

# **DROM NATIONAL SCHOOL**

## **DES COVID-19 Response Plan for the safe and sustainable reopening of Primary and Special Schools**

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This is a living document and may be reviewed and amended to take into account new guidance from [www.Gov.ie](http://www.Gov.ie), [www.dbei.ie](http://www.dbei.ie), [www.hse.ie](http://www.hse.ie), [www.hpsc.ie](http://www.hpsc.ie), [www.hsa.ie](http://www.hsa.ie); [www.education.ie](http://www.education.ie) or agreements with education partners as appropriate for primary and special schools.

## **Appendices**

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## 1) Introduction

The Minister for Education has published “*The Roadmap for the Full Return to School*” on the 27<sup>th</sup> July. It sets out what the operation of schools will look like and the range of supports which will be available in a COVID-19 context.

It has been developed in line with public health advice issued by the Health Protection Surveillance Centre (HPSC) and in compliance with the “Return to Work Safely Protocols” developed by the Department of Business, Enterprise and Innovation and the Department of Health with guidance documents provided by the Health and Safety Authority (HSA). Each workplace is required to have a COVID-19 Response Plan. In addition to being places of learning, schools are also places of work. This document sets out the information that post primary schools need to implement a School COVID-19 Response Plan, including a COVID-19 policy, lead worker representative and process to deal with a suspected case of COVID-19.

The purpose of this document is to provide clear and helpful guidance for the safe operation through the prevention, early detection and control of COVID-19 in primary and special schools. It provides key messages to minimise the risk of COVID-19 for staff, pupils, families and the wider community while recognising the importance of education for the health and wellbeing of pupils and society as a whole.

This document focuses on the practical steps which can be taken in primary and special schools to minimise the risk of the introduction of infection into schools while recognising that no interpersonal activity is without risk of transmission of infection at any time. The documentation and templates in this booklet are supported by the public health advice provided by the Health Protection Surveillance Centre (HPSC) for the safe reopening of schools and educational facilities. [That report is available here.](#)

One of the key challenges is to balance the need for a practical and sensible level of caution with the need to provide a supportive environment for teaching and learning. This document identifies the steps schools can take to do everything practical to avoid the introduction of COVID-19 into the school and the steps that can be taken to reduce the likelihood of the spread within the school itself.

The Department has worked intensively with the education partners to develop consistent plans, advice, protocols and guidance for schools, including the School COVID-19 Response plan. There is a suite of documentation available to support schools to reopen safely and fully including guidance on learning, school programmes and wellbeing for the 2020/21 school year. There is also information on funding, staffing and resources to schools to support COVID-19 measures. Schools are advised to familiarise themselves with these documents. All of the documents will be available at **[gov.ie/backtoschool](https://gov.ie/backtoschool)**

In addition the Department has a communication plan for school reopening which focuses on ensuring that schools, school communities and all stakeholders will have the relevant information to support the reopening and continued operation of schools. There is a

particular focus on supporting parents and students through the appropriate use of media channels, through schools themselves and on **gov.ie**

## **2) What is a COVID-19 Response Plan?**

A Covid-19 Response Plan is designed to support the staff and Board of Management (BOM)/Education Training Board (ETB) in putting measures in place that aim to prevent the spread of Covid-19 in the school environment.

The Covid-19 Response Plan details the policies and practices necessary for a school to meet the Government's '*Return to Work Safely Protocol*', the Department of Education plan for school reopening and to prevent the introduction and spread of Covid-19 in the school environment.

It is important that the resumption of school-based teaching and learning and the reopening of school facilities complies with the public health advice and guidance documents prepared by the Department. Doing so minimises the risk to pupils, staff and others. The response plan supports the sustainable reopening of school where the overriding objective is to protect the health of staff and pupils while promoting the educational and development needs of the pupils in the school. The COVID-19 response plan is a living document and will be updated in line with the public health advice as appropriate for primary and special schools.

In line with the Return to Work Safely Protocol, the key to a safe and sustainable return to work, and reopening of schools requires strong communication and a shared collaborative approach between the BOM/ETB, staff, pupils and parents.

The assistance and cooperation of all staff, pupils, parents, contractors and visitors is critical to the success of the plan.

*Every effort is made to ensure the accuracy of the information provided in this document. However, should errors or omissions be identified, please notify us so that appropriate measures can be taken to rectify same.*

## **3) School COVID-19 Policy**

A COVID-19 policy outlines the commitment of the school to implement the plan and help prevent the spread of the virus. The policy will be signed and dated by the chairperson and principal of the BOM/ETB and brought to the attention of the staff, pupils, parents and others. Schools must have a COVID-19 policy in place prior to the reopening of schools for the 2020/21 school year. The school's COVID-19 policy can be found at **Appendix 1**.

## **4) Planning and Preparing for Return to School**

The BOM/ETB aims to facilitate the resumption of school based teaching and learning and the return to the workplace of staff. The return to the workplace must be done safely and in strict adherence to the public health advice and any guidance issued by the Department of Education.

Details for the safe reopening of the school facility and the applicable controls are outlined in this document.

Before reopening schools for the 2020/21 school year each school will need to have processes in place to include the following:

- Arrangements to keep up to date with public health advice, changes to any Government plans for the safe reopening of society and Department of Education updates;
- Arrangements to pass on this information in a timely manner to staff, pupils, parents and others as required;
- Ensured that staff have reviewed the training materials provided by the Department of Education **(details at Section 4.1)**;
- Provided staff with access to the Return to Work (RTW) form **(details at Section 4.2)**;
- Identified a Lead Worker representative **(details at Section 4.3)**;
- Displayed posters and other signage to prevent introduction and spread of COVID-19 **(details at Section 4.4)**;
- Made the necessary changes to the school or classroom layout if necessary to support the redesign of classrooms to support physical distancing **(details at Section 4.5)**;
- Removed unnecessary clutter to facilitate ongoing cleaning of the school taking into account the importance of having educational materials to create a stimulating learning environment;
- Updated the health and safety risk assessment **(details at Section 4.6)**;
- Made necessary arrangements to limit access to the school to necessary visitors and maintain records of contacts to the school **(details at 4.7)**;
- Reviewed the school buildings to check the following:
  - Does the water system need flushing at outlets following low usage to prevent Legionella disease;
  - Has school equipment and mechanical ventilation been checked for signs of deterioration or damage before being used again;
  - Have bin collections and other essential services resumed.

There are checklists in place to assist schools on the details of what is needed for these arrangements in the Appendices of this plan.

## **4.1) Induction Training**

All staff will undertake and complete Covid-19 Induction Training prior to returning to the school building. The aim of such training is to ensure that staff have full knowledge and understanding of the following:

- Latest up to-date advice and guidance on public health;

- Covid-19 symptoms;
- What to do if a staff member or pupil develops symptoms of Covid-19 while at school;
- Outline of the Covid-19 response plan.

Staff will be kept fully informed of the control measures in place in the school and their duties and responsibilities in preventing the spread of Covid-19 and will be updated with any changes to the control measures or guidance available from the public health authorities.

If a staff member is unsure about any aspect of the Covid-19 Response Plan, the associated control measures, or his/her duties, he/she should immediately seek guidance from the Principal, who is supported in this role by the BOM/ETB

**Note: Induction Training for reopening schools in the new school year is under development by the Department. This will be made available to all schools and staff in advance of school reopening.**

[Details of the training, once it becomes available, will be found here.](#)

A national information campaign to support parents and pupils will happen in advance of schools reopening on issues such as COVID-19 awareness and to help minimise the risk of introduction and spread of the virus in schools.

## **4.2) Procedure for Returning to Work (RTW)**

In order to return to the workplace, staff must complete a **Return to Work (RTW)** form, which is available online or from the principal. A copy is attached also at **Appendix 2**.

A RTW form should be completed and returned **3 days** before returning to work.

The principal will also provide details of the **Induction Training** for completion by staff and details of any additional health and safety measures in place in the school to facilitate the staff member's return to the school facility.

There are some school staff who may be unable to return to school. Current public health guidelines have identified these people as being in groups who are defined as being at **very high risk**. This will be updated in line with public health advice.

### **People at very high risk (extremely vulnerable):**

The list of people in very high risk groups include people who:

- are over 70 years of age - even if fit and well
- have had an organ transplant
- are undergoing active chemotherapy for cancer
- are having radical radiotherapy for lung cancer



- have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
- are having immunotherapy or other continuing antibody treatments for cancer
- are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
- have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
- have severe respiratory conditions including cystic fibrosis, severe asthma, pulmonary fibrosis, lung fibrosis, interstitial lung disease and severe COPD
- have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)
- are taking medicine that makes you much more likely to get infections (such as high doses of steroids or immunosuppression therapies)
- have a serious heart condition and are pregnant

The advice for this group is available from the HSE. Details of the arrangements that will apply for these staff, which will be in accordance with those applying for the public service generally, will be updated by the Department of Education following consultation with management bodies and unions and a circular will issue to all schools.

### **4.3) Lead Worker Representative**

The Protocol provides for the appointment of a Lead Worker Representative (LWR) in each workplace. The LWR will work in collaboration with the employer to assist in the implementation of measures to prevent the spread of COVID -19 and monitor adherence to those measures and to be involved in communicating the health advice around COVID-19 in the workplace.

This section sets out how the provisions will operate in schools. The process for appointment of the lead worker representative in schools has been agreed centrally between the Department of Education and the education partners.

Responsibility for the development and implementation of the Covid-19 Response Plan and the associated control measures lies primarily with the Board of Management/ Education and Training Board and school management.

Strong communication and a shared collaborative approach is key to protecting against the spread of COVID-19 in schools, and looking after the health, safety and wellbeing of staff and students. Adherence to the Return to Work Protocol will only be achieved if everyone has a shared responsibility in implementing the measures contained within the Protocol in their place of work.

If a staff member has any concerns or observations in relation to the Covid-19 Response Plan, control measures or the adherence to such measures by staff, pupils or others he/she should contact the lead worker(s) who will engage with the principal/BOM.

## Role of the Lead Worker Representative

In summary, the role of the LWR is to:

- Represent all staff in the workplace regardless of role, and be aware of specific issues that may arise in respect of different staff cohorts;
- Work collaboratively with school management to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19;
- Keep up to date with the latest COVID-19 public health advice;
- In conjunction with school management, promote good hygiene practices such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice;
- Assist school management with the implementation of measures to suppress COVID-19 in the workplace in line with the Return to Work Safely Protocol and current public health advice;
- In conjunction with school management, monitor adherence to measures put in place to prevent the spread of COVID-19;
- Conduct regular reviews of safety measures;
- Report any issues of concern immediately to school management and keep records of such issues and actions taken to rectify them;
- Consult with the school management on the school's COVID-19 Response Plan in the event of someone developing COVID-19 while in school including the location of an isolation area and a safe route to that area;
- Following any incident, assess with the school management any follow up action that is required;
- Consult with colleagues on matters relating to COVID-19 in the workplace;
- Make representations to school management on behalf of their colleagues on matters relating to COVID-19 in the workplace.

Every school will appoint one Lead Worker Representative.

In schools with less than 30 staff, a Deputy Lead Worker Representative will be appointed in addition to the LWR. The role of the Deputy LWR will be to deputise as LWR where the LWR is absent.

In schools with 30 or more staff and in all Special schools, an Assistant Lead Worker Representative will be appointed in addition to the LWR. The role of the Assistant LWR will be to:

- assist the LWR in their duties as set out above; and
- deputise as LWR where the LWR is absent

***Name(s) of lead worker representative:***

***Contact details:***

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Sarah Dervan

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All staff, pupils, parents, contractors and visitors have a responsibility both as individuals and collectively to have due regard for their own health and safety and that of others and to assist with the implementation of the Covid-19 Response Plan and associated control measures.

Full details of the arrangements which will apply for the LWR in primary and special schools is set out at **Appendix 3**.

#### **4.4) Signage**

Schools will be required to display signage outlining the signs and symptoms of COVID-19 and to support good hand and respiratory hygiene.

The Department will provide printed posters to schools, with age appropriate key health messages – hand washing, sneeze and cough etiquette etc.

Please see link below to these posters which will allow schools who may wish to have an additional supply of posters available. Any such supply can be sourced locally.

Schools can then arrange to display the posters in prominent areas such as offices, corridors, staffroom area, classrooms and toilets.

**Note: Signage is under development by the Department. This will be made available to all schools and staff in advance of school reopening.**

[The signage, once it becomes available, will be found here.](#)

#### **4.5) Making Changes to School Layout**

Maintaining physical distancing in the school environment is recommended as one of the key control measures to minimize the risk of the introduction and spread of COVID-19. Further information on how physical distancing can be used in the school environment is found at **Section 5.4** below including a link to the suite of illustrative primary classroom layouts (including special classes).

Schools should reconfigure classrooms and other areas as necessary to support physical distancing in line with the guidance in advance of school reopening.

## **4.6) Health and Safety Risk Assessment**

COVID-19 represents a hazard in the context of health and safety in the school environment. A risk assessment to identify the control measures required to mitigate the risk of COVID-19 in school settings is attached at **Appendix 4**.

It is important that schools review their emergency procedures involving, fire safety, first aid, accidents and dangerous occurrences to consider any new risks that arise due to the school's COVID-19 Response Plan. Any changes to the school's existing emergency procedures should be documented and incorporated into the school's safety statement.

Schools should also review their existing risk assessments to consider any new risks that arise due to the school's COVID-19 Response Plan. Any changes to the school's current risk assessments should also be documented and incorporated into the school safety statement.

### **First Aid/Emergency Procedure**

The standard First Aid/emergency procedure shall continue to apply in schools. In an emergency or in case of a serious incident, schools should call for an ambulance or the fire brigade on 112/999 giving details of location and type of medical incident.

## **4.7) Access to School and Contact Log**

Access to the school building will be in line with agreed school procedures.

Arrangements for necessary visitors such as contractors and parents will be restricted to essential purposes and limited to those who have obtained prior approval from the principal. The Department of Education Inspectorate may also need to visit schools and centres for education to support them as appropriate in the implementation of public health advice relating to creating a safe learning and working environment for all.

The prompt identification and isolation of potentially infectious individuals is a crucial step in restricting the spread of the virus and protecting the health and safety of the individuals themselves and other staff, contractors and visitors at the workplace. A detailed sign in/sign out log of those entering the school facilities should be maintained. The school should maintain a log of staff and pupil contacts. A sample contact log is available at **Appendix 5**.

The Data Protection Commission has provided guidance on the data protection implications of the return to work protocols. This advice can be found here:

<https://www.dataprotection.ie/en/news-media/data-protection-implications-return-work-safely-protocol>

Schools are reminded that all school records and data must be maintained and processed in compliance with the GDPR and the Data Protection Acts. The responsibility for compliance with the legislation rests with each school (or ETB) in their role as data controller

## 5) **Control Measures - To prevent Introduction and Spread of COVID-19 in Schools**

One of the key messages to manage the risks of COVID-19 is to do everything practical to avoid the introduction of COVID-19 into the school. If infection is not introduced it cannot be spread. The risk of spreading the infection once introduced exists in all interpersonal interactions; student-student, teacher-teacher and teacher-student and must be managed in all settings.

A range of essential control measures have been implemented to reduce the risk of the spread of Covid-19 virus and to protect the safety, health and welfare of staff, pupils, parents and visitors as far as possible within the school. The control measures shall continue to be reviewed and updated as required on an ongoing basis.

It is critical that staff, pupils, parents and visitors are aware of, and adhere to, the control measures outlined and that they fully cooperate with all health and safety requirements.

