



# Safe Touch Policy

St Peter's VA Primary School WD3 8HD

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Ratified by Chair of Governors: Malcolm Wilson

At St. Peter's, our school vision of, 'One Family, Aiming High, Learning Together with God,' and our school parable of The Lost Sheep intrinsically linked within this policy. As our vision states, we are one big family and we will ensure we are all safe and cared for.

Safeguarding all in our care is of paramount importance and through a range of mechanisms we achieve this at our school. Our relentless dedication to ensuring our children are safe and happy to enjoy God's love, free from abuse, is something we'll hold dear.

### **Positive Contact**

We believe that to deny pupils all physical contact with adults is to deny a basic human need and an expression of care and concern for all pupils. However physical contact must be appropriate for the age, understanding and sex of the child and must never threaten or be sexually inappropriate. Staff must be sensitive to

*cultural backgrounds*

*the need to maintain pupils' personal space*

*be aware of pupils who have been sexually abused and will either seek physical contact or positively avoid*

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not.

Physical contact may be appropriate

*when a pupil needs to get comfort or reassurance e.g. following an accident or personal crisis.*

*when a pupil needs encouragement to attempt a new challenge e.g. to climb on to a piece of apparatus.*

*when there is a need to take urgent action to avoid an incident or injury Staff should take care when offering physical comfort to pupils and also mindful of pupils who may be approaching puberty because physical contact can be misconstrued and this can cause distress to all concerned.*

There are three different types of touch and physical contact that may be used. Appropriate touch is different in different age groups and contexts.

#### **1. Casual / informal / incidental touch**

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

EYFS	KS1	KS2
Pat on the upper back. Loose arm around the shoulders. Hand holding.	Pat on the upper back. Loose arm around the shoulders, standing to the side of the child. Hand holding initiated by the child.	Pat on the upper back. Loose arm around the shoulders, standing to the side of the child.

#### **2. General reparative touch**

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's

emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, rocking gently, cuddling or sitting on an adult's lap in EYFS (lap cushion may be used).

EYFS	I(51)	I(52)
Stroke upper back or upper arm. Loose arm around the shoulder, standing to the side of the child. Sit on an adult's lap, avoiding face to face. Rock gently. Cuddle initiated by the child avoiding face to face. Hand holding.	Stroke upper back or upper arm. Loose arm around the shoulder, standing to the side of the child. Hand holding, initiated by the child.	Stroke upper back or upper arm. Loose arm around the shoulder, standing to the side of the child.

### 3. Positive handling (calming a dysregulated child) -

The restraining techniques used should be familiar to the staff involved, and they should be appropriately trained and be able to use them safely. A child who is in a state of dysregulation and has no mechanism for self-calming or regulating their strong emotional reactions may be physically contained by staff

We would recommend that Staff employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed and bring him or her down from an uncontrollable state. Maintaining boundaries in such cases can be a vital corrective emotional experience, without which the child can be left at risk of actual physical or psychological damage.

During any incident of restraint, staff must seek as far as possible to:

- Lower the child's level of anxiety during the restraint by continually offering verbal reassurance and avoiding generating fear of injury in the child;
- Cause minimum level of restriction of movement of limbs consistent with the danger of injury (so, for example, will not restrict the movement of the child's legs when they are on the ground unless in an enclosed space where flailing legs are likely to be injured);
- Ensure at least one other member of staff is present wherever possible.

EYFS	I(51)	I(52)
Avoid touching the child, alternatively remove other children and potentially dangerous objects. Use an open mitten hand to guide the child.	Avoid touching the child, alternatively remove other children and potentially dangerous objects. Use an open mitten hand to guide the child.	Avoid touching the child, alternatively remove other children and potentially dangerous objects. Use an open mitten hand to guide the child.

#### Steps to Take Before Positive Handling

Prevention strategies and calming measures will be employed and the following action should be taken before a restraint is used.

- Applying the schools behaviour policy
- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. touching the child's arm and leading him / her away from danger, gently stroking the child's shoulder);
- Put distance between the child and others - move others to a safer place;

- *Calmly remove anything that could be used as a weapon, including objects and furniture;*
- *Use seclusion only if necessary for a short period while waiting for help, preferably where a member of staff can observe the child;*
- *Keep talking calmly to the child, explain what is happening and why, how it can stop, and what will happen next;*

*Although these techniques to calm a dysregulated child are seen as best practice, individual children may require techniques to calm down. Reference to a child's Individual Behaviour Care Plan is required for more information.*

### **Nappy and Clothes Chan9in9**

*At St Peter's Primary School, we understand that children are at different development stages and unless there are any medical or developmental reasons why this would not be appropriate, we work in partnerships with parents to support children towards independent toilet training.*

*As a school, we aim to be inclusive to all children and to give consideration to the individual needs of each child. We see toilet training as a self-care skill that all children should have the opportunity to learn through the full support of adults.*

*The policy will be used when supporting children requiring nappy changing and other related personal care tasks. It has been written to ensure that best practice is always carried out and that procedures followed, comply with the legal requirements of the Early Years Foundation Stage Statutory Framework.*

### **Aims**

*To ensure that children in our care are comfortable and happy at all times. To safeguard the rights and promote the welfare of children.*

*To provide guidance and reassurance to staff who are required to change children.*

*To assure parents/carers that staff are knowledgeable about personal care and that their child's individual needs are taken into account.*

*To protect children from discrimination and ensure the inclusion of all.*

### **Basic Principles**

*At St Peter's Primary School, staff will follow key principles when changing a child's nappy.*

*Children have the right to feel safe and secure - Children will be respected and valued as individuals.*

*Children have the right to privacy/dignity - In order to promote and develop greater independence, children need to be supported in their understanding of toileting procedures. To ensure children are comfortable and happy, nappies will be checked at regular intervals and promptly changed when required (i.e. when wet or soiled).*

