

Orchard Community Primary School



Positive Handling Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	2017	AS	/
0.2	9/2018	FS	Updated Policy to include more information and appendices
0.3	5/2021	FS	Reviewed and updated

Review Frequency	Next Review Date
Every 3 years	5/2024

Introduction

At Orchard Primary School the safety and welfare of our pupils, employees and visitors to the school is of the utmost importance. This policy has been created to ensure that, should the situation arise, staff and parents are aware of the correct procedures in the use of force to restrain or physically direct a child, regarded as a last resort when there is no realistic alternative. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

It should be considered alongside the most recent national guidance in positive handling as well as alongside the following relevant policies:

- Behaviour Policy
- Exclusion Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Equalities Policies

This policy has been written with reference to the following resources:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- <http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>
- <http://www.homeoffice.gov.uk/publications/police/operational-policing/pace-codes/?view=Standard&pubID=810826>
- Legislative links - Education and Inspections Act 2006
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- DfE Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies

Aim

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the school's values. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances. The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Principles

An effective behaviour and discipline policy should secure an orderly and purposeful atmosphere in which activities and learning can take place. There may, however, be rare occasions when staff will need to use 'reasonable force' and the use of restraint or physical interventions in order to prevent injury, damage to property, the breakdown of discipline, or control children or young people for safety reasons.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil.

The term 'physical restraint' is used when force is used to overcome active resistance. At Orchard, restraint is used as a safety-measure, not a sanction. The purpose of any physical contact, including restraint, is to *safeguard* and promote the welfare of the person being held, along with anybody else whose welfare is being threatened.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of Positive Behaviour Management.

Staff can minimise the likelihood of any incidents by:

- creating a calm, orderly and supportive school climate that minimises the risk of violence of any kind
- providing an active approach to teaching children how to manage strong emotions
- effective management of individual incidents

The school's Behaviour Policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk.

Risk Assessments and Personal Handling Plans (Appendix A)

At times some of our pupils present challenging behaviours.

It is vital that we adopt the correct approach to dealing with these behaviours for the individual and then implement them consistently. To ensure this the Headteacher, in conjunction with those people who know the individual best, will assess the risks posed by the behaviours and then draw up a Personal Handling Plan (PHP).

Behaviour Support Plans (Appendix B)

The Risk Assessment is part of, and will inform, the Behaviour Support Plan. This identifies triggers and early warning signs that indicate inappropriate behaviours may develop.

It will also provide strategies for the individual and for staff to reduce or modify the inappropriate behaviours and to empower the individual to take control of their own conduct. Staff must become familiar with the BSPs of the pupils they work with and follow them precisely.

There may be aspects of physical intervention included in these behaviour plans. Only those staff who have undergone the relevant Team Teach Training should participate in the physical interventions outlined in the BMPs.

Minimising the need to use Positive Handling: De-escalation Strategies

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps, which they can take to defuse and calm a situation.

Before using physical intervention always consider the following:

- Have you exhausted non-physical methods of intervention?
- Have you had regard for the pupil's level of understanding and age?
- As far as possible, have you made your intentions clear to the child?
- Have you discussed and agreed with parents the range of acceptable responses to their son/daughter's challenging behaviour?
- How important is the outcome? Does the benefit of achievement involving physical intervention outweigh not achieving without physical intervention occurring?
- Is there another adult present?
- Have you had appropriate Team Teach training?

The use of the following may exclude the need for physical intervention.

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reason and distraction.
- Give clear directions for pupils to stop using simple, clear statements.
- Remind them about rules and likely outcomes.
- Speak and move calmly and confidently.
- Well- chosen language is used to de-escalate situations.
- Remove an audience from the immediate location or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help before the problem escalates.
- Planned ignoring - sizing up which behaviour needs intervention and which to ignore
- Giving a signal - 'the look', catching the child's eye or pointing to him/her when aware that misbehaviour is contemplated or beginning
- Coming closer and touching - having the pupil near an adult or giving a pat on the shoulder while making a limiting demand - proximity
- Showing interest - a student may be diverted from misbehaviour if an adult shows interest in the task
- Humour - kidding the pupil out of it - not sarcasm
- Offering help when the pupil is about to become frustrated
- Regrouping
- Changing activities - when tension mounts or interest flags
- Friendly appeal - a) Appeal to a personal relationship; b) Warning of consequences 'that's dangerous' c) Peer group reaction "what will the others think?"
- Time out. Pupils are made to face away from the group, or sit distant from the group alone
- Distraction – refocusing attention to a new task or situation

Circumstances in which Positive Handling may be used

Physical intervention should be avoided wherever possible and where it is needed, for example where pupils with severe behavioural difficulties present a risk to themselves and others, it must be in the best interest of the child/vulnerable adult and should be only the minimum required.

There are times when physical intervention is appropriate but it must be used in ways that maintain the safety and dignity of all concerned as far as this is possible.

Section 550A of The Education Act 2006 under the heading *Power to Restrain Pupils* allows teachers and other authorised staff of a school to use reasonable force in accordance with the following:

- If the young person is in immediate danger of harming himself or others
- If the young person is in danger of seriously causing damage or vandalism to property
- Physical Intervention can be used when a pupil is engaging in any behaviour that is prejudicial to maintaining good order and discipline at school or amongst any of its pupils whether in a teaching session or otherwise
- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be classed as an offence for an older pupil).