*Staff should note that they have a legal obligation under Section 13 of the Safety, Health and Welfare at Work Act 2005 to comply with health and safety requirements and to take reasonable care for the health and safety of themselves, their colleagues and other parties within the workplace.*

### ***How to Minimise the Risk of Introduction of COVID-19 into Schools:***

Promote awareness of COVID-19 symptoms (***details at Section 5.1***);

- Advise staff and pupils that have symptoms not to attend school, to phone their doctor and to follow HSE guidance on self-isolation;
- Advise staff and pupils not to attend school if they have been identified by the HSE as a contact for person with COVID-19 and to follow the HSE advice on restriction of movement;
- Advise staff and pupils that develop symptoms at school to bring this to the attention of the Principal promptly;
- Ensure that staff and pupils know the protocol for managing a suspected case of COVID-19 in school (***details at Section 8***);
- Everyone entering the school building needs to perform hand hygiene with a hand sanitiser;
- Visitors to the school during the day should be by prior arrangement and should be received at a specific contact point;
- Physical distancing (of 2m) should be maintained between staff and visitors where possible.

### **5.1) Know the Symptoms of COVID-19**

In order to prevent the spread of COVID-19 it is important to know and recognise the symptoms. They are:

- ✓ High temperature
- ✓ Cough
- ✓ Shortness of breath or breathing difficulties
- ✓ Loss of smell, of taste or distortion of taste

### **5.2) Respiratory Hygiene**

Make sure you, and the people around you, follow good respiratory hygiene. This means covering your mouth and nose with a tissue or your bent elbow when you cough or sneeze. Then dispose of the used tissue immediately and safely into a nearby bin.

By following good respiratory hygiene, you protect the people around you from viruses such as cold, flu and Covid-19.

### **5.3) Hand Hygiene**

Staff and pupils should understand why hand hygiene is important as well as when and how to wash their hands.

Schools should promote good hygiene and display posters throughout the schools on how to wash your hands. Follow the HSE guidelines on handwashing:

<https://www2.hse.ie/wellbeing/how-to-wash-your-hands.html>

Hand hygiene can be achieved by hand washing or use of a hand sanitiser (when hands look clean).

Use of hand hygiene facilities including wash hand basins needs to be managed so as to avoid congregation of people waiting to use wash hand basins and hand sanitisers.

There is a requirement for access to hand washing facilities after activities that are likely to soil hands, for example playing outside or certain sporting activities as hand sanitiser does not work on dirty hands.

Hand sanitiser dispensers can be deployed more readily at exit and entry points of schools and classrooms and care should be taken to clean up any hand sanitiser spills to prevent risks of falls.

Warm water is preferable to hot or cold water for hand washing but if the plumbing system only supplies cold water, a soap that emulsifies easily in cold water should be used.

Wash hand basins, running water, liquid soap and hand drying facilities should be provided in all toilets, kitchens and any food preparation areas.

Hand washing facilities should be maintained in good condition and supplies of soap and towels should be topped up regularly to encourage everyone to use them.

Hot air dryers are an acceptable alternative for hand drying but must be regularly maintained. There is no evidence that hand dryers are associated with increased risk of transmission of COVID-19.

Posters displaying hand washing techniques and promoting hand washing should be placed on walls adjacent to washing facilities and can be laminated or placed in a plastic sleeve.

Hand sanitiser is suitable for use for hand hygiene when hands are not visibly soiled (look clean).

Evidence of effectiveness is best for alcohol based hand rubs but non-alcohol based hand rubs can be used too.

When hand rubs/gels are being used in school care should be taken to ensure that pupils do not ingest them as they are flammable and toxic.

Young children should not have independent use of containers of alcohol gel.

### **Frequency of Hand Hygiene**

Pupils and staff should perform hand hygiene:

- On arrival at school;
- Before eating or drinking;
- After using the toilet;
- After playing outdoors;
- When their hands are physically dirty;
- When they cough or sneeze.

The Department has arranged for a drawdown framework to be established to enable schools purchase hand-sanitisers and any other necessary PPE supplies for use in the school. The procurement process for this framework is at an advanced stage and it is intended that these materials will be available for drawdown in early August. Further guidelines will be issued shortly. The Department will provide funding for the costs associated with hand sanitising and PPE requirements in schools. This funding will be available in advance of school reopening at the end of August.

## **5.4) Physical Distancing**

Physical distancing can be usefully applied in primary and special school settings allowing for some flexibility when needed. It must be applied in a practical way to recognise that the learning environment cannot be dominated by a potentially counterproductive focus on this issue. Physical distancing will look different across the various ages and stages of learning.

Care should be taken to avoid generating tension or potential conflict and some flexibility in the implementation of measures may be required at times.

It is also recognised that it is not always possible for staff to maintain physical distance from pupils and it is not appropriate that they would always be expected to do so where this could have a detrimental impact on the pupil i.e. if a child sustains an injury and requires first aid.

**However, where possible staff should maintain a minimum of 1m distance and where possible 2m. They should also take measures to avoid close contact at face to face level such as remaining standing rather than sitting beside/crouching down.**

Physical distancing falls into two categories:

- Increasing separation
- Decreasing interaction

### ***Increasing separation***

The guidance documents provided by the Department of Education on optimal school layout and referenced at **Section 4.5** above should be used by schools to increase separation to the greatest degree possible

To maintain physical distancing in the classroom, primary schools and special schools should:

1. Reconfigure class spaces to maximise physical distancing
2. Utilise and reconfigure all available space in the school in order to maximise physical distancing

To support primary schools and special schools in the implementation of physical distancing in the classroom, the Department has developed a suite of illustrative classroom layouts of potential options (including arrangements for special classes) which are in accordance with the public health advice, and assumes

- Room is clear of any unnecessary furniture/shelves etc. on the walls
- A variety of classroom sizes.

[A link to the suite of illustrative primary classroom layouts is available here.](#)

[A link to illustrative special classes is available here.](#)

Funding will be provided under the enhanced minor works grant to facilitate this classroom re-configuration works. This funding will be provided to schools by mid-August.

**The teacher's desk should be at least 1m and where possible 2m away from pupil desks.**

### ***Decreasing interaction***



The extent to which decreasing interaction is possible in a primary or special school will depend on the school setting and a common-sense approach is required recognising the limits to which this can be achieved between pupils.

In primary and special schools a distance of 1m should be maintained between desks or between individual pupils. It is recognised that younger children are unlikely to maintain physical distancing indoors. Therefore achieving this recommendation in the first four years of primary or special schools, is not a pre-requisite to reopening a primary or special school for all pupils.

Where possible work stations should be allocated consistently to the same staff and children rather than having spaces which are shared.

The risk of infection may be reduced by structuring pupils and their teachers into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or “Pods” within those class bubbles, to the extent that this is practical.

If the class is divided into Pods, there should be at least (1m distance) between individual Pods within the Class Bubble and between individuals in the pod, whenever possible.

Generally speaking the objective is to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those Class Bubbles) as much as possible, rather than to avoid all contact between Pods, as the latter will not always be possible.

The aim of the system within the school is that class grouping mix only with their own class from arrival at school in the morning until departure at the end of the school day. The Pods within those Class Bubbles is an additional measures, to limit the extent of close contact within the Class Bubble.

Pod sizes should be kept as small as is likely to be reasonably practical in the specific classroom context.

To the greatest extent possible, pupils and teaching staff should consistently be in the same Class Bubbles although this will not be possible at all times.

Different Class Bubbles should where possible have separate breaks and meal times or separate areas at break or meal times (or this could be different class years i.e. 2<sup>nd</sup> class, 3<sup>rd</sup> class etc.)

Sharing educational material between Pods should be avoided/minimised where possible.

Staff members who move from class bubble to class bubble should be limited as much as possible.

***Additional measures to decrease interaction include:***

Limit interaction on arrival and departure and in hallways and other shared areas.

Social physical contact (hand to hand greetings, hugs) should be discouraged.

Where pupils need to move about within the classroom to perform activities (access to a shared resource) it should be organized to the greatest degree possible to minimize congregation at the shared resource.

Staff and pupils should avoid sharing of personal items.

Encourage pupils to avoid behaviours that involve hand to mouth contact (putting pens/pencils in the mouth).

Where teaching and learning involves use of keyboards or tablets, the contact surface of the device should be cleaned regularly and hand hygiene encouraged.

## **Physical Distancing outside of the classroom and within the school**

### ***School drop off/collection***

Arrangements for dropping off/collecting pupils should be arranged to encourage physical distancing of 2m where possible.

Walking/cycling to school should be encouraged as much as possible.

Arrangements should be made to maintain a distance of 2m between parents and guardians and between parents and guardians and school staff.

Aim of any arrangements is to avoid congregation of people at the school gates where physical distancing may not be respected.

Staggered drop off/pick up times should be considered where practical and feasible.

If schools have additional access points, consideration may be given to whether they can be used to reduce congestion.

Consideration may be given to where pupils congregate as they arrive at school. This could include heading straight to their small group designated learning space/classroom.

### ***Staff***

A distance of 2m is recommended for physical distancing by staff. This is particularly relevant to distancing between adults when they are not engaged in teaching such as the staff room and arriving to work.

If 2m cannot be maintained in staff groups, as much as distance as is possible and guidance on face covering should be observed.

Physical distancing should be observed between staff members within the staff room through the use of staggered breaks etc.

Staff meetings should be held remotely or in small groups or in large spaces to facilitate physical distancing.

Implement no hand shaking policy.

Minimise gathering of school staff at the beginning or end of the school day.

Staff can rotate between areas/classes but this should be minimized where possible.

### ***Canteen***

Ensure physical distancing is applied in canteen facilities

Stagger canteen use and extend serving times to align with class groupings.

Implement a queue management system.

Make sure pupils clean their hands before and after entering the canteen area.

### ***Corridors and Stairwells***

Briefly passing someone in a hall is very unlikely to contribute significantly to the spread of infection if people do not have physical contact and avoid informal group discussions.

### ***Yard/Supervision***

The risk of transmission from contact with outside surfaces or play areas is low.

Adjust play time/outdoor activities to minimise crowding at the entrance and exits.

It is not possible to maintain physical distancing when pupils in primary or special schools play together outdoors, but in so far as practical it is helpful to keep to consistent groups.

Stagger break times and outdoor access.

Children should be encouraged to perform hand hygiene before and after outdoor activities.

Minimise equipment sharing and clean shared equipment between uses by different people.

## **5.5) Use of PPE in Schools**

PPE will not be required to be worn within schools according to current occupational and public health guidance. However, for a limited number of staff, PPE will need to be used occasionally or constantly due to the nature of certain work activities or work areas. This might include roles such as:

- Assisting with intimate care needs
- Where a suspected case of COVID-19 is identified while the school is in operation
- Where staff are particularly vulnerable to infection but are not on the list of those categorised as people in very high risk groups, or may be living with those who are in the very high risk category.

Appropriate PPE will be available for dealing with suspected COVID-19 cases, intimate care needs and for first aid. Where staff provide healthcare to children with medical needs in the school environment they should apply standard precautions as per usual practice.

## **Masks**

Cloth face coverings are not suitable for children under the age of 13 and anyone who:

- Has trouble breathing;
- Is unconscious or incapacitated;
- Is unable to remove it without help;
- Has special needs to who may feel upset or very uncomfortable wearing the face covering.

For staff, face coverings should not be required if physical distancing is possible and practiced appropriately. Wearing a face covering will conceal facial expression and make communication difficult.

The use of a visor as an alternative may be considered where there is a concern regarding prolonged close contact and exposure to fluid/respiratory droplets. [Advice on how to properly use face coverings can be found here.](#)

## **Gloves**

The use of disposable gloves in the school by pupils or staff is not generally appropriate but may be necessary for intimate care settings. Routine use does not protect the wearer and may expose others to risk from contaminated gloves.

Routine use of disposable gloves is not a substitute for hand hygiene.

## **6) Impact of COVID-19 on certain school activities**

The Department will work with stakeholders to provide more detailed advice on certain schools activities in advance of school reopening.

### *Choir/Music Performance*

Choir practices/performance and music practices/performance involving wind instruments may pose a higher level of risk and special consideration should be given to how they are held ensuring that the room is well-ventilated and the distance between performers is maintained.

### *Sport Activities*

Schools should refer to the HPSC guidance on Return to Sport. Link to return to sport protocols is found here.

<https://www.gov.ie/en/publication/07253-return-to-sport-protocols/>

### *Shared Equipment*

## **Toys**

All toys should be cleaned on a regular basis for example weekly. This will remove dust and dirt that can harbour germs.

Toys that are visibly dirty or contaminated with blood or bodily fluids should be taken out of use immediately for cleaning or disposal.

When purchasing toys choose ones that are easy to clean and disinfect (when necessary).

If cloth or soft toys are used they should be machine washable.

Jigsaws, puzzles and toys that young pupils to those with special educational needs may be inclined to put into their mouths should be capable of being washed and disinfected.

All play equipment should be checked for signs of damage for example breaks or cracks. If they cannot be repaired or cleaned they should be discarded.

Clean toys and equipment should be stored in a clean container or clean cupboard. The manufacturer's instructions should always be followed.

At this time soft modelling materials and play dough where used should be for individual use only.

#### Cleaning Procedure for Toys

- Wash the toy in warm soapy water, using a brush to get into crevices.
- Rinse the toy in clean water.
- Thoroughly dry the toy.
- Some hard plastic toys may be suitable for cleaning in the dishwasher.
- Toys that cannot be immersed in water that is electronic or wind up should be wiped with a damp cloth and dried.
- In some situations toys/equipment may need to be disinfected following cleaning for example: toys/equipment that pupils place in their mouths. Toys/equipment that have been soiled with blood or body fluids or toys where a case of COVID-19 has been identified.
- If disinfection is required: A chlorine releasing disinfectant should be used diluted to a concentration of 1,000ppm available chlorine. The item should be rinsed and dried thoroughly.

Art – Where possible pupils should be encouraged to have their own individual art and equipment supplies.

Electronics – Shared electronic devices such as tablets, touch screens, keyboards should be cleaned between use and consideration could be given to the use of wipeable covers for electronics to facilitate cleaning.

Musical Equipment/Instruments – To the greatest extent possible, instruments should not be shared between pupils and if sharing is required, the instruments should be cleaned between uses.

Library Policy – Where practical pupils should have their own books. Textbooks that are shared should be covered in a wipeable plastic covering that can be wiped with a suitable

household cleaning agent between uses. Pupils should be encouraged to perform hand hygiene after using any shared item.

Shared Sports Equipment – Minimise equipment sharing and clean shared equipment between uses by different people.

## 7) **Hygiene and Cleaning in Schools**

The Department of Education will provide additional funding to schools to support the enhanced cleaning required to minimise the risks of COVID-19. Details of the funding supports will be provided to schools by way of circular and will be updated as required. The funding will be provided in advance of reopening.

The specific advice in relation to school cleaning is set out in the HPSC advice and will be covered in the induction training. This advice sets out the cleaning regime required to support schools to prevent COVID-19 infections and the enhanced cleaning required in the event of a suspected cases of COVID-19. Schools are asked to carefully read and understand the cleaning advice and to apply that to all areas of the school as appropriate.

Schools are reminded to take particular care of the hygiene arrangements for hand washing and toilet facilities.

In summary, each school setting should be cleaned at **least once per day**. Additional cleaning if available should be focused on frequently touched surfaces – door handles, hand rails, chairs/arm rests, communal eating areas, sink and toilet facilities.

All staff will have access to cleaning products and will be required to maintain cleanliness of their own work area. Under no circumstances should these cleaning materials be removed from the building.

Staff should thoroughly clean and disinfect their work area before and after use each day.

