

GLADE School

Supporting Behaviours of Concern Policy

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Fair Ways Vision, Mission and Values (2024)

Our vision

To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within Fair Ways to *play their part*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSSPARENT
<ul style="list-style-type: none"> We do what we say we will. We approach challenges with optimism and enthusiasm. We don't judge, we notice. We put the needs of the service before our own personal gains. 	<ul style="list-style-type: none"> We don't give up on people. We value all individuals and are willing to challenge them. We embrace each other's differences as much as our similarities. We accept responsibility for our actions. 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback. We look inward before we look outward. We learn as much from our mistakes as from our successes. We listen to each other, learn from each other and grow together. 	<ul style="list-style-type: none"> We are always willing to explain why. We have the courage to be open and honest. We earn trust through our transparency. We live by our values even when no-one is watching.

1 Introduction

- 1.1 The intention of the behaviour policy at GLADE is to create a supportive and structured environment where all students can thrive. It focuses on ensuring a smooth and therapeutic reintegration for students returning to the school setting, after what can be a long period of being out of education due to complex issues or school trauma. The policy aims to promote safety and security for everyone, fostering a sense of trust and respect within the school community.
- 1.2 The policy emphasises a balanced approach, integrating tailored academic learning with personalised therapeutic support. This balance encourages young people to develop the skills they need to make positive and informed choices, both within the school environment and beyond. By addressing individual needs and providing a safe space for growth, the policy supports the development of better decision-making and helps students re-engage with their education in a meaningful way. The policy is for all staff and is applied at all times, which includes guidance around: supporting positive behaviour, de-escalating conflicts, appropriate discipline, and use of physical interventions.
- 1.3 The Intention of this policy is to enable staff to:
- Positively respond to behaviours of concern presented by children, in a way that focuses on understanding attachment and trauma informed approaches
 - Understand strategies and support permitted when working with children who may display behaviours of concern
 - Recognise interventions that are not permitted
 - Always protect and support the rights of the students, as set out by The UN convention of the Rights of the Child 1990 and The Human Rights Act 1998
 - Provide a basis on which managers and staff can develop 'in service' procedures
 - Understand that the use of restrictive physical intervention must be used only as a last resort, in conjunction with alternative de-escalation strategies and in line with the school's behavior management procedure.

2 GLADE's Mission, Vision & Values

GLADE's Mission:

To transform lives and change attitudes by providing specialist education to autistic children, their families, carers and the wider community.

GLADE's Vision:

To provide a safe, nurturing and inclusive environment that enables every student to recognise and achieve their potential, therefore preparing them for the next chapter in their life. GLADE will do this by offering a unique, therapeutic curriculum that focuses on their development as a whole- socially, emotionally and academically.

GLADE's Values:

Acceptance:

- To include and welcome everyone irrespective of their difference.
- Acknowledge that everyone has different strengths and areas to work on.
- Know that people make mistakes, and everyone deserves a chance to make amends.

Respect:

- To be polite and show kindness towards someone or something that is important.
- To recognise that when we give respect, we are respected back.
- Respect is shown by the things we say and in the way we act and that respect can be shown in the smallest ways.

Accountability:

- To take ownership of your decisions and choices.
- Be responsible for your actions.
- Be the person who creates the changes you want to see.

Reflection:

- To step away and look at situations to enable better decisions and choices to be made.
- To ask questions about the choices that are made.
- To be brave especially if sometimes you don't like what you see.

Resilience:

- To never give up when things get tricky and bounce back after tough situations.
- Persevere and stick with things that have been started.
- Accept that the best learning happens when things feel tricky and know that people are there to support you.

Aspiration:

- To have BIG dreams and do everything you can to achieve them.
- To break down big dreams into small goals to work towards.
- To have belief in yourself and never give up, even if something gets in your way.

