



# **SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL**

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**Executive Headteacher:** Mrs Nicky Wright



## **Restrictive Touch Policy**

**1<sup>st</sup> April 2026**

<b>Date of Approval</b>	<b>Date of Review</b>
April 2026	April 2027
<b>Status and Review Cycle</b>	<b>Non-Statutory Annual</b>

## Context

This policy is in line with the Surrey Policy on Touch and the use of Restrictive Physical Intervention and associated guidance.

The Policy is written in conjunction with the school's Behaviour Policy; it also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding and Equal Opportunities.

## 1. Introduction

At South Camberley Primary and Nursery School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

## 2. Legal and Policy Context

2.1 This policy is based on:

- The DfE “Use of Reasonable Force in Schools” guidance (England). [GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Use_of_Reasonable_Force_in_Schools_guidance.pdf)
- Proposed revisions to that guidance which will introduce a **statutory duty** from September 2025 for schools to **record every significant incident** and to **report it to parents**.
- Research and policy on the use of restrictive interventions, particularly regarding children with SEND.
- FAQs from school leadership bodies explaining legal changes.

2.2 From April 2026, new regulations will make it **mandatory to record and report** ‘significant’ incidents of reasonable force.

## 3. Definition of ‘restrictive physical intervention’

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

“Restrictive Physical Intervention” is the term used by the DCSF to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

### **When the use of restrictive physical interventions may be appropriate at South Camberley**

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

### **Who may use restrictive physical intervention at South Camberley**

Staff are authorised by the Head teacher to have control of pupils, and **must** be aware of this Policy and its implications. We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations in which they exercise their duty of care for the pupils.

Staff at South Camberley are trained in the use of Positive Options and Positive Touch approaches. This focuses on the use of de-escalation strategies to respond to behaviour and safety incidents. Some of these de-escalation strategies are set out in our Behaviour Policy.

In the event that a higher level response is required to ensure safety and well-being of individuals, other pupils and staff, some staff have been trained in the use of MAPA techniques, including disengagement and holding.

### **4. Planning for the use of restrictive physical interventions at South Camberley**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

## 5. Acceptable forms of intervention at South Camberley

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where contact takes place (where possible it shouldn't be in private or without another member of staff present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.

## 6. Developing a positive handling plan at South Camberley

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

Where necessary the school may also need to take medical advice about the safest way to hold a child with specific medical needs.

## 7. Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. This is arranged at a number of levels including:

- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- specific training on Restrictive Physical Intervention techniques - all staff

At South Camberley, all staff complete Restorative approaches and Positive touch training every 3 years.

## 8. Recording and Reporting

### Recording:

- Every **significant incident** must be recorded *as soon as practicable* on CPOMs.
- The record should include: date, time, location; names of staff and pupils involved; description of events leading to the intervention; de-escalation steps attempted; nature of physical intervention; outcome; any injury to pupil or staff; post-incident review.

### Reporting to Parents/Carers:

- The school will inform parents/carers of **every significant incident** involving use of force, unless doing so would likely cause **significant harm** to the pupil.
- The report to parents should include: what happened, why force was used, how it was used, any injuries, what will be done next (e.g. behaviour plan review).
- See Appendix for recording template

- **Governance and Monitoring:**

- The leadership team and governors should regularly review the data on RPI / force incidents to identify trends, disproportionate use (e.g. for pupils with protected characteristics or SEND), and to drive change.
- Data should be used to refine behaviour support plans, training needs, and environmental or systemic changes.

## 9. Searching, screening and confiscation.

The school follows the DFE guidance on Searching, screening and confiscation:

Head Teachers and Senior Staff are authorised to search pupils or their possessions, where they have reasonable ground for suspecting that pupils may have prohibited items, including:

- Knives or weapons
  - Alcohol
  - Drugs
  - Tobacco
  - Fireworks
  - Pornographic images
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- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence or,
    - to cause personal injury, damage to the property of, any person (including the pupil)
    - Head Teachers and authorised staff can also search for any item banned by the schools rules which has been identified as an item which may be searched for.