There should be regular collection of used waste disposal bags from offices and other areas within the school facility.

Shower facilities shall not be available for use by staff or pupils due to the increased risk associated with communal shower facilities and areas. This shall be reviewed in line with government guidance.

Staff must use and clean their own equipment and utensils (cup, cutlery, plate etc.)

### ***Cleaning/Disinfecting rooms where a pupil/staff member with suspected COVID-19 was present***

The room should be cleaned as soon as practicably possible.

Once the room is vacated the room should not be reused until the room has been thoroughly cleaned and disinfected and all surfaces are dry.

Disinfection only works on things that are clean. When disinfection is required it is always as well as cleaning.

Person assigned to cleaning should avoid touching their face while they are cleaning and should wear household gloves and a plastic apron.

Clean the environment and furniture using disposable cleaning cloths and a household detergent followed by disinfection with a chlorine based product (household bleach).

Pay special attention to frequently touched surfaces, the back of chairs, couches, door handles and any surfaces that are visibly soiled with body fluids.

Once the room has been cleaned and disinfected and all surfaces are dry, the room can be reused.

If a pupil or staff diagnosed with COVID-19 spent time in a communal area like a canteen, play area or if they used the toilet or bathroom facilities, then the areas should be cleaned with household detergent followed by a disinfectant (as outlined in the HPSC interim health advice) as soon as is practically possible.

## **8) Dealing with a Suspected Case of COVID-19**

Staff or pupils should not attend school if displaying any symptoms of COVID-19. The following outlines how a school should deal with a suspected case that may arise in a school setting.

A designated isolation area should be identified within the school building. The possibility of having more than one person displaying signs of COVID-19 should be considered and a contingency plan for dealing with additional cases put in place. The designated isolation area should be behind a closed door and away from other staff and pupils.

If a staff member/pupil displays symptoms of COVID-19 while at school the following are the procedures to be implemented:

If the person with the suspected case is a pupil, the parents/guardians should be contacted immediately;

Isolate the person and have a procedure in place to accompany the individual to the designated isolation area via the isolation route, keeping at least 2m away from the symptomatic person and also making sure that others maintain a distance of at least 2m from the symptomatic person at all times;

The isolation area does not have to be a room but if it is not a room it should be 2m away from others in the room;

Remember that the virus is spread by droplets and is not airborne so physical separation is enough to reduce the risk of spread to others even if they are in the same room;

If it is not possible to maintain a distance of 2m a staff member caring for a pupil should wear a face covering or mask. Gloves should not be used as the virus does not pass through skin;

Provide a mask for the person presenting with symptoms if one is available. He/she should wear the mask if in a common area with other people or while exiting the premises;

Assess whether the individual who is displaying symptoms can immediately be directed to go home/be brought home by parents who will call their doctor and continue self-isolation at home;

Facilitate the person presenting with symptoms remaining in isolation if they cannot immediately go home and facilitate them calling their doctor. The individual should avoid touching people, surfaces and objects. Advice should be given to the person presenting with symptoms to cover their mouth and nose with the disposable tissue provided when they cough or sneeze and put the tissue in the waste bag provided;

If the person is well enough to go home, arrange for them to be transported home by a family member, as soon as possible and advise them to inform their general practitioner by phone of their symptoms. Public transport of any kind should not be used;

If they are too unwell to go home or advice is required, contact 999 or 112 and inform them that the sick person is a Covid-19 suspect;

Carry out an assessment of the incident which will form part of determining follow-up actions and recovery;

Arrange for appropriate cleaning of the isolation area and work areas involved – (**details at Section 7**).

The HSE will inform any staff/parents who have come into close contact with a diagnosed case via the contact tracing process. The HSE will contact all relevant persons where a diagnosis of COVID-19 is made. The instructions of the HSE should be followed and staff and pupil confidentiality is essential at all times.

## **9) Special Educational Needs**

### **Additional considerations for those with Special Educational Needs**

For children with special educational needs (SEN) maintaining physical distancing in many instances will not be practical or appropriate to implement. The focus should therefore be on emphasising that parents/guardians should have a heightened awareness of signs, symptoms or changes in baseline which suggests illness/COVID-19 infection and where symptoms are present children should not attend school. Similarly staff should be aware of their responsibility not to attend work if they develop signs or symptoms of respiratory illness.

#### *Hand hygiene*

Children who are unable to wash their hands by themselves should be assisted to clean their hands using soap and water or a hand sanitiser (if their hands are visibly clean) as outlined previously.

#### *Equipment*

Some children may have care needs (physical or behavioural) which requires the use of aids and appliances and/or medical equipment for example toileting aids, moving and handling



equipment, respiratory equipment. Where cleaning of aids and appliances is carried out in the school it is recommended that a cleaning schedule is provided, detailing when and how the equipment is cleaned and the cleaning products to be used in accordance with the manufacturers' instructions.

The following points can guide the development of such cleaning schedule:

- Equipment used to deliver care should be visibly clean;
- Care equipment should be cleaned in accordance with the manufacturers' instructions. Cleaning is generally achieved using a general purpose detergent and warm water.
- Equipment that is used on different children must be cleaned and, if required, disinfected immediately after use and before use by another child e.g. toileting aids;
- If equipment is soiled with body fluids:
  - First clean thoroughly with detergent and water;
  - Then disinfect by wiping with a freshly prepared solution of disinfectant;
  - Rinse with water and dry.

## **10) Staff Duties**

Staff have a statutory obligation to take reasonable care for their own health and safety and that of their colleagues and other parties. The cooperation and assistance of all staff is essential to reduce the risk of spread of COVID-19 and to protect health and safety as far as possible within the school. All staff have a key role to play. In this regard and in order to facilitate a safe return to work, these duties include, but are not limited to, the following:

- Adhere to the School COVID-19 Response Plan and the control measures outlined.
- Complete the RTW form before they return to work.
- Must inform the principal if there are any other circumstances relating to COVID19, not included in the form, which may need to be disclosed to facilitate their safe return to the workplace.
- Must complete COVID-19 Induction Training and any other training required prior to their return to school.
- Must be aware of, and adhere to, good hygiene and respiratory etiquette practices.
- Coordinate and work with their colleagues to ensure that physical distancing is maintained.
- Make themselves aware of the symptoms of COVID-19 and monitor their own wellbeing.
- Self-isolate at home and contact their GP promptly for further advice if they display any symptoms of COVID-19.
- Not return to or attend school if they have symptoms of COVID-19 under any circumstances.
- If they develop any symptoms of COVID-19 whilst within the school facility, they should adhere to the procedure outlined above.
- Keep informed of the updated advice of the public health authorities and comply with

same.

## **11) COVID-19 related Absence Management**

The management of a COVID-19 related absence will be managed in line with agreed procedures with the Department of Education.

## **12) Employee Assistance and Wellbeing Programme**

The Department recognises the need for school staff wellbeing and collective self-care. Support for school staff wellbeing will be provided by Department Support Services including the PDST and CSL, as well as by the HSE's Health Promotion Team. An Occupational Health Strategy is in place as a supportive resource for staff in schools. The aim of the Occupational Health Strategy is to promote the health and wellbeing of employees in the workplace, with a strong focus on prevention. The Occupational Health Strategy comprises the Employee Assistance Service and the Occupational Health Service. The Employee Assistance Service (EAS) is provided by Spectrum.Life under the logo of '*Wellbeing Together: Folláinne Le Chéile*'.

Under the EAS, employees have a dedicated free-phone confidential helpline 1800 411 057 available 24 hours a day, 365 days a year providing advice on a range of issues such as wellbeing, legal, financial, mediation, management support etc. Where required, short-term counselling is available to employees and their families (over the age of 18 years and living at home). A bespoke wellbeing portal and app which offers access to podcasts and blogs on topics around wellbeing and mental health, family life, exercise and nutrition is also available. In addition online cognitive behavioural therapy is provided. As part of the services provided by Spectrum.Life a Mental Health Promotion Manager is available to develop and deliver evidence based mental health and wellbeing initiatives to reduce stigma and improve mental health literacy and to increase engagement with the service. They will also be providing a series of webinars and presentations to promote staff wellbeing in schools as schools reopen and during the upcoming school year.

## **APPENDIX 1**

## **COVID-19 Policy Statement**

Drom National School is committed to providing a safe and healthy workplace for all our staff and a safe learning environment for all our pupils. To ensure that, we have developed the following COVID-19 Response Plan. The BOM and all school staff are responsible for the implementation of this plan and a combined effort will help contain the spread of the virus. We will:

- continue to monitor our COVID-19 response and amend this plan in consultation with our staff
- provide up to date information to our staff and pupils on the Public Health advice issued by the HSE and Gov.ie
- display information on the signs and symptoms of COVID-19 and correct hand-washing techniques
- agree with staff, a worker representative who is easily identifiable to carry out the role outlined in this plan
- inform all staff and pupils of essential hygiene and respiratory etiquette and physical distancing requirements
- adapt the school to facilitate physical distancing as appropriate in line with the guidance and direction of the Department of Education
- keep a contact log to help with contact tracing
- ensure staff engage with the induction / familiarisation briefing provided by the Department of Education
- implement the agreed procedures to be followed in the event of someone showing symptoms of COVID-19 while at school
- provide instructions for staff and pupils to follow if they develop signs and symptoms of COVID-19 during school time
- implement cleaning in line with Department of Education advice

All school staff will be consulted on an ongoing basis and feedback is encouraged on any concerns, issues or suggestions.

This can be done through the Lead Worker Representative(s), who will be supported in line with the agreement between the Department and education partners.

Signed: Ambrose Purcell

Date: 18<sup>th</sup> August 2020

Acting Chairperson

## **Appendix 2**

## **Drom National School Pre-Return to Work Questionnaire COVID-19**

This questionnaire must be completed by staff **at least 3 days** in advance of returning to work.

If the answer is Yes to any of the below questions, you are advised to seek medical advice before returning to work.

Name: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

	Questions	YES	NO
1.	Do you have symptoms of cough, fever, high temperature, sore throat, runny nose, breathlessness or flu like symptoms now or in the past 14 days?		
2.	Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days?		
3.	Have you been advised by the HSE that you are you a close contact of a person who is a confirmed or suspected case of COVID-19 in the past 14 days?		
4.	Have you been advised by a doctor to self-isolate at this time?		
5.	Have you been advised by a doctor to cocoon at this time?		
6.	Have you been advised by your doctor that you are in the very high risk group? If yes, please liaise with Principal re return to work and follow the agreed DES arrangements for very high risk groups		

I confirm, to the best of my knowledge that I have no symptoms of COVID-19, am not self-isolating or awaiting results of a COVID-19 test and have not been advised to restrict my movements.

Please note: The school is collecting this sensitive personal data for the purposes of maintaining safety within the workplace in light of the COVID-19 pandemic. The legal basis for collecting this data is based on vital public health interests and maintaining occupational health and this data will be held securely in line with our retention policy.

Signed: \_\_\_\_\_

## **Appendix 3**

## **Lead Worker Representative – Primary and Special Schools**

The COVID-19 Return to Work Safely Protocol is designed to support employers and workers to put measures in place that will prevent the spread of COVID-19 in the workplace. The Protocol was developed following discussion and agreement between the Government, Trade Unions and Employers at the Labour Employer Economic Forum.

The Protocol provides for the appointment of a Lead Worker Representative (LWR) in each workplace. The LWR will work in collaboration with the employer to assist in the implementation of measures to prevent the spread of COVID -19 and monitor adherence to those measures and to be involved in communicating the health advice around COVID-19 in the workplace.

The purpose of this section is to set out the provisions in respect of the LWR in schools. The operation of these arrangements will be kept under review by the parties.

This document should be read in conjunction with:

- the COVID-19 Return to Work Safely Protocol;
- the Guidance and FAQs for Public Service Employers during COVID-19;
- COVID-19 Response Plan for Primary and Special Schools (available on the Department of Education website).

### **1. Collaborative Approach**

Responsibility for the development and implementation of the COVID-19 Response Plan and the associated control measures lies primarily with the Board of Management/ Education and Training Board and school management.

Strong communication and a shared collaborative approach is key to protecting against the spread of COVID-19 in schools, and looking after the health, safety and wellbeing of staff and students. Adherence to the Return to Work Protocol will only be achieved if everyone has a shared responsibility in implementing the measures contained within the Protocol in their place of work.

If a staff member has any concerns or observations in relation to the COVID-19 Response Plan, control measures or the adherence to such measures by staff, students or others, they should contact the LWR who will engage with school management.

### **2. Role of the Lead Worker Representative**

In summary, the role of the LWR is to:

- Represent all staff in the workplace regardless of role, and be aware of specific issues that may arise in respect of different staff cohorts;
- Work collaboratively with school management to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19;
- Keep up to date with the latest COVID-19 public health advice;
- In conjunction with school management, promote good hygiene practices such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice;
- Assist school management with the implementation of measures to suppress COVID-19 in the workplace in line with the Return to Work Safely Protocol and current public health advice;
- In conjunction with school management, monitor adherence to measures put in place to prevent the spread of COVID-19;
- Conduct regular reviews of safety measures;
- Report any issues of concern immediately to school management and keep records of such issues and actions taken to rectify them;
- Consult with the school management on the school's COVID-19 Response Plan in the event of someone developing COVID-19 while in school including the location of an isolation area and a safe route to that area;
- Following any incident assess with the school management any follow up action that is required;
- Consult with colleagues on matters relating to COVID-19 in the workplace;
- Make representations to school management on behalf of their colleagues on matters relating to COVID-19 in the workplace.

### **3. What can a Lead Worker Representative Do?**

The LWR may consult with, and make representations to, school management on any issue of concern in relation to COVID-19. These include issues in relation to:

- Cleaning protocols and their implementation
- Physical Distancing
- Implementation of one-way systems in the school to ensure social distancing including when entering and exiting the school
- Hand Hygiene facilities including their location and whether they are stocked and maintained
- Hand sanitising
- Staff awareness around hand hygiene in the school
- Respiratory hygiene
- Personal Protective Equipment
- At Risk Groups
- Visitors/Contractors

#### **4. Lead Worker Representative**

Every school will appoint one Lead Worker Representative.

#### **5. Deputy Lead Worker Representative/ Assistant Lead Worker Representative**

In schools with less than 30 staff, a Deputy Lead Worker Representative will be appointed in addition to the LWR. The role of the Deputy LWR will be to deputise as LWR where the LWR is absent.

In schools with 30 or more staff and in all Special schools, an Assistant Lead Worker Representative will be appointed in addition to the LWR. The role of the Assistant LWR will be to:

- assist the LWR in their duties as set out above; and
- deputise as LWR where the LWR is absent

#### **6. Selection of Lead Worker Representative/ Deputy LWR/ Assistant LWR**

The school staff are entitled to select staff members for the LWR, Deputy LWR and Assistant LWR positions as appropriate. The LWR/ Deputy LWR/ Assistant LWR represents all staff in the workplace regardless of role and must be aware of specific issues that may arise in respect of different staff cohorts. In this regard, if a teacher is selected for the role of LWR, then the Deputy LWR/ Assistant LWR should be selected from the non-teaching staff where feasible and vice versa.

The process for the selection and appointment of the LWR/ Deputy LWR/ Assistant LWR as appropriate should be arrived at by consultation and consensus at school level, through the seeking of volunteers to act in that capacity. Where there is more than one volunteer, all school staff should vote to select the LWR/ Deputy LWR/ Assistant LWR.

The LWR/ Deputy LWR/ Assistant LWR will, following selection by the school staff, be formally appointed by the employer. LWR/ Deputy LWR/ Assistant LWR will be required to confirm, prior to taking up the role, that they have completed the provided training and that they are fully aware of the requirements of the role.

