



Kings Mill School & Residence

Restrictive Intervention Policy

Approved by: Full Governing Body 18th June 2026

Last reviewed: April 2026

Next review: Summer 2028

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Statement of intent

Kings Mill believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, may be necessary.

The school understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use restrictive intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

This policy sets out the school's approach to the use of restrictive interventions, ensuring compliance with the Department for Education (DfE) statutory guidance effective April 2026. The school is committed to safeguarding, dignity, and the rights of every pupil. Restrictive intervention is used only as a last resort, when necessary to prevent harm, and always in a manner that is lawful, proportionate, and accountable.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010

This policy has due regard to the following guidance:

- DfE (April 2026) 'Restrictive interventions, including use of reasonable force, in school.'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental Health and Behaviour in Schools'
- DfE (2021) Positive Environments Where Children Can Flourish
- DfE(2024) Behaviour in Schools; Advice for headteachers and school staff
- DfE 'Keeping children safe in education'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Team Teach work book

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Social Emotional Mental Health Policy
- Disciplinary Policy and Procedures
- Complaints Policy and Procedure
- Staff Code of Conduct
- Child Protection and Safeguarding Policy

Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Behaviour Policy should include the power to use reasonable force.
- Evaluating on an annual basis instances of physical intervention to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an **annual** basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.

The headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Report Form.
- Ensuring that the Behaviour Policy sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.
- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.

Teachers are responsible for:

- Developing individual risk assessments for pupils that are agreed with the pupil's parents, and ensuring support staff are aware of these.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher and governing board.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the headteacher.

Definitions

For the purposes of this policy, **restrictive intervention** is used to refer to any situation in which physical contact with a pupil is necessary as a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil – this includes reasonable force, e.g. to defuse a situation in which a pupil is at risk of harming themselves or others, and safe touch, e.g. comforting a pupil in emotional distress.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

For the purposes of this policy, **positive handling** is defined as the overall, graduated approach of responding to pupils' behaviour and emotions with the intention of protecting pupils and staff, and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, **reasonable force** is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting themselves or others, from damaging property, or from causing disorder. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary and proportionate to the circumstances, for the least amount of time.

There are two key types of reasonable force:

- **'Control'** – actions used in an attempt to direct a pupil's movements; this includes passive physical contact, e.g. standing between pupils or blocking a pupil's path, or active physical contact, e.g. leading a pupil out of a classroom by their arm.
- **'Restraint'** – actions used in an attempt to physically bring a pupil under control. This type of force is typically used in more extreme circumstances, e.g. where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

For the purposes of this policy, **safe touch** is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a pupil, e.g. where a pupil is significantly distressed and in need of physical comfort.

Accredited Positive Behaviour management

Kings Mill has elected to adopt the **Team Teach** approach. Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

The **Team Teach** principles are followed in terms of managing behaviour strategies and with regard to restrictive intervention. The overarching ethos is one of implementing pro-active strategies whilst having reactive measures in place should the situation require it.

The school has accredited trainers that provide training for all staff. All staff will receive training on Team Teach techniques and regular updates are provided.

Positive handling

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they will follow a member of staff out of the classroom.
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.

- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Reasonable force

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- If there is significant risk of damage to property.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.

- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupils arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Reasonable force techniques which present an **unacceptable** risk and **will not be used under any circumstances include:**

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

All staff will receive training on TEAM TEACH techniques and regular updates are provided.

The following techniques are demonstrated and practised by staff

- A CALM approach (Communication, Awareness /Assessment Listening/looking and Making safe skills).
- Diffusion and de-escalation strategies
- Caring C guiding
- Shepherding – single or double, using minimal physical contact
- Escorting – by two persons, using minimal physical contact
- Blocking
- Steering away

The following 3 Team Teach approved techniques are classed as physical intervention / restraint

- Two-person Single elbow
- Two-person Double elbow
- Half Shield

Staff should always consider the duration of any physical intervention / restraint and keep it to a minimum

In addition, the following methods of restraints may be used:

- Medication (chemical restraint) – this refers to the use of prescribed medication (by CAMHS) for the purpose of quickly controlling or subduing disturbed / violent behaviour. A care plan accompanies the medication and is only to be administered by allocated staff members. The administration / frequency of use are closely monitored by the prescriber.
- Withdrawal. – to include use of Safe Space
- Mechanical: the use of a device (e.g. a belt or strap) to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of being in that person's best interest for example; if an external agency recommends a student uses a wheelchair, or standing frame as part of their physical management plan and/or individual risk assessment
- Long-term segregation – this would only be implemented through multi agency working following continued serious harm to others; therefore, deeming to be in the best interest of the child or young person from not mixing

freely with other children or young people. The period of time for this use would be closely monitored by the Headteacher.

If restrictive intervention is required to manage behaviour a Positive Behaviour Plan will always be written in consultation with the relevant parties involved. This are regularly reviewed in conjunction with the recorded logs. The Team Teach trainers work with the class team and residence staff to ensure that everyone is working safely during incidents, with the overall aim of reducing the necessity for physical intervention.

Where identified it may be a requirement for staff to wear specialised clothing for protection of injury; this will be provided ie. second skin tops, gloves.

Withdrawal

In an emergency situation – ie where there is an immediate risk of a child or young person injuring themselves or any other person, damaging property or otherwise behaving in a manner which is seriously prejudicial to good order – it is permitted to place the disruptive child or young person in an area away from others for a limited period of time.

Team Teach describes Withdrawal as ‘moving somebody to a safer place where they can be monitored and supervised’ This includes being placed outside the classroom into the open spaces adjacent to school buildings or into their bedroom area when in the residence (an area they consider ‘safe’)

Team Teach describes Seclusion as ‘forcing a person to spend time alone, against their will’

Such actions must **never** be used as a punishment or as a response to staffing shortages.

The purpose of such action is primarily to prevent injury and/or damage to property. It must be done as a matter of last resort in cases of genuine emergency where there is a clear and immediate risk of harm or damage if it is not done. Use of this kind of intervention in any other circumstances may be considered unlawful, but not intervening effectively in such situations could itself constitute a breach of the duty of care.

The staff concerned must act reasonably and proportionately in pursuing such action and must ensure that the school’s responsibility for the health, safety and welfare of the child or young person removed is not compromised as a consequence of the action.

At all times, any child or young person who is moved to another area (away from others) must remain under observation by the responsible staff and should be re-admitted to the original area as soon as the staff deem the immediate risk of harm and/or damage has passed.

Is it REASONABLE, PROPORTIONATE AND NECESSARY?

All instances of this nature must be recorded on CPOMS and the incident will then be reviewed to ensure that the action taken was compliant with the terms of this policy.

Some children and young people may choose to take themselves to a 'safe or quiet place' away from others when they become distressed and / or agitated and their anxiety levels increase –this is their preferred choice and is known as 'autonomous withdrawal' It allows a child or young person to calm and self-regulate, averting the need for restraint.

N.B for young people over 16, without mental capacity, use of seclusion which amounts to Deprivation of Liberty must be authorised under the Mental Capacity Act 2005.

Use of Safespaces

The Safespace is a safe room, designed to provide a safe, calming atmosphere. Its purpose is to assist with positive behaviour support and reduce the need for restrictive intervention by helping the child to regulate their own behaviour.

A Safespace can be used as part of behaviour interventions but in such instances it should always be used as a planned intervention and its use should be supported by a Positive Behaviour Support Plan.

Separate guidance on the appropriate and effective use of these is available.

Absconding

For the use of this policy the word **Abscond** is used to refer to a child leaving area unseen, hurriedly and secretly, typically to escape from custody. By comparison the term **Bolt** is used to refer to a child that breaks away from an adult / situation but is witnessed by a member of staff.

As far as possible, security measures have been put in place to prevent a child or young person running out of the school grounds e.g. staff supervision, individualised risk assessments, secure entrance to school and residence and perimeter fencing which is checked daily by the caretaker.

However, if a child or young person does abscond the following measures must be taken:-

1. Immediately notify senior and other staff.
2. Senior member of staff to allocate roles regarding searching for a child or young person
3. Police to be notified.
4. Parents to be informed.

If a child or young person has attempted at any time to run off, this will be recorded on CPOMS, in their individual risk assessment, and P.B.P with planned strategies put in place. An Absconding Risk assessment will also be completed.

A post incident meeting will be held to discuss further measures required to prevent a reoccurrence.

Ofsted will be notified of any serious incident of a pupil running off e.g. they had left the school grounds, known as 'Absence Without Authority'.

Pupils with SEND

The school will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force. Staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The school is aware that pupils with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to meltdowns, key staff will draft a risk assessment to determine planned strategies for managing the pupil's meltdowns that are tailored to the pupil's specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the pupil and their parents, where appropriate.

Some pupils with SEND may require restrictive intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment.

Post-incident support

Following an incident of reasonable force, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened, they will be offered a de brief, time to talk through the incident. It is recognised that for many of our children and young people at Kings Mill this may be difficult. Options for these sessions include using the mobile app loaded onto iPads, emotion cushions, talking mats or symbols / questionnaire. The results of this session should be recorded on the school serious incident and CPOM incident log to acknowledge the response, and to try and alleviate repetitive behaviour.

For some pupils it may be appropriate to have a greater depth discussion. It will be explained to the pupil involved the reason that such intervention was used, and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The pupil will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

Reporting incidents and Information Sharing

A detailed written report will be kept of **all** incidents where reasonable force or restrictive intervention is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions.

All staff are required to record all incidences where reasonable force or restrictive intervention is used. This will allow monitoring of the frequency of reasonable force used across the school.

Incidents must be recorded as soon as practicable after the incident. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day unless doing so would likely result in serious harm

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the class teacher and provide a comprehensive written record of the situation as soon as possible, using CPOMS and the Restrictive Intervention serious incident form. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident. CPOMS must clearly state that parents have been contacted and how this has been communicated.

Incidents on CPOMS are monitored by the Team Teach trainers and SLT and analysed to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Reports are sent to the governing body (H&S and Safeguarding Committee) for monitoring

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Where reasonable force or restrictive intervention has been used, the pupil's parents will be informed by phone as long as this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The headteacher will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents are informed by telephone in the first instance and then followed up in writing for example, via email or online messaging system (DoJo) by the class teacher or a member of the Senior Leadership Team
- The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools will communicate this information to parents in writing.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Complaints Policy and Procedure.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

Complaints

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the Allegations of Abuse Against Staff Policy:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

Safe touch

The school understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil
- Congratulating or praising a pupil
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly
- Giving first aid to a pupil
- Demonstrating exercises or techniques during PE lessons
- Administering medicine
- Using musical instruments
- Carrying out sensory based activities e.g. TacPac, massage stories
- Massage delivered by therapists

The school understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

The school designates that the only appropriate places on a pupil's body to touch them are their shoulders, arms and upper back.

Staff employing touch for reward or comfort will use the 'help hug', rather than an embrace. The help hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the school deems inappropriate.

The school recognises that staff will sometimes need to hold a pupil's hand, e.g. to guide them or prevent them from physical harm. Staff needing to hold a pupil's hand will use the 'school hand-hold' in order to prevent any inappropriate exchange between staff and pupils. The school hand hold involves the member of staff holding their arm out and the pupil wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the pupil's for extra security.

The school understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate hand-holding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is

unacceptable and encourage them to engage in the school-hug or school-hand-hold instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the pupil's wishes.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate or in line with the Staff Code of Conduct, this will be handled in line with school Disciplinary policy.

Monitoring and review

This policy will be reviewed on a bi-**annual** basis or as required by the headteacher, DSL, and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff. This includes any updates and recommendations made by TEAM TEACH

The next scheduled review for this policy is **Summer 2028**.

Record of review/amendment

Review Date:	10 th October 2023	Page No (Other info):	3 Legal framework
Original:	DfE (2022) 'Keeping children safe in education'		
Amendment:	DfE (2023) 'Keeping children safe in education' Reviewed alongside updated KCSiE guidance – DSL		

Review Date:	April 2024	Pg No & Other info
Original:	DfE (2018) 'Working Together to Safeguard Children DfE (2018) Positive Environments Where Children Can Flourish	3 Legal Framework
Amendment:	Dates updated due to policy updates DfE (2023) 'Working Together to Safeguard Children DfE (2021) Positive Environments Where Children Can Flourish	
Original:	New addition	7 Reasonable Force
Amendment:	If there is significant risk of damage to property	
Original:	A CALM approach Double elbow	9

Amendment:	A CALM approach (Communication, Awareness /Assessment Listening/looking and Making safe skills). Two-person Double elbow	
Original:	New addition to the methods of restraint that may be used	9
Amendment:	Mechanical: the use of a device (e.g. a belt or strap) to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of being in that person's best interest for example; if an external agency recommends a student uses a wheelchair, or standing frame as part of their physical management plan and/or individual risk assessment.	
Original:	New addition to the section on Withdrawal	11
Amendment:	The school has purchased a Safespace. Its use has been added to the policy.	

Record of review/amendment

Review Date:	April 2026	Page No (Other info):	
Original:			
Amendment:	Physical intervention policy overhauled in line with updated DfE guidance (April 2026) 'Restrictive interventions, including use of reasonable force in school'.		

Review Date:		Page No (Other info):	
Original:			
Amendment:			

Review Date:		Page No (Other info):	
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Original:	
Amendment:	