3 Scope

- 3.1 This policy seeks to establish a clear statement of understanding and intent in relation to trauma and attachment informed, positive behaviour support approaches. The policy lays out principles for therapeutically responding to Behaviours of Concern (BoC) that utilises the knowledge staff members gain from our inhouse behaviour support training – RiiSE (Relationship Inspired Ideas for Supportive Environments). Staff are continually supported in learning more about attachment and trauma informed approaches through, supervision, reflective practice, Statement of Purposes, informal and formal training, team meetings, internal and external professionals and the ethos of individual services which aim to support staff to make informed, child-centred decisions when responding to behaviours of concern (BoC) presented by the children and young people in their care.
- 3.2 Due to the nature of behaviour support, each instance of behaviour of concern may present problems deemed as unique, due to:
- The individuals involved
 - The service, location, or environment
 - The setting events or triggers that ignited the situation
 - The age, understanding and ability of the child and
 - The situation building and surrounding event
- 3.3 Fair Ways utilises attachment and trauma informed behaviour support principles with the intention of providing the children and young people we care for, with reliable, attuned, trusted adults, who will support them in improving their quality of life, reducing the likelihood of behaviours of concern, and therefore reducing the need for restrictive practices.
- “We expect adults to be skilled and confident in finding the best ways to keep children safe; ways that promote their rights, respect their dignity and help equip them for the future”.*
- (Environments where children can flourish Ofsted, 2018).
- 3.4 Within this policy, GLADE as part of Fair Ways, is committed to:
- Meeting the needs of the people we support
 - Promoting positive and healthy, helpful relationships
 - Working towards being a trauma informed organisation which promotes staff to understand the root causes of behaviour, anticipate situations that may cause distress and take steps to assess, manage and address these.

“All behaviour is a form of communication. Those who care for children have a duty to understand what the children’s behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each child.” (Ofsted, 2021)

- Having comprehensive Individualised Support Plans (ISPs) which reduce the likelihood of behaviours of concern and the need for physical interventions
- Promote the involvement of children, key adults and professionals as appropriate in decision making, related to their behaviour.
- Having clear plans and guidance for training and developing staff training in being trauma informed
- Having systems in place for recording and reporting incidents, rewards and consequences as well as enabling the children’s reflections, feelings, and comments of their experience to be recorded.
- Provide non-aversive, least restrictive behaviour support strategies
- Support staff to offer the highest quality of services

4 Introduction to ‘RiiSE’

- 4.1 RiiSE is a trauma informed behaviour support programme with core values that are based on proactive, preventative, non-restrictive, relationship inspired ideas to support behaviours that challenge within safe, supportive environments. Riise is an ‘in house’ training programme within Fair Ways that has been developed to embed a therapeutic approach which informs all interactions, embrace a positive culture while Fair Ways moves towards becoming a trauma responsive organisation. RiiSE has roots in theories of trauma, attachment, restraint reduction and aspires to create a therapeutic culture and ethos for all, with staff able to proactively build and sustain positive relationships and support the children and young people Fair Ways cares for with compassion and empathy.
- 4.1 RiiSE identifies not only how as an organisation Fair Ways can become agents of change but as an individual employee how we can provide a better quality of life or the students we care for.
- 4.2 RiiSE advocates and underpins the practice staff uphold when managing behaviours of concern that prioritises a relationship inspired approach, that focuses on connection before correction, helping to maintain felt safety within the school environment and individuals. Riise is a programme with restraint reduction at its heart. ‘Riise’ lays out its intentions and purpose with each letter of its name.

R- Relationship

I- Inspired

I- Ideas

S- Supportive For

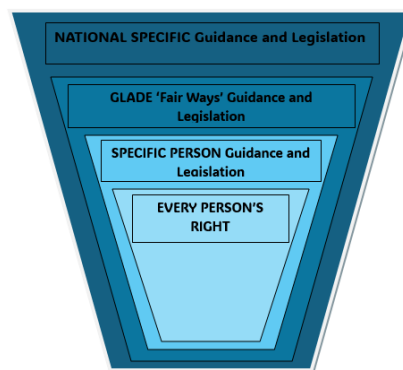
E- Environment

*“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love.” (“**The boy who was raised as a dog**” Book, Dr. Bruce D. Perry)*

*“For children and young people with special educational needs and disabilities (SEND) to reach their full potential, they need effective, flexible support in a wide range of areas. While these support needs will differ for each individual, all good support starts in an environment in which all adults, children and young people see support as a positive element of a child or young person’s life.” (‘**Council for Disabled Children and KIDS**’ - Department of Education, 2025)*

4.3 Introduction to the RiISE Anchors

The core values of Riise are categorised into 8 values ‘anchors’:



1) We support the Human Rights of all

- In the UK human rights are defined and protected by the Human Rights Act (1998) with children’s rights outlined by the (United Rights Convention Children’s Rights 1992).

