Powerstown Educate Together National School

Covid 19 School Response Plan

Powerstown ETNS Covid-19 Response Plan is a living document and may be reviewed and amended to take into account new guidance from www.Gov.ie, www.dbei.ie , www.hse.ie, www.hpsc.ie, www.hsa.ie; www.education.ie or agreements with education partners as appropriate for primary and special schools.

This plan was drafted by the In School Management Team and the Board of Management. It was shared with Parent Teacher Association and Staff for feedback. Feedback is encouraged to ensure most eventualities are covered within this living document.

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1)   Introduction

A revision of the COVID-19 Response Plan for the safe and sustainable operation of Powerstown ETNS is necessary to ensure that it is in compliance with the Government's Resilience and Recovery 2020-2021: Plan for Living with COVID-19 and the 'Work Safely Protocol' which has been 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).

The 'Work Safely Protocol' is a revised version of the 'Return to Work Safely Protocol' and contains many of the elements and features of the original guidance but is updated to reflect the latest advice issued by Government and National Health Emergency Team (NPHET) to reduce the spread of COVID-19 in the workplace.

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 Powerstown ETNS need to review their 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 Powerstown ETNS. 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 will be taken in Powerstown ETNS to minimise the risk of the introduction of infection into the school 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 Powerstown ETNS 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 our school to continue to operate 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. The school and Board of Management have familiarised themselves with these documents. All of the documents will be available at **gov.ie/backtoschool**

2)   What is a COVID-19 Response Plan?

A COVID-19 Response Plan is designed to support the staff and BoM of Powerstown ETNS   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 ' *Work Safely Protocol'*, to prevent the introduction and spread of Covid-19 in the school environment.

It is important that school-based teaching and learning and the operation 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 operation of schools 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 Work Safely Protocol, the key to maintaining a safe school requires strong communication and a shared collaborative approach between the BoM of Powerstown ETNS, staff, pupils and parents.

The assistance and cooperation of all staff, pupils, parents, contractors and visitors is critical to the continued 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 ongoing commitment of the school to implementing the plan and help prevent the introduction and spread of the virus. The revised updated policy will be signed and dated by the chairperson and principal of the Board of Management (BoM) of Powerstown ETNS and brought to the attention of the staff, pupils, parents and others. Powerstown ETNS School COVID-19 policy can be found at ***Appendix 1.**__*

4)   Reviewing the safe operation of schools

The BoM of Powerstown ETNS   aims to facilitate the continuation of school based teaching and learning and a safe working environment for staff. The operation of PETNS 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 operation of our school building and the applicable controls are outlined in this document. We will continue to regularly review our current processes to ensure that they include the following:

- Arrangements to keep up to date with public health advice, changes to any Government plans for living with COVID-19 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 after any period of closure:

School Building: Before re-opening PETNS the following checklists have been completed
- Water system is flushed regularly at outlets to prevent Legionella disease;
- School equipment and mechanical ventilation is checked regularly for signs of deterioration or damage before being used again;
- Bin collections and other essential services have resumed

August 2020 & weekly from 6/1/2021

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 of Powerstown ETNS

7 Staff successfully completed Management of Infectious Disease course – FETAC Level 5 in June 2020:

Below is training provided by DoE and completed by school staff.

1. Primary School Induction
2. Cleaning Induction
3. Lead Worker Representative Induction
4. Bus Escorts Induction
5. SNA Induction training

Staff engaged in in-house training from 24th – 28th August 2020.

Staff engage in monthly meetings in relation to Covid 19 Updates and Policies

Staff engage in a training session prior to their class re-opening from February 2021

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 via Google Forms or from the principal. A copy is attached also at ***Appendix 2***.

This was updated in February 2021 in line with DoE guidelines

A RTW form is completed and returned to the school before returning to work. Powerstown ETNS request staff to confirm that the details in the Return to Work Form remain unchanged following subsequent periods of closure such as school holidays.

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.

In house induction training taking place on 11/2 & 12/2/21 for re-opening on 22/2/21

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 working arrangements that apply to the very high risk school staff, is in accordance with those applying for the public service generally, and is detailed in the relevant Department of Education circulars available on the Department's website.