#### **7. Supports for the Lead Worker Representative/ Deputy LWR/ Assistant LWR**

The LWR/ Deputy LWR/ Assistant LWR shall be entitled to:

- Receive information and training in respect of their role [*further detail to be provided*];
- Be consulted by school management on the control measures being put in place by the school to minimise the risk of being exposed to COVID-19;
- Regular communication with school management on issues related to COVID-19;
- Be informed of changes in practice arising from COVID-19 response measures;

Where the LWR/ Assistant LWR is a teacher (including a postholder), the 10 Croke Park hours which can currently be used for planning on other than a whole school basis will be utilised by the LWR and Assistant LWR to carry out their duties in that role.

Where the LWR/ Assistant LWR is an SNA, 10 of the “72 hours” will be utilised by the LWR and Assistant LWR to carry out their duties in that role.

Where the LWR/ Assistant LWR is a Secretary or Caretaker, a re-prioritisation of duties by school management should be carried out to afford the staff member sufficient time to carry out their duties in that role.

## **8. Procedure for dealing with issues that arise**

Where an issue of concern is identified by the LWR (or is notified to the LWR by a staff member), the LWR should bring this to the attention of the Principal. Action points for addressing the issue should where possible be agreed between the LWR and the Principal. Staff should be informed of the outcome.

If agreement cannot be reached, the LWR may notify the Board of Management (Chairperson of the BoM in the first instance)/ Education and Training Board head office of the issue. Action points for addressing the issue should where possible be agreed between the LWR and the BoM/ETB head office. Staff should be informed of the outcome.

## **Glossary of Terms**

- **COVID-19 Response Plan:** plan designed to support the staff and BOM/ ETB in putting measures in place that will prevent the spread of COVID-19 in the school environment. The plan details the policies and practices necessary for a school to meet the Return to Work Safely Protocol, the Department of Education plan for school reopening and to prevent the introduction and spread of COVID-19 in the school environment. COVID-19 Response Plans for Primary and Special Schools are available on the Department’s website.
- **Labour Employer Economic Forum (LEEF):** the forum for high level dialogue between Government, Trade Union and Employer representatives on matters of strategic national importance - involves the Irish Congress of Trade Unions, Government & Employers.
- **Return to Work Protocol:** national protocol designed to support employers and workers to put measures in place that will prevent the spread of COVID-19 in the workplace.
- **Safety Representative:** Section 25 of the Safety, Health and Welfare at Work Act 2005 sets out the selection and role of the Safety Representative in the workplace. The rights of the Safety Representative are set out in legislation. (Note: A Safety



Representative has rights and not duties under the 2005 Act). This role is separate to the LWR under COVID-19.

## Appendix 4 Risk Assessment

The process involved consultation with all school staff.

### Methodology used for hazard identification and control

In line with the requirements of Safety, Health and Welfare at Work Act 2005 (section 19) it is the policy of the BoM in Drom National School to address significant hazards and risks in the workplace, to assess the risks to safety, health and welfare and to control these risks as far as is reasonably practicable.

The Board is committed to the ongoing identification of hazards, the assessment of the appropriate risks and the introduction of controls to deal with them. In addition, staff are involved and participate in safety, health and welfare issues within the school and are encouraged to identify and report any potential hazards that may exist and to ensure that a risk assessment is carried out.

This revised Risk Assessment includes all relevant updates and necessary control measures to minimise the risk of staff and others being exposed to Covid-19 and these will be incorporated into the Safety Statement for Drom National School in line with requirements of section 20 of the 2005 Act.

It is envisaged that additional reviews will be undertaken on a regular basis and in line with Government and public health advice to ensure that all information remains accurate, that controls are appropriate and where necessary risks are reassessed.

### Definitions

- A **hazard** is anything with the potential to cause harm to the safety, health or welfare of staff, students, visitors and contractors – a wet or slippery floor, an unguarded machine, stressful work, a blocked entrance, hazardous chemicals etc. Hazards may be classified as physical, chemical, biological, environmental or human.
- A **risk** is the likelihood that someone will be harmed by a hazard and the severity of that harm.
- **Control measures:** A control measure is an applied measure that reduces the level of risk. Control measures can be applied at the planning stage, can comprise physical measures, can be management issues and can include training. Good control measures will require a combination of some or all of these.

### Control measure principles:

Schedule 3 of the Safety, Health and Welfare at Work Act 2005 lists the Principles of Prevention and the Board of Management undertakes to apply these principles (where practicable) in dealing with all risks within the school:

- Avoidance of risks
- Evaluation of unavoidable risks
- Combating of risks at source
- Adaptation of work to the individual
- Adaptation of workplace to technical progress
- Replacement of dangerous articles, substances or systems of work by safe or less dangerous articles, substances or systems of work
- Priority to collective protective measures over individual protective measures
- Development of an adequate prevention policy which takes account of technology, organisation of work, working conditions, social factors and the influence of factors relating to the working environment

- Appropriate training and instructions to employees.

When the safety audit identifies hazards, it is necessary to evaluate and rank them so that they can be controlled in an orderly way. The risk of a hazard is a measure of the likelihood or probability of an accident coupled with the severity of the injury or loss. The risk potential of each hazard was assessed (by ranking) by giving numerical values of between 1 and 5 to both the **severity** of the consequences and the **probability** of the event occurring. When the severity numerical factor and the probability numerical factor were multiplied together, they produced a number between 1 and 25 thereby producing the numerical values outlined in **risk rating** chart below.

#### Severity x Probability = Risk Rating

Severity		
Severity Rating	Interpretation	Numerical Value
Fatality or Catastrophic	Single or multiple fatalities, widespread illness, large scale property or equipment damage	5
Major	Serious injury or illness, significant property or equipment damage	4
Moderate	Injury and damage to property	3
Minor	Minor injury or illness, minor property or equipment damage	2
Trivial	No significant injury or illness, no significant property or equipment damage	1

#### Probability/Likelihood

Probability Rating	Interpretation	Numerical Value
Inevitable	Likely to occur either immediately or in the short term	5
Very Likely	Could occur in time or if repeated enough	4
Likely	Likely to occur	3
Unlikely	Though unlikely, may occur over time	2
Rare	Unlikely to occur at all	1

Numerical Value Severity x Probability	Descriptive risk rating	Interpretation
16 – 25	Emergency – Extremely serious  If an incident were to occur, it would be likely that a permanent, debilitating injury or death would result	Risks are unacceptable and immediate action required justifying special maintenance. Activity should be halted and stopped until the hazard is eliminated or appropriate risk controls are put in place.
11 – 15	Severe and Serious  If an incident were to occur, it would be likely that an injury requiring medical treatment would result.	Activity can proceed but substantial efforts should be made to reduce the risk. Risk reduction measures should be implemented urgently within a defined time period and it might be necessary to consider suspending or restricting the activity or to apply interim control measures until this has been completed.
6 – 10	Medium  If an incident were to occur, there would be some chance that an injury requiring First Aid treatment would result	Activity can proceed but consideration should be given as to whether the risks can be lowered. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.
1 – 5	Trivial or Negligible  If an incident were to occur, there would be little likelihood that an injury would result	No additional controls are necessary as these risks are considered acceptable. Activity should be regularly reviewed to ensure there is no change to the risk rating and that controls are maintained.

### Risk Ratio

**\*Note:** A numerical rating has been used in column 4 of the risk assessment sheets to describe the risk potential for the hazard identified. This method has been used in an attempt to ensure that the levels of risk will be understood and clear to all those operating within the school.

Who may be affected?	Identified Risks	Risk Communication, Education and Training	Risk Rating with controls	Action implementation
		Controls		
Staff	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p> <ul style="list-style-type: none"> <li>A fever (high temperature of 38 degrees Celsius or above)</li> <li>A cough - this can be any kind of cough, not just</li> </ul>	<p>The Board of Management have developed a response plan for the prevention and mitigation of Covid-19 following a risk assessment of the school facility. This plan will highlight the measures necessary to protect the health and safety of staff in re-opening and modifying the work arrangements within the school.</p> <p>The staff representative(s) will be properly consulted when developing and implementing the action plan for the prevention and mitigation of Covid-19 within the school and all staff will be informed about the measures being introduced, using specific risk communication and staff engagement approaches.</p> <p>The Board of Management will:</p> <ul style="list-style-type: none"> <li>Ensure that all staff receive necessary training prior to returning to work</li> <li>Provide posters and information to increase awareness of Covid-19 among staff and pupils</li> <li>Promote safe individual practices within the school</li> <li>Ensure that a Lead Worker Representative and Deputy Lead Worker Representative is appointed</li> <li>Engage with staff through the Lead Worker Representative / Deputy Lead Worker Representative in providing feedback on the preventive measures and their effectiveness</li> <li>Provide regular information about the risk of Covid-19 using official sources, such as government agencies (HSE, HSA, etc.) and the World Health Organisation</li> <li>Emphasise the effectiveness of adopting protective measures especially good personal hygiene</li> <li>Provide specific training in the proper use of PPE for staff, where required</li> </ul>	Negligible	Board of Management Principal Staff

	<ul style="list-style-type: none"> <li>a dry cough</li> <li>Shortness of breath or breathing difficulties</li> <li>Loss of sense of smell</li> <li>Loss of sense of taste or distortion of sense of taste</li> <li>Death</li> </ul>			
<u>Risk Level Calculation</u> (a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<u>Risk Level Action</u> 1-5    Trivial risk      Acceptable 6-10   Medium risk    Requires monitoring 11-15 Severe risk      Requires immediate further action and control 16-25 Emergency risk   Halt activity and review immediately		
<u>Assessment Date:</u>		<u>Assessor's Name:</u>		

Who may be affected?	Identified Risks	Hygiene	Risk Rating with controls	Action implementation
		Controls		
All staff Students Visitors Contractors Public	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p> <ul style="list-style-type: none"> <li>A fever (high temperature of 38 degrees Celsius or above)</li> <li>A cough - this can be any kind of cough, not just a dry cough</li> </ul>	<p><u>Respiratory Hygiene</u></p> <ul style="list-style-type: none"> <li>School staff will promote good respiratory hygiene and posters will be displayed throughout the schools on how to maintain good respiratory hygiene</li> <li>Staff and students will be asked to cover their mouth and nose with a tissue or their bent elbow when they cough or sneeze. They must then dispose of the used tissue immediately and safely into a nearby bin.</li> <li>Students will be asked to avoid touching their eyes, nose and mouth.</li> <li>Foot operated pedal bins are provided in all classrooms, in the staff room, in the office and at entrances and exits for the disposal of tissues</li> </ul> <p><u>Hand Hygiene</u></p> <ul style="list-style-type: none"> <li>School staff will promote and demonstrate good hand hygiene to students. Laminated posters displaying hand washing techniques and promoting hand washing will be placed on walls adjacent to washing facilities.</li> <li>Wash hand basins, cold running water, liquid soap dispensers and hand drying facilities in the form of disposable paper towels or hot air hand dryers are provided in all toilets, mainstream classrooms and in the staff room. Hand washing facilities will be maintained in good condition and supplies of soap and towels will be topped up regularly to encourage everyone to use them.</li> <li>Foot operated pedal bins are provided in all classrooms, in the staff room, in the office and at entrances and exits for the disposal of paper towels.</li> <li>Hand sanitiser dispensers are provided at exit and entry points to the school, in each classroom and in the staff room. Each staff member will also be provided with hand sanitizer at their work station. Care will be taken to clean up any hand sanitiser spills to prevent risks of falls. Everyone entering the school building needs to perform hand hygiene with a hand sanitiser</li> </ul>	Requires monitoring	Board of Management Principal Staff Students Visitors

	<ul style="list-style-type: none"> <li>▪ Shortness of breath or breathing difficulties</li> <li>▪ Loss of sense of smell</li> <li>▪ Loss of sense of taste or distortion of sense of taste</li> <li>▪ Death</li> </ul>	<p>Students and staff will perform hand hygiene:</p> <ul style="list-style-type: none"> <li>▪ On arrival at school;</li> <li>▪ Before eating or drinking;</li> <li>▪ After using the toilet;</li> <li>▪ After playing outdoors;</li> <li>▪ When their hands are physically dirty;</li> <li>▪ When they cough or sneeze;</li> </ul> <p>In addition, staff will perform hand hygiene:</p> <ul style="list-style-type: none"> <li>▪ Before and after wearing gloves.</li> <li>▪ After handling equipment, books, copybooks, worksheets etc. collected from the students</li> </ul> <p><u>Face Masks and Face Coverings</u></p> <ul style="list-style-type: none"> <li>▪ Teachers and staff will wear a face-covering / clear visor when a physical distance of 2 meters from other staff or children cannot be maintained. It is not recommended that children attending primary school wear face-coverings.</li> </ul> <p><u>Doors and Windows</u></p> <ul style="list-style-type: none"> <li>▪ Where practical, all internal doors will be left open to minimise hand contact with common surfaces.</li> <li>▪ To ensure that classrooms are well ventilated, windows will be kept open as often as possible, and will be opened while children are taking breaks in the playground.</li> <li>▪ Classrooms will also be ventilated when students are singing and when they are playing musical instruments. Tin Whistles not be shared between pupils.</li> </ul> <p><u>Hygiene Measures to Avoid the Introduction of Covid-19 into the School</u></p> <ul style="list-style-type: none"> <li>▪ The Board of Management will promote awareness of COVID-19 symptoms. They are: High temperature Cough Shortness of breath or breathing difficulties</li> </ul>		
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		<p>Loss of smell, of taste or distortion of taste</p> <ul style="list-style-type: none"> <li>▪ Staff and pupils that have symptoms will be advised not to attend school, to phone their doctor and to follow HSE guidance on self-isolation</li> <li>▪ Staff and pupils will be advised not to attend school if they have been identified by the HSE as a contact for person with COVID-19 and to follow the HSE advice on restriction of movement</li> <li>▪ Visitors to the school during the day will be by prior arrangement only and will be received at a specific contact point. Physical distancing (of 2m) will be maintained between staff and visitors where possible</li> </ul>		
<b>Risk Level Calculation</b> (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<b>Risk Level Action</b> 1-5    Trivial risk        Acceptable 6-10   Medium risk      Requires monitoring 11-15 Severe risk        Requires immediate further action and control 16-25 Emergency risk   Halt activity and review immediately		
Assessment Date:    2020		Assessor's Name:		

Who may be affected?	Identified Risks	Cleaning	Risk Rating with controls	Action implementation
		Controls		
All staff Students	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p> <ul style="list-style-type: none"> <li>A fever (high temperature of 38 degrees Celsius</li> </ul>	<ul style="list-style-type: none"> <li>Specific advice in relation to school cleaning staff and will be covered in induction training provided by the DES</li> <li>The Board of Management will put in place a written cleaning schedule and make it available to cleaning staff including: <ul style="list-style-type: none"> <li>Items and areas to be cleaned</li> <li>Frequency of cleaning</li> <li>Cleaning materials to be used</li> <li>Equipment to be used and method of operation</li> <li>Personal Protective Equipment to be worn</li> </ul> </li> <li>The school setting will be cleaned at least once per day. Additional cleaning will be focused on frequently touched surfaces – door handles, hand rails, chairs, communal eating areas, sink and toilet facilities. There will be a daily collection of used waste disposal bags from offices and other areas within the school facility.</li> <li>The BoM will ensure that sufficient cleaning materials and PPE (Personal Protective Equipment) will be available to allow for increased cleaning</li> </ul> <p><u>Teaching and Other Ancillary Staff</u></p> <ul style="list-style-type: none"> <li>All staff will have access to cleaning products and will be required to maintain cleanliness of their own work area. Under no circumstances should these cleaning materials be removed from the building</li> <li>Staff should thoroughly clean and disinfect their work area before and after use each day</li> <li>Cleaning material will be available so that commonly used equipment e.g. photocopier, kettle, microwave etc. can be wiped down with disinfectant between each use</li> <li>Staff will be advised that they are responsible for cleaning personal items that have been brought to work and are likely to be handled at work or during breaks. (for example, mobile phone and laptops) Staff will also be</li> </ul>	Requires monitoring	Board of Management Principal Staff particularly cleaning staff