- Children are less likely to behave in unacceptable ways if they live in a high-quality environment where a sense of belonging, direction and purpose is maintained, and where their rights are promoted and protected.
- When supporting decision making around BoC the best interests of the child must be a top priority in all decisions and actions that affect them.
- Each child will have an Individual Support Plan which outlines how to support this unique individual, which has been written in collaboration with the child, where they have expressed their views, feelings and wishes listened to.
- In the promotion of human and children rights, the service will concentrate on not only addressing BoC, but also developing all aspects of the child's personality, talents, and abilities, creating supportive, adaptive environments where they can flourish, feel understood and loved as well as valued.
- Focus is on developing positive relationships, improving their quality of life, and recovering in all areas of well-being from their experiences of trauma, abuse, or neglect.
- The Guide to the Quality Standards state that:

'Expectations of standards of behaviour should be high for all staff and children in the home. These standards should be clear and unambiguous. Children should be supported to develop understanding and empathy towards each other. Positive behaviour and relationships should be reinforced, praised, and encouraged; poor behaviour should be challenged and discussed.'

'The development of safe, stable, and secure relationships with staff in the home should be central to the ethos of the home and support the development of secure attachments that, where appropriate, persist over time.'

- The Department for Education and the Department for Health consultation Document (Nov 2017) and the Department for Education Guide to the Children's Homes (England) Regulations 2015 and the Quality Standards set out the importance of measures used to be set in the context of building positive relationships with children.

- Within Human Rights harmful or cruel punishment in relation to BoC will not be acceptable.

2) We aim for *Non-Violence*

- We aim for non-violence by, taking the least harmful approach, by always taking the safest option, by taking the most care in anything we do.
- Non-violence also refers to how the 'felt safety' of the children must be prioritised by aiming to make day to day routines highly predictable, involving children in decision making and using language that reflects trauma informed approaches.

3) We *Stop and Think* before we act

We aim to Stop and Think before we act to achieve the best outcome for everyone involved by understanding that experiences influence the way we see things, by responding and not reacting, by knowing and following the plan.

4) We manage and *Make Sense of Emotions*

We aim to help people to understand and make sense of their emotions and feelings by offering supportive and adaptive environments, by learning about ourselves and others, by committing to the wellbeing of all.

5) We recognise that *Everyone is Different*

We aim to recognise that everyone is different by knowing that 'one size' does not fit all, by having unique plans, by empowering everyone to be their 'best self'.

6) We *Look Back and Think Forward*

We aim to look back and think forward by recognising the impact of our choices, by learning through experience, by making positive changes for the future through reflection and effective re-attunement following presenting behaviours of concern.

7) We focus on *Connection*

We aim to focus on connection by listening with acceptance and empathy, by modelling honest and open communication, by nurturing and growing healthy relationships with curiosity and playfulness.

8) We take the *Perspective* of others

We aim to take the perspective of others by understanding that our history shapes the way we see things, by communicating to learning about peoples past experiences to help us know them better, by recognising that all behaviour is communication even if we do not understand it.

It is upon these principles that this policy gives guidance in responding to behaviours of concern that ensures a collective and consistent approach from all members of our community.

This policy is written with the assumption that all staff have a foundation knowledge of:

Neuro Sequential Model of Therapeutics (Bruce Perry)	The stress hormone cortisol	Felt safety
Window of Tolerance	How different parts of the brain respond to threat	Internal Working Models (John Bowlby)
The Hand Model of the Brain (Dan Siegel)	Polyvagal Theory (Stephen Porges)	Attachment Patterns
Flight, Fight, Freeze survival responses	ACEs	Lawful Excuse Criteria
Developmental age vs chronological age	Expressed needs vs hidden needs Name it to Tame it	Attunement and –re-attunement (Interactive repair)
The Arousal Continuum (Andrew Huberman)	PACE (Dan Hughes)	Shield Against Shame (Kim Golding)

And therefore, explanations of these are not explained within this policy. If you `require more information on these subject areas please contact The Hub, RiiSE team or service managers directly.