*Vulnerability to abuse as a Primary School we ensure that all staff are familiar with our Safeguarding Policy as well as our procedures to help develop each child's resilience and protect them from any form of abuse.*

*It is important that children are changed in a reassuring and caring way by staff. It is important that we signal our intention to change a child's nappy before doing so, ensuring that the child understands and anticipates what is going to happen, as appropriate to their level of development. This helps give children the important message that not just anyone can pick them up, take them off and undress them.*

*Staff should always change children in the nappy-changing area or suitable environment. While allowing for privacy, these areas are not locked. This is part of making sure that there is a culture of openness which safeguards children and ensures all adults follow safe working practices.*

*Working with Parents/Carers - We will work with parents/carers when developing a child's nappy changing routine. - Where parents/carers are present, e.g. during the settling in period, they will be asked to change their child's nappy.*

*If a child has any disability or medical need that may affect their personal care routine, a Health Care Plan will be drawn up in agreement with parents/carers.*

*Parents will be asked when their child first starts at St Peter's Primary School whether or not they have any particular needs or any special words or actions, used during their nappy changing procedure.*

*Any significant observations made during a nappy changing procedure will be notified to the parents/carers at the end of the session (i.e. badly soiled nappy/strong urine etc.) - If a child is unduly distressed about having their nappy changed, parents/carers will be contacted to discuss the matter and a plan will be put into place.*

*Protection for Staff Nappy changing procedures will be carried out by a member of staff who has been DBS checked. Protection for that person will be undertaken in the following ways;*

*Staff will be trained in good working practices which comply with Health and Safety regulations.*

*Staff will discreetly inform other members of staff that they are taking a child to change.*

*Each instance of intimate care will be recorded on Tapestry by the adult completing it. Details will include: What personal tasks were carried out, by whom and the time and date it was completed. If a situation occurs that causes a member of staff concern, a second member of staff will be called and the incident reported to headteacher.*

*Where staff are concerned about a child's actions or comments, whilst carrying out a personal care procedure, this will be recorded and discussed with St Peter's Primary Schools designated safeguarding person (DSP) immediately.*

*Staff will be specifically trained in the area of Intimate/Personal care for children with specific needs.*

### **Changing procedures followed by staff**

- 1. Prepare the changing mat by cleaning it with antibacterial spray.*
- 2. Ensure the following items are ready before changing a child's nappy; clean nappy, wipes and nappy cream if required. (NB - where cream is used, the child should have their own named cream and written permission obtained from the parent).*
- 3. Approach the child and say or sign that it is time for a nappy change. Sometimes the child will tell you when their nappy needs changing.*
- 4. Put on a pair of disposal gloves and a disposal apron (NB - staff must put on a fresh pair of gloves and fresh apron for every child that has had a nappy changed).*
- 5. Support the child on to the nappy changing mat.*
- 6. Remove the child's clothing to access the nappy. Try to encourage the child to help as much as possible.*

7. *The staff member will then remove the child's nappy and clean the area, always from front to back using wipes and cream provided by parents/carers. The staff member must ensure the child is clean and comfortable by putting on a clean nappy and if required, a clean set of clothes.*
8. *If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand.*
9. *All nappies whether wet or soiled should be placed into nappy bags provided by the parents/carers and sent home.*
10. *The staff member must then place the used gloves and used apron in the bin provided and wash their hands with liquid antibacterial soap and running water and dry them on a disposable paper towel.*
11. *Clean the nappy changing mat, surrounding area and underneath the mat with antibacterial spray before leaving to dry.*

### **Toilet Trained/Training**

*If a child is old enough to meet his own toileting needs, the staff member can support the child according to age and ability, to use a toilet, ensuring that they are comfortable, clean and dry and have washed their hands afterwards.*

*Staff members will ensure that a designated toilet is available for children being toilet trained. It will be cleaned with antibacterial cleaner after use.*

*When supporting a child that needs to be changed, the staff member will follow the points in the Changing Procedures section.*

### **Parental Responsibilities at St Peter's Primary School.**

*We work in partnership with parents/carers and ask them to assist us by ensuring the following: - Parents/carers understand and agree the procedures that will be followed when their child is changed at St Peters Primary School.*

*Parents/carers must provide nappies, nappy sacks, wipes, plenty of spare clothes and sundries that will be used and applied, as necessary. It is the responsibility of parents/carers at the end of each session, when your child's bag comes home, to ensure their child has plenty of nappy changing provisions (nappies, nappy sacks, and nappy rash cream) and several complete changes of clothing, in preparation for their next session.*

*Parents/carers understand that they will be asked to collect their child from St Peter's Primary School if their child shows symptoms of illness or indications of ill health.*

### **Changing an older child who has got wet or has been sick**

*The staff member will ensure that a child's dignity is maintained at all times.*

*A child will be taken to the staff toilets by two members of staff and asked to go in a cubicle and close the door. The second member of staff is to stay by the entrance to the toilet door to ensure that no one else enters the toilets whilst the child is changing.*

*They will be asked to remove their clothes and leave the wet clothes on the floor.*

*The staff member will ask the child if they need help to clean themselves and help will be given.*

*Clean clothes will be provided or their own PE kit will be given to the child to put on. A member of staff will bag the soiled clothes for the child to take home.*

*A member of staff will phone a parent to collect a child that has been sick.*

*A member of staff will inform a parent at pick up time if a child had a wetting accident during the day and needed to be changed.*

*Parents/carers will be expected to wash and return any clothing supplied by the school.*

*When completing the schools Confidential Information pack on your child's entrance to St Peter's Primary school, you will be required to give permission to change your child whether it be nappy changing or wet clothes changing.*