



Learning in
Harmony
Trust



Joseph Clarke
School

Behaviour Policy

2026-2027

Joseph Clarke School

Last Reviewed: September 2026

Purpose of this policy

This policy sets out how the school will promote positive behaviour and create a safe environment in which all pupils can learn and reach their full potential. We recognise that all behaviour is a form of communication.

In applying this policy, the school will consider its duties under the Equality Act 2010. It will also consider the individual needs of pupils with SEND. The school will also have regard to its safeguarding and suspensions and exclusions policies where appropriate.

This policy can extend to activities outside the school day and off the school premises when the pupil is taking part in any school organised or school related activity, travelling to or from school, on work experience placements or when identifiable as a pupil at the school. It also includes any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or adversely affect the reputation of the school, including online behaviours.

This policy outlines our approach to behaviour in accordance with the following guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive Interventions, including the use of reasonable force, in schools](#)
- [Keeping Children Safe in Education](#)
- [Searching, Screening and Confiscation](#)
- [Behaviour in Schools](#)
- [SEND Code of Practice](#)
- [Mental health and behaviour in schools](#)
- [Mobile phones in schools](#)
- Human Rights Act 1998
- Equality Act 2010

Our Approach

At Joseph Clarke School we utilise attachment and trauma responsive behaviour support principles with the intention of providing the young people with reliable, attuned, trusted adults, who will support them in improving their quality of life, as well as reducing behaviours of concern.

We aim to provide non-aversive, least restrictive support strategies at all times following the +ProActive Approaches framework which underpins this approach.

We believe it can be helpful to replace the word; “behaviour” with the word “response”. A child’s behaviour is a “response” to something - it is the adult’s job to find out what they are responding to or communicating about, and then how best to support them. Thinking of behaviour in this way helps us to stay curious.

When young people are supported in structured, caring environments by trained adults who understand their needs, behaviors of concern are less likely to happen.

However, if a young person's distress creates a safety risk, staff will step in to protect everyone, promote self-control, and restore safety. Restrictive physical interventions are only ever used as a last resort.

Staff always treat young people with kindness, dignity, and respect. By building strong, trusting relationships, staff can recognise trauma triggers early, offer emotional support, and help young people learn to manage their own distress.

In the longer term our objective is to enable the young person to be equipped with the skills and personal resources to meet their needs and to cope with the demands of daily life.

We aim to support young people to;

- communicate to others their preferences and needs and advocate for themselves where possible.
- build healthy relationships which provide social-emotional support and encouragement, practical help, intimacy, affirmation of worth and appropriate models of socially competent behaviour
- engage in meaningful activity e.g. work and leisure activities relevant and appropriate to their preferences, strengths and needs
- develop self-awareness and an awareness of consequences of actions and the needs of others

Staff will receive training on the behaviour policy as part of their induction, and have access to ongoing support and training as appropriate

Pupils are supported to develop a sense of belonging and to understand and follow school expectations, contributing to a safe culture, in a way that is appropriate to their needs and stage of development

Parents are encouraged to maintain open communication with the school and work together to support their child and address any behaviours of concern

This policy is aligned with Keeping Children Safe in Education (KCSIE 2026). Behavioural responses that suggest a pupil is at risk of harm will trigger a safeguarding response

Responding to Behaviours

All staff have a responsibility to understand what the pupils' behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and to value and respect each pupil.

We work with parents/carers and a range of professionals including CAMHS and Educational Psychologists to support us to understand and respond to behaviours in the most appropriate way

Rewards / reinforcement.

The rewarding and reinforcing of appropriate responses is an essential component in the learning process. The likelihood of desired responses occurring is increased following positive reinforcement. Appropriate responses are acknowledged and reinforced throughout the school day.

Types of rewards/reinforcers include

- Verbal praise
- Tokens, stickers and preferred activities.
- Access to preferred activities or items
- Social reinforcement (e.g., high fives, smiles, positive attention)

This is not an exhaustive list, as rewards or reinforcers are based on the unique preferences, motivators and communication styles of each pupil.

