



Grange Academy

Belong • Believe • Achieve

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 37: No one is allowed to punish you in a cruel or harmful way.

Positive Behaviour Management Policy

Policy Status: Statutory

Review Cycle: 2 Year

Owner: Angela Morris – Deputy Head

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Introduction

Grange Academy is committed to providing outstanding educational opportunities for all our pupils. In writing this policy we have taken into account the Department for Education Behaviour In Schools Advice to Headteacher and School Staff document (February 24). Encouraging and supporting positive behaviour in Grange Academy is a crucial part of supporting our pupils to learn effectively.

We have adopted the UNICEF rights and in accordance with Article 4: We believe that the government has a responsibility to make sure children's rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

We will adhere to legislation, national and local guidance and will work in partnership with pupils, their families and supporting agencies in order to protect all Grange Pupils and help them learn how to make positive choices that will enable them to develop into responsible citizens. This relies on mutual respect and trust between pupils and staff and the fostering of a positive learning environment in which all pupils feel safe, included and valued. All Grange Academy staff, pupils and families should have ownership of and a commitment to this policy. It must also be noted that the school's anti-bullying policy runs parallel to the behaviour policy and works in conjunction with it.

Rationale

The behaviour and social/emotional development of the pupils at Grange Academy is an essential factor in facilitating positive access to their learning, the wider community and the overall quality of their lives. We recognise that successful support for pupils via the management of challenging behaviour is wholly dependent upon the school ethos. It is incumbent on the whole school community, including governors, families and staff, to promote positive behaviour and to maintain a positive regard towards all pupils and colleagues, offering pupils appropriate role models at all times. All those who are part of the school community should demonstrate an unfailing commitment to good values and principles, such as:

- Teaching right from wrong – make good choices
- Honesty and fairness
- Respect for others
- Valuing and celebrating difference
- Recognising and managing feelings and emotions
- The importance of getting on with people and establishing positive relationships
- Self-discipline, self-management of behaviour and a sense of responsibility for oneself
- The ability to reflect
- Keeping themselves and others safe

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff and other adults within the school's community need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving pupils. They also need to be familiar with clear guidelines and strategies such as EHCPs, Pupil Passports, Risk Assessments and Behaviour Support Plans, to help maintain positive behaviour and discourage inappropriate behaviours when they occur. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour and Grange Academy is committed to providing this.

School staff should be aware of recent legislation, relevant literature or research, local and national guidelines and successful practices elsewhere related to the field of positive behaviour support. We recognise that challenging behaviour, however it manifests itself, is often a response to unmet needs,

is usually an impediment to accessing the curriculum effectively. We remove this barrier by ensuring quality learning environments and adapted work that is bespoke to the pupils' needs since this is a necessary pre-requisite to effective teaching and learning.

Grange Academy recognises the importance of a whole school approach to behaviour management. In responding to any behaviour, we aim to maintain the culture of the school, restore a calm and safe environment in which pupils can learn and thrive and prevent the recurrence of a further incident. To achieve this our responses will be restorative but may also be to use a range of sanctions, in line with pupils SEND needs. These will deter specific behaviours and may include removing a pupil from lessons to keep them or others safe; they will engage in meaningful conversations and interventions that will enable pupils to understand expectations, reflect on incidents and respond differently in future scenarios. We do this by working closely with families and sometimes supporting agencies.

On rare occasions we may need to suspend a pupil if the incident is serious.

Strategies for Promoting Positive Behaviour

Positive behaviour can be facilitated in many ways, for example by:

- Establishing a learning community in which the general environment is calm, well ordered and disciplined.
- Setting a good example by behaving in the way it is desirable for pupils to behave, promoting high quality attitudes to learning.
- Being proactive by highlighting and praising positive behaviour.
- Preventing challenging behaviour - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the pupil.
- Ensuring that everyone is clear about which behaviours are appropriate and which are inappropriate, i.e. ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities that are matched to pupils' strengths and next steps, with high expectations and a belief in their learning potential in order to develop the very best attitudes to learning.
- Focusing upon teaching positive communication in the most suitable format for each pupil (this may help pupils influence others without having to display challenging behaviour).
- Helping the child or young person to anticipate the sequence of daily events and activities to maximise understanding and minimise anxiety.
- Providing consistent positive feedback.
- Ensuring that adults respond to pupil behaviour in a consistent and fair manner.
- Ensuring that individual Risk Assessments, Pupil Passports and other written support strategies for pupils are familiar to the relevant staff and kept up to date.
- Encouraging adult tolerance and understanding of pupils' or young people's specific difficulties and needs and how to support them effectively
- Tracking behaviour incidents and paying attention to antecedents and consequences associated with behaviour.
- Providing structured, predictable environments and routines for pupils who benefit from them.
- Teaching pupils' appropriate self-management strategies and supporting them to develop the skills of empathy, tolerance, respect for individual differences and conflict resolution.
- Incorporating an expectation of positive behaviour across the curriculum.
- Monitoring pupil stress levels and offering 'escape' mechanisms such as time out or change of environment
- Analysing and tracking behaviour and putting in early intervention for a timed period in place in order to change behaviour and not let it develop into a habit.
- Regular communication with families
- A pupil centred approach
- Encouraging pupils to take responsibility in agreed areas

