details can be found in the Safeguarding Policy on the school website

Exclusions

Introduction

Headteachers can exclude a child if their behaviour and actions pose a significant risk of harm to the health and safety of themselves and/or others.

If your child is being excluded from school parents/carers are notified as soon as possible via phone. Following this parents and carers then receive a letter informing them how long their child is excluded for and why.

The letter will include details on how parents/carers can challenge this decision.

If an exclusion is to start on the same day, parents/carers would be notified to come and collect their child. Their child would be kept safe in school until collection arrangements are made.

Highbury School are committed to working with families and partner agencies to resolve issues which may result in temporary exclusion and would work with all relevant partners to consider all reasonable adjustments.

Where a pupil's behaviour has been both unexpected and significant in risk, the school may consider a one or two day fixed term exclusion to write an appropriate risk reduction plan to support a safe return.

Following a fixed term exclusion, the school may impose a part time timetable. School's will only operate under a part time timetable for the shortest amount of time possible with a clear start and end date and parental consent. The school will also notify the Education Welfare Officer of such arrangements.

In very rare cases the school may consider alternative placement for a pupil where it is felt that their behavioural needs cannot be safely met within a generic special school placement. This decision would be made in consultation with parents, carers, relevant professionals and the SEN Team.

Types of exclusion

Fixed term exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 days per school year even if they change school.

Permanent exclusion means your child is expelled. The local council and SEN team must arrange full time education from the 6th school day.

Risk of prosecution if child is found in public place

For the first 5 days of exclusion it is the parent/carer responsibility to ensure their child is not found in a public place during normal school hours without good reason.

Alternative education and exclusion

The school or council must tell you about any alternative education they arrange. It is your responsibility to make sure your child attends.

Making a complaint

If alternative education isn't arranged within 5 days or you are not happy with the education you can complain to the school for fixed term exclusions or the local council for permanent exclusions. If you are not happy with response you can complaint to the Department of Education (DfE).

Special circumstances

If a child is subject to a child protection plan or is in Local Authority care, the social worker for the child must also be informed of the exclusion.

Prohibited items

Staff will be alert and vigilant to dangerous or inappropriate items being brought into school and can search property to eliminate concerns.

[Searching, screening and confiscation in schools - GOV.UK](#)

Understanding behaviour management in all our settings



Introduction

Highbury School is a generic special school catering for pupils age 4-11 with a wide variety of needs and disabilities. We group our pupils by their learning need and learning behaviours into one of three pathways; pre-formal, semi-formal and formal. In 2025 we developed a second site to support with our growing number of children. This site, known as Highbury at Field Lane is based within a local mainstream school and is to develop into an inclusive co-located mainstream-specialist school. The school is located 1 minute drive from the Highbury at Lower Edge Site.

Highbury @ Lower Edge

This site hosts our pre-formal and semi-formal classes. It is predominantly for our more complex learners and all our EYFS Unit.

This site works from the Highbury Behaviour Policy only.

Highbury @ Field Lane

This site hosts our semi formal to formal learners. The number of classes at this site will increase over the next two school years.

The School is to develop as a co-located mainstream - specialist school.

This site works from the Highbury Behaviour Policy. Part of the development plan for the co-located site is to consider alignment of policies around behaviour and well-being.

Copley KS2 Hub

The hub class is a formal class based in a mainstream school. There are a maximum of ten pupils in this provision. Some children join mainstream classes as part of their inclusion.

This site works from the Highbury Behaviour Policy and aspects of Copley's behaviour policy.

See Appendix 1

Appendix 1

Satellite Provision based at Copley Primary School

The following information (taken from Copley Primary School Behaviour policy) is relevant for all staff, parents and pupils based within The KS2 Hub @ Copley. This information is adhered to alongside the Highbury School Behaviour policy and individual class behaviour / reward systems.

Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children, high standards of behaviour will be always expected and promoted consistently by all adults.

Copley Primary School Rules



- Be ready**
- Be respectful**
- Be safe**

By "Ready" we mean: • Ready to learn • Ready to listen • Ready for school (uniform, homework, water bottle etc)

By "Respectful" we mean: • To peers • To adults • To the environment • To ourselves • To our differences

By "Safe" we mean; • In our learning environment • With the people around us • To take risks and make mistakes

Positive reinforcement, responsibility and reward

At Copley Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- Sincere and timely verbal praise
- Stickers and certificates
- House points - The Copley house teams relate to the children's PE t-shirt colours. Calder (blue), Hebble (yellow) Wainhouse (red) and Savile (green).
- Golden Tokens - To reward good manners and polite behaviour. The class with the most tokens each week wins an extra playtime.
- Golden Time - All KS2 classes attend clubs on Friday afternoon led by Copley staff. For example, sports, games, mindfulness, Lego and film club.
- Copley Champions - 1 child per class attends a special treat each half time. Previous activities have included a trip to a café, pizza making and baking biscuits for afternoon tea.
- Positive recognition through our weekly celebration assembly (parents invited). The EARTH awards are based on the key values at Copley

References

- [Use of reasonable force and other restrictive interventions guidance](#)
- [Behaviour in schools -GOV.UK](#)
- [Keeping children safe in education -GOV.UK](#)
- [School suspensions and permanent exclusions -GOV.UK](#)
- [Equality Act 2010: guidance -GOV.UK](#)
- [Positive Behaviour Support Training & Courses | PRICE Training](#)
- [Reducing the need for restraint and restrictive intervention -GOV.UK](#)
- [Mental health and behaviour in schools -GOV.UK](#)

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