Management of Behaviour That Causes Concern

Where a pupil demonstrates dysregulation or a reduction in their emotional wellbeing, the class staff team will meet with a member of the leadership team to reflect on possible triggers and to build a picture of the pupil's strengths and areas of need. They will create a bespoke Well Being Plan for the pupil which will set out clearly for all adults involved with the pupil the strategies and environmental structures which help the pupil to remain calm and ready for learning.

These Well Being Plans will set out clearly any physical intervention that may be needed to keep the pupil and others safe. This will be discussed and agreed with the parents, and where appropriate, with the pupil themselves.

Individual risk assessments will be undertaken if required.

Staff must consider whether SEND contributed to the behaviour and whether a sanction is appropriate and lawful in light of the pupil's disability, making reasonable adjustments where relevant

Time Away from Classrooms

For some pupils the classroom can be an overwhelming environment and they may choose to spend time away from it, or an adult may suggest this as a proactive strategy to prevent dysregulation.

This is different from the use of a restrictive intervention such as seclusion, which 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. Seclusion is not a disciplinary response

Exclusions and Suspensions

At Joseph Clarke School we do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. We will work with the Local Authority if a pupil's behaviour is becoming a concern, and will consider requesting an early Annual Review.

However in some circumstances it may be necessary to exclude a pupil. This may also include behaviour out of school e.g. when travelling to and from school, on school trips, work experience placement or online.

Exclusions can be for a fixed period (known as a suspension) or permanent.

Suspension may be used for a single incident or for ongoing, persistent behaviours. This may include (but is not limited to):

- Incidents where the safety of the learner, other pupils or staff is compromised.
- Incidents where the learning of other pupils is significantly disrupted.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property

It is extremely rare for us to permanently exclude a pupil from Joseph Clarke School and is a last resort when interventions and support have been exhausted. In the event that we are not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family and the Local Authority to identify a suitable alternative placement. However there may be occasions where a permanent exclusion is necessary, in response to;

'a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.'

(DfE- Statutory Guidance on Suspensions and Permanent Exclusions)

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another (often known as child on child abuse) which might require physically separating a pupil from one or other pupils. This is not an exclusion on disciplinary grounds

Further details around our policy on suspensions and permanent exclusions are in the [LiHT 'School exclusions, suspensions, managed moves and off-site directions' Policy](#).

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The school will follow DfE guidance as detailed in the [LiHT Restrictive Interventions policy](#)

We will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions under any circumstances. The adoption of

a 'no contact' policy at a school can leave staff unable to intervene where reasonable, given the circumstances, to fully protect pupils.

Searching, Screening, and Confiscation

The school will follow [DfE guidance 'Screening Searching and Confiscation - advice for schools.'](#)

Searches without consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

The school may also search for mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) and for medication (prescribed or over the counter) unless specifically authorised e.g Epipen, asthma inhaler

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school will follow statutory guidance when deciding what to do with a seized prohibited item.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties

of pupils with Special Educational Needs (SEN), and making reasonable adjustments that may be required where a pupil has a disability.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, or other smart technology, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Searches with consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.

Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006 and will follow the DfE guidance 'Screening Searching and Confiscation - advice for schools.'

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school

related activities whether on or offsite. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs as well as medication that is not being used as intended.

The school takes into account guidance issued by the DfE. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the RSHE programme

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Mobile phones

The use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day, including during lessons, the time between lessons, at breaktimes and lunchtime.

When it is appropriate for a pupil to bring a device from home e.g. to support communication or to monitor glucose levels school staff must ensure that pupils are always supervised and that Trust guidance is followed.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

Further details can be found here in our [Anti-Bullying Policy](#)

Monitoring

We regularly monitor behaviour incidents using BehaviourWatch, analysing them for patterns, trends and by protected characteristics to ensure no group is disproportionately affected.

Restrictive Interventions and exclusions are reported to governors.

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. The full complaints procedure can be found on our website