	<ul style="list-style-type: none"> <li>or above)</li> <li>A cough - this can be any kind of cough, not just a dry cough</li> <li>Shortness of breath or breathing difficulties</li> <li>Loss of sense of smell</li> <li>Loss of sense of taste or distortion of sense of taste</li> <li>Death</li> </ul>	<ul style="list-style-type: none"> <li>asked to avoid leaving personal items down on communal surfaces</li> <li>Staff must use and clean their own equipment and utensils (cup, plate, cutlery etc.)</li> </ul>		
<u>Risk Level Calculation</u> (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<u>Risk Level Action</u> 1-5    Trivial risk        Acceptable 6-10   Medium risk      Requires monitoring 11-15 Severe risk        Requires immediate further action and control 16-25 Emergency risk   Halt activity and review immediately		
<u>Assessment Date:</u> 2020		<u>Assessor's Name:</u>		

Who may be affected?	Identified Risks	Dealing with a case of Covid-19	Risk Rating with controls	Action implementation
		Controls		
All staff Students Visitors Contractors	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p> <ul style="list-style-type: none"> <li>A fever (high temperature of 38 degrees Celsius</li> </ul>	<p><u>Isolation Area</u></p> <ul style="list-style-type: none"> <li>The BoM has identified the corridor linking the 1958 area to the 2011 area of the school as the designated isolation area. The second special education room will be used in the event of additional cases</li> <li>The following will be available in each of the isolation area: Tissues Hand sanitiser Disinfectant/wipes Gloves/Masks Waste Bags Bin</li> </ul> <p><u>Isolating a Person</u></p> <p>If a staff member/pupil displays symptoms of COVID-19 while at school the following procedures will be implemented:</p> <ul style="list-style-type: none"> <li>If the person with the suspected case is a student, the parents/guardians will be contacted immediately</li> <li>The person will be isolated and accompanied to the designated isolation area via the isolation route. The class teacher will accompany a symptomatic student to the designated isolation area. The principal will accompany a symptomatic staff member, visitor or contractor to the designated isolation area. The SET will supervise any class left unattended in the event that the class teacher has to accompany a symptomatic person to the designated isolation area.</li> <li>The person accompanying a symptomatic person to the isolation area should keep at least 2m away from them and also make sure that others maintain a distance of at least 2m from the symptomatic person at all times</li> </ul>	Requires monitoring	Board of Management Principal Staff

	<p>or above)</p> <ul style="list-style-type: none"> <li>▪ A cough - this can be any kind of cough, not just a dry cough</li> <li>▪ Shortness of breath or breathing difficulties</li> <li>▪ Loss of sense of smell</li> <li>▪ Loss of sense of taste or distortion of sense of taste</li> <li>▪ Death</li> </ul>	<ul style="list-style-type: none"> <li>▪ If it is not possible to maintain a distance of 2m a staff member caring for a pupil will wear a face covering or mask. Gloves should not be used as the virus does not pass through skin</li> <li>▪ The person presenting with symptoms will be provided with a mask. He/she should wear the mask if in a common area with other people or while exiting the premises</li> </ul> <p><u>Arranging for the Affected Person to Leave the School</u></p> <p>In arranging for the affected person to leave the school the following procedures will be implemented:</p> <ul style="list-style-type: none"> <li>▪ Assess whether the individual who is displaying symptoms can immediately be directed to go home/be brought home by parents who will call their doctor and continue self-isolation at home;</li> <li>▪ Facilitate the person presenting with symptoms remaining in isolation if they cannot immediately go home and facilitate them calling their doctor. The individual should avoid touching people, surfaces and objects. Advice should be given to the person presenting with symptoms to cover their mouth and nose with the disposable tissue provided when they cough or sneeze and put the tissue in the waste bag provided</li> <li>▪ If the person is well enough to go home, arrange for them to be transported home by a family member, as soon as possible and advise them to inform their general practitioner by phone of their symptoms. Public transport of any kind should not be used;</li> <li>▪ If they are too unwell to go home or advice is required, contact 999 or 112 and inform them that the sick person is a Covid-19 suspect</li> </ul> <p><u>Follow Up</u></p> <ul style="list-style-type: none"> <li>▪ Carry out an assessment of the incident which will form part of determining follow-up actions and recovery</li> <li>▪ Arrange for appropriate cleaning of the isolation area and work areas involved</li> </ul>		
<u>Risk Level Calculation</u> (a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality		<u>Risk Level Action</u> 1-5      Trivial risk      Acceptable		

(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control
		16-25	Emergency risk	Halt activity and review immediately
Assessment Date:	2020	Assessor's Name:		

Who may be affected?	Identified Risks	Covid – 19 Cleaning	Risk Rating with controls	Action implementation
		Controls		
All staff  Students  Visitors	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p>	<ul style="list-style-type: none"> <li>Specific advice in relation to the enhanced cleaning required in the event of a suspected cases of COVID-19 will be covered in induction training provided by the DES</li> <li>The BoM will ensure that sufficient cleaning materials and PPE (Personal Protective Equipment) will be available to allow for cleaning in the event of suspected cases of COVID-19</li> </ul> <p><u>Cleaning/Disinfecting Rooms where a Pupil / Staff Member with Suspected COVID-19 was Present</u></p> <ul style="list-style-type: none"> <li>The room will be cleaned as soon as practicably possible.</li> <li>Once the room is vacated the room will not be reused until the room has been thoroughly cleaned and disinfected and all surfaces are dry.</li> <li>School cleaning staff should avoid touching their face while they are cleaning and should wear household gloves and a plastic apron. They will be required to wash their hands thoroughly with soap and water for 20 seconds using correct handwashing techniques after removing gloves, aprons and other protection used while cleaning</li> <li>The environment and furniture will be cleaned using disposable cleaning cloths and a household detergent followed by disinfection with a chlorine based product (household bleach).</li> <li>Special attention will be paid to frequently touched surfaces, the back of chairs, door handles and any surfaces that are visibly soiled with body fluids.</li> <li>If a pupil or staff diagnosed with COVID-19 spent time in a communal area like a staff room, play area or if they used the toilet or bathroom facilities, then the areas should be cleaned with household detergent followed by a disinfectant (as outlined in the HPSC interim health advice) as soon as is practically possible.</li> </ul>	<p>Serious</p> <p>Requires monitoring</p>	<p>Board of Management Principal</p> <p>Staff particularly cleaning staff</p>

	<ul style="list-style-type: none"> <li>▪ A fever (high temperature of 38 degrees Celsius or above)</li> <li>▪ A cough - this can be any kind of cough, not just a dry cough</li> <li>▪ Shortness of breath or breathing difficulties</li> <li>▪ Loss of sense of smell</li> <li>▪ Loss of sense of taste or distortion of sense of taste</li> <li>▪ Death</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids will be cleaned as normal</li> <li>▪ Waste such as cleaning waste, PPE, tissues etc. from a person suspected of having COVID-19 will be double bagged and stored in a secure area for 72 hours before being presented for general waste collection.</li> </ul>		
<u>Risk Level Calculation</u> (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)			<u>Risk Level Action</u> 1-5    Trivial risk            Acceptable 6-10   Medium risk        Requires monitoring 11-15 Severe risk         Requires immediate further action and control 16-25 Emergency risk    Halt activity and review immediately	
<u>Assessment Date:</u> 2020			<u>Assessor's Name:</u>	



Who may be affected?	Identified Risks	School Equipment and Materials	Risk Rating with controls	Action implementation
		Controls		
All staff Students Contractors	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p> <ul style="list-style-type: none"> <li>A fever (high temperature of 38 degrees Celsius or above)</li> <li>A cough - this can be any kind of cough, not just a dry cough</li> </ul>	<p><u>Personal Items</u></p> <ul style="list-style-type: none"> <li>Students will not be permitted to share their personal items with others: Stationary Text Books Copybooks Tin Whistles Helmets and hurling sticks Lunch Items</li> <li>Students will continue to be encouraged to ensure that all personal items are labelled with their name.</li> <li>Parents / Guardians are asked to ensure that all books and copybooks are covered with a plastic cover.</li> </ul> <p><u>School Resources</u></p> <ul style="list-style-type: none"> <li>It is the responsibility of each member of teaching staff to get school resources / learning materials from central storage areas and to return them to these areas after they have been cleaned. Students should not be asked to assist teachers with the collection or return of items to central storage areas.</li> </ul> <p><u>Learning Resources</u></p> <ul style="list-style-type: none"> <li>Students will be provided with individual learning resources where possible. Where this is not possible, resources will be provided to individual pods within classroom bubbles.</li> <li>Students will be encouraged to perform hand hygiene after using any shared item.</li> <li>Resources will be placed in the cupboards at the back of each classroom after use and cleaned between uses. Resources will be returned to central storage areas after cleaning only.</li> </ul>	Requires monitoring	Board of Management Principal Staff

	<ul style="list-style-type: none"> <li>▪ Shortness of breath or breathing difficulties</li> <li>▪ Loss of sense of smell</li> <li>▪ Loss of sense of taste or distortion of sense of taste</li> <li>▪ Death</li> </ul>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>▪ Students will be provided with individual art materials where possible. Each classroom will be provided with sufficient scissors and paint brushes for each child.</li> <li>▪ Where it is not possible to provide each child with their own art materials, materials will be provided to individual pods within classroom bubbles.</li> <li>▪ Students will be encouraged to perform hand hygiene after using any shared item.</li> <li>▪ Shared materials will be cleaned by the members of each pod if suitable for cleaning and then cleaned by the classroom teacher using hot water or in the dishwasher before being stored, ready for re-use.</li> </ul> <p><u>Sports Equipment</u></p> <ul style="list-style-type: none"> <li>▪ Classroom teachers and coaches will seek to minimise equipment sharing.</li> <li>▪ Where it is not possible to provide each child with their own piece of equipment, equipment will be provided to individual pods within classroom bubbles.</li> <li>▪ Students will be encouraged to perform hand hygiene after using any shared item.</li> <li>▪ Shared equipment will be cleaned between uses.</li> </ul> <p><u>Electronics</u></p> <ul style="list-style-type: none"> <li>▪ A timetable for the use of the school iPads will be drawn up.</li> <li>▪ Shared electronics such as tablets, touch screens, keyboards will be cleaned between use.</li> <li>▪ Students will be encouraged to perform hand hygiene after using any shared item.</li> <li>▪ Follow the manufacturer's instructions for all cleaning and disinfection products used on electronic devices.</li> </ul> <p><u>Library / Guided Reading Books</u></p> <ul style="list-style-type: none"> <li>▪ Library books which are used in the classroom or school library setting can be returned to the shelf and made available again without any delay.</li> </ul>		
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		<ul style="list-style-type: none"> <li>Students will be encouraged to perform hand hygiene after using any shared item.</li> </ul> <p><u>Toys</u></p> <ul style="list-style-type: none"> <li>All toys will be cleaned after each use using anti-bacterial wipes or spray by the class teacher. Toys that are visibly dirty or contaminated with blood or body fluids will be taken out of use immediately for cleaning or disposal.</li> <li>All play equipment will be checked for signs of damage for example breaks or cracks. If they cannot be repaired or cleaned, they will be discarded.</li> <li>The manufacturer's cleaning instructions should always be followed.</li> <li>Soft modelling materials and play dough where used should be for individual use only</li> </ul> <p><u>Uniforms/Tracksuits</u></p> <ul style="list-style-type: none"> <li>The usual practice in relation to uniforms and tracksuits will be followed. Uniforms will be worn every day, except on P.E. days, or when otherwise requested by teachers. It is advised that school uniforms should be washed regularly.</li> <li>Students will be advised that they should wear their school uniforms or tracksuits only for school related activities and to change out of their school uniform as soon as possible after school. Uniforms should not be worn in after-school facilities, shops, during after-school activities, etc.</li> </ul> <p><u>Photocopying</u></p> <ul style="list-style-type: none"> <li>Any staff member who uses the photocopier should clean it down after use with the wipes provided.</li> <li>Students should not be asked to assist teachers with photocopying.</li> </ul> <p><u>Money</u></p>		
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		<ul style="list-style-type: none"> <li>Parents / Guardians are asked to place all money in a paper envelope with their child / children's name on it.</li> </ul>		
<u>Risk Level Calculation</u> (a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<u>Risk Level Action</u> 1-5    Trivial risk            Acceptable 6-10   Medium risk        Requires monitoring 11-15 Severe risk        Requires immediate further action and control 16-25 Emergency risk    Halt activity and review immediately		
<u>Assessment Date:</u> 2020		<u>Assessor's Name:</u>		

Who may be affected?	Identified Risks	Social Distancing	Risk Rating with controls	Action implementation
		Controls		
All staff Students Contractors	<p>Spread of Covid-19 virus</p> <p>Persons currently deemed most at risk of complications if they catch the coronavirus are:</p> <ul style="list-style-type: none"> <li>are over 70 years of age - even if fit and well</li> <li>have had an organ transplant</li> <li>are undergoing active chemotherapy for <a href="#">cancer</a></li> <li>are having radical radiotherapy for lung cancer</li> <li>have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>are having immunotherapy or other continuing antibody treatments for cancer</li> <li>are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs</li> <li>have severe respiratory conditions including cystic fibrosis, <a href="#">severe asthma</a>, pulmonary fibrosis, lung fibrosis, interstitial lung disease and <a href="#">severe COPD</a></li> <li>have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)</li> <li>are <a href="#">taking medicine that makes you much more likely to get infections</a> (such as high doses of steroids or immunosuppression therapies)</li> <li>have a serious heart condition and are pregnant</li> </ul> <p>Known effects of the coronavirus:</p> <ul style="list-style-type: none"> <li>A fever (high temperature of 38 degrees Celsius or above)</li> <li>A cough - this can be any kind of cough, not just a dry cough</li> <li>Shortness of breath or breathing difficulties</li> <li>Loss of sense of smell</li> <li>Loss of sense of taste or distortion of sense of taste</li> <li>Death</li> </ul>	<p>Physical distancing is a key control measure in reducing the spread of infection.</p> <p>The Board of Management will ensure that:</p> <ul style="list-style-type: none"> <li>all persons will adhere to relevant social distancing rules in relation to entering the school, use of welfare facilities and while working in the school</li> <li>social distancing markers will be placed in common spaces, such as entrances/exits, hallways and places where congregation or queuing of staff, or students of visitors might occur</li> <li>appropriate signage in line with public health guidelines will be displayed throughout school facility (buildings and grounds)</li> </ul> <p><u>Classroom Layout</u></p> <p><i>Increasing Separation</i></p> <ul style="list-style-type: none"> <li>Classrooms have been reconfigured to maximize physical distancing. Rooms have been cleared of all unnecessary furniture.</li> <li>Students and their teachers have been structured into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or "Pods" within those class bubbles.</li> <li>The BoM has ensured that there is 1m distance between individual Pods within the Class Bubble and between individuals in the pod, where possible.</li> <li>Teachers' desks will be at least 1m and where possible 2m away from pupils' desks.</li> </ul> <p>Class Bubbles are as follows:</p> <p>Junior and Senior Infants First, Second and Third Class</p>	Requires monitoring	Board of Management Principal Staff