Examples of situations that fall within these categories might include the following, if:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate significant damage or vandalism to property;
- Misuse of equipment or dangerous materials;
- Carrying and/or using weapons;
- A pupil is running in such a way in which he or she might have or cause an accident likely to injure him or herself or others;

- A pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A disruptive pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving a way that is seriously disrupting a lesson.
- A pupil demonstrated behaviour which causes significant concern for the health and safety of a group or class.

General advice for staff - Reasonable and Proportionate Use of Positive Handling

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative.

Positive Handling uses the minimum degree of force necessary for the shortest period of time

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Procedures/Action Steps

If physical intervention is necessary staff should follow the guidelines below to ensure the protection of pupils and reduce their own vulnerability to complaint.

- Be sure that you are aware of and complying with the school policy for behaviour and discipline.
- Staff should have good grounds for believing restraint to be necessary.
- Physical intervention should only be used after all other less intrusive methods have been attempted or considered.
- Wherever possible call for assistance using the agreed help protocol (red triangle) and secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- The lead person in any restraint (normally the staff member who has been challenged) must be clearly identified; they will be the one to decide when to ask for assistance from others present. The exception to this is when others in the area perceive the pupil or the staff member to be in danger.
- Staff teams may decide in order to avoid confusion, interrupt, or inflame a situation to use an agreed 'key' word to ask for help. This use of the key word (agreed by all staff in preparation for such an incident) does not alert the pupil with challenging behaviours that you are calling for help. This may help the situation to be kept as calm as possible.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Restraint should be an act of care and control, not punishment. Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- Tell the pupil why you are restraining them i.e. to avoid the pupil harming themselves or others or property. It is helpful for witnesses to hear you make these statements
- Whilst holding a pupil, speak calmly as a way of reassurance e.g.; 'I'm doing this to keep you safe' or 'I'm going to hold you until you are calm.'" Continue to communicate with the pupil throughout the incident

e.g. "I am holding you safely until you can hold yourself safely" when holding a child to ensure their safety and that of others around. "I care too much to let you hurt.....yourself....other people.....let yourself do something you would later feel bad about...."

- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Once safe, restraint should be relaxed as soon as possible to allow the student to gain self-control.
- The circumstances and justification for physical restraint should be noted immediately in the Incident Book and pupils BMP records.
- Senior staff should be informed. They will take an early opportunity to discuss the incident with staff or respond to any request for supportive discussion.
- The restraint should be discussed with the pupil (if appropriate) and shared with parents at the earliest opportunity.
- All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations.

Staff have a duty of care to themselves and to others; the duty of care includes taking reasonable measures to prevent harm. When it appears necessary to restrain a pupil, physical restraint is a form of control that is legally defensible once other alternatives have been employed or considered or when the urgency of the situation does not allow for other methods to be employed.

Staff should be aware that they might need to justify their actions if they have used physical intervention.

The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

Who can use Positive Handling?

It is the policy of Orchard Primary School that as many staff as is possible are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the school's Behaviour Policy. Once trained, staff can use their certificate details to register and log into the Team Teach website http://www.team-teach.co.uk/Lets_Share.html.

Only members of staff in receipt of this training are authorised by the Headteacher to use reasonable force, as a last resort, to control or restrain pupils.

Authorisation is not given to volunteers, students on placement, agency teachers and visitors.

It is the responsibility of the Headteacher to ensure that staff are fully informed of the school's policy and understand what authorisation entails. The Headteacher will arrange training and guidance to staff as appropriate.

This school has adopted elements of the Team Teach Method for Restrictive Physical Interventions. All training courses have been led by trainers fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the DfE and Department for Health guidance, and within rigorous guidelines.

Reasonable physical interventions

Restrictive physical interventions may include:

- Bodily contact- where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds.
- Environmental- where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

Unreasonable use of force/Prohibited forms of Restraint or Holding

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs.)

Reasonable force DOES NOT include the following actions, or any others that may reasonably be expected to cause injury or be considered indecent. For example:

- Holding around the neck or collar
- Restricting a young person's ability to breathe
- Twisting or forcing limbs against a joint
- Holding or pulling by hair or ear
- Locking a young person in a room
- Corporal punishment (or the threat of it)
- Any act or threat of an act, such as hitting, kicking, slapping, punching, prodding, poking, throwing an object, rough handling etc... which causes or threatens harm or the expectation of harm to a pupil
- Holding a child face down (supine holds should only be used for specific identified children, if it is the only safe way to hold the child. A dynamic risk assessment will need to be made).

The above actions are forbidden and could lead to disciplinary action against staff.

Seclusion

Other than as a one-off emergency measure to protect health and safety, force should not be used to keep a pupil secluded (locked in a room on their own). Seclusion is only lawful by specific court order and will not be part of a planned strategy at this school.

Children are not allowed to be put in a room with an adult on the outside.

Whenever children need time away from class they will always be supervised by adults in the same room.

The Post Incident Support structure for Pupils and Staff

Following a serious incident it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase.