Early Identification and Intervention

Pupil behaviour is closely monitored. All staff record incidents using the pink form, this includes bullying behaviour as well as homophobic or transphobic comments or any prejudice related behaviour. Data is then analysed on a weekly basis by the Inclusion and Wellbeing Team and early support put in place. Form Tutors will work closely with pupils, parents, external agencies and SLT to understand reasons for behaviour and develop support plans. If a pupil requires additional support, they will be assessed by the Deputy Head or Headteacher in discussion with teachers, their form tutor, and families. Where necessary support from outside agencies will be sought. Any additional support will be reflected in their Pupil Passport.

Rewards

Our system of rewards recognises that the long-term aim must always be to encourage pupils towards positive behaviour because of their sense of right or wrong and/or because of their self-esteem and self-satisfaction. We ensure that all pupils access rewards, without bias. All pupils earn rewards for our school shop, GrangeCo where they can buy items of their choice or save for a bigger experiential reward such as a trip for their class.

Additionally, Grange Academy operates a range of incentives and behaviour reward schemes, which are reviewed annually and are dependent on the needs of the pupils. These may vary from whole school incentives, form incentives to bespoke personal incentives.

Sanctions

Sanctions must be employed with due regard to the purpose, short-term and long-term implications. It is important that sanctions do not undermine a pupil's sense of worth. **We firmly believe that it is the behaviour that must be subject to censure and not the person.** We can insist that an appropriate sanction is levied, whilst at the same time reassuring the pupil that they are safe and valued. Sanctions should be explained fully and sensitively to the pupil and be relevant to the age, understanding and general aims for the person. They should also be realistic, sensitive and applied as soon as possible after the behaviour they are designed to address. Wherever practicable, sanctions should not be disruptive to the other pupils. Pupils need to be taught that they have choices, but every choice is subject to a consequence. Good choices mean good consequences poor choices means other consequences.

Approved Sanctions

- 'Being reprimanded'. However, it is generally not appropriate, unless exceptional circumstances warrant it (for example to ensure a safe environment) for staff to shout at pupils; however, a firm voice and tone is entirely appropriate when used proportionately and where the situation warrants it.
- Talking through choices with pupils. As mentioned above, if a pupil is posing an immediate danger, then it may be appropriate to raise your voice. However, behaviour choices need to be talked through in a calm way and the pupils needs to reflect on the impact that their behaviour has had on themselves and others.
- Reparation - a pupil might be asked to undertake a task to make up for the poor behaviour (for example, cleaning up an area that has been deliberately disrupted). The task should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile.
- Restriction - a pupil may be 'kept in' (e.g. playtime/ lunchtime or after school detention) for a reasonable period in order to complete unfinished work, have a 1:1 session with a teacher or complete job in order to make a mends for something that they have done. They may also experience temporary removal of privileges.
- Separation - a pupil may be separated and supported by an adult with discreet supervision within the room or within a separate area for an appropriate period of time in order to receive no rewards or feedback.