Within Phase 1 and Phase 2 of re-opening schools in February 2021, unions have advised staff to apply for Covid Related Leave if they are;

1. *Pregnant*
2. *Over 60*
3. *Deemed High Risk*

This information has been shared with staff (11/2/21) with necessary application processes that the Board of Management are currently aware of. Teachers refer to Information note 0001/2021, SNAs refer to information note 0002/2021

4.3 Lead Worker Representative (LWR)

Responsibility for the development and implementation of the Covid-19 Response Plan and the associated control measures lies primarily with the Board of Management and PETNS In-School Management Team.

The Return to Work Safely protocol provides for an agreed procedure between management and staff to appoint a Lead Worker Representative (LWR) to carry out a specific role.

PETNS has sought volunteers for Lead Worker Representative

- Ailish Mc Kenna – LWR (Primary support for 4th, 5th & 6th class)
- Diarmaid McElliffe – ALWR (Primary support for 1st, 2nd & 3rd class)
- Linzi Mullen – ALWR (Primary support for Junior Infants & Senior Infants)
- Sharon Carr – ALWR (Primary support for special classes – *due to phased reopening and to ensure LWR onsite for staff at all times*)

The LWR will work in collaboration with the Principal (on behalf of BoM) 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 PETNS. 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, updating and implementation of the COVID-19 Response Plan and the associated control measures lies primarily with the Board of Management and the school management team.

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 Work Safely 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.

4.3.1 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 implementing infection prevention control measures to suppress COVID-19 in the workplace in line with the 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.

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 infection prevention control measures.

Full details of the arrangements which will apply for the LWR in PETNS is set out at **_Appendix 3_**.

4.4 Signage

PETNS is required to display signage outlining the signs and symptoms of COVID-19 and to support good hand and respiratory hygiene.

PETNS has ordered and displayed signage outlining the signs and symptoms of COVID-19 and to support good hand and respiratory hygiene and the appropriate use of face coverings and other hygiene measures. Both adult and child age appropriate signage are on display in the school.

Signage from Department of Education and Skills accessible here is displayed throughout the school, Additional signage was purchased for A1 outdoor boards, classrooms, playground and corridors.

Posters and displays are in prominent areas such as offices, corridors, staffroom area, classrooms and toilets.

**All on display indoors & outdoors from August 2020

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

4.5 Making Changes to School Layout

Maintaining physical distancing in the school environment is recommended as one of the key infection prevention control measures to minimise 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).

PETNS has reconfigured 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 template risk assessment to identify the control measures required to mitigate the risk of COVID-19 in PETNS is attached at *Appendix 4.*

PETNS will continue to review our 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 will be documented and incorporated into the school's safety statement.

PETNS also reviews our 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 will also be documented and incorporated into the school safety statement.

4.7 First Aid/Emergency Procedure

The standard First Aid/emergency procedure shall continue to apply in PETNS.

In an emergency or in case of a serious incident, PETNS will call for an ambulance or the fire brigade on 112/999 giving details of location and type of medical incident.

4.8 Access to School and Contact Log

Arrangements for necessary visitors such as contractors and parents with 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.

Access to the school building is limited and agreed procedures for visitors are detailed below.

- All visitors must complete a Covid Screen Call 24 hours before coming to the school. See Appendix 10.
- Visitors must phone school office when they arrive to inform secretary they are here.
- Secretary will inform meeting host. Meeting host will permit visitor access at designated time.
- All visitors must complete a Covid Questionnaire on arrival to the building via the log in app in the front hall and corresponding contact tracing firm.

All meetings during Level 5 should be held via video conferencing / telephone. In exceptional circumstances Level 5 meetings may take place outdoors.

At level 3 or 4 (or in rare exceptional circumstances Level 5) if a face to face meeting **must** take place indoors, it is limited to under 15 minutes and must be in a well ventilated room where social distancing can be safely implemented. Principal must be informed of meeting in advance.