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. Any injuries should be reported –children in the incident register and both children and staff in the Local Authority Incident Reporting Form. Both are kept in the office. It is important to note that injury in itself is not evidence of malpractice.

Even when staff attempt to do everything right, things can go wrong. Part of the post incident support staff may involve a reminder of this, as people tend to blame themselves when things go wrong.

Time needs to be taken to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage.

Time needs to be given to following up incidents so that children have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. This is an opportunity for learning for all concerned.

Both adults and children may need time to recover and rest or regain composure before returning to class.

Recording (Appendix C)

Whenever restraint is used the incident must be recorded on a Restraint Incident form (Appendix C) and also a general Behaviour incident form completed (see Behaviour Policy). A copy should be retained in the confidential filing cabinet in the Headteacher's office restraint file). The incident should also be recorded on the school's SIMS system.

All staff involved in an incident should contribute to the record which should be completed with 24 hours. These records will be retained and cannot be altered.

A copy of the current Restraint / Physical Intervention Policy is archived alongside the individual records each year. These records are kept in the school office.

Staff Should:

- Read through the school recording form carefully.
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

The report should contain the following:

- The name(s) and personal details (gender, ethnicity, age etc) of young person(s) involved.
- The time and location.
- Names of witnesses.
- Details of how the incident was triggered and progresses with details of observed behaviour.
- Details and outcomes of the steps taken to diffuse the situation.
- A description of the degree of the force used, how applied and for how long.
- Suggested strategies for assessing risk in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed.

Parents/carers must always be notified if their child has been physically restrained by phone. If a member of staff feels that a child's welfare will be compromised they should seek advice from the Head teacher.

Monitoring and evaluation of incidents

The school incident log is open to external monitoring and evaluation.

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The records of any incidents will be scrutinised on a regular basis, at least half-termly.

The monitoring process will consider:

- The level of incidents across the school
- Patterns of incidents: are they occurring disproportionately with particular pupils, particular teachers, in particular year groups
- The accuracy of recording
- The extent to which approved interventions are being used
- The extent to which all aspects of this policy have been followed.

All the information on restraint will be collated, providing clear data on the amount of restraints for each child and any trends. This data may be used to decide on whole school issues, to provide an indication of individual improvement or deterioration in behaviour and to provide evidence when involving outside agencies.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures (see staff and pupil disciplinary policy).

The Headteacher or another senior leader will liaise with the relevant governor responsible for SEN/pastoral care, provide him/her with results of the regular monitoring and make an annual report to the governing body on the success of this Positive Behaviour Support and Physical Intervention policy.

What to do after the use of a restrictive physical intervention (i.e. restrictive hold or restraint preventing mobility - single elbow, double elbow, figure 4, wrap)

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved on the Accident and Incident Report Book which is kept in the main office.
- Recording will be completed on the same day whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

The Senior Leadership Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher will report this information to the SEN Governor at their termly meetings.

Complaints procedure

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. Any such allegations should be noted in the de-brief. Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

If there is a concern about a staff member using restraint unnecessarily and there is an allegation against the member of staff, the Management of Allegations against Staff Procedures will be followed. The designated officer within the Local Authority (LADO) will be notified of any allegation against a member of staff and s/he will decide if a Strategy Meeting needs to be held.