5 How we recognise Behaviours of Concern

- 5.1 GLADE School is a small, independent school for young people who are neurodiverse between the ages of 11 and 19 years old. All students at GLADE who attend have an Education Health Care Plan (EHCP), which outlines their special educational needs. The school provides education for students with complex and combined special educational needs such as Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder (ADHD), Mild learning difficulties (MLD) and various Mental Health Difficulties.
- 5.2 Young people placed at GLADE School have historically been unable to succeed and thrive in multiple mainstream and specialist school placements. This often means students have experienced prolonged periods out of education due to behavioural difficulties, social issues, exclusions, previous placements failure to meet needs, often experienced ACES, have significant attachment profiles and possibly trauma. In turn, this leaves a negative handprint of education and life with the young people who are welcomed through our doors. At GLADE, we recognise how this impacts the students journey so far and can influence them to take more of a fight or flight response and our aim is to strategise ways in which we can ensure a successful integration at GLADE.
- 5.3 During prolonged times of fight or flight where the students may be presenting risk taking or concerning behaviours individual dynamic risk assessment are created and read by all staff to ensure safety for all individuals. Alongside this, an Individual Support Plan, is created with the voice of the young person heavily involved in the process. This highlights the young person's known 'window shrinkers', triggers, their blueprint information and effective de-escalation strategies that the young person and adults have recognise work for the individual.
- 5.4 The objective of these are for staff to be able to look forward as much as possible to prevent behaviours of concern but also be prepared with a toolbox of strategies both widely and specifically.
- 5.5 Behaviours of concern can present in both external and internal behaviours that could affect the individual's mental health, well-being and potentially put them at risk of harm when this communication becomes physical. GLADE uses the arousal continuum to be able to identify which process to follow to best support the individual by use of the 'TRI' model or 'TRUST the process'

"The brain develops sequentially from the bottom up. Ideally, patterned and repetitive experiences delivered through nurturing and attuned relationships help a child to develop an effective stress-response system. Healthy interactions with an attuned and sensitive adult enable the child to - as Dan Hughes said during my DDP training - "feel and deal"; to develop the means of regulating their emotions and cope with stressful demands and unfamiliar challenges." (Dr Chris Moore. 2020)

6 Response to Behaviours of Concern

6.1 TRI Model

Compensate for my Brain State: Dr Bruce Perry's Arousal Continuum

EdPsychInsight 

"I feel safe and comfortable. The top part of my brain is working well to keep a lid on my feelings. I'm able to think in more abstract and rational way. I can consider the past, present and future".

"My thinking is more concrete and less creative. I now perceive time in terms of hours and days. I may be a little nervous about new or unfamiliar things, but I can be reassured by structure, routine and connection".

"I'm struggling to process what you are teaching and stay focused. My breathing and heart rate have changed. I'm more sensitive to the way you look and move. The present is just hours and minutes to me".

"I'm feeling overwhelmed. I'm more reactive to my surroundings and more prone to fight, flight or freeze. My sense of time is restricted to minutes and seconds. I won't easily trust you. I'm just trying to survive".

"The bottom part of my brain is completely in charge. I have no sense of time. I'm not really thinking any more. You're seeing my reflexes. I may want to move or stay still; lash out or run away. I need you to keep me safe. It will take time for my terror to subside".

CALM

ALERT

ALARM

FEAR

TERROR

All functioning is "State-Dependent". Prolonged stress or traumatic experiences will heighten a child's sensitivity to demands and changes - some may have an "Alarm" baseline and quickly become emotionally dysregulated.

All teaching of new concepts and skills elicits some stress. We need to aim for the arousal sweet-spot between Calm and Alert - content which is engaging, challenging but not overwhelming. Increased structure, repetition and time for reflection will help it reach the top of the brain.

Rewards and sanctions will be of little use when the child can't make connections between actions and consequences. We need to focus on regulating the lower parts of the brain - using movement, dance, art, music, breathing and grounding - and providing healthy relational experiences.

Teaching children about feelings and how to express them - through words, gestures and visuals - is important in helping them to notice changes in their state and seek support before they fall down the arousal continuum.

In order to be a source of safety, comfort and reassurance, we need to keep track of our own brain state. Prioritising self-care will enable YOU to stay regulated.