		<p>Fourth, Fifth &amp; Sixth Class</p> <p>Class Pods are as follows:</p> <p>Junior Infants – 1 pod with 5 students  Senior Infants – 2 pods with 4 students in each  First Class – 1 pod with 6 students  Second Class – 2 pods with 5 students in each  Third Class – 1 pod with 6 students  Fourth Class – 1 pod with 5 students  Fifth Class - 1 pod with 7 students  Sixth Class – 1 pod with 7 students</p> <p><i>Decreasing Interaction</i></p> <ul style="list-style-type: none"> <li>Teachers will seek to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those Class Bubbles)</li> <li>Collaborative learning activities will be designed to take place within Class Pods.</li> <li>Sharing educational material between Pods will be avoided / minimised where possible.</li> <li>Participation in events outside of the school and activities involving external instructors are temporarily paused e.g. Cumann na mBunscol, concerts etc.</li> <li>Social physical contact (hand to hand greetings, hugs) will be discouraged.</li> </ul> <p><u>Dropping Off</u></p> <ul style="list-style-type: none"> <li>The school opening hours are 9.20am to 2.00pm for Infants and 9.20am to 3.00pm for all other classes.</li> <li>Supervision is provided from 9.10am to 9.20am.</li> <li>Upon arrival, students should enter through the gate nearest to their arrival point only when the gate area is clear and it is safe to do so. They should then proceed directly to their classroom along designated routes. Social distancing markers will be placed along designated routes to ensure that students do not congregate as they enter or exit the school.</li> <li>Parents / Guardians are respectfully asked not to enter the school grounds without an appointment and not to congregate along entry / exit routes to the school.</li> </ul>		
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		<ul style="list-style-type: none"> <li>On the first day of the school term, Junior Infant parents and students will be met at the school gates at 8.50am and directed to their classroom. Parents / Guardians can accompany their child to their seat but are respectfully asked to wear a mask and leave as soon as possible after bidding farewell to their child.</li> </ul> <p>Designated Routes</p> <p>Junior Infant to Third Class students will enter the school via the Parent / Visitor Entrance. Fourth to Sixth Class students will enter the school via the Student Entrance. Students using school transport will enter the school via the bus gate and then proceed to their designated route.</p> <ul style="list-style-type: none"> <li>Entry to the school before 9.10am is not permitted. The Board of Management accepts no responsibility for students who enter the school grounds prior to this time.</li> </ul> <p><u>Collection</u></p> <ul style="list-style-type: none"> <li>The school day will end at 2.00pm for Infants and 3pm for all other students.</li> <li>From Monday, 31<sup>st</sup> August to Friday, 4<sup>th</sup> September, Junior Infants will finish at 12.35pm. From Monday, 7<sup>th</sup> September, Junior Infants will finish at 2.00pm with the Senior Infants.</li> <li>Students will exit the school in their Class Pod along the designated routes listed above. Social distancing markers will be placed along designated routes to ensure that students do not congregate as they exit the school.</li> <li>Students from Junior Infants to Third Class will exit the school through the main gate and proceed straight to their parent / guardian. Students from Fourth to Sixth Class will exit the school through the bus gate and proceed straight to their parent / guardian. Students travelling on the school bus will exit the school through the bus gate and proceed straight to the bus. Teachers will ensure that other Class Bubbles have cleared the area in front of the school before allowing their Class Bubble to exit the school grounds.</li> </ul>		
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		<ul style="list-style-type: none"> <li>Parents / Guardians are respectfully asked not to congregate along entry / exit routes to the school.</li> <li>Where it is necessary to speak briefly with a member of staff, parents / guardians are asked to maintain a distance of 2m from the staff member.</li> </ul> <p><u>Leaving School Early / Leaving School For An Appointment</u></p> <ul style="list-style-type: none"> <li>Parents / Guardians should inform their child's / children's class teacher with a note in the back of their Homework Journal should it be necessary for their child / children to leave early or leave for an appointment. (See Notes to / from Teacher)</li> <li>Parents / Guardians should collect their child / children from the Parent / Visitor entrance. Parents / guardians are asked to maintain a distance of 2m from the Parent / Visitor entrance when their child is brought to the door for collection.</li> <li>The student is the responsibility of their parent / guardian while away from the school.</li> </ul> <p><u>Lunch Times</u></p> <ul style="list-style-type: none"> <li>It is the policy of the school to supervise the school yard at all times during regular lunch breaks:  11.00am – 11.10am: Children are supervised in the school yard.  12.30pm – 12.35pm: Children are supervised by the supervising teacher in their classroom.  12.35pm – 1.00pm: Children are supervised in the school yard.</li> <li>Students, accompanied by their class teacher, will leave their Class Bubble in their Class Pods through the following routes:  Junior and Senior Infants: Parent / Visitor Entrance → Straight ahead to the front of the school → Junior Yard  First, Second and Third Class: Parent / Visitor Entrance → Left around the back of school → Middle Yard  Fourth, Fifth and Sixth Class: Student Entrance → Right to the back of the school → Basketball court</li> <li>When a class teacher is on duty, his / her class will be</li> </ul>		
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		<p>the first group to exit for lunch.</p> <ul style="list-style-type: none"> <li>Students will line up along social distanced lines at the end of each break period and will be accompanied by their teacher along the routes listed above to their Class Bubble in their Class Pods.</li> <li>Provision will be made within the school timetable for hand hygiene and social distances measures.</li> <li>Students will continue to bring home all lunch litter in their lunch boxes. Parents / Guardians are respectfully asked to ensure that students bring their lunches to school. Students are not permitted to share their food or drinks with other children. Lunch boxes and reusable drinks bottles should be washed each day.</li> </ul> <p><u>First Aid / Intimate Care</u></p> <ul style="list-style-type: none"> <li>Appropriate PPE – visor and gloves - will be available for dealing with intimate care needs and for first aid. Teachers will be advised to wear their visor on duty.</li> <li>Standard First Aid and agreed Intimate Care procedures shall continue to apply. In an emergency or in case of a serious incident, the school will call for an ambulance or the fire brigade on 112/999 giving details of location and type of medical incident.</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>The movement of staff members from class bubble to class bubble will be limited as much as possible and will be in line with guidance from the Department of Education and Skills.</li> <li>Staff will remain 2 metres apart in the office, staff room and upon arriving at school where possible. If 2m cannot be maintained in staff groups, as much as distance as is possible and guidance on face covering will be observed.</li> <li>Staff meetings will take place in the 2011 hall to ensure adequate social distancing between staff members.</li> </ul> <p><u>Substitute Teachers and SNAs</u></p> <ul style="list-style-type: none"> <li>A copy of the Covid-19 Response Plan will be provided</li> </ul>		
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		<p>to each substitute teacher/SNA. Substitutes will be required to complete a Return to the Workplace form before they enter a classroom and will be asked to confirm that they have engaged in the online Induction training.</p> <p><u>Visitors</u></p> <p>The Board of Management will ensure the safety and wellbeing of all visitors to the school premises.</p> <p>Visits to the school will be severely restricted and visitors will be asked to:</p> <ul style="list-style-type: none"> <li>▪ Make a prior appointment before visiting the school</li> <li>▪ Remain at home if they have any Covid-19 symptoms</li> <li>▪ Follow the agreed Covid-19 protocols for the school</li> <li>▪ Sanitise before entering the premises</li> <li>▪ Complete the Contact Tracing Form</li> <li>▪ Wear PPE if instructed</li> <li>▪ Adhere to social distancing requirements</li> <li>▪ Complete their business in a timely manner and leave premises</li> </ul> <p><u>Parent / Teacher Conferences</u></p> <ul style="list-style-type: none"> <li>▪ Parent/Teacher Conferences may take place via phone/ Zoom or be postponed. We will assess the situation closer to the time.</li> </ul>		
<u>Risk Level Calculation</u> (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<u>Risk Level Action</u> 1-5    Trivial risk            Acceptable 6-10   Medium risk        Requires monitoring 11-15   Severe risk        Requires immediate further action and control 16-25   Emergency risk    Halt activity and review immediately		
<u>Assessment Date:</u> 2020		<u>Assessor's Name:</u>		

**Appendix 5****Contact Tracing Log**

<b>Name of School</b>	<b>Drom National School</b>		<b>School Contact Person</b>	<b>Amadean Moore-Walsh</b>	
<b>Address of School</b>	<b>Drom, Templemore, Co. Tipperary, E41PC86</b>		<b>For Queries only: Phone No</b>	<b>(0504) 51688</b>	
			<b>Email</b>	<b>dromns@hotmail.com</b>	
<b>Name of Visitor</b>					Was the visit pre-arranged with the Principal? Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Date of Visit</b>	__ __ / __ __ / ____	<b>Time</b>	<b>Entry to school</b> ____ am <input type="checkbox"/> pm <input type="checkbox"/>	<b>Exit from School</b> ____ am <input type="checkbox"/> pm <input type="checkbox"/>	
<b>Visitor Status</b>	Contractor <input type="checkbox"/>	Parent/Guardian <input type="checkbox"/>	Other <input type="checkbox"/> Please complete: _____		
<b>Contact details of visitor</b>	Company Name (if applicable)				
	Address				
	Contact No.		Email Address		
	Reason for Visit				
<b>Who the visitor met (separate line required for each person the visitor met)</b>					
<b>Name of Person visited</b>				<b>Length of time spent with each person in the school</b>	

## **Appendix 6**

## **Checklist for School Management**

### **Composite Checklist for Schools**

This checklist supports planning and preparation, control measures and induction needed to support a safe return to school for pupils, staff, parents and others.

For completion by the agreed person with overall responsibility of managing the implementation of the COVID-19 Response plan in line with the supports as agreed with Department of Education.

### **Planning and Systems**

1. Is there a system in place to keep up to date with the latest advice from Government and Department of Education, to ensure that advice is made available in a timely manner to staff and pupils and to adjust your plans and procedures in line with that advice?
2. Have you prepared a school COVID-19 response plan and made it available to staff and pupils? ***Department guidance and templates provided***
3. Have you a system in place to provide staff and pupils with information and guidance on the measures that have been put in place to help prevent the spread of the virus and what is expected of them?
4. Have you displayed the COVID-19 posters in suitable locations highlighting the signs and symptoms of COVID-19?
5. Have you told staff of the purpose of the COVID-19 contact log?
6. Have you a COVID-19 contact log in place to support HSE tracing efforts if required? ***(Contact log template attached)***.
7. Have you informed staff on the measures and provided a system for them to raise issues or concerns and to have them responded to?
8. Have you reviewed and updated risk assessments in line with DES advice to take account of any controls to help prevent the spread of COVID-19? ***(Risk template attached)***
9. Have you updated emergency plans, if necessary to take account of the COVID-19 response plan?

### **Staff**

10. Have you made available to each staff member a COVID-19 return-to-work form to be completed and returned 3 days before they return to the workplace? ***(Template attached)***
11. Are you aware of staff members who are at very high risk under the HSE guidance on people most at risk (HSE guidance on people most at-risk) and advised them of the DES agreed arrangements for management of those staff?
12. Have you advised staff and pupils they must stay at home if sick or if they have any symptoms of COVID-19?
13. Have you told staff and pupils what to do and what to expect if they start to develop symptoms of COVID-19 in school, including where the isolation area is?

14. Have you advised staff of the availability of the supports of the occupational health and wellbeing programme through Spectrum Life?
15. Has a lead worker representative been identified (in line with the process agreed with the DES and education partners) and detailed at Section 4.3 of this plan to help advise staff and to monitor compliance with COVID-19 control measures in the school and taken measures to ensure all staff know who the representative is?

### **Training and Induction**

16. Have you advised staff to view the Department of Education's training materials which are available online?
17. Have you taken the necessary steps to update your school induction / familiarisation training to include any additional information relating to COVID-19 for your school?
18. Have first aiders, if available, been given updated training on infection prevention and control re: hand hygiene and use of PPE as appropriate? *(It is intended that training will be provided as part of the Department's online training programme).*

### **Buildings / Equipment**

19. If you have mechanical ventilation does it need cleaning or maintenance before the school reopens?
20. Does your water system need flushing at outlets following low usage to prevent Legionnaire's Disease?
21. Have you visually checked, or had someone check, all equipment in the school for signs of deterioration or damage before being used again?
22. Have you arranged for the school, including all equipment, desks, benches, doors and frequent touched surfaces points, to be cleaned before reopening?

### **Control Measures in place**

#### **Hand / respiratory hygiene**

23. Have you accessed supplies of hand sanitisers and any necessary PPE equipment in line with the interim HPSC health guidance relating to the reopening of schools, from the national framework provided by the Department? (RFI published and framework available from early August).
24. Are there hand washing/hand sanitising stations in place to accommodate staff, pupils and visitors adhering to hand hygiene measures in accordance with Department guidance?
25. Have arrangements been made for staff and pupils to have regular access to hand-washing/hand sanitising facilities as appropriate?
26. Are hand sanitisers easily available and accessible for all staff, pupils and visitors – e.g. in each classroom and at entry and exit points to school buildings?
27. Have you made arrangements to ensure hand hygiene facilities are regularly checked and well-stocked?

28. Does the alcohol-based hand sanitiser have at least 60% ethanol or 70% isopropanol as the active ingredient?
29. Have you informed staff about the importance of hand washing?
30. Have you arranged for staff to view how to wash their hands (with soap and water for at least 20 seconds) and dry them correctly through the use of the HSE video resource?
31. Have you shown staff and pupils how to use hand sanitiser correctly and where hand-sanitising stations are located?
32. Have you displayed posters on how to wash hands correctly in appropriate locations?
33. Have you told staff and pupils when they need to wash their hands or use hand sanitiser? This includes:
  - before and after eating and preparing food
  - after coughing or sneezing
  - after using the toilet
  - where hands are dirty
  - before and after wearing gloves
  - before and after being on public transport
  - before leaving home
  - when arriving/leaving the school /other sites
  - after touching potentially contaminated surfaces
  - if in contact with someone displaying any COVID-19 symptoms
34. Have you told staff and pupils of the importance of good respiratory measures to limit the spread of the virus?
  - avoid touching the face, eyes, nose and mouth
  - cover coughs and sneezes with an elbow or a tissue
  - dispose of tissues in a covered bin

### **Physical Distancing:**

35. Have you identified all available school space to be used to maximise physical distancing?
36. Have you reviewed the templates provided by the Department of Education which show options for revised layout of school rooms to meet physical distancing requirements?
37. Have you arranged to revise the layout of the rooms and furniture as per the Department guidelines if necessary?
38. Have you arranged in each room that the teacher's desk should be at least 1m and where possible 2m away from pupil desks?
39. Have you arranged in each room that pupils would be at least 1m away from each other?
40. Have you allocated work stations consistently to the same staff and children rather than having spaces that are shared?
41. Have you structured pupils and their teachers into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or "Pods" within those class bubbles to the extent that this is practical?
42. If you have divided a class into Pods, have you arranged at least 1m distance between individual Pods within the class bubble and between individuals in the pod, whenever possible?

43. Have you taken steps to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those class bubbles) as much as possible?
44. Have you arranged Pod sizes to be as small as it is likely to be reasonably practical in the specific classroom context?
45. Have you arranged to the greatest extent possible for pupils and teaching staff to be consistently in the same Class Bubbles acknowledging that this will not be possible at all times?
46. Have you arranged where possible that different class bubbles to have separate breaks and meal times or separate areas at break or meal times?
47. Have you made arrangements to limit interaction on arrival and departure from school and in other shared areas?
48. Have you encouraged walking or cycling to school as much as possible?
49. Have you made arrangements, in so far as practicable, to open additional access points to school to reduce congestion?
50. Can you provide a one system for entering and exiting the school, where practical?
51. Have you arranged for staff meetings to be held remotely or in small groups or in large spaces to facilitate physical distancing?
52. Have you a system to regularly remind staff and pupils to maintain physical distancing
53. Have you advised staff not to shake hands and to avoid any physical contact?