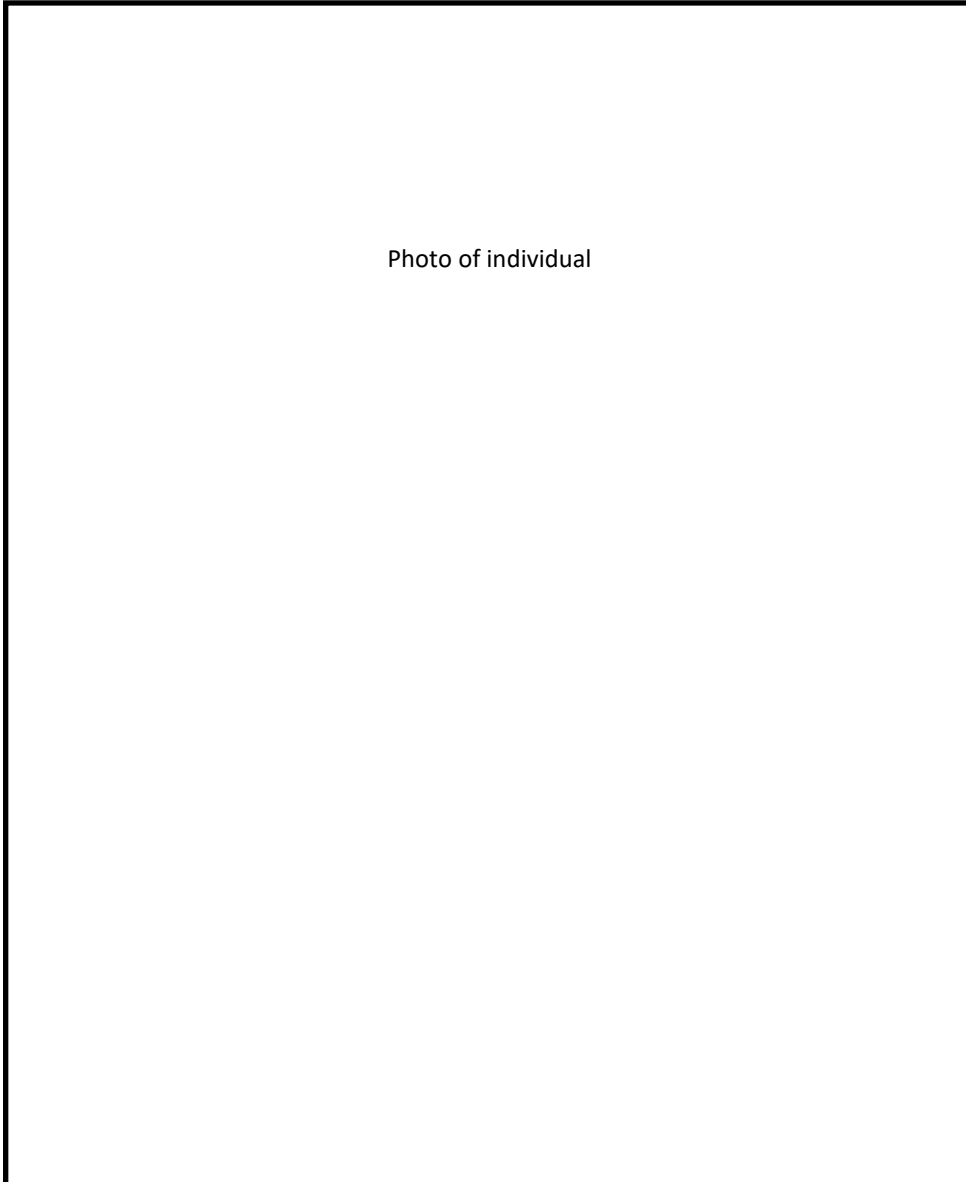
Monitoring and Review

This policy will be reviewed by the Governing Body every 3 years or as necessary to reflect changes in Statutory Guidance published by the DfE.

Appendix A

Orchard Primary School

Sample Risk Assessment and Positive Handling Plan (PHP)



Name of pupil:

DOB:

Year Group:

Name of Class Teacher:

Date of Plan:

Review Date:

Identification and Assessment of Risk

Why is it necessary to have a positive handling plan?	In response to staff concerns Following a series of incidents Following a major incident
<ul style="list-style-type: none"> • Anger outbursts – hitting, punching, shoving others; targets anybody who ‘is annoying/irritating him’; shouts and swears at others; throws objects; kicks objects in his way; threatens to ‘kill’ other children who have ‘wound him up’ • Refusal to comply with requests from adults – will answer back, argue, scream and shout, storm off – has a tantrum and loses control over simple instructions e.g. sitting down on a chair • Task avoidance – will rip up work, refuse to participate in lesson, scribble on work or doodle • Constant low level disruption in lessons e.g. shouting out, shouting at other children across the classroom • Poor social interaction with peers – threatening and intimidating behaviour 	

Frequency H – hourly, D – daily, W – weekly, M – monthly, T – termly, A – annually	Challenging Behaviours	Estimate, Opinion or known	Intention D – deliberate, A – accidental, I – involuntary, U – unintentional	Risk/ likelihood - (likelihood of that harm happening) 1 – improbable to 5 – almost certain	Hazard/ severity – potential degree = 1 – minor injury to 5 – death	Risk rating (see last page for guidance)
D	Disruption (difficulties staying on task, shouting out, concentrating and maintaining motivation)	K	D	5	1	5 – moderate
M	Violence/Aggression	K	D, I	4	2	8 – moderate
A	Impulsive dangerous behaviour /lack of self-control (X can react violently to stress situation trigger –when feeling unfairly treated)	E	D	4	3	12 – high
M	Self-harm	E	I	3	1	3 – low
D	Non-compliance	K	D	5	1	5 – moderate
W	Confrontational with peers and adults	K	D, I	4	2	8 – moderate
T	Other: Harm from damage to property	K	D	3	1	3 - low
A	Other: Harm from Absconding	O	D	2	4	8 - moderate
M	Other: Self-Harm (banging fist, slapping face)	K	D, I	3	3	6 - moderate
A	Other: Allegations against staff	K/O	D	3	2	8 - moderate