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 is maintained via the school's Sign In App. This enables the school to maintain a log of staff and pupil contacts. A sample of this 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:

All school records and data are maintained and processed in compliance with the GDPR and the Data Protection Acts. The responsibility for compliance with the legislation rests with the Board of Management in their role as data controller.

5) Infection Prevention 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; pupil-pupil, teacher-teacher and teacher-pupil 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.

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

Promote awareness of COVID-19 symptoms (***details at Section 5.2***); The Board of Management will;

- 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 to self-isolate or restrict their movements at home if they display any signs or symptoms of COVID-19 and contact their family doctor to arrange a test

- Advise staff and pupils not to return to or attend school in the event of the following:
    - if they are identified by the HSE as a close contact of a confirmed case of COVID-19
    - if they live with someone who has symptoms of the virus
    - If they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.

- 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);*

- Advise staff and pupils to cooperate with any public health officials and the school for contact tracing purposes and follow any public health advice in the event of a case or outbreak in the school;

- Ensure everyone entering the school building needs to perform hand hygiene with a hand sanitiser;

- Ensure visitors to the school during the day should be by prior arrangement and should be received at a specific contact point;

- Ensure physical distancing (of 2m) should be maintained between staff and visitors where possible.

5.2 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

Infection with the virus that causes COVID-19 can cause illness, ranging from mild to severe, and, in some cases, can be fatal. It can take up to 14 days for symptoms to show. They can be similar to symptoms of cold and flu.

Common symptoms of coronavirus include:

- a fever (high temperature - 38 degrees Celsius or above).

- a new cough - this can be any kind of cough, not just dry.

- shortness of breath or breathing difficulties.

- loss or change in your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

If you have any common symptoms of COVID-19 (coronavirus), self-isolate (stay in your room) and phone your family doctor straight away to see if you need a COVID-19 test. Other people in your household will need to restrict their movements (stay at home).

Getting an early diagnosis means, you can get the help you need and take steps to avoid spreading the virus, if you have it.

For the complete list of symptoms, please refer to the [HSE Website.](#)

5.3 COVID-19 Tracker App

COVID Tracker app is a free and easy-to-use mobile phone app that will:

- alert you if you have been in [close contact](#) with someone who has tested positive for COVID-19 (coronavirus)
- keep other app users safe by alerting them if you test positive for COVID-19
- give you advice on what to do if you have symptoms

You can download the free app from [Apple's AppStore](#) or the [GooglePlay store](#)

5.4 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.

5.5 Hand Hygiene

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

PETNS promotes 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 pupils and staff 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 are deployed at exit and entry points of schools and in classrooms at pods / tables. Care is taken to clean up any hand sanitiser spills to prevent risks of falls.

Warm water is available in PETNS for hand washing.

Wash hand basins, running water, liquid soap and hand drying facilities (children bring their own for personal use) are provided in all toilets, kitchens and any food preparation areas.

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

Posters displaying hand washing techniques and promoting hand washing are placed on walls adjacent to washing facilities and some are 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 therefore PETNS provides alcohol based sanitizer. Parents can provide their own alternative sanitizer for children if they wish.

When hand rubs/gels are being used in school care is taken to ensure that pupils do not ingest them as they are flammable and toxic. Alcohol-based sanitiser is not stored or used near heat or naked flame

Young children have supervised use of containers of alcohol gel.

5.6 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 Department will provide funding for the costs associated with hand sanitising and PPE requirements in schools.

5.7 Physical Distancing

Physical distancing can be usefully applied in PETNS, allowing for some flexibility when needed. It is 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 is 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

5.8 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, PETNS has

1. Reconfigured class spaces to maximise physical distancing
2. Utilised and reconfigured 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 has been provided under the enhanced minor works grant to facilitate this classroom re-configuration works.

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

5.9 Decreasing interaction

The extent to which decreasing interaction is possible in a primary or special school depends 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. Both "Bubbles" and "Pods" are in place in Powerstown ETNS

Each class in PETNS is divided into Pods, there is 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 measure, to limit the extent of close contact within the Class Bubble.