### **Visitors to Schools**

54. Have you identified the activities that involve interacting with essential visitors to the school, made arrangements to minimise the number of such visitors and put in place measures to prevent physical contact, as far as possible?
55. Are there arrangements in place to inform essential visitors to the school of the measures to help prevent the spread of infection?
56. Have you a system in place for all visitors who do need to come to the school to make appointment, arrange to contact a central point and to record their visit using the contact tracing log?

## **Appendix 7 Checklist for dealing with a suspected case of COVID-19**

Staff members will be required to manage a suspected case in line with the protocol and training.

A nominated member of the school management team will be responsible for ensuring that all aspects of the protocol to deal with suspected cases have been adhered to.

### **Isolation Area**

1. Have you identified a place that can be used as an isolation area, preferably with a door that can close?
2. The isolation area does not have to be a separate room but if it is not a room it should be 2m away from others in the room.
3. Is the isolation area accessible, including to staff and pupils with disabilities?
4. Is the route to the isolation area accessible?
5. Have you a contingency plan for dealing with more than one suspected case of COVID-19?
6. Are the following available in the isolation area(s)?
  - Tissues
  - Hand sanitiser
  - Disinfectant/wipes
  - Gloves/Masks
  - Waste Bags
  - Bins

### **Isolating a Person**

7. Are procedures in place to accompany the infected person to the isolation area, along the isolation route with physical distancing from them?
8. Are staff familiar with this procedure?
9. Have others been advised to maintain a distance of at least 2m from the affected person at all times? *(it is intended that this will be dealt with as part of the Department's online training)*
10. Is there a disposable mask to wear for the affected person while in the common area and when exiting the building?

### **Arranging for the affected person to leave the school**

11. Staff – have you established by asking them if the staff members feel well enough to travel home?
12. Pupil – have you immediately contacted their parents/guardians and arranged for them to collect their pupil? Under no circumstances can a pupil use public or school transport to travel home if they are a suspected case of COVID-19.
13. The affected person should be advised to avoid touching other people, surfaces and objects.
14. The affected person been advised to cover their mouth and nose with disposable tissue(s) when they cough or sneeze, and to put the tissue in the bin.



15. Has transport home or to an assessment centre been arranged if the affected person has been directed to go there by their GP?
16. Has the affected person been advised not to go to their GP's surgery or any pharmacy or hospital?
17. Has the affected person been advised they must not use public transport?
18. Has the affected person been advised to continue wearing the face mask until they reach home?

### **Follow up**

19. Have you carried out an assessment of the incident to identify any follow-up actions needed?
20. Are you available to provide advice and assistance if contacted by the HSE?

### **Cleaning**

21. Have you taken the isolation area out-of-use until cleaned and disinfected?
22. Have you made arrangements to clean and disinfect any classroom space where the staff or pupils were located?
23. Have you arranged for cleaning and disinfection of the isolation area and any other areas involved, as soon as practical after the affected person has left the building?
24. Have the cleaners been trained in dealing with contaminated areas and supplied with the appropriate PPE? *(It is intended to provide online training for cleaning staff. Appropriate PPE will be available to schools through the national procurement process which schools can access before reopening).*

## **Appendix 8**      **Checklist Lead Worker Representative**

1. Have you agreed with your school to act as a Lead worker representative for your school? (*Process for agreeing on lead worker representative/s in schools to be agreed centrally and implemented locally*).
2. Have you been provided with information and training in relation to the role of lead worker representative? (*Training for this role is currently being explored with the HSA*).
3. Are you keeping up to date with the latest COVID-19 advice from Government?
4. Are you aware of the signs and symptoms of COVID-19?
5. Do you know how the virus is spread?
6. Do you know how to help prevent the spread of COVID-19?
7. Have you watched and do you understand the online Induction Training provided by the Department of Education before returning to school?
8. Are you helping in keeping your fellow workers up to date with the latest COVID-19 advice from Government?
9. Have you completed the COVID-19 return-to-work form and given it to your school? (*Department template Return-to-Work form available*)
10. Are you aware of the control measures your school has put in place to minimise the risk of you and others being exposed to COVID-19? (*Checklist for School Management available*)
11. Did your school consult with you when putting control measures in place? *Control measures will be agreed centrally between the Department and education partners. Consultation at school level should take place on any specific local arrangements necessary to implement the protocol*
12. Have you a means of regular communication with the person with overall responsibility for the school COVID-19 plan?
13. Are you co-operating with your school to make sure these control measures are maintained?
14. Have you familiarised yourself with the cleaning requirements needed to help prevent cross contamination? (*Checklist for Cleaning and Disinfection available*)
15. Have you been asked to walk around and check that the control measures are in place and are being maintained?
16. Are you reporting immediately to the person with overall responsibility for the school COVID-19 plan any problems, areas of non-compliance or defects that you see?
17. Are you keeping a record of any problems, areas of non-compliance or defects and what action was taken to remedy the issue?
18. Are you familiar with what to do in the event of someone developing the symptoms of COVID-19 while at school?
19. Are you co-operating with your school in identifying an isolation area and a safe route to that area? (*Checklist for dealing with suspected case of COVID-19 available*)
20. Are you helping in the management of someone developing symptoms of COVID-19 while at school?
21. Once the affected person has left the school, are you helping in assessing what follow-up action is needed?
22. Are you helping in maintaining the contact log?

- 23.** Have you been made aware of any changes to the emergency plans or first aid procedures for your school?
- 24.** Are you making yourself available to fellow staff to listen to any COVID-19 control concerns or suggestions they may have?
- 25.** Are you raising those control concerns or suggestions with your school and feeding back the response to the worker who raised the issue?
- 26.** Are you aware of the availability of the Spectrum Life Wellbeing Together Programme?

## **Appendix 9**

## **Checklist for Cleaning**

1. Have you a system in place for checking and keeping up to date with the latest public health advice from Government and the Department of Education, to ensure that advice is made available in a timely manner in order to adjust your cleaning procedures in line with that advice?
2. Have you reviewed the HPSC interim health advice for the safe reopening of schools, in particular **Section 5.6 Environmental Hygiene**?
3. Have you explained the need for the enhanced cleaning regime to staff?
4. Are you aware that cleaning is best achieved using a general purpose detergent and warm water, clean cloths, mops and the mechanical action of wiping and cleaning, following by rinsing and drying?
5. Have you sufficient cleaning materials in place to support the enhanced cleaning regime?
6. Have you provided training for cleaning staff on the enhanced cleaning regime?  
(*Department of Education intends to provide online training for cleaning staff*)
7. Have you made arrangements for the regular and safe emptying of bins?
8. Are you familiar with the cleaning options for school settings set out in the interim HPSC health advice for schools for surfaces, toilets, cleaning equipment, PPE and waste management?
9. Are you aware that each school setting should be cleaned once per day?
10. Have you provided cleaning materials to staff so that they can clean their own desk or immediate workspace?
11. Have you advised staff that they are responsible for cleaning personal items that have been brought to work and are likely to be handled at work or during breaks (for example, mobile phone and laptops) and to avoid leaving them down on communal surfaces or they will need to clean the surface after the personal item is removed?
12. Have you advised staff and pupils to avoid sharing items such as cups, bottles, cutlery, and pens?
13. Have you put in place a written cleaning schedule to be made available to cleaning staff including:
  - Items and areas to be cleaned
  - Frequency of cleaning
  - Cleaning materials to be used
  - Equipment to be used and method of operation?
14. Details of how to clean following a suspected case of COVID-19 are at **Section 7 of the Plan above**
15. If disinfection of contaminated surfaces is required, is a system in place to do this following cleaning?
16. If cleaning staff have been instructed to wear gloves when cleaning are they aware of the need to wash their hands thoroughly with soap and water, both before and after wearing gloves?
17. Have you a system in place for the disposal of cleaning cloths and used wipes in a rubbish bag? *Current HSE guidance recommends waste such as cleaning waste, tissues*

*etc. from a person suspected of having COVID-19 should be double bagged and stored in a secure area for 72 hours before being presented for general waste collection.*

- 18.** Have you ensured there is a system in place to make sure reusable cleaning equipment including mop heads and non-disposable cloths are clean before re-use?
- 19.** Have you ensured there is a system in place to ensure that equipment such as buckets are emptied and cleaned with a fresh solution of disinfectant before re-use?



# **DROM NATIONAL SCHOOL**

## **COVID-19 Response Plan**

## **Contents**

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## School Profile 2020 - 2021

<b>Number of Students</b>	54
<b>Number of Mainstream Teachers</b>	<ul style="list-style-type: none"> <li>▪ 3 mainstream teachers.</li> <li>▪ Principal is a teaching principal</li> </ul>
<b>Number of Special Education Teachers</b>	<ul style="list-style-type: none"> <li>▪ 1 Special Education Teacher based full time in Drom National School</li> <li>▪ 1 Special Education Teacher based in Drom National School but shared with Corville National School and who attends Drom National School for 2 hours each Friday evening</li> </ul>
<b>Secretarial Staff</b>	Part-time Secretary – 10 hours per week
<b>Cleaning Staff</b>	Part-time Cleaner – 15 hours per week
<b>Caretaking Staff</b>	Contractor: Contracted when maintenance is required

## Physical Profile of the School

- There are two entrances to the school grounds: main gate and bus gate.
- There are two entrance / exit doors to the school building with wheelchair access to both.
- There are three mainstream classrooms and two support rooms in the school. The largest classroom in the school is 64 M2. All classrooms have double desks which vary in size according to the class grouping of the students.
- There are three distinct play areas: Junior Yard, Middle Yard, Basketball Court
- Each classroom has toilet facilities within the classroom with separate toilets for male and female students in the middle and senior classroom. A sink is available in each toilet with cold running water. The accessible toilet is located in the Junior and Senior Infant classroom.
- Each classroom has a sink area with cold running water.
- There are two support rooms, one staff room, one staff toilet and one office. Handwashing facilities are available in the staff room, the staff toilet and in the second support room.

## Human Resources allocated through additional funding from DES

- Aide – 2 days

## Assumptions

- School will re-open for all pupils on Monday, 31<sup>st</sup> August 2020



## **Risk Communication, Education and Training**

The Board of Management have developed a response plan for the prevention and mitigation of Covid-19 following a risk assessment of the school facility. This plan will highlight the measures necessary to protect the health and safety of staff in re-opening and modifying the work arrangements within the school.

The Board of Management will:

- Ensure that all staff receive necessary training prior to returning to work
- Provide posters and information to increase awareness of Covid-19 among staff and pupils
- Promote safe individual practices within the school
- Ensure that a Lead Worker Representative and Deputy Lead Worker Representative is appointed
- Engage with staff through the Lead Worker Representative / Deputy Lead Worker Representative in providing feedback on the preventive measures and their effectiveness
- Provide regular information about the risk of Covid-19 using official sources, such as government agencies (HSE, HSA, etc.) and the World Health Organisation
- Emphasise the effectiveness of adopting protective measures especially good personal hygiene
- Provide specific training in the proper use of PPE for staff, where required

## **School Timetable**

- The school opening hours are 9.20am to 2.00pm for Infants and 9.20am to 3.00pm for all other classes.
- Supervision is provided from 9.10am to 9.20am.

### **Dropping Off**

- Upon arrival, students should enter through the gate nearest to their arrival point only when the gate area is clear and it is safe to do so. They should then proceed directly to their classroom along designated routes. Social distancing markers will be placed along designated routes to ensure that students do not congregate as they enter or exit the school.

### **Designated Routes**

- Junior Infant to Third Class students will enter the school via the Parent / Visitor Entrance.
- Fourth to Sixth Class students will enter the school via the Student Entrance.

- Students using school transport will enter the school via the bus gate and then proceed to their designated route.
- Parents / Guardians are respectfully asked not to enter the school grounds without an appointment and not to congregate along entry / exit routes to the school.
- On the first day of the school term, Junior Infant parents and students will be met at the school gates at 8.50am and directed to their classroom. Parents / Guardians can accompany their child to their seat but are respectfully asked to wear a mask and leave as soon as possible after bidding farewell to their child.
- To help to maintain social distancing, students may not come onto the school grounds before 9.10a.m. The Board of Management accepts no responsibility for students who enter the school grounds prior to this time.

### Collection

- The school day will end at 2.00pm for Infants and 3pm for all other students.
- From Monday, 31st August to Friday, 4th September, Junior Infants will finish at 12.35pm. From Monday, 7th September, Junior Infants will finish at 2.00pm with the Senior Infants.
- Class Bubbles will exit the school in their Class Pods along the designated routes listed above. Social distancing markers will be placed along designated routes to ensure that students do not congregate as they exit the school.
- Students from Junior Infants to Third Class will exit the school through the main gate and proceed straight to their parent / guardian. Students from Fourth to Sixth Class will exit the school through the bus gate and proceed straight to their parent / guardian. Students travelling on the school bus will exit the school through the bus gate and proceed straight to the bus. Teachers will ensure that other Class Bubbles have cleared the area in front of the school before allowing their Class Bubble to exit the school grounds.
- Parents / Guardians are respectfully asked not to congregate along entry / exit routes to the school.
- Where it is necessary to speak briefly with a member of staff, parents / guardians are asked to maintain a distance of 2m from the staff member and other members of the school community.

### Break Times

The DES guidelines state that the risk of transmission from contact with outside surfaces or play areas is low.

- It is the policy of the school to supervise the school yard at all times during regular lunch breaks:  
11.00am – 11.10am: Children are supervised in the school yard.

12.30pm – 12.35pm: Children are supervised by the class teacher in their classroom.

12.35pm – 1.00pm: Children are supervised in the school yard.

The supervision rota remains unchanged from previous years.

- Students, accompanied by their class teacher, will leave their Class Bubble in their Class Pods through the following routes:
  - Junior and Senior Infants: Parent / Visitor Entrance → Straight ahead to the front of the school → Junior Yard
  - First, Second and Third Class: Parent / Visitor Entrance → Left around the back of school → Middle Yard
  - Fourth, Fifth and Sixth Class: Student Entrance → Right to the back of the school → Basketball court

When a class teacher is on duty, his / her class will be the first group to exit for lunch.

- Students will line up along social distanced lines at the end of each break period and will be accompanied by their teacher along the routes listed above to their Class Bubble in their Class Pods.
- Provision will be made within the school timetable for hand hygiene and social distances measures.
- Students will eat their lunches at their desks and continue to bring home all lunch litter in their lunch boxes. Parents / Guardians are respectfully asked to ensure that students bring their lunches to school. Students are not permitted to share their food or drinks with other children. Lunch boxes and reusable drinks bottles should be washed each day.

## **Changes to Room Layout and School Practices**

### Increasing Separation

- Classrooms have been reconfigured to maximize physical distancing. Rooms have been cleared of all unnecessary furniture.
- Students and their teachers have been structured into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or “Pods” within those class bubbles.
- The Board of Management has ensured that there is 1m distance between individual Pods within the Class Bubble and between individuals in the pod, where possible.
- Teachers’ desks will be at least 1m and where possible 2m away from pupils’ desks.