"Trauma comes back as a reaction, not as a memory" ('The Body holds the Score'. Bessel van der Kolh)

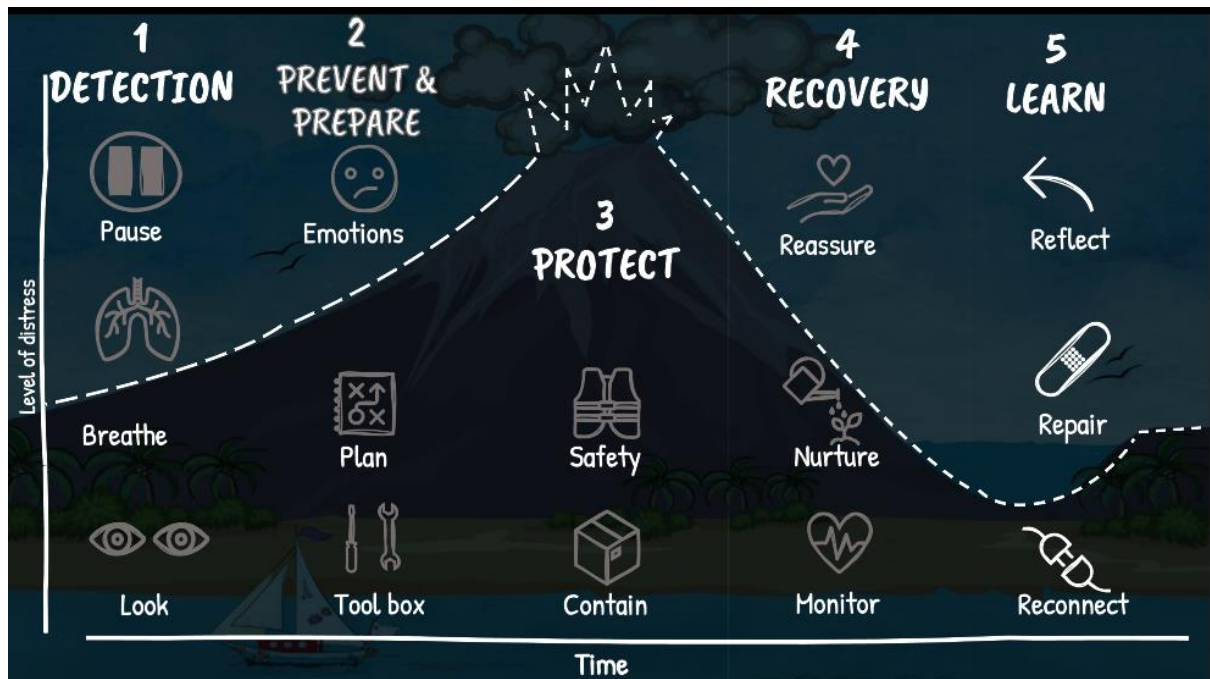
T- Therapeutic

R- Response to an

I- Incident

6.2 GLADE uses the TRI model, as an evaluation tool to know how to respond effectively as a regulated and attuned adult as an incident or 'behaviour of concern' is occurring.

This is a process that includes and is subject to, knowing the students on a relational individual basis and knowledge of their 'plan' and 'toolbox' from their ISPs and RA.



6.3 TRI model is a process that works through all stages of emotional motions a young person may go through during an incident and helps to inform the adult on how to respond and then connect, repair and reattune in the most therapeutic way.

6.4 **TRUST** the Process (As the paid professional, we go first)

T- Tune in & take a breath

We aim to be regulated and within our own Window of tolerance. Being a regulated adult, is crucial for co-regulating others. Riise Anchor: Stop and Think.

R- Relationship first mindset

We aim to be consistent within our approach and ensure 'connection before correction', this emphasises that the emotional connection must be established before any behavioural correction. (We follow this approach from Kim S. Goulding's research published by Cambridge University Press 2025)

U- Understanding their perspective

We aim to act within empathy and validation, working within the RiiSE anchor 'perspective', as it re-enforces the young person's feelings are legitimate and real for them in that moment. This means that staff can then 'name it to tame it', focusing on labelling the emotions to help the young person to regulate and once regulated be able to reflect on the choices made to make positive choices in the future.

S- Seek regulation

We aim to seek regulation or co-regulation using 'One sentence intervention.' When speaking to a dysregulated student, the aim is to use brief, clear and use non-confrontational language to help return to 'felt safety'.

T- They matter

We aim to remember their blueprint, window shrinkers and reasons why they may have reacted the way they have. The students need to know that they are seen, heard and felt before they can be accepting to reattuning and correction of behaviour.