Pod sizes are kept as small as is likely to be reasonably practical in the specific classroom context (maximum of 7).

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 with Special Needs Assistants.

Different Class Bubbles have separate breaks / separate areas at break. See Appendix 11

Sharing educational material between Pods is avoided/minimised where possible.

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

5.10 Additional measures to decrease interaction include:

Limit interaction on arrival and departure and in hallways and other shared areas. See Appendix 12

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.

5.11 Physical Distancing outside of the classroom and within the school

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5.11.1 School drop off/collection

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

Walking/cycling to school is encouraged as much as possible, especially from 3rd to 6th class whereby pupils can come to school independently.

Arrangements are made to maintain a distance of 2m between parents and guardians and between parents and guardians and school staff, with visual reminders in place on the school grounds.

Aim of all arrangements is to avoid congregation of people on the school grounds where physical distancing may not be respected.

Staggered pick up times are implemented. See Appendix 13.

The school invested in additional access points; The BoM put in place a new footpath and 3 new gate access points for morning assembly (See Appendix 12). The aim of this was to reduce congestion in the mornings, break times and collection times.

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5.11.2 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 updated guidance on face covering should be observed.

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

Whole Staff meetings are held remotely.

Small group / team meetings are held in large spaces in well ventilated rooms to facilitate physical distancing and face masks are worn by all participants.

No hand shaking policy implemented.

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.

5.11.3 Staff Room

All staff must ensure physical distancing is applied in staff room

Only 6 people permitted in staff room at any one time. Each table is at minimum 2m away from the next table and chairs are strategically based to maximise social distancing. Staff room is well ventilated at all times. If other rooms are used for break times, 2m social distancing must be implemented at all times. Maximum of 6 people in mainstream classroom and 2/3 people in SEN room (depending on its size)

Staggered staffroom use to align with class groupings.

A queue management system in place to use equipment e.g. burco / microwaves where 2m social distancing is implemented.

Staff must clean their hands before and after entering the staff room

Staff must sanitize table and chair before and after use

5.11.4 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.

As a "high traffic area" intermittent sanitisation of the stairwells take place.

Fire doors are kept open with magnetic locks during the school day to minimise "high contact" points in the corridors.

5.11.5 Yard/Supervision

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

Play time/outdoor activities and infrastructure have been adjusted 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.

Staggered break times and outdoor access are implemented

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

Equipment sharing is minimised and clean shared equipment between uses by different people.

5.11.6 Ventilation

The Department has published guidance setting out the practical steps for good ventilation in accordance with public health advice '*Practical Steps for the Deployment of Good Ventilation Practices in Schools*'

The guidance sets out an overall approach for schools **that windows should be open as fully as possible when classrooms are not in use** (e.g. during break-times or lunch-times (assuming not in use) and also at the end of each school day) **and partially open when classrooms are in use**. The guidance provides that good ventilation can be achieved in classrooms without causing discomfort, particularly during cold weather.

Please see government document on ventilation here

The Department has published "[Guidance to Primary and Special Schools on PPE consumables and equipment](#)" on [www.gov.ie/backtoschool](#)

This provides schools with the information needed on the appropriate quantities of PPE consumables and equipment to support the full and safe reopening of schools.

The updated advice from the HPSC to the Department of Education has recommended that face coverings should be worn by staff members where it is not possible to maintain a physical distance of 2 metres from other staff, parents, essential visitors or pupils. The Department has accepted this recommendation. **Accordingly, it is now a requirement for face coverings to be worn by staff members where it is not possible to maintain a physical distance of 2 metres from other staff, parents, essential visitors or pupils.**

PPE will also need to be used at certain work activities or work areas. These might include roles such as:

- Performing intimate care
- 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 in the list of those categorised as people in very high risk groups, or may be living with people who are in a very high risk category
- Administering first aid
- Parent Teacher meetings

Where staff provide healthcare to children with medical needs in the school environment they should apply standard precautions as per usual practice.

5.12.1 Reception Areas

Perspex screen is used in reception area where it is not possible for staff to maintain a physical distance of 2 metres from other staff or pupils..

