Trinity St Stephen Church of England First School
Vansittart Road, Windsor, SL4 5DF
01753 862540 | office@tssfirst.co.uk
Headteacher: Linda Pennington /Chair of Governors: Trevor Kirby

❤️ **Compassion** 🤝 **Trust** 🦉 **Wisdom** 👥 **Friendship** 🕊️ **Peace** 🏠 **Fellowship**

Trinity St Stephen Church of England First School

Intimate Care and Pastoral Handling Policy

DRAFT

Date:	11 November 2026	Approved Governors
Review Date:	November 2027	Signed T Kirby / K. Taylor Title: Chair/ Acting Chair

Trinity St Stephen Church of England First School
Vansittart Road, Windsor, SL4 5DF
01753 862540 | office@tssfirst.co.uk
Headteacher: Linda Pennington /Chair of Governors: Trevor Kirby

1. Introduction & Mission Statement

At Trinity St Stephen, we aim to ensure that **everybody Thrives and Achieves within our Caring Christian Community**. We use our Christian Values and our core Bible verse to guide our interactions with others, ensuring that the commandment to love one another remains at the heart of everything we do so that everyone within our school community can flourish.

This policy ensures that **all children**, including those in the Early Years Foundation Stage (EYFS) and those with Special Educational Needs and Disabilities (SEND), are treated with **dignity, respect, and exceptional pastoral care** during intimate care routines and physical handling.

2. Core Principles of Intimate Care

Intimate care is defined as any activity required to meet the personal care needs of an individual child. At our school, this is approached not just as a logistical task, but as a vital component of pastoral safeguarding.

- **Dignity and Privacy:** Every child has the right to absolute privacy. Care will be delivered in a designated, private space.
- **Child Voice:** Staff must explain every step of the process to the child beforehand, ensuring they feel secure, respected, and in control.
- **Independence:** Children will be actively encouraged to do as much for themselves as possible to promote self-worth and autonomy.

3. Safeguarding and Staffing Ratios

To protect both our children and our staff, a **strict two-member staff protocol** is enforced for all intimate care procedures:

Staff Role	Key Responsibilities
Primary Carer (Dealing)	Executes the intimate care, maintains direct contact with the child, and talks them through the process.
Secondary Carer (Nearby)	Remains in the immediate vicinity (visual or clear auditory range) to guarantee safety, ensure transparency, and offer immediate assistance if required.

- No staff member should ever change a child entirely alone behind a completely closed door without a second adult aware and nearby.
- All intimate care interventions must be meticulously logged in the school's personal care record.

4. Pastoral Care: Appropriate Comfort and Handling

DRAFT

We recognise that EYFS and SEND children frequently require physical comfort to feel secure. Staff interactions are guided by a compassionate, Christian framework while maintaining safe professional boundaries:

- **Appropriate Comfort:** A distressed child may be comforted using open, natural physical contact, such as a side-on hug, a pat on the shoulder, or holding a hand. Staff must avoid front-on, fully enveloping hugs. The need for comfort will be child led and valuing the child's voice. Comfort should only be given when other adults and children are around, staff should always gently move to an area where they can be seen by other adults to ensure openness and transparency.
- **Child-Led Proximity:** Let the child seek the level of comfort they need. Staff must never force physical contact on a child who is pulling away or showing discomfort.
- **Acknowledge and Validate:** Pair physical reassurance with calming, positive verbal communication that reinforces our supportive Christian environment.

5. Integration with Team Teach Framework

When supporting children with complex SEND needs who may exhibit distressed behaviours during or outside of intimate care, Trinity St Stephen adheres strictly to **Team Teach** principles.

1. **De-escalation First:** 95% of our approach relies on non-physical, positive behaviour strategies, including verbal reassurance, distraction, changing the environment, and dynamic risk assessment.
2. **Last Resort Intervention:** Physical handling or restrictive physical intervention (RPI) is only used if a child poses an immediate danger to themselves, others, or is causing severe property damage.
3. **Minimum Force for Minimum Time:** Any hold utilised must be a recognised Team Teach technique, using the least restrictive pressure for the absolute shortest time possible. The main type of hold used (***on the very rare occasion where it may be required to keep a child safe and those around them safe***) is the adult behind (head to the side) with an arm wrap to secure the child's arms gently and guid the child to a sitting position onto a bean bag or to the floor where they can be safely released and helped to calm. There must always be two adults and the lead adult must always talk through calmly and gently what they are doing, "***To keep you safe I am holding you gentle and guiding you to sit down".***
4. **Post-Incident Support:** Following any significant handling incident, a debrief will occur for both the child and staff involved to restore relationships and promote emotional recovery.

DRAFT

6. Partnership with Parents and Carers

We believe in a unified approach between home and school.

- **Individual Care Plans (ICPs):** For any child requiring regular intimate care or specific Team Teach physical frameworks, an individual plan will be co-authored alongside parents, school SENDCo, and relevant health professionals.
- **Open Communication:** Parents will be informed whenever significant deviations from standard personal care routines occur.

DRAFT