Who/what is affected by the risk?	Self Peers All staff Unfamiliar staff (new/male/female) Visitors Members of the public Other – state: Property; Specific Individuals
In what situations do the risks occur? (Flash points/high risk situations)	At break and lunch-time if X is requested to improve behaviour, or comply with instructions – exceptionally rude to staff and aggressive towards other pupils Whenever X feels he has a difficulty with an activity in class When X gets frustrated with other pupils or struggles to work in a team e.g. playing football Whenever X feels he is ‘losing face’ because other pupils are not intimidated by hid threats In class if X is requested to improve behaviour, or comply with instructions and he feels that he shouldn’t have to he will become exceptionally disruptive On arrival at school When told of change to routine Meal times When he observes change in routine ‘Fight or Flight’ situations Non-preferred lessons Transition between lessons Out of school activities Risk of absconding PE lessons Other – please state: Assemblies
Are there any known triggers?	Frustration/Annoyance Conflict Work Pressure/Demands Non-Preferred Activity Change to routine Gender issues Anxiety Learned Behaviour Choice required to be made External e.g. respite Regular staff absent Critical Feedback Perceived injustice/feeling of being unfairly treated Not allowed to do something he wants Inappropriate response to challenge Poor response to environmental changes – noise, crowds etc. Other – state: Poor Peer Interactions during football matches
Are there any medical or emotional considerations?	Possible psychiatric/psychological difficulties/episode
What purpose do these challenging behaviours serve?	Sense of injustice; Attention Seeking; Maintaining ‘face’ within peer group; Wanting to get his own way.
What are the warning signs? (Stage 1 of a developing crisis)	Shows sign of frustration and agitated behaviour Rocking, tapping, fidgeting Refusing to co-operate Making noises and moving around Talks louder - higher – quicker; repeated phrases
Control methods to reduce the risks	2:1 staffing support – Team Teach trained – for high risk activities off site 1:1 staffing support – Team Teach trained – part-time for higher risk activities Team Teach trained staff with pupil at all times – with whole group, not 1:1 Team Teach trained staff available via Red Triangle System for incident support Additional specific TA support in particular lessons Extra TA support in class – not 1:1 Individual timetable options available to him Flexible timings: Some time in, some time out @ lunch. E.g. 12-12.15 Lunch; 12.15-

	<p>12.40 in Help Me Room; 12.40-12.55 outside if X is in a good place.</p> <p>Options of going out, staying in at break or staggered break times – 5 minutes, increasing to 10 minutes etc.</p> <p>Restrict a 'circle of friends' or 'Lunch Bunch' for closely supervised games e.g. football</p> <p>Restriction of out-of-school visits – if risk assessment on the day requires</p> <p>Restriction of school-based activities</p> <p>Pre-school telephone call home to ascertain mood/anxiety levels</p> <p>Post-school telephone call home to give feedback – as needed</p> <p>Special seating arrangements – sat near door for escape route, next to staff</p> <p>Special arrangements on arrival/at end of day</p> <p>Behaviour Management plan to be devised/reviewed</p>
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Risk Reduction Options	
Avoidance (Stage 1 and 2 of a developing crisis)	<p>Becomes more belligerent and argumentative</p> <p>Changes in eye contact and posture</p> <p>Breaks minor rules</p> <p>Low level destruction e.g. screws up work</p> <p>Challenges e.g. 'I will not ... you can't make me'</p> <p>Swears</p> <p>Shouts at and intimidates his peers</p>
Strategies (pro-active interventions to prevent risks occurring and strategies to promote alternative and more acceptable forms of behaviour).	<p>Verbal advice and support</p> <p>Increased support and/or supervision – intervene early</p> <p>Offer reassurance</p> <p>Use appropriate humour</p> <p>Display calm body language</p> <p>State boundaries and state consequences</p> <p>Distraction and diversion to another activity</p> <p>Communicate "talk and I will listen (script)</p> <p>Symbols/PECS book/communication aid available to communicate/request calming activities</p> <p>Ear protectors</p>

Notes:

- Revise anger management strategies - teach X how to cope with stress; E.g. Tell yourself to 'STOP'; Give brain thinking time; Encourage X to tell himself 'I can handle this without getting angry'; X to say 'Be, be calm, be calm'; Walk away and tell a teacher when getting frustrated; Count backwards from 20; Breathe deeply; encourage X to tense and relax muscles; calm down by sitting and feeling pulse – feel it slow down as body relaxes.
- Create a list of concrete steps that can be followed when he becomes angry; make a visual support of the steps.
- Teach X how to identify challenging situations and provide and practice pre-planned, rehearsed steps that they can take.
- Use games and PSHE 'tasks' to practise anger management strategies
- Help X to develop greater awareness of emotions - teach the link between specific frustrating experiences and negative feelings in a concrete, cause-effect fashion. E.g. X gets angry when other children 'get in his way', wind him up or are 'in his face'; effect – he gets angry and pushes and shoves them out of his way, or hits them.
- Class Teacher to work with X to develop relaxation techniques and have a quiet place to go to relax.
- Work with X on de-escalation techniques (using time-out and feelings ometer).
- Remind X of the (consistent) classroom rules and routines – remind X what we expect of them and how they should behave in school.
- Make sure that these rules are explained explicitly using visual supports.
- Sign set of similar rules for X as a contract. E.g. I am gentle – when I get angry I will not hurt another person. I listen – if I get frustrated because I don't know what to do, then I ask Mrs X.
- Remind X that there will be consequences for rule-breaking – develop a list of clear consequences with X (see plan).