"There is not a human being in this world who does not settle down a bit when they've been heard, seen and felt" (Dr. Lori Desautels)

- 6.5 GLADE uses this model to make certain that staff are responding to a behaviour of concern in a compassionate and trauma informed way. TRUST the process helps all staff to be consistent in their approach and increase cohesion in what we do.

7 Consequences

- 7.1 Consequences- Relationship led, follow up with the consequence.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." The Gottman Institute

- 7.2 Consequences are not seen as a central element of trauma informed approaches to behaviour. However, some children may benefit from having the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis should be placed upon empathy, repairing relationships, restoration, not punishment or blame, and should aim to reduce feelings of shame in the child.

- 7.3 The DfE guide to the Quality Standards sets out that:

‘Any consequence used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases, it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home should be skilled to support the child to understand this and carry it out. Equally, staff should understand the system for rewarding and celebrating positive behaviour and recognising where children have managed situations well’.

- 7.4 Some of the children and young people placed within Fair Ways, may expect punishment in response to their behaviour, because this is the way they have been treated in the past. They may also more easily accept and recognise a punitive consequence; however, staff must remember a punitive approach is likely to be unsuccessful and not in keeping with building positive relationships with the child and does not contribute to a therapeutic culture.

“Discipline is most effective when instigated when a child is calm” (Siegel and Payne Bryson, 2018).

- 7.5 Being calm may be referred to as ‘striking when the iron is cold’, ‘back online’, ‘regulated’ ‘back in their reason brain’ or ‘inside their window of tolerance’. When in this place, we can support children (and staff) to work out the function of the behaviour and what we might want them to learn through any consequence or reward.
- 7.6 While we promote positive behaviours, we realise that children will make mistakes and should be able to learn from these to develop and become their ‘best self’. There is a clear expectation that boundaries will be kept, and it is important that all staff maintain consistent boundaries. Natural, logical, and restorative consequences will only be used sparingly and after all other alternatives have been considered.
- 7.7 Consideration must be given to the child's emotional state, understanding of their behaviour and the effect that imposing a consequence will have on future relationships. The adults focus consequences as an opportunity to further develop relationships with the child or offer an education or learning outcome from the consequence.
- 7.8 Children with attachment difficulties may present with a lot of low-level undesirable behaviours. These behaviours can normally be managed with natural consequences

within the daily routines and structures of the service. Examples of these could be clearing up any mess, delay in joining activities/classes, 'time in' with a staff member or helping to with a task. We encourage 'showing sorry' rather than demanding verbal apologies which can trigger shame responses.

- 7.9 Significant consequences are given where there is an escalation in behaviour and are implemented to address serious behaviours which cannot be managed within everyday natural consequences. In all cases, staff must adopt a restorative approach where the child can be given the opportunity to learn from the behaviour, rebuild relationships or give back to the community.
- 7.10 Using empathy with specific verbal feedback and praise before putting a consequence in place, supports the continuing connection with the child which means they will be more likely to carry out, accept and reflect on the consequence. See Annex E for further information on consequences.
- 7.11 In some instances, an exclusion may be a necessary consequence for extremely concerning behaviour. Please refer to GLADE School Exclusion Policy [DOC REF SC17] Any substance misuse or drug related incident will result in exclusion in line with the Drug Incident Management Policy [DOC REF SC12]

8 Rewards

- 8.1 The staff at Fair Ways are aware of how much positive regard can help to build up a good sense of self and self-esteem. We strive to create environments that encourage positive experiences, making greater use of rewards, recognition and celebration of positive actions and positive reinforcements, using consequences only when necessary.
- 8.2 Each service has their own system for rewards which might include:
- Daily reward systems - daily engagement and behaviour points, student and star of the day.
 - Working towards larger rewards
 - Individual incentives
 - Spontaneous/unplanned rewards
- 8.3 These systems should ensure a clear and transparent process of how rewards are used to promote children being treated fairly and eliminating space for collusion.

- 8.4 The type of reward, the circumstances in which it is given, and its frequency/level will vary depending on the age, needs and behaviour of the individual child. As well as understanding that rewards can be difficult for children with a history of trauma and abuse, who may sabotage rewards. The skill of staff will be seeking opportunities for rewarding the child before they have that chance.
- 8.5 It is also important that staff appreciate that rewards form only part of the wider culture of positive behaviour support, which includes understanding and supporting the children with the challenges they face, predictable environments set to reduce triggers, encouraging positive, safe behaviours.

9 Staff Training

- 9.1 All Staff working at GLADE will attend a 5-day RiISE training course. Where possible, completion of a KYS (Keep Yourself Safe, short RiISE course) course will be carried out within the first two weeks of employment specifically at GLADE before attending the full course.

10 Specialised Incidents

- 10.1 Leaving without permission – please refer to GLADE- Leaving without Permission Policy [DOC REF GSC04]
- 10.2 Confiscation
The Education and Inspectors Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show legality of the confiscation since he or she has made the decision to interfere with the property. If the authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.
- 10.3 Within GLADE School, the Headteacher has delegated to all teaching staff the authority to confiscate items from students as a lawful disciplinary penalty. The use of the confiscation should be accompanied by clear indication of when and where the item will be returned, and by whom. The school shall keep records of items they confiscate and grounds for action, so that they may justify them later if challenged. All confiscated items will be secured safely and locked away in the Headteacher's office. There may be times when the school may choose not to return an item to the student:

- Items of value which the students should not bring to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a parent or carer can come and retrieve them.
- Other items which students should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of.

10.4 Reasons for confiscation may include:

- An item that poses threat to others: for example, a laser pen is being used to distract and possibly harm other students.
- An item that poses threat to good order for learning: for example, students using a personal music player in lessons.
- An item which is illegal for a young person to have: racist or pornographic material.

10.5 Mobile Phones

Mobile phones will be confiscated if used inappropriately: this includes use in examinations, phones being switched on and used in lessons and the use of the camera function on the phone. The word 'use' in this context includes receiving text messages, phone calls as well as functions on the phone like music software. It is unacceptable for students to use phones or other technology equipment to humiliate or bully other members of the school community, the police may be informed. Schools are finding that bullies are making full use of phones to intimidate and harass their victims 24/7. Where mobile phones are confiscated, staff will give the phone to the Headteacher and this will be locked away for 1 week (7 days). All confiscated phones will need to be collected by parents or carers and will not be given back to the student. The school strongly encourages parents and carers to not allow their young person to bring mobile phones in to school. The school accepts no responsibility for any damage or lost mobile phones during the school day.

The policy of zero tolerance regarding the mistreatment of mobile phones also applies to school trips and offsite activities. Under no circumstances will the use of mobile phones be tolerated when the students are offsite.

11 Associated Documentation & Legislation

- GSC- Exclusion Policy [DOC REF GSC17]

- GSC-Drug Incident Management Policy [DOC REF GSC12]
- GSC- Leaving without Permission Policy [DOC REF GSC04]
- Human Rights Act (1998)
- United Rights Convention Children's Rights 1992).
- Environments where children can flourish Ofsted, 2018
- Council for Disabled Children and KIDS' - Department of Education, 2025
- Department for Education and the Department for Health consultation Document (Nov 2017)
- Department for Education Guide to the Children's Homes (England) Regulations 2015

References:

Dr Chris Moore. 2020

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Dr. Lori Desautels

The Gottman Institute

Siegel and Payne Bryson, 2018

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SC08	1	Launch	Gareth Webb	December 2015	
SC08	2	Review 2016 / 2017	Gareth Webb	November 2016	QSGC
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SC08	4	Review 2018/2019	Victoria Horner	October 2018	QSGC
SC08	5	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC08	6	Added Covid 19 addendum	Laura Rowe	August 2020	QSGC
SC08	7	Review 2020 / 2021	Laura Rowe	October 2020	QSGC
SC08	8	Review 2021 / 2022: changes to processes	Laura Rowe	October 2021	QSGC
SC08	9	Amended Team Teach to RiiSE Changed review date to every 2 years 2021 /2023	Laura Rowe	October 2022	PSC
SC08	10	Amended wording 1.15 TT to RiiSE	Laura Rowe	February 2023	PSC
SC08	11	Title change and Review of terminology in line with RiiSE	Laura Rowe	May 2023	PSC
GSC08	12	GLADE Review 2023/2024	Laura Rowe	July 2023	PSC
GSC08	13	Full Rewrite	Emma Morris	March 2025	