

**Appendix to the Behaviour 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. This Appendix will support the safety of pupils and staff in school while schools are closed under the Covid-19 legislation and possibly remove the need for individual pupils to be either temporarily or permanently excluded from a CIT school if it is deemed the school cannot mitigate against that pupil putting others at risk of infection.

This Appendix has been agreed considering Government guidance and the balance of safety for all pupils and staff should specific behaviours 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.
2. A risk assessment will be completed to decide if that child can return to school. 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 ensure that 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.
3. The school will provide parents/carers with access to work 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.
4. 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.
5. Misbehaviour which risks transmission – where children deliberately cough or hug, the school will 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.
6. 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.
7. 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.
8. Schools will continue to follow their respective Behaviour Policies and employ both positive rewards and agreed sanctions in relation to all other behaviours.
9. 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 with full consideration given to the pupil's additional needs or a disability, as well as their level of cognitive ability and understanding.