Rewards

- Verbal praise
- Written praise through celebratory comments in marking
- Affirmation stickers and stampers in books
- 'Praise Postcard' and 'Ask Me What I Did' stickers to share good news with parents
- Giving positive oral feedback to parents/carers
- Merit certificates written by class teachers or Teaching Assistant's
- Special stickers awarded by the Midday Supervisors
- A mention in 'The Golden Book'
- Allowing X to share work with the rest of the class, other classes or teachers
- Showing work to the Headteacher
- The use of Merit Points
- The use of House Points
- Golden Time
- Sharing achievements in assemblies
- Individual class-based systems of praise and reward
- Giving X additional responsibilities
- Additional 'X' time for free-choice reward

<p>De-escalation Strategies - early interventions to manage risk (Stage 1 and 2 of a developing crisis)</p>	<p>Verbal advice and support Giving space (Calm down space available – Safe Space/Time Out Zone; Supported withdrawal to “calm down” area; Specified withdraw) Reassurance Help scripts Negotiation and Limited Choices Humour Remind Consequences Planned ignore Supportive touch Transfer adult Success reminded Simple listening Acknowledgement Apologising Agreeing Removing audience Others: Referral to Headteacher</p>
<p>High Level Behaviours (Stage 3- crisis)</p>	<p>Shouts and screams Cries Head banging/fist banging Slaps own face Damages property Becomes more of a risk taker e.g. threatens to abscond Threatens others Hurts others</p>
<p>Positive Handling Strategies (as above plus Team Teach Physical Interventions including RPI)</p>	<p>Single Elbow and Guide and Steer Hair Responses; Clothing Response; Bite Response</p>
<p>Reactive interventions</p>	<p>Removal of peer group; Removal of staff Physical holding/positive handling by staff – state number: 2-5 as appropriate to situation, only as an extreme measure as escalates situation initially Temporary exclusion following a major incident Temporary exclusion Permanent exclusion</p>

Action	Sanctions/Consequences
Task <u>avoidance</u> – wastes learning time in class due to lack of focus (Does not apply to pupils who are simply slower workers)	Completes any un-finished work at break, lunch-time and/or Golden Time
Low level disruption in class –shouting out, intentionally distracting other pupils so that the lesson is disrupted, seeking attention etc.	2 verbal warnings, as in the policy, then loss of Golden Time in 5 minute increments If disruption prevents other pupils from learning successfully, then the pupil will be removed from class for a) a time out, or b) given the choice to work in the corridor. c) If disruption is more severe, then the pupil is removed from class to work under the supervision of the Headteacher, or in her absence, a senior teacher
Rudeness towards staff or ignoring instructions both in and out of class e.g. answering back, arguing with an adult	2 verbal warnings, as in the policy, then loss of Golden Time in 5 minute increments. If challenging behaviour is severe and persistent, and time out strategies etc. have failed, then loss of break/lunchtime up to 2 days. 'Repair' work undertaken with the Headteacher
<u>One</u> act of deliberate, <u>unprovoked</u> physical aggression towards another pupil, which compromises the health and safety of that child will be sanctioned by ...	Internal exclusion from the class for up to 2 days e.g. if incident was at lunchtime, would not go back into class in the afternoon; Internal exclusion from the playground at lunch and break-time for up to 5 days (depending on the level of regret demonstrated by the pupil and how the 'repair' work is received and undertaken). Parents informed - warning of fixed-term exclusion given for any re-occurrence of <u>deliberate aggression</u> towards others. BSP and Risk Assessment drawn up.
A second/re-occurring <u>deliberate and unprovoked</u> physical assault on another child, which has compromised the health and safety of that pupil.	2 day fixed-term exclusion with an extension to up to 5 days if other unacceptable behaviours present themselves during any investigation.
<u>Provoked</u> attack on another child – triggered outburst of aggression. E.g. Pupil has lashed out in response to being badly tacked in football by another pupil.	Internal exclusion from the class if warranted, and/or playground at lunch and break-time for up to 3 days. 'Repair' work undertaken.
Unprovoked threatening and unpleasant behaviour towards other pupils - name calling, swearing etc.	Loss of lunch and break-time for up to 2 days. 'Repair' work undertaken, including writing an apology to the victim.
Deliberate damage to property e.g. knocking over furniture, throwing chairs etc.	Loss of lunch and break-time for up to 2 days. 'Repair' work undertaken e.g. anger management.
Racist Comment e.g. calling someone a Paki	Loss of lunch and break-time for up to 5 days (depending on the level of regret demonstrated by the pupil and how the 'repair' work is received and undertaken). Parents informed - warning of fixed-term exclusion given for any re-occurrence.

Actions following any incident:	People take time to recover from a serious incident. Immediate action should be taken to ensure medical help is sought if necessary. All injuries should be reported and recorded using the school's system (injury in itself is not evidence of malpractice). Time needs to be found for both staff and students for recovery and for the possible depression that will follow a distressing incident as well as the time needed to repair relationships. The outcome of a serious incident can be learning, growth and strengthened relationships.
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De-brief structure: (Reflect; Repair; Reconnect)	<ul style="list-style-type: none"> • Medical checks • Basic needs met e.g. drink • Child given opportunity to talk • Staff given opportunity to talk • Support; Re-assure; Monitor
Recording and Reporting Required:	<ul style="list-style-type: none"> • Inform X's parents by phone • Inform parents/carers of any other child injured, by phone • Record in school's incident book (Head's office) • Record injuries on appropriate accident forms • Inform Headteacher if any pupils injured

“Team Teach Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews – Director of Team Teach).

Signature of Headteacher: **Date**

Signature of Parents/Carers: **Date**

Signature of Pupil: **Date**

This document has been read by the following staff:

Print Name	Signature	Date

Orchard Primary School Behaviour Support Plan.

