

Care and Control Policy

Turning Point Leeds (TPL) is committed to creating a safe, respectful, and supportive environment for all pupils and staff. This policy sets out our approach to the care and control of pupils, ensuring that behaviour is managed fairly, consistently, and restoratively.

1. Purpose

- To ensure that all staff understand the principles of care and control when working with pupils.
- To provide a clear framework for managing behaviour in a way that prioritises safety, dignity, and positive relationships.
- To comply with statutory guidance, including the Education & Inspections Act 2006, DfE guidance on the use of reasonable force (2013), and the Voluntary National Standards for Non-School Alternative Provision.
- To reassure host schools, parents/carers, and pupils that TPL will always act lawfully, proportionately, and restoratively.

2. Principles

- Positive relationships, restorative practice, and de-escalation are the foundation of all behaviour management.
- Care and control strategies will always prioritise prevention, calm communication, and pupil dignity.
- Physical intervention will only ever be used as a last resort, when necessary to prevent harm to the pupil, others, or serious damage to property.
- All interventions will be reasonable, proportionate, and in the best interests of the pupil.
- Safeguarding and welfare are at the heart of all practice, with immediate notification to the host school DSL after any significant incident.

3. Roles & Responsibilities

TPL Staff will:

- Model positive behaviour and language at all times.
- Use restorative approaches to resolve conflict and repair relationships.
- Apply de-escalation techniques before considering restrictive intervention.
- Record and report all incidents of physical intervention or restraint immediately to senior staff and the host school DSL.
- Undertake regular training in behaviour management, de-escalation, and safe handling.

Directors will:

- Ensure all staff are trained, supported, and confident in the use of care and control strategies.
- Monitor incident records and review patterns to inform practice.
- Report regularly to host schools and local authority as required.

Host Schools will:

- Share relevant pupil information to enable safe and appropriate care.
- Work collaboratively with TPL to review behaviour plans and intervention strategies.

4. Strategies for Care and Control

- **Proactive Strategies:** Clear boundaries, restorative conversations, praise, and consistent routines.
- **De-escalation:** Calm voice, offering choices, use of safe spaces, and time for reflection.
- **Physical Intervention (last resort):** May include guiding a pupil away from danger, blocking, or holding to prevent harm.
 - Only undertaken by trained staff.
 - Always reasonable, proportionate, and necessary.
 - Never used as a form of punishment.

5. Recording & Reporting

- All incidents involving physical intervention are recorded immediately in the TPL Incident Log.
- A written record is shared with the host school DSL the same day.
- Parents/carers are informed of any physical intervention where appropriate.
- Records are regularly monitored to identify patterns and inform future support.

6. Training

- All staff receive annual training in de-escalation and restorative practice. Staff designated to use restrictive interventions receive accredited safe handling training.
- Training records are maintained and reviewed annually.

7. Monitoring & Review

- This policy is reviewed annually and following any significant incident.
- Feedback from staff, pupils, host schools, and parents/carers is considered in policy updates.

Written: September 2025

Next Review: September 2026