



Building Personal Success

## Safe Touch Policy

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**Ratified by:**

## **INTRODUCTION**

These guidelines outline the principles for physical touch between staff members and children at Brampton Primary School. All staff, visitors and volunteers at school are expected to follow these guidelines.

Research shows that physical touch is incredibly important for a child's development. Touch is essential in order to provide sensitive, good quality care and support natural interactions and is part of the development, emotional wellbeing, care and education of pupils. Touch is the earliest sensory system to become functional and is the foundation for all other sensory systems. Positive touch is beneficial for both psychological and physiological development.

Psychologically, touch can be calming and relaxing and is vital for emotional wellbeing. Physiologically, touch facilitates the growth of the body's cells and the development of the brain and nervous system.

However, in the current social climate there is a tendency to associate touch with intimacy and sexuality. Safeguarding children from inappropriate physical interactions is crucial but it is also essential to recognise that the use of positive, appropriate touch is incredibly important for a child's wellbeing, sensory regulation and emotional security.

### **Legal framework**

This policy has due regard to statutory legislation including, but not limited to the equality act 2010 and children act 1989.

This policy also has due regard to government guidance including, but not limited to, the following:

- DfE (2018) 'Keeping children safe in education'
- DfE (2018) Working Together to Safeguard Children'

This policy operates and should be read in conjunction with the following school policies:

- Intimate Care Policy
- Safe transfer of pupils' policy
- Child protection and safeguarding policy

### **Guideline on the use of physical touch**

The guideline below describes the school's procedures on the use of appropriate physical touch.

#### **Purposes of touch**

Staff at Brampton Primary School routinely engage in the physical touch with children for the following reasons:

- To aid and develop communication – touch cues, physical prompts, intensive interaction and to make social interactions;

- To offer physical support and guidance- help with mobility, moving and handling, guiding children into rooms;
- To administer first aid;
- To offer reassurance and support - comforting distressed or upset children, communicating warmth, comfort and reassurance and to develop positive emotions;
- Physical prompting and support- gestural and physical prompts during learning activities such as hand over hand or hand under hand support;
- To support children with personal care routines;
- Protection- from other children or from themselves (for example self-harming or absconding), including restraint and physical intervention;
- To carry out therapy programmes- physiotherapy, occupational therapy, rebound therapy, swimming, horse riding, following programmes and advice;
- Responding to children's physical contact;
- Giving rewards such as high fives, fist pumps or a pat on the back.

### **General Principles and Guidelines**

Staff need to have a clear idea of why they are using physical touch with children. Staff should not be touching children for the sake of it or because it is easier or save time. Discuss the use of touch with colleagues if you are unsure.

Where appropriate, have consent from the child who is involved in the use of touch. Always explain to the child what you are doing and why.

Be prepared to openly discuss and explain why you are using physical touch with children.

Staff should be sensitive to signals (non-verbal and verbal) that indicate that a child dislikes touch. For example, a child may pull away or make negative facial expressions.

Be aware that some children may provoke a physical intervention situation in order to gain physical contact.

Have a sensitive awareness that children with physical needs may require support to touch and interact in ways that happens naturally with their peers.

Staffs also need to consider the influences of race, gender, age, sexual identity and disability:

- Gender difference may make someone feel uncomfortable;
- A child's personal history may distort the understanding of a 'safe' adult;
- Children with multisensory impairments may be startled by touch;
- Children with sensory integration difficulties may interpret touch differently to others;
- It is important for staff to familiarise themselves with the needs of different children and to seek advice if they are unsure.

### **Specific Guidelines and Principles**

### **The use of touch to comfort pupils:**

It would not be appropriate or beneficial to suggest that staff do not comfort children who are upset or distressed. Staff need to be aware of children's individual needs and circumstances and should use their professional judgment when comforting them.

### **Children who touch staff inappropriately**

Occasionally a child may engage in physical contact that staff find inappropriate. Staff should withdraw from this situation as soon as possible and should have a conversation with a senior leader. If possible, staff should not give negative feedback to the child as this may reinforce the behaviour. If this is a regular occurrence, the methods for managing this behaviour should be highlighted on a child's behaviour plan. If staff feel it is not appropriate to respond to physical contact from a child, staff should avoid open rejection and should try to divert and redirect the child instead.

### **Hand Holding**

Staff should use their professional judgement when holding hands with children. Our children often need support with walking and balance or may need support to prevent them from running.

Staff need to be aware of the developmental level of the child they are supporting, and be clear the physical contact used is appropriate for the individual child. Stages of development can often be more relevant to our children than their chronological age.

In using touch during personal care routines staff should ensure that children are comfortable and familiar with the staff member delivering intimate care.

Staff should be aware of the types of touch used. Children with ASD, multisensory impairment and/or sensory integration difficulties may become confused and distressed with certain types of touch. It is important to verbalise reassurance as well.

If you are in any doubt about any issues concerning appropriate touch, or you observe any practice that causes concern, you should discuss this with the designated safeguarding lead.

All staff have a responsibility to ensure safe and appropriate practice at all times.

### **Training of staff**

All staff will be trained on the importance of safe touch annually. New members of staff will be trained as part of their safeguarding training by the DSL.