

Restorative Discipline Policy

1. Introduction

Turning Point Leeds (TPL) is committed to maintaining a safe, respectful, and inclusive learning environment. Our approach to discipline is rooted in restorative practice, focusing on repairing harm, rebuilding relationships, and supporting pupils to take responsibility for their behaviour.

This policy outlines how behaviour is managed fairly, consistently, and positively, while ensuring safeguarding and wellbeing remain at the centre of all actions.

2. Purpose

The purpose of this policy is to:

- Provide a clear framework for promoting positive behaviour.
- Use restorative approaches to resolve conflict and reduce exclusions.
- Ensure pupils understand the impact of their actions on others.
- Maintain strong communication with host schools, parents/carers, and stakeholders.
- Ensure compliance with Ofsted expectations, Leeds LA guidance, and the Voluntary National Standards for Non-School AP.

3. Principles

- **Respect and Responsibility:** Pupils are expected to treat others with dignity and take responsibility for their actions.
- **Restoration over Punishment:** Discipline is not about blame or exclusion, but about repairing relationships and learning from mistakes.
- **Safeguarding Priority:** Behaviour that raises safeguarding concerns will be reported to the TPL DSL, who will always inform the host school DSL.
- **Consistency and Fairness:** All staff apply the same procedures and uphold the same standards.

- **Collaboration:** Pupils, staff, host schools, and families are partners in managing behaviour.

4. Restorative Approaches in Practice

When behaviour causes harm or disruption, staff will use restorative strategies, including:

- Calm, respectful discussions about what happened.
- Exploring the impact of the behaviour on others.
- Agreeing on actions to repair harm (apologies, restorative tasks, agreements).
- Supporting pupils to develop strategies for positive behaviour in the future.

Where necessary, restorative conferences may be held with staff, pupils, and affected parties present.

5. Procedures for Handling Behaviour Incidents

1. Immediate Response

- Staff intervene calmly and safely to de-escalate the situation.
- The pupil is removed from immediate risk of harm to themselves or others.

2. Recording

- All behaviour incidents are recorded promptly in the behaviour log.
- Where the incident raises a safeguarding concern, this is also recorded on TPL's safeguarding system.

3. Notification

- **The host school DSL will always be informed of any safeguarding-related behaviour incident.**
- Parents/carers will be informed where appropriate, unless doing so places the pupil at risk.

4. Follow-Up

- A restorative conversation is arranged as soon as possible.
- Agreements are recorded and reviewed with the pupil and relevant staff.
- Additional support (mentoring, intervention, counselling) is provided where necessary.

6. Sanctions and Support

While TPL prioritises restorative approaches, sanctions may be used in cases of repeated or serious behaviour, including:

- Loss of privileges.
- Time out of an activity or session.
- Behaviour contract agreed with pupil, TPL, and host school.
- Fixed-term exclusion (rare and only in consultation with host school).

All sanctions will be paired with support to help the pupil improve behaviour long-term.

7. Training

- All staff receive training in restorative practice and behaviour de-escalation.
- Directors oversee consistency of practice across the provision.

8. Monitoring and Review

- Behaviour data is reviewed termly by the Directors to identify patterns or emerging needs.
- Outcomes are shared with host schools to support joined-up behaviour management.
- This policy is reviewed annually or sooner if national guidance changes.

9. Linked Policies

- Safeguarding & Child Protection Policy
- Behaviour & Anti-Bullying Policy
- e-Safety Incident Procedure
- Whistleblowing Policy
- Data Protection & GDPR Policy

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Next Review August 2026