

**Appendix to the Behaviour, Medical and Intimate Care Policies of all schools
within the Community Inclusive Trust**
May 2020



In order to ensure that we minimise the risk to all pupils and staff, we have created this Appendix to outline the addition to the Behaviour Policies of schools across the Trust, which will remain in place until we inform you in writing. In any event, this addendum will be reviewed annually. This Appendix will support the safety of pupils and staff in school while schools are operating under Government's Covid-19 legislation/guidance. It will also attempt to remove the need for individual children to be either temporarily or permanently excluded from a CIT school if it is deemed the school cannot mitigate against the risk. The school in collaboration with all parties will put in place safe practices and agreed reasonable adjustments for any child that is putting others at risk of a Covid infection.

In cases where medical procedures or intimate care heighten the risk to other children or staff, in collaboration with all parties involved every effort will be made to mitigate against the risk. However, if the Head Teacher and Directors of Education in consultation with the CEO feel that the risk cannot be reduced sufficiently, the child will have to be educated remotely until circumstances change.

This Appendix has been agreed considering Government guidance and the balance of the health and safety for all pupils and staff and the wider school community should specific behaviours or events happen. As such, the Community Inclusive Trust is implementing the following additions that will apply across all of its schools:

1. Should a child spit, scratch, bite or act in any other way that increases the possible transmission of Covid-19, they will be sent home. The school will call the parent/carer immediately and will expect the child to remain at home for the entirety of the following day. Safeguarding matters and other reasonable considerations will receive due consideration and mitigating advice or actions will be put in place – including notifications of other support/statutory agencies.
2. A collaborative risk assessment will be completed to decide if that child can return to school to help in putting in place any reasonable adjustments that may be necessary. If the risk assessment concludes that the child's behaviours can be managed safely and effectively, they will be invited to return to school. Should the risk assessment show that risks cannot be reduced enough to contextually make reasonable adjustments to ensure the safety of pupils and staff, then the child will not be able to attend the school onsite until such time as deemed safe to do so in line with Covid-19 Government guidance. An agreed education support package (paper based or ICT access) will be provided in an environment other than school.
3. If, following a risk assessment, a child's intimate care needs cannot be met whilst ensuring staff and child safety, and whilst operating under the Governments Covid-19 legislation/guidance, the child will not be able to attend school until it is deemed safe to do so by the school.
4. Head Teachers and Directors of Education will formally review risk assessments for children who it is deemed their needs cannot be safely met in school under the current Covid-19 legislation on a fortnightly basis. This will be a collaborative endeavour involving

the key agencies where appropriate and relevant. The Trust has the final decision following due consideration of the information available at the time.

5. The school and other partners will provide parents/carers with access to work/support at this point. The school will also ensure regular contact with parents/carers and, where possible, the pupil. The school is also required to act upon any concerns regarding the vulnerability of a pupil at home or safeguarding issues.
6. Positive handling (restraint) – should a pupil's behaviours require positive handling other than guiding, then a risk assessment will be completed to decide if that child can remain in school. Should the risk assessment show that the risks cannot be reduced enough to ensure the safety of pupils and staff, then the child will not be able to attend school until such time as deemed safe to do so in line with Covid-19 Government guidance.
7. Misbehaviour which risks transmission – where children deliberately cough or hug or display similar type intent-based behaviours, this will mean the school has no option other than to call the parent/carer and will expect the child to remain at home for the entirety of the following day. Should the child then repeat this, they will not be able to attend school until it is deemed safe with regard to Covid-19.
8. The ELT will provide the Trust Board with regular updates on the number of children whose needs CIT schools are unable to meet during the Covid-19 period.
9. Within the context of their individual cognitive abilities, pupils will be taught and then expected to:
 - Follow any altered routines for arrival or departure.
 - Follow school instructions on hygiene, such as handwashing and sanitising.
 - Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
 - Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands.
 - Tell an adult if they are experiencing symptoms of coronavirus.
 - Follow rules about sharing any equipment or other items including drinking bottles.
 - Follow amended expectations about breaks or play times, including where they may or may not play.
 - Follow procedures for the use of toilets.
10. Schools will continue to follow their respective Policies and employ both positive rewards and agreed sanctions in relation to all other behaviours.
11. Any decision requiring a pupil to be educated at home, resultant from points 1 to 4, will be made by the Head Teacher in consultation with the relevant Director of Education and CEO, and with full consideration given to the pupil's additional needs or a disability, as well as their level of cognitive ability and understanding.