Class Bubbles are as follows:

- Junior and Senior Infants
- First, Second and Third Class
- Fourth, Fifth & Sixth Class

Class Pods are as follows:

- Junior Infants – 1 pod with 5 students
- Senior Infants – 2 pods with 4 students in each
- First Class – 1 pod with 6 students
- Second Class – 2 pods with 5 students in each
- Third Class – 1 pod with 6 students
- Fourth Class – 1 pod with 5 students
- Fifth Class - 1 pod with 7 students
- Sixth Class – 1 pod with 7 students

### Decreasing Interaction

- Teachers will seek to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those Class Bubbles)
- Collaborative learning activities will be designed to take place within Class Pods.
- Sharing educational material between Pods will be avoided / minimised where possible.
- Participation in events outside of the school and activities involving external instructors are temporarily paused e.g. Cumann na mBunscol, concerts etc.
- Social physical contact (hand to hand greetings, hugs) will be discouraged.

### Team Teaching / Special Education Teachers

- Special Education Teachers can rotate between areas/classes but this will be minimized where possible. When rotation occurs, agreed sanitising routines will be observed.
- In keeping with our Special Education policy, support will be provided by a blended approach of in-class support and withdrawal.
- Where a support teacher is working alongside a class teacher in a classroom, both teachers must be mindful of maintaining social distance from one another.
- The tables and chairs in SET rooms will be wiped clean in between different pupils or small groups attending.

### First Aid / Intimate Care

- Appropriate PPE – visor and gloves - will be available for dealing with intimate care needs and for first aid. Teachers will be advised to wear their visor on supervision duty at break times.
- Standard First Aid and agreed Intimate Care procedures shall continue to apply. In an emergency or in case of a serious incident, the school will call for an ambulance or the fire brigade on 112/999 giving details of location and type of medical incident.

## Hygiene Measures

### Cleaning

- Specific advice in relation to school cleaning staff and will be covered in induction training provided by the DES
- The Board of Management will put in place a written cleaning schedule and make it available to cleaning staff including:
  - Items and areas to be cleaned
  - Frequency of cleaning
  - Cleaning materials to be used
  - Equipment to be used and method of operation
  - Personal Protective Equipment to be worn
- The school setting will be cleaned at least once per day. Additional cleaning will be focused on frequently touched surfaces – door handles, hand rails, chairs, communal eating areas, sink and toilet facilities. There will be a daily collection of used waste disposal bags from offices and other areas within the school facility.
- The Board of Management will ensure that sufficient cleaning materials and PPE (Personal Protective Equipment) will be available to allow for increased cleaning

### Respiratory Hygiene

- School staff will promote good respiratory hygiene and posters will be displayed throughout the schools on how to maintain good respiratory hygiene
- Staff and students will be asked to cover their mouth and nose with a tissue or their bent elbow when they cough or sneeze. They must then dispose of the used tissue immediately and safely into a nearby bin
- Foot operated pedal bins are provided in all classrooms, in the staff room, in the office and at entrances and exits for the disposal of tissues

### Hand Hygiene

- School staff will promote and demonstrate good hand hygiene to students. Laminated posters displaying hand washing techniques and promoting hand washing will be placed on walls adjacent to washing facilities.
- Wash hand basins, cold running water, liquid soap dispensers and hand drying facilities in the form of disposable paper towels or hot air hand dryers are provided in all toilets, mainstream classrooms and in the staff room. Hand washing facilities will be maintained in good condition and supplies of soap and towels will be topped up regularly to encourage everyone to use them.
- Foot operated pedal bins are provided in all classrooms, in the staff room, in the office and at entrances and exits for the disposal of paper towels.
- Hand sanitiser dispensers are provided at exit and entry points to the school, in each classroom and in the staff room. Each staff member will also be provided with hand sanitizer at their work station. Care will be taken to clean up any hand sanitiser spills to prevent risks of falls. Everyone entering the school building needs to perform hand hygiene with a hand sanitiser

Students and staff will perform hand hygiene:

- On arrival at school;
- Before eating or drinking;
- After using the toilet;
- After playing outdoors;
- When their hands are physically dirty;
- When they cough or sneeze;
- After handling shared materials and equipment

In addition, staff will perform hand hygiene:

- Before and after wearing gloves.
- After handling equipment, books, copybooks, worksheets etc. collected from the students

#### Face Masks and Face Coverings

- Teachers and staff will wear a face-covering / clear visor when a physical distance of 2 meters from other staff or children cannot be maintained. It is not recommended that children attending primary school wear face-coverings.

#### Doors and Windows

- Where practical, all internal doors will be left open to minimise hand contact with common surfaces.
- To ensure that classrooms are well ventilated, windows will be kept open as often as possible, and will be opened while children are taking breaks in the playground.
- Classrooms will also be ventilated when students are singing and when they are playing musical instruments. Tin Whistles not be shared between pupils.

#### Hygiene Measures to Avoid the Introduction of Covid-19 into the School

- The Board of Management will promote awareness of COVID-19 symptoms. They are:  
High temperature  
Cough  
Shortness of breath or breathing difficulties  
Loss of smell, of taste or distortion of taste
- Staff and pupils that have symptoms will be advised not to attend school, to phone their doctor and to follow HSE guidance on self-isolation.
- Staff and pupils will be advised not to attend school if they have been identified by the HSE as a contact for person with COVID-19 and to follow the HSE advice on restriction of movement

- Visitors to the school during the day will be by prior arrangement only and will be received at a specific contact point. Physical distancing (of 2m) will be maintained between staff and visitors where possible

## **School Equipment and Materials**

### Personal Items

- Students will not be permitted to share their personal items with others:  
Stationary  
Text Books  
Copybooks  
Tin Whistles  
Helmets and hurling sticks  
Lunch Items
- Students will continue to be encouraged to ensure that all personal items are labelled with their name. Parents / Guardians are asked to ensure that all books and copybooks are covered with a plastic cover.

### School Resources

- It is the responsibility of each member of teaching staff to get school resources / learning materials from central storage areas and to return them to these areas after they have been cleaned. Students will not be asked to assist teachers with the collection or return of items to central storage areas.

### Learning Resources

- Students will be provided with individual learning resources where possible. Where this is not possible, resources will be provided to individual pods within classroom bubbles.
- Students will be encouraged to perform hand hygiene after using any shared item.
- Resources will be placed in the cupboards at the back of each classroom after use and cleaned between uses. Resources will be returned to central storage areas after cleaning only.

### Art

- Students will be provided with individual art materials where possible. Each classroom will be provided with sufficient scissors and paint brushes for each child.
- Where it is not possible to provide each child with their own art materials, materials will be provided to individual pods within classroom bubbles.

- Students will be encouraged to perform hand hygiene after using any shared item.
- If suitable for cleaning, shared materials will be cleaned by the members of each pod in line with social distancing guidelines and then cleaned by the classroom teacher using hot water or in the dishwasher before being stored, ready for re-use.

### Sports Equipment

- Classroom teachers and coaches will seek to minimise equipment sharing.
- Where it is not possible to provide each child with their own piece of equipment, equipment will be provided to individual pods within classroom bubbles.
- Students will be encouraged to perform hand hygiene after using any shared item.
- Shared equipment will be cleaned between uses.

### Electronics

- A timetable for the use of the school iPads will be drawn up.
- Shared electronics such as tablets, touch screens, keyboards will be cleaned between use.
- Students will be encouraged to perform hand hygiene after using any shared item.
- Follow the manufacturer's instructions for all cleaning and disinfection products used on electronic devices.

### Library / Guided Reading Books

- Library books which are used in the classroom or school library setting can be returned to the shelf and made available again without any delay.
- Students will be encouraged to perform hand hygiene after using any shared item.

### Toys

- All toys will be cleaned after each use using anti-bacterial wipes or spray by the class teacher. Toys that are visibly dirty or contaminated with blood or body fluids will be taken out of use immediately for cleaning or disposal.
- All play equipment will be checked for signs of damage for example breaks or cracks. If they cannot be repaired or cleaned, they will be discarded.
- The manufacturer's cleaning instructions should always be followed.
- Soft modelling materials and play dough where used should be for individual use only



### Uniforms/Tracksuits

- The usual practice in relation to uniforms and tracksuits will be followed. Uniforms will be worn every day, except on P.E. days, or when otherwise requested by teachers. It is advised that school uniforms should be washed regularly.
- Students will be advised that they should wear their school uniforms or tracksuits only for school related activities and to change out of their school uniform as soon as possible after school. Uniforms should not be worn in after-school facilities, shops, during after-school activities, etc.

### Photocopying

- Any staff member who uses the photocopier should clean it down after use with the wipes provided.
- Students will not be asked to assist teachers with photocopying.

### Money

- Parents / Guardians are asked to place all money in a paper envelope with their child / children's name on it.

## **School Staff**

### Teaching and Ancillary Staff

- The movement of staff members from class bubble to class bubble will be limited as much as possible and will be in line with guidance from the Department of Education and Skills.
- Staff will remain 2 metres apart in the office, staff room and upon arriving at school where possible. If 2m cannot be maintained in staff groups, as much as distance as is possible and guidance on face covering will be observed.
- Staff meetings will take place in the 2011 hall to ensure adequate social distancing between staff members.
- All staff will have access to cleaning products and will be required to maintain cleanliness of their own work area. Under no circumstances should these cleaning materials be removed from the building
- Staff should thoroughly clean and disinfect their work area before and after use each day
- Cleaning material will be available so that commonly used equipment e.g. photocopier, kettle, microwave etc. can be wiped down with disinfectant between each use
- Staff are advised that they are responsible for cleaning personal items that have been brought to work and are likely to be handled at work or during breaks. (for example, mobile phone and laptops) Staff will also be asked to avoid leaving personal items down on communal surfaces

- Staff must use and clean their own equipment and utensils (cup, plate, cutlery etc.)

### Substitute Teachers and SNAs

- A copy of the Covid-19 Response Plan will be provided to each substitute teacher. Substitutes will be required to complete a Return to the Workplace form before they enter a classroom and will be asked to confirm that they have engaged in the online Induction training.

## **Visitors to the School**

The Board of Management will ensure the safety and wellbeing of all visitors to the school premises.

Visits to the school will be severely restricted and visitors will be asked to:

- Make a prior appointment before visiting the school
- Remain at home if they have any Covid-19 symptoms
- Follow the agreed Covid-19 protocols for the school
- Sanitise before entering the premises
- Complete the Contract Tracing Form
- Wear PPE if instructed
- Adhere to social distancing requirements
- Complete their business in a timely manner and leave premises

### Parent / Teacher Conferences

- Parent/Teacher Conferences may take place via phone/ Zoom or be postponed. We will assess the situation closer to the time.

## **Teaching and Learning**

As a staff, we are very aware that the children have been away from school since March 12<sup>th</sup>. We appreciate the time and effort that went into Home Learning, and we recognise the challenges that Home Learning presented for all families.

Each child will be at a different place in relation to his/her learning, and we wish to assure you that staff will take that into consideration when planning for Teaching and Learning during the 2020/2021 school year.

The Department of Education and Skills has published Curriculum guidelines for schools, and we ask you to trust our experience and professional expertise as we work with all the children during the return to school.

## **Supporting the Learning of Children Who Cannot Attend School**

If a child is not able to attend school for an extended period of time, the class teacher (and/or the Special Education Teacher, where relevant) will provide work to support the child's learning at home and this will be shared with parents/guardians using the Seesaw App.

## **Wellbeing of the School Community**

We will work on the recommended five principles to support the wellbeing of all our pupils and staff. These are promoting:

- A sense of safety
- A sense of calm
- A sense of belonging and connectedness to school
- A sense of self-efficacy and school-community efficacy
- A sense of hope

Our usual practice is to provide support to students based on what is known as the Continuum of Support. This is a tiered system that provides Whole School and Classroom Support for all pupils, additional School Support for some pupils, and School Support plus extra targeted intervention for a few pupils with complex needs.

## **Illness and Dealing with a Suspected Case of COVID-19**

Parents/guardians must keep children at home if they display any Covid-19 Symptoms. <https://www2.hse.ie/conditions/coronavirus/symptoms.html>

Staff must not attend school if they display any symptoms.

### Isolation Area

- The Board of Management has identified the corridor linking the 1958 area to the 2011 area of the school as the designated isolation area. The second special education room will be used in the event of additional cases
- The following will be available in each of the isolation area:
  - Tissues
  - Hand sanitiser
  - Disinfectant/wipes
  - Gloves/Masks
  - Waste Bags
  - Bin

### Isolating a Person

If a staff member/pupil displays symptoms of COVID-19 while at school the following procedures will be implemented:

- If the person with the suspected case is a student, the parents/guardians will be contacted immediately
- The person will be isolated and accompanied to the designated isolation area via the isolation route. The class teacher will accompany a symptomatic student to the designated isolation area. The principal will accompany a symptomatic staff member, visitor or contractor to the designated isolation area. The SET will supervise any class left unattended in the event that the class teacher has to accompany a symptomatic person to the designated isolation area.
- The person accompanying a symptomatic person to the isolation area should keep at least 2m away from them and also make sure that others maintain a distance of at least 2m from the symptomatic person at all times
- If it is not possible to maintain a distance of 2m a staff member caring for a pupil will wear a face covering or mask. Gloves should not be used as the virus does not pass through skin
- The person presenting with symptoms will be provided with a mask. He/she should wear the mask if in a common area with other people or while exiting the premises

### Arranging for the Affected Person to Leave the School

In arranging for the affected person to leave the school the following procedures will be implemented:

- Assess whether the individual who is displaying symptoms can immediately be directed to go home/be brought home by parents who will call their doctor and continue self-isolation at home;
- Facilitate the person presenting with symptoms remaining in isolation if they cannot immediately go home and facilitate them calling their doctor. The individual should avoid touching people, surfaces and objects. Advice should be given to the person presenting with symptoms to cover their mouth and nose with the disposable tissue provided when they cough or sneeze and put the tissue in the waste bag provided
- If the person is well enough to go home, arrange for them to be transported home by a family member, as soon as possible and advise them to inform their general practitioner by phone of their symptoms. Public transport of any kind should not be used;
- If they are too unwell to go home or advice is required, contact 999 or 112 and inform them that the sick person is a Covid-19 suspect

### Follow-Up

- The isolation area and work areas will be thoroughly cleaned in line with the guidelines.

- The HSE will inform any staff/parents who have come into close contact with a diagnosed case via the contact tracing process. The HSE will contact all relevant persons where a diagnosis of COVID-19 is made. The instructions of the HSE should be followed and staff and pupil confidentiality is essential at all times.

### **COVID-19 Related Absence Management**

COVID-19 related absences will be managed in line with agreed procedures with the Department of Education.

#### **Teacher or SNA Absence and Substitution**

- If a teacher/SNA is unable to attend school, every effort will be made to secure a substitute teacher/SNA for the class/pupil.
- If a substitute teacher/SNA is not available, it is not appropriate for the class/pupil to be divided into groups and accommodated in other classes. In such circumstances, it may not be possible for the class/pupil to attend on that day. If that is the case, as much notice as possible will be given to parents.

#### **Employee Assistance and Wellbeing Programme**

- Support for school staff wellbeing will be provided by Department Support Services including the PDST and CSL, as well as by the HSE's Health Promotion Team.
- An Occupational Health Strategy is in place as a supportive resource for staff in schools. The aim of the Occupational Health Strategy is to promote the health and wellbeing of employees in the workplace, with a strong focus on prevention.
- The Occupational Health Strategy comprises the Employee Assistance Service and the Occupational Health Service. The Employee Assistance Service (EAS) is provided by Spectrum Life under the logo of 'Wellbeing Together: Folláinne Le Chéile'.
- A free-phone confidential helpline 1800 411 057 is available 24 hours a day, 365 days a year and staff members are encouraged to make use of the service when the need arises.