



Safe Touch Policy

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Signatures:

	Name	Signature
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Safe Touch Policy

Our Vision at Ysgol Golwg Pen y Fan

Our '**BEACON**' vision permeates through our day-to-day learning in school. This forms the strong foundation of our school's curriculum, allowing our learners, staff and the wider community to realise the ambitions and aspirations of:

Belonging

Engaging

Aspiring

Creating

Oppportunity

Nurturing

Our Mission Statement is:

At Ysgol Golwg Pen y Fan, we create a nurturing, inclusive learning environment, where every child feels safe and supported. We foster positive relationships and a sense of belonging, supporting each child's well-being and aspirations, preparing them for lifelong learning and future success.

Our School Values are fundamental:

- Ready
- Respectful
- Safe

These values serve as our foundation for fostering a positive and effective school environment where children can learn, grow, and thrive. They guide learners, staff and parents in building a culture of preparedness, kindness, and security, all of which are essential for academic and personal success.

Aims of this policy

To ensure that all staff carry out safe, confident and dignified practice when using appropriate, necessary and/or planned touch.

This policy should be read and implemented in line with the following school policies:

- Safeguarding Policy/Child Protection Policy
- Pupil Discipline, Behaviour and Physical Intervention Policy
- Health & Safety
- ALN Policy
- Positive Handling Policy

Why use touch? (for the use of physical intervention please refer to the physical intervention policy)

Used in context and with empathy, touch supports the development of our natural interactions with the children and young people we care for and provide education for. It can also be key to developing fundamental social, behavioural and attention skills, whilst offering physical support to those learners who need it.

The guidelines that follow describe the school's procedures on the use of appropriate physical touch. Touch is important and may be used routinely for any of the following reasons:

- Communication – touch is beneficial as part of the process of establishing the fundamentals of communication (Nind and Hewett, 1994) for people at early communication levels. Touch is necessary to reinforce other communication (e.g. hand on shoulder when speaking) or to function as the main form of communication in itself.
- Touch enables staff and learners to respond non-verbally or to respond to another person's own use of physical contact for communication and to make social connections.
- This is particularly likely to occur during intensive interaction or day to day greetings (hand shakes, high fives etc.) Touch cues, hand over hand signing, hugs, holding hands, hand under hand and physical prompts are aided and developed by the use of supportive touch.
- Educational Tasks - Touch can also be used to direct learners in educational tasks and developing skills. Physical prompting and support, gestural and physical prompts during learning activities such as hand-over-hand support and hand-under-hand support.
- Play activities naturally include touch. Learners of any age who are at early levels of development are likely to be quite tactile and physical.
- Physical support- may also be necessary to include a pupil in activities such as; sensory circuits, swimming and Physical Education or to carry out therapy programmes such as; sensory activities, either by the therapist or by another member of staff carrying out a programme or following therapy advice. There are times with parental consent that school staff carry out massage e.g. feet and hands in order to help regulate a learner and this is without the input of a therapist.
- Mobility - Physical support may be used as guidance and/or to help with mobility or as part of an activity where a learner needs support when moving. Some learners may need moving and handling to protect learners from harming themselves or others, including restrictive physical intervention. This must be carried out in line with the relevant policy guidelines.
- If learners require physiotherapy whilst at school, the programme needs to be agreed with parents. School staff should only undertake physiotherapy techniques/programmes with learners under the advice and guidance of the Physiotherapy service.
- Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.
- Emotional reasons – touch is an effective way to communicate affection and warmth. It gives reassurance and can communicate security and comfort. Touch enables the person to develop understanding of these positive emotions and the ability to communicate them. Touch can offer reassurance and support, comforting distressed

or upset learners, communicating warmth, comfort and reassurance and to develop positive emotions.

- Cautionary touch should be used with learners who are sensitive to touch, touch defensive or may have a history of receiving negative touch.