



Behaviour	<p>Aggressive or non-aggressive action that results in the passing of bodily fluid:</p> <ol style="list-style-type: none"> <li>1. Smearing</li> <li>2. Urinating, defecating outside of toilet</li> <li>3. Playing with bodily fluids Spiting at others</li> <li>4. Mouthing equipment</li> <li>5. Licking</li> <li>6. Close proximity to others faces</li> <li>7. Scratching</li> <li>8. Biting</li> </ol>	<p>Environmental adjustments and increased cleaning regimes.</p> <p>Note: these could increase due to anxiety and changes to the school environment.</p>	<p>If the bodily fluid is not able to be contained, e.g. possible passing to other children and adults.</p>
Environmental	<ol style="list-style-type: none"> <li>1. Staff ratios</li> <li>2. Cleaning products &amp; PPE</li> <li>3. Food</li> </ol>	<ol style="list-style-type: none"> <li>1. Dependant on: <ol style="list-style-type: none"> <li>a. <i>Needs of pupils to be supported</i></li> <li>b. <i>Leadership/management/safeguarding</i></li> </ol> </li> <li>2. Increased monitoring of the products</li> <li>3. Staff to shop at key times,</li> </ol>	<p>1 &amp; 2: Areas/sites/school will need to close should levels drop below needed levels</p> <p>3. The timings of the day to be altered for those being supported.</p>

## Risk Assessment Process

- **All children should be kept at home if possible, even if they have an EHCP**
- SLT assess pupils against this risk assessment:

Those high risk **will not be able to come into school** as the additional risk to themselves and others is deemed too high a risk to them (& subsequently returning to their families), other children in school (& their families), and staff (& their families)

- The following criteria will be used when looking at the provision we can offer

Key Workers	<ol style="list-style-type: none"> <li>1. Health workers</li> <li>2. Production of medicine and PPE</li> <li>3. Emergency Services</li> <li>4. Armed forces</li> <li>5. Teaching staff</li> <li>6. Transport workers</li> <li>7. Food handlers</li> <li>8. Others</li> </ol>	<ul style="list-style-type: none"> <li>• Do both parents fall into key worker criteria?</li> <li>• They <u>do not</u> have access to child care at home?</li> <li>• Is the risk of the pupil being in acceptable?</li> </ul>	<p>If yes to all questions plan for the most appropriate provision</p>
Social	<ol style="list-style-type: none"> <li>1. Single parents</li> <li>2. Limited parents</li> <li>3. Physical</li> <li>4. Mental health needs</li> <li>5. Large families</li> <li>6. Vulnerably housed</li> <li>7. Conflictual relationships</li> <li>8. Drug &amp; alcohol intake</li> <li>9. Poor engagement with services</li> <li>10. Poor parenting strategies</li> <li>11. Isolated</li> </ol>	<p>These factors should be considered alongside the risk factors, if there are boarder line issues for those with increased social needs</p>	

**Review:** by Executive Headteacher & Heads of School weekly or following further advice