



# MODEL TOUCH POLICY

2025-2026

MAT Board Approval:

October 2023

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November 2025

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Autumn 2026

Member of Staff Responsible:

DoE



## DoWMAT Vision and Values

### Our Vision

DOWMAT's vision is to foster an inclusive, nurturing environment where everyone flourishes - academically, spiritually, and personally. Rooted in Christian values, we prioritise the vulnerable, promote work-life balance, and strive to deliver exceptional education, while celebrating each academy's unique identity—reflecting the fullness of life promised in John 10:10.

**'To love, to learn, to serve - through collaboration, honesty, and hope.'**

### Our Values

#### Love

We are committed to **Compassion and Care**: As Christ commands, we strive to love one another deeply, fostering empathy, respect, and kindness. We create a culture where we genuinely care for each other, supporting personal, professional and spiritual growth, as we walk in His love.

#### Learn

We are committed to **Continuous Growth and Wisdom**: Following the call to grow in knowledge and understanding, we cultivate a culture of curiosity, adaptability, and continual improvement. We encourage all to seek wisdom and learning, guided by God's truth, that we might serve more effectively.

#### Serve

We are committed to **Service and Impact**: Inspired by Christ's example of humble service, we dedicate ourselves to serving others, contributing to the well-being of our schools, communities, and beyond, bringing His light and love into all we do.

#### Collaboration

We are committed to **Unity in Purpose**: We value working together in mutual respect, knowing that through collaboration, we can have a greater impact supporting each other to achieve our shared vision.

#### Honesty

We are committed to **Integrity and Truth**: Following Christ's call to live in truth, we foster a culture of honesty, transparency, and trust, ensuring that our actions reflect His integrity in all dealings, upholding the highest ethical standards.

#### Hope

We are committed to **Inspiring Hope and Faith**: As bearers of Christ's hope, we instil in every individual the belief in their God-given potential to achieve great things, trusting in His plan to bring good out of all circumstances, and inspiring hope for a future filled with His promises.

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in an appropriate way at appropriate times. However, generally staff should not be instigating touch only responding to a need.

### **WHY DO WE USE TOUCH?**

We may need to prompt or touch children for a variety of reasons, but in general times we would normally do so for either safety, comfort or personal care: assistance with writing, eating, dressing etc.

### **HOW DO WE TOUCH?**

#### **Handholding in EYFS/KS1**

At XXX school in EYFS and KS1 children sometimes get comfort from holding hands with an adult. This is acceptable when the hand holding is compliant. If the hand hold is being used by an adult as a method of control to move children, this can become a restraint. We do not hold any child's hand in KS2 unless they are very poorly or had an accident. In these cases, two staff members should be present.

#### **Hugging in EYFS/KS1**

At XXX School in EYFS and KS1 children when poorly or sad may need a hug. This should always be a 'school hug'. This is a quick sideways-on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging and limits the child's ability to turn themselves into you. This can be done standing or sitting. Any child hugging at the front should be discouraged immediately. We do not hug any child in KS2 unless they are very poorly or had an accident. If a 'school hug' is deemed necessary, this should be quick and discouraged. Instead for encouragement we might give a child a pat on the top of the back or a high five.

#### **Kissing**

We never kiss a child at XXX CE Primary School unless it is our own child.

#### **Lap-Sitting**

We actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hug or hand-hold. If a child attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you if it is appropriate.

At times if a child is in crisis or distress and has held you by the front the Headteacher or DSL should be informed.

#### **Emergency Situations**

Staff have a 'Duty of Care' towards the children in their care at XXX. Therefore, if a child is likely to be at risk if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

### **Carrying**

We do not carry any child unless there has been an accident and the child needs to be immediately lifted to safety or to go to hospital.

### **Positive Handling**

If a child needs any form of restraint/positive handling at XXX, a positive handling hold should be used. The Headteacher should be informed and the incident written down and reported to parents. Only members of staff with up-to-date Team Tech training will be able to conduct positive handling. All children needing to be positively held should have a positive handling plan written which should be signed by the Headteacher and the parent.

Parents/Carers will be made aware of this policy when their child is admitted to this school.

### **Thrive Touch**

At XXX we have a Thrive practitioner who works with children needing social and emotional support. If a child is emotional or lacking in confidence our Thrive practitioner might give a 'school hug' to a child in EYFS, KS1 or KS2. This touch should only take place in a public space and not in the Thrive room.

If you have any questions or would like further discussion regarding this policy please speak to the Headteacher at the earliest opportunity.

## Document History

<b>Date</b>	<b>Author</b>	<b>Summary Changes</b>	<b>Approved by</b>
22.10.2025	M. Spence	Annual Review	QE Committee
22.10.2024	V Shelley M Spence	Annual Review	QE Committee