- Working in partnership – teachers may phone home or meet with parents /carers in order to discuss the behaviour choices that a pupil is making and develop a plan of action in order to help pupils make more positive choices.
- Loss of privilege – for instance, the loss of a prized responsibility, regular reporting, including early morning reporting, scheduled check ins, being placed on report.
- Grange Academy has a duty of care to protect staff and pupils in the school. As stated in UNICEF Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can and Article 19: You have the right to be protected from being hurt and mistreated, in body or mind. Should any child pose a risk to themselves or others in one of the following ways a suspension may be considered and, in some cases, a permanent exclusion:
 - Putting themselves or others in danger because of destructive, aggressive or threatening behaviour
 - Persistent disruptive behaviour that causes distress to pupils or stops teaching and learning
 - Wilful damage to school property
 - Aggressive physical assault against pupils or staff
 - Persistent aggressive/ threatening verbal abuse that is causing emotional distress to pupils or staff
 - Continued bullying behaviour following intervention – this includes cyberbullying and child on child abuse
 - Bringing a weapon onto school property
 - Bringing drugs or alcohol or related paraphernalia onto the school property
 - Sexual harassment or deliberate sexually harmful behaviour to pupils or staff
 - Theft or damage to property after receiving intervention regarding this
 - Setting the fire alarms off after receiving intervention around this
 - Deliberate behaviour online that causes distress to pupils or staff or breaches copyright, exam regulations or the law.
 - Behaving in a way outside of school that brings the schools name into disrepute or impedes the safe running of the school.

UNICEF Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Forbidden Sanctions

UNICEF Article 37 states that: No one is allowed to punish you in a cruel or harmful way. The following sanctions towards school pupils are prohibited, either on or off the school premises:

- Corporal (i.e. physical) punishment in any form, including rough handling or any physical abuse
- Excessive shouting
- Mocking
- Threatening or intimidating
- Deprivation of basic needs, such as food, drink or access to the toilet or communication aids
- Deprivation to an education
- Restriction or refusal of contact with friends or familiar adults, except where it is an agreed plan or for protection
- Wearing of distinctive or inappropriate clothing as a punishment
- Use or withholding medication or medical treatment
- The locking of a pupil in a room in the form of a sanction is forbidden, however, on the rare occasion, a pupil may need to be separated for their own safety or to provide an appropriate environment to calm. This will be done with the Headteacher's knowledge and under close supervision but never with a locked door.

Screening and Searching Pupils

Where information or evidence has arisen that a pupil may be in possession of the following:

- a weapon or other dangerous item
- drugs or drug paraphernalia
- vapes
- extreme or abusive material
- alcohol
- stolen items
- tobacco and cigarette papers
- Fireworks
- Pornography/inappropriate images
- any article that a member of staff suspects may be used to cause personal injury or damage to property
- mobile phones that have not been handed in
- Any related items linked to a raised safeguarding concern, which may support a line of enquiry

The Headteacher and authorised staff can search the pupil. This will be done by 2 members of staff. Grange Academy will seize any prohibited items found as a result of a search. We will also seize any items that may be considered harmful or detrimental to school discipline.

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

We comply with the Searching, Screening and Confiscation in Schools DfE 2022 guidance.

Restrictive Physical Intervention

The starting point for any approach to supporting pupils who are engaging in challenging behaviour is for a resolution to be obtained without the need for restrictive physical interventions, be they related to control or restraint; **interventions that do not require physical interventions are desirable because they are ultimately more sustainable and dignified.**

However, there may be occasions when the use of reasonable force may be necessary. In this situation the Use of Reasonable Force Guidelines (DFE 2013) will be followed (see appendix A). All members of school staff have a legal power to use reasonable force, as well as 'people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit'. **'Force'** is divided into two categories – control and restraint.

a. Control: *if it is anticipated that, as part of a considered and agreed approach to the management of a pupil's behaviour, elements of reasonable force (passive or active) management of a pupil's behaviour, elements of reasonable force (passive or active) may be required to support*

the pupil towards more positive behaviour, then such physical interventions must be detailed as part of a regularly reviewed written protocol. Any physical intervention outside of this written protocol must be recorded separately. Control refers to either passive or physical contact, for example, blocking a pupil's path to a busy road (passive) or leading a pupil by the hand away from a situation (active)

b. Restraint: *this refers to physical interventions that are not pre-planned and are a proportionate and appropriate response to an unforeseen circumstance. As such, they should be treated as emergency physical interventions, as they refer to the use of any **reasonable** force necessary to bring a situation under control. 'Restraint' refers to physically engaging with a pupil as part of any necessary measures in order to bring a situation under control.*

Physical restraint should ONLY be used:

- Rarely and as a last resort
- When all other possible alternatives have been considered
- As part of a 'total response' to the pupil's behaviour (i.e. not in isolation)
- When the purpose of physical restraint is to restore safety
- When it can be justified as being in the paramount interests of the child and/or when the child is considered to be in immediate danger of harming self or others
- By staff who have been fully trained in positive behaviour management and who are conforming to the guidance set in the school's positive behaviour management policy
- When it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour.