## 10. Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Surrey's Child Protection and Safeguarding policies.

**Associated resources:**

Use of reasonable force- DFE July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Touch and the use of restrictive physical intervention when working with children and young people – Policy and guidance for surrey staff

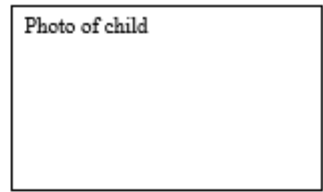
[http://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0009/263790/Policy-and-guidance-for-Surrey-staff.pdf](http://www.surreycc.gov.uk/_data/assets/pdf_file/0009/263790/Policy-and-guidance-for-Surrey-staff.pdf)

A Brief guide to school complaints for parents

[http://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0020/278012/A-brief-guide-to-school-complaints.pdf](http://www.surreycc.gov.uk/_data/assets/pdf_file/0020/278012/A-brief-guide-to-school-complaints.pdf)

Appendix A – Behaviour risk assessment

**Behaviour plan for NAME**



Child:  
 Class Teacher:  
 Class:  
 Additional adults:  
 Date of Plan:  
Communication of the plan  
 With who?  
 When?  
 Copies of plan: To be kept in classroom, SEN records, and staff room



**Agreed Behaviour Management Plan**

Strategies for parents	•	
General Proactive Interventions	•	
Stage	Signs	Interventions
Early interventions to manage risks	Stage 1 (trigger phase) Signs:	Actions:
		•
Early interventions to manage risks	Stage 2 (escalation phase) Signs:	Actions:
	•	•
Reactive interventions	Stage 3 (crisis phase) Signs:	Actions:
		•

## Appendix B -

### Restrictive Physical Intervention Record

This form should be completed as soon as possible after any restrictive physical intervention has taken place.

#### 1. Pupil Details

Field	Information
Pupil Name	
Date of Birth	
Year Group / Class	
SEND / Additional Needs	
Date of Incident	
Time of Incident	
Location	

#### 2. Staff Involved

Role	Name
Staff Member(s) Involved in Intervention	
Witnesses, including children	
Senior Leader Informed	
Parent / Carer Informed By	

#### Antecedents and Context

Describe what happened before the incident, including:

- Triggers or events leading up to the behaviour
- Environmental factors
- Any known emotional or sensory needs
- Strategies attempted prior to intervention

#### Details:

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#### 4. Description of Behaviour

Describe the behaviour that presented a risk of harm.

Include:

- What the pupil was doing
- Who was at risk
- Level of risk
- Damage or injury risk

Details:

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#### 5. De-escalation Strategies Used

Tick all strategies attempted before restrictive intervention:	
• Clear instructions / choices	
• Time and space provided	
• Sensory support	
• Planned behaviour support strategies	
• Verbal reassurance	
• Distraction / diversion	
• Removal of audience	
• Support from familiar adult	
• Other:	

#### 6. Restrictive Physical Intervention Used

Information Required	Details
Type of Intervention Used	
Reason Intervention Was Necessary	
Was the minimum force used?	Yes / No

Was the intervention proportionate to the risk?	Yes / No
Did the pupil calm during intervention?	Yes / No

**Description of Intervention**

Describe exactly what was done, including:

- The approved technique used
- Staff positioning
- How the pupil responded
- Steps taken to reduce restriction as soon as possible

**Details:**

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**7. Injuries or Medical Attention**

Person	Injury Sustained	First Aid Required?
Pupil		Yes / No
Staff		Yes / No
Others		Yes / No

Additional medical information:

### 8. Post-Incident Support and Debrief

<b>Support Provided to Pupil</b>
<b>Staff Debrief Completed</b>
<ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>
<b>Pupil Voice Recorded</b>
<ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>
<b>Pupil comments (where appropriate):</b>

### 9. Parent / Carer Communication

Information	Details
Parent / Carer Informed	Yes / No
Date	
Time	
Method of Contact	Phone / Email / Meeting / Other
Summary of Discussion	

### 10. Follow-Up Actions

<b>Tick as appropriate:</b>
<ul style="list-style-type: none"><li>• Risk assessment reviewed</li><li>• Behaviour support plan updated</li><li>• Safeguarding concern raised</li><li>• Staff support required</li><li>• External agency involvement required</li><li>• Training needs identified</li><li>• Monitoring required</li><li>• Other:</li></ul>
<b>Action details:</b>

### 11. Signatures

Role	Name	Signature	Date
Reporting Staff Member			
Senior Leader Reviewing Form			
Headteacher / DSL (if required)			

### Guidance Notes

- Restrictive physical intervention should only be used as a last resort.
- Any intervention must be reasonable, proportionate, and necessary to prevent harm.
- Records should be completed factually and without opinion.
- Parents/carers should normally be informed on the same day.
- This record should be stored securely in line with school safeguarding and data protection procedures.

### Confidential Record

This document contains sensitive and confidential information and must be handled in accordance with the school's safeguarding and data protection policies.