

Behaviour

1. Introduction

At Turning Point Leeds (TPL), our aim is to provide education that is tailored to individual needs, helping pupils achieve qualifications, develop skills, and build resilience for future success. We strive to create a safe and supportive environment where young people learn through interactive, vocational, and hands-on experiences.

All safeguarding or behavioural matters are shared with the host school's DSL immediately. TPL and the host school DSL work in partnership to resolve, support, and challenge issues.

2. Aims

- Individual support: Helping pupils develop resilience, emotional regulation, and strategies to manage their behaviour.
- Holistic development: Encouraging integrity, self-respect, and responsible citizenship.
- Safe environment: Ensuring pupils can thrive, feel safe, and take ownership of their choices and learning.

3. Understanding and Supporting Needs

- Trauma-informed practice: Staff apply strategies that recognise the impact of attachment, trauma, and adverse childhood experiences (ACEs).
- Positive relationships: Staff build respectful, trusting connections with pupils.
- Personalised support: Behaviour plans are tailored to reflect pupils' needs, SEND/EHCP requirements, and personal context.

4. Encouraging Positive Behaviour

- Staff role models: High expectations, calm responses, and consistent boundaries.
- Positive reinforcement: Praise, recognition, and celebration of achievements.
- Inclusive curriculum: Vocational learning integrates social, emotional, and behavioural skills.

5. Restorative Approach

- Reflection not blame: Pupils reflect on their actions, considering impact on others.
- Restorative meetings: Held with pupils, staff, and parents/carers to repair relationships and agree next steps.

6. Recognising Achievement

- Success is celebrated through displays, positive calls home, certificates, and rewards.
- Pupils take accountability, including repairing/replacing property when damaged.

7. Behaviour Management

- Positive handling: Physical intervention is a last resort, proportionate, and in line with TPL's Care & Control Policy and the Education and Inspections Act 2006.
- Police partnership: Police may be involved in high-risk situations or criminal incidents, with host school agreement.

8. Searching, Screening, and Confiscation

- TPL follows DfE guidance (Searching, Screening and Confiscation 2022).
- Authorised staff may search pupils without consent for prohibited items.
- Parents/carers and the host school are informed if items are found.

9. Bullying and Harassment

- Bullying, harassment, and sexual harassment are not tolerated.
- Incidents are dealt with promptly and proportionately.
- See TPL Anti-Bullying Policy for full details.

10. Supporting Emotional Regulation

- Pupils are taught to identify and regulate emotions.
- Calm spaces are available for reflection.
- Staff model regulation strategies such as breathing techniques and time-out breaks.

11. Behaviour Improvement Framework

Staff support behaviour through:

- Clear expectations and consistent consequences.
- Positive reinforcement and realistic goal-setting.
- Restorative conversations to repair harm.
- Parental engagement and multi-agency working where appropriate.

12. Monitoring and Review

- Behaviour trends are monitored and reported to the Headteacher and Directors.
- Staff, pupil, and parent feedback informs ongoing development.
- The policy is reviewed annually to remain in line with statutory guidance and local authority expectations.

13. Statutory Framework

This policy is informed by:

- Education and Inspections Act 2006
- Behaviour and Discipline in Schools (DfE guidance)
- Searching, Screening and Confiscation (DfE 2022)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2024)

- TPL's Care & Control Policy and Anti-Bullying Policy

14. Conclusion

By embedding restorative, trauma-informed practices and working closely with host schools, parents, and external agencies, TPL promotes positive behaviour, resilience, and inclusion so every pupil can reach their potential.

Date: August 2025

Next Review: August 2026