The use of force is reasonable if it is **appropriate to the consequences it is intended to prevent**. This means that the degree of force used should be no more than is needed to achieve the desired results. Incident report forms must be completed and submitted to a member of the Senior Leadership Team and are accurately logged.

Sometimes the general structure and ethos of the school will not be enough to maintain an individual pupil's behaviour within acceptable and agreed limits. Some pupils will need an even more structured, systematic and intensive approach.

Grange Academy has regard to Deprivation of Liberty. Article 5 of the Human Rights Act states that 'everyone has the right to liberty and security of person. No one shall be deprived of their liberty [unless] in accordance with a procedure prescribed in law'. The Deprivation of Liberty Safeguards is the procedure prescribed in law when it is necessary to deprive the liberty of a resident or patient who lacks capacity to consent to their care and treatment in order to keep them safe from harm.

Grange Academy will provide a safe environment for the diverse needs of all its pupils, ensuring the safety and due liberty of them all as individuals. Grange Academy will ensure that pupil choice and best interest is considered at all times and that decisions being made suit the needs of the pupil to which they pertain. Please see the appendix for more details.

Responsibilities

Local Governing Body

- To provide clear advice and guidance to the Headteacher on what they can base the behaviour policy on (particularly in relation to powers to search, reasonable force and to enforce discipline for behaviour outside of schools).
- To review updated policies on a regular basis and to receive termly behavioural data reports
- To notify the Headteacher and give related guidance if they want the behaviour policy to include particular measures or address particular issues. They must also consult with parents, staff and pupils about any significant changes

- Ensure that the behaviour policy is published on the school's website

Senior Leadership Team

- To promote a culture of mutual respect, trust between pupils and staff and the fostering of a positive learning environment
- To ensure all staff have regular training in relevant positive behaviour support and safe handling techniques e.g. Team Teach
- To ensure that incidents of challenging behaviour are rigorously reported and recorded
- To support staff involved in incidents of challenging behaviour through immediate debriefs
- To regularly report on behaviour data to governors
- To carry out 1:1 sessions with new members of staff, focussing particularly on behaviour as part of their induction.

Staff Team

- To ensure they are familiar with and adhere to all relevant behaviour programmes and risk assessments and to familiarise new or temporary staff with these documents.
- To report any incidents promptly
- To keep up to date with relevant legislation and different behaviour management strategies.

Related Policies, Procedures and Guidance

- Child Protection (Safeguarding) Policy
- Child Protection Safeguarding Procedure
- Equality, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Exclusion Policy
- RSHE Policy
- Department for Education Keeping children safe in education 2024
- Department for Education Behaviour I Schools Advice to Headteacher and School Staff document (September 2022).
- Department for Education Mental Health and Behaviour in Schools 2018
- Department for Education The Equality Act 2010 and schools May 2014
- Department for Education Searching, Screening and Confiscation July 2022
- Department for Education Respectful School Communities

Appendix A

Use of Reasonable Force - Advice for Principals, Staff and Governing Bodies

About this guidance

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of Headteachers and governing bodies in respect of this power.

What legislation does this guidance relate to?

Education and Inspections Act 2006. Use of reasonable force in schools 2013.

Who is this advice for?

This advice is aimed at governing bodies, Principals and school staff in **all schools**

Key points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

“All schools” include Academies, Free Schools, independent schools and all types of maintained schools.

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a Pupil needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force be used to prevent pupils from hurting themselves or others,
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

2 Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – **it is always unlawful to use force as a punishment.**

Communicating the school's approach to the use of force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The Local Advisory Board should notify the Principal that it expects the school behaviour policy to include the power to use reasonable force.
- There is no legal requirement to have a policy on the use of force, but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled pupils and pupils with SEN.
- Schools do not require parental consent to use force on a Pupil.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on pupils and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The 'double basket-hold' which involves holding a person's arms across their chest; and
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

Grange Academy will never use these.

Staff training

Staff are trained to use TEAM TEACH de-escalation techniques.

Telling parents when force has been used on their child

Parents/ Carers will be notified if force is used on their child. The SENDCO will contact them (or another senior member of staff) on the same day. They will also be involved in discussions around next steps and actions to prevent a reoccurrence.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The Headteacher will inform the LADO.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

Yes, if you have acted lawfully. If the force used is reasonable, all staff will have a robust defence against any accusations.

How do I know whether using a physical intervention is 'reasonable'?

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

What about school trips?

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

There is a power, not a duty, to use reasonable force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Are there any circumstances in which a teacher can use physical force to punish a pupil?

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Associated Resources

The latest DfE guidance (July 2013) can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf