



Safe Touch and Restrictive Intervention Policy

- reviewed and updated March 2026

Rationale

Safe touch is necessary for healthy child development. Children learn who they are (and how the world is) within their significant relationships. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Touch is recognized as being a physical way of soothing, calming and containing distress. Berne identified touch as a human 'hunger' necessary for survival and well-being. Many research studies have indicated the necessity of human contact and touch in the healthy development of children. It is a factor in children who experience neglect and fail to thrive.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

When comforting a distressed pupil;

When a pupil is being congratulated or praised;

Our policy rests on the belief that every member of staff needs to appreciate the difference between appropriate and inappropriate touch. Hence all staff members need to demonstrate a clear understanding of the difference. They need to show themselves to be highly aware of both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill-thought out or impulsive act of futile reassurance/gratification or as a block to referral for psychological assessment.

In recognition of this, under special, agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them, for example to calm a distressed child, to contain an angry or dysregulated child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop access to thinking, judging, evaluating and choosing mechanisms. These are sometimes known as 'higher executive skills' and they are an intrinsic part of cognitive regulation.

Safe handling and restrictive intervention can become necessary in school but it is a strategy that fully trained staff will use only under supervision and in line with a whole school policy.

Prevention and de-escalation

Safe handling or restrictive interventions should be a last resort. Staff should look at early support, identifying triggers and de-escalation strategies:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc) and then regulating it down
- Talking slowly firmly and quietly in an unhurried unflustered way
- Providing clear predictable consistently held boundaries

The developmentally appropriate (and reparative) use of safe touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neuro-biologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress and/or out of control. Not to reach out to the child in such circumstances could be re-traumatising and neuro-biologically damaging as well as confirming or inviting anti-social behaviour patterns.

Refraining from physically, safely holding a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

When is safe handling and restrictive intervention necessary?

It would be deemed to be appropriate:

- If a child is hurting himself/herself or others (or is likely to hurt himself/herself and/or others, eg. Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground)
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- If a child is damaging property, and/or
- If a child is incensed and out of control, so that all verbal attempts to engage him/her have failed.
- If a child is causing disorder among the pupils at the school (eg. remove disruptive children from the classroom where they have refused to follow an instruction to do so)

- To 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;
- To prevent a child committing a criminal offence

Staff must consider whether safe handling or restrictive intervention is necessary, proportionate and of the impact on such action on the welfare of the child involved. Staff should consider past trauma, neglect, communication difficulties and other needs which may in turn lead to intervention being distressing.

Consideration to the needs of SEND children is extremely important. Staff should consider underlying triggers of challenging behaviour. Staff must read the communication passports of children to support their understanding of strategies that are most effective for individual children.

Who can safe handle or restrict a child?

Trained staff team members. They are trained in the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring him or her down from uncontrollable states of hyper-arousal.

Whilst limits and boundaries in such circumstances can be a vital corrective emotional experience, without such an intervention (holding) the child can be left at risk of actual physical or psychological damage.

Such necessary interventions are fully in line with guidelines set out in the Government Document, '**Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England.**' April 2026.

TWO Adult rule: No adult should use safe holding when alone with a child. Where touch is used, contact should be brief and gentle, on clothed or publically visible parts of the body: hands, arms, shoulders, head, hair, shoes.

At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

Unacceptable uses of force

All staff are trained to be fully cognisant of touch that is invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever, examples being:

- Restraint that affects the airway, breathing or circulation
- Restraint where a pupil is held on the ground(staff should quickly release their hold and re-position into a safer alternative as quickly as possible

Serious Breach: Should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

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.

Recording and Reporting

As a legal requirement from April 2026, schools must record all significant incidents involving:

- Force
- Restraint
- Seclusion

They must be recorded as soon as possible (usually the same day) Parents must be informed. They must receive details of any incidents (what happened, why and any injuries). This will encourage communication between school and families, trust and accountability.

To ensure a continuous improvement cycle, there should be a follow up discussion to review the incident, identify patterns that led to safe handling and improve future practice.