

Restrictive Interventions, Positive Handling and Safe Touch Policy



Approved by:	Interim Executive Board
Last reviewed on:	13/07/2026
Next review due by:	July 2027

Policy Statement

At our school we are committed to providing a calm, safe and respectful environment where all children can learn and all staff can work without fear of violence, abuse or disruption. We recognise that, on rare occasions, children may become dysregulated and present a risk of harm to themselves or others. In these circumstances, school staff may use reasonable force and/or restrictive interventions where necessary to prevent injury, serious damage to property, serious disruption or the commission of an offence.

Any use of restrictive intervention will always be a last resort. Staff will first use de-escalation strategies, including calm communication, clear boundaries, emotional regulation support and restorative approaches.

We are committed to ensuring that:

- Children are kept safe at all times
- Any intervention is lawful, reasonable, proportionate and necessary
- The least restrictive option is always used for the shortest possible time
- Dignity and respect are maintained
- Safeguarding is central to all decisions
- Staff are appropriately trained and supported
- Parents are informed where appropriate

This policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy and Health and Safety Policy.

This policy complies with:

- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education
- Behaviour in Schools: DfE guidance (2022)
- Use of Reasonable Force guidance (DfE)
- Guidance for Safer Working Practice

Aims of this Policy

- To keep pupils, staff and visitors safe
- To promote positive behaviour and strong relationships
- To reduce the need for restrictive intervention through early support
- To ensure staff act consistently, safely and lawfully

- To provide clear expectations for safe touch and intervention
- To ensure effective recording, reporting and review
- To support inclusive practice in line with equality duties

Safe Touch

We recognise that appropriate physical contact can be an important part of primary school care, support and learning.

Appropriate touch may include:

- Comforting a distressed child (where appropriate and welcomed)
- Guiding a child safely around school
- Hand-holding for safety or reassurance
- First aid and medical support
- Personal care support where required
- Physical guidance in PE or practical learning

All touch must be:

- Age-appropriate and in the child's best interests
- Professional, transparent and proportionate
- Used to support, never to punish
- Respectful of individual boundaries and needs

Touch must never be:

- Used as a punishment
- Aggressive, forceful or intimidating
- Sexual in nature
- Used in anger or frustration
- Secretive or unnecessary

Staff should be mindful that some pupils may not be comfortable with touch due to SEND needs, trauma or personal preference.

Restrictive Interventions and Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, staff may use reasonable force where necessary to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Committing an offence
- Causing serious disruption
- Leaving a safe area where they are at risk

Reasonable force means using the minimum level of intervention, for the shortest time, to prevent harm.

Restrictive interventions may include:

- Physical intervention
- Guiding or escorting a pupil safely
- Blocking access to danger
- Preventing movement to avoid harm
- Removing dangerous objects

Interventions will always be:

- Last resort
- Proportionate to risk
- Time-limited
- The least restrictive option available

Restrictive intervention must never be used:

- As punishment
- To gain compliance where there is no safety risk
- In response to verbal defiance alone
- To cause pain or humiliation

Prohibited Practices

The school prohibits:

- Corporal punishment
- Any technique intended to cause pain
- Holds that restrict breathing or airways
- Neck holds or any dangerous restraint techniques
- Prone restraint (except in exceptional, immediate life-threatening risk where no alternative exists)
- Deprivation of food, drink or toileting as a behaviour management method
- Humiliation or degrading treatment
- Seclusion used as punishment

Any concern about inappropriate practice will be treated as a safeguarding issue.

Recording and Reporting

All significant incidents involving restrictive intervention or reasonable force must be:

- Recorded promptly and accurately, using the online incident form and the numbered bound book
- Reported to a member of SLT
- Shared with parents/carers as soon as reasonably practicable

Records will include:

- What happened before the incident
- De-escalation strategies used
- Why intervention was necessary
- Type and duration of intervention
- Any injury or follow-up action
- Pupil voice where appropriate

All incidents are reviewed by SLT to identify patterns and inform support planning.

Following incidents, pupils and staff will be supported through:

- Restorative conversations
- Emotional regulation time
- Staff debrief and support
- Review of risk assessments or behaviour plans where needed

Staff Responsibilities and Training

All staff are responsible for:

- Promoting calm, safe and respectful behaviour
- Using de-escalation strategies as a first response
- Following this policy consistently
- Recording and reporting concerns appropriately
- Maintaining professional boundaries

Staff will receive training in behaviour management and de-escalation. Where appropriate, identified staff will receive additional training in restrictive intervention techniques, refreshed regularly.

SLT are responsible for:

- Monitoring incidents and trends
- Ensuring staff training and support
- Overseeing risk assessments and behaviour plans
- Ensuring compliance with safeguarding duties

Safeguarding

All use of restrictive intervention must be considered within a safeguarding context.

Following incidents, consideration will be given to:

- The child's emotional and physical wellbeing
- Any injuries or medical needs
- Whether additional SEND or pastoral support is required
- Whether concerns indicate wider safeguarding issues
- Staff conduct and practice

Any safeguarding concerns will be acted upon in line with the school's Child Protection Policy.

Parental Partnership

We work closely with parents and carers to support behaviour and wellbeing.

Parents will:

- Be informed of significant incidents involving restrictive intervention
- Be involved in support planning where appropriate
- Be encouraged to work in partnership with school expectations

All communication will be respectful and solution-focused.

Monitoring and Review

This policy is reviewed annually by the Headteacher, SLT and Governors, or sooner if guidance changes.

Monitoring includes:

- Review of incident logs
- Staff feedback and training needs
- Pupil and parent feedback
- Safeguarding oversight

Linked Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Staff Code of Conduct
- Intimate Care Policy
- Online Safety Policy
- Whistleblowing Policy