(Developed from Team Teach Training)

Name: **D.O.B:** **Year:** **Completed By:** Fiona Shields **Review date:** **PHP:** Yes

Whole School Inclusive Behaviour Support: Awards e.g. Star of the week; Merit Point Reward System; Prompt /praise; Clear expectations, Positive relationships.
Personalised Behaviour Support: LSA support; ‘Working Towards’ personal reward system, individual nurture time with peer buddies’, work station, clear consequences.

Level 1 Anxiety Behaviours.	Level 2 Defensive Behaviours.	Level 3 Crisis Behaviours.	Level 4 Recovery Behaviours.	Level 5 Depression Behaviours.	Level 6 Follow up Behaviours.
Shouting out. Fidgety. Low level disruption. Silly noises and behaviour. Facial expressions change. Gets up out of seat and wanders around class.	Refuses to co-operate. Turning away and refusing to speak. Screaming/shouting. Hurting other pupils. Challenges – (you can’t tell me what to do). In tense disruptive behaviour – (picking up objects, pacing, breaking minor rules). Makes abusive remarks.	Hurts himself and others. Yelling/screaming. Throws objects/furniture. Grabbing/threatening others.	Reverts to normal behaviour. Wants to play and have fun.	Doesn’t want to interact with others. Wants to be alone. Wanders around class or outside.	Wants to play and interact with others. May be open to talk about what happened.
Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to Support	Strategies to Support	Strategies to Support
Intervene early. Distract using another activity. Diffuse using guided chat about a topic that interests X. Deflect with a job. Reminder of reward – (remember once we have done this we can...). Use help script. Display calm stance.	Continue to use responses from Level 1. Keep within social space. Planned ignoring (if appropriate and time limited). State desired behaviour. Use 1-5 count down. Offer clear choices. Assess situation/get help if needed. Guide away from situation with caring C’s if needed.	Stay calm and assess health /safety situation. Make environment safe (move furniture /weapons). Give time. Use PHP procedure if Positive Handling is absolutely necessary. Ensure face, voice and posture are calm and supportive.	Closely support/monitor. Allow time and space to calm down. Offer distraction. Look for signs X is ready to talk.	Continue to use Level 4 responses. Reassure. Show concern (we care about you). May accept touch on arm to ‘reassure’.	Gently talk about what happened without confrontation. Look for signs X is ready to talk. Use visual prompts if necessary to discuss what happened and how we could avoid similar events in the future. Explain any consequences (if appropriate). Integrate back into class or school activity when X is ready to re-engage.

APPENDIX C – Use of Restraint Record
(From ‘Training in Positive Handling’ Workbook v.2013 by Team Teach)

Name of Pupil		
Class and Year Group		
Date and time of incident		
SEN/Vulnerable	Y/N	
Staff involved directly		
Staff witnessed		
Other pupils involved directly		Any SEN/Vulnerable needs? Y/N
Other pupils involved as witnesses		Any SEN/Vulnerable needs? Y/N
Description of incident (including any attempts to de-escalate and warning given that restraint may be used)		
Reasons for using restraint		
Description of restraint used		
Details of any injury suffered by staff/pupils (including any first aid/medical attention required)		
Follow Up (including post incident support and any disciplinary action against pupils)		
Sharing of Information	Date parent/carer informed of incident:	

	<p>Time:</p> <p>By whom informed:</p> <p>Outline of parent/carer response:</p>
<p>Has any complaint been lodged? Y/N</p> <p>If yes, give details by whom and who to:</p>	
<p>Name of person compiling report</p>	<p>Role:</p>
<p>Name of person countersigning report</p>	<p>Role:</p>

APPENDIX D

Orchard Primary School De-escalation Techniques

Consistency is nearly always trumpeted by most staff as the most important behaviour management tool. Therefore, we should all act in a similar way & know what the general response should be.

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting their behavioural growth. It is axiomatic that, if some staff responses promote positive and appropriate behaviours, then others, inadvertently, increase the likelihood of acting-out behaviours.

These responses are grouped as a series of Techniques.

1. GROUP CONTROL
2. ATTITUDE & APPROACH
3. NON-VERBAL BEHAVIOUR
4. VERBAL BEHAVIOUR

For each factor there are Behaviours which reduce problems and Behaviours which, potentially increase problems.

GROUP CONTROL - Good group control is an integral aspect of effective work with young people. If there is no order to group functioning, then neither individual, nor group objectives can be met.

DON'T

- Be unclear and hurried in speech or actions.
- Overreact.
- Issue complicated instructions.
- Show favouritism or be inconsistent.
- Use ridicule or sarcasm.
- Have inappropriate expectations

DO

- Be on time. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult places upon the activity/lesson and makes colleagues tasks easier.
- Settle the group to its task with as little delay as possible.
- Clearly state the expected task, which must be relevant to the ability and interest levels of all the children.
- Check that you have been understood.
- Be clear and decisive.
- Address and resolve situations – don't let them drag on or escalate without attention.
- Be alert to what is going on and ensure that your attention is distributed across the whole group. Scan the group regularly.
- Relate to all the children by verbal exchanges and social reinforcers such as eye contact, facial expressions and nods.
- Most importantly know the Behaviour Policy and stick to it.

ATTITUDE AND APPROACH - Staff members' attitude and approach in all situations affects the quality of relationships

with pupils. In situations of rising tension, staff attitude and approach is crucial. It can improve or complicate the chances of success.

DO

- Appear calm and collected if possible – you are communicating messages. Be clear and firm about boundaries of acceptability.
- Show a non-biased nature and be aware of self-fulfilling prophecies and labelling.
- Be prepared to listen.

- Know when the situation is stalemate. Don't create a win – lose situation without it being a calculated decision.
- Be flexible in thought and response. Use tangential techniques.
- Value people as individuals.
- Wherever possible, show trust and allow pupils to solve their own problems.

DON'T

- Be fooled into thinking you should always be able to deal with any situation.
- Expect colleagues to do without your support.
- Be unfair or hostile.
- Inflate the situation out of proportion
- Allow yourself to be wound up.
- Carry on, if you know you are wrong.
- Re-start the argument or incident once calm has been achieved.
- Use unnecessary peer group pressure.

NON – VERBAL BEHAVIOUR - The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage, or signal low key staff involvement. Once sent, there will normally be a response. Similarly, acknowledging such signals from a pupil or the group also enables low key responses from staff.

DO

- Make an attempt to look at an individual when you are making an important point.
- Be aware of the signals given out by your body position and posture. Try to sit down.
- Nod your head to indicate attentiveness.
- Smile – particularly to show agreement.
- Be aware of the physical distance between yourself and others and the message it conveys.
- Raise your eyebrows to question.
- Use hand, shoulder and whole body gestures to support decision.
- Seek signals that your message has been correctly received.

DON'T

- Invade personal space.
- Stand over pupils in a threatening manner.
- Appear to lack confidence.
- Appear tense.
- Retaliate with physical gestures.
- Use inappropriate physical contact with any child.
- Be oblivious to signals within the environment.
- Remain static.
- Appear intimidated

N.B. People on the autistic spectrum often have difficulties interpreting non-verbal communication.

VERBAL BEHAVIOUR - Verbal communication operates at many levels within the teaching, caring and therapeutic processes at school. It is probably, the most important tool staff have in helping young people towards personal growth and, employed correctly, the most powerful de-escalation skill staff have in their possession.

DO

- Acknowledge the existence of a problem – check for anxiety (however it is manifested).
- Give reassurance and offer support.
- Be aware of voice quality, pitch and power, make good use of pauses allow take up time.
- Paraphrase what has been said and check back with the child that it is understood.
- Present facts or issues which may not be known to the child.

- Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices and alternatives. Always provide an 'escape route'.
- Use the word "we" in discussion and explain that the solution can be a "together" one.
- If you can, offer "If I were you....., but it's up to you", programming leads.
- Identify the options – give three, with the preferred choices always last.
- Use thank you to assert pupil compliance.

DON'T

- Ever place the young person in a position of no escape.
- Use destructive criticism, sarcasm, belittling method to humiliate.
- Remind the child of previous incidents.
- Use personal details in front of a group.
- Make unrealistic threats.
- Make insensitive remarks.
- Lose your temper.
- Make "You Will" statements.
- Allow the "You can't make me – I won't" type situations to develop.
- Get involved in "You did – no I didn't", type arguments.
- Argue with adults present – if you think parents may disagree with the school's position see them separately to the pupil. Then invite the pupil in to discuss "we have agreed that" decision made.

APPENDIX E

USE OF REASONABLE FORCE GUIDANCE FOR SCHOOL LEADERS, STAFF AND GOVERNING BODIES

ABOUT THIS GUIDANCE

(i) This is non-statutory guidance 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 school leaders and governing bodies in respect of this power.

(ii) This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

Education and Inspections Act 2006.

WHO IS THIS GUIDANCE FOR?

This advice is aimed at governing bodies, head teachers and school staff in all schools.

KEY POINTS

(i) 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.

(ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

(iii) Senior school leaders should support their staff when they use this power.

What is reasonable force?

(i) 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.

(ii) 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 student needs to be restrained to prevent violence or injury.

(iii) ‘Reasonable in the circumstances’ means using no more force than is needed.

(iv) 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.

(v) 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.

(vi) 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.

2 Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force¹.

¹ Section 93, Education and Inspections Act 2006

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) 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.

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

Schools can use reasonable force to:

- remove disruptive children 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; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

4 Communicating the school's approach to the use of force

(i) Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.

(ii) 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.

(iii) Schools do not require parental consent to use force on a student.

(iv) 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.

(v) 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.

5 Using force

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

Physical Control in Care Medical Panel - 2008

- 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.

6 Staff training

Schools need to take their own decisions about which staff will require training in the use of force, and what that training should be. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

7 Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

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

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) 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.
- (iii) 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.
- (iv) Suspension must 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.
- (v) 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.
- (vi) 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.
- (vii) 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.
- (viii) 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.

9 What about other physical contact with pupils?

- (i) 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.
- (ii) Examples of where touching a pupil might be proper or necessary:
 - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and

f. To give first aid.

Frequently Asked Questions

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

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

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

A. 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. School staff should expect the full backing of their senior leadership team when they have used force.

Q. What about school trips?

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

Q. Can force be used on pupils with SEN or disabilities?

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

Q. I'm a female teacher with a Year 6 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A. There is a power, not a duty, to use 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.

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

A. 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.