5.12.2 Face Coverings/Face Visors/Masks

Cloth face coverings act as a barrier to help prevent respiratory droplets from travelling into the air and onto other people when the person wearing the face covering coughs, sneezes, talks or raises their voice. Cloth face coverings are therefore intended to prevent transmission of the virus from the wearer (who may not know that they are infected) to those with whom they come into close contact.

<mark>Each staff member has been provided with 5 cloth face coverings</mark>

In childcare and educational settings, the implementation of mandatory face-covering usage is challenging, as it is known that children will have a lower tolerance and ability to use the face covering properly, and use of face-coverings by teachers and staff caring for very young children may cause undue stress to the children. It is not recommended that children attending primary school wear face-coverings. **However your child can wear one, if you wish, as long as they can wear it properly and independently.**

It is now a requirement for face coverings to be worn by staff members where it is not possible to maintain a physical distance of 2 metres from other staff, parents, essential visitors or pupils.

All staff are also provided with surgical face masks for duration of Level 5 restrictions. Staff are encouraged to wear surgical mask and/or wear it under cloth mask.

Class teachers have also been provided with amplifiers to protect their voices while wearing masks

In certain situations the use of clear visors should be considered, for example staff interacting with pupils with hearing difficulties or learning difficulties.

Cloth face coverings should not be worn by any of the following groups:
- Primary school children
- Any person with difficulty breathing
- Any person who is unconscious or incapacitated
- Any person who is unable to remove the face-covering without assistance
- Any person who has special needs and who may feel upset or very uncomfortable wearing the face covering, for example persons with intellectual or developmental disabilities, mental health conditions, sensory concerns or tactile sensitivity.

All staff wearing face coverings have been informed of proper etiquette ie.reminded to not touch the face covering and to wash or sanitise their hands (using hand sanitiser) before putting on and after taking off the face covering.

Information has been provided on the proper use, removal, and washing of cloth face coverings
https://www.youtube.com/watch?v=T6ZqdpLfSqw

Cloth face coverings should be washed after every day of use and/or before being used again, or if visibly soiled.

Face coverings should not be worn if they are wet. A wet cloth face covering may make it difficult to breathe.

Schools should consider having additional disposable face coverings available for staff in case a back-up face covering is needed during the day.

Whilst staff may wish to utilise their own face covering on a day-to-day basis, PETNS have made available a stock of additional disposable or multi-use face coverings, available for staff in case a back-up face covering is needed throughout the day or where required on an ongoing basis.

On the use of face masks by staff, schools should consider the specific circumstances where the use of medical face masks, to EU Standard EN 14683, may be more appropriate for staff (for example where staff by necessity need to be in close and continued proximity with pupils with intimate care needs such as SNAs or School Bus Escorts).

Wearing a face covering or mask does not negate the need to stay at home if symptomatic.

5.11.3 Gloves

The use of disposable gloves in the school by pupils or staff is not generally appropriate but may be necessary for cleaning, intimate care settings and when administering first aid. 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.

Gloves are available in sick bay areas and disabled toilets.

5.11.4 Aprons

Aprons may also be appropriate in certain circumstances including for intimate care needs or for staff assigned to cleaning an area where a suspected or confirmed case of COVID-19 was present.

Aprons are available in sick bay areas and disabled toilets.

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.

6.1 Choir/Music Performance

Choir practices/performances and music practices/performances 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.

6.2 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/

6.3 Shared Equipment

6.3.1 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.

6.3.2 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.

6.3.3 Art

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

- Where possible, each student should have their own individual art equipment and supplies.
- If crayons/colours must be shared, they should be shared only by pupils within the same pod.

6.3.4 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.

- Shared devices, e.g. iPads, chrome books, should be cleaned between each use.
- Spray disinfectant solution onto (colour) microfibre cloth and wipe surface of device.

6.3.5 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.

- Instruments will be assigned to a designated class for a block of time. They should not be used by any other class during this time block.
- Instruments should not be shared between students where possible. If sharing is required, instruments should be cleaned between use.
- Instruments should be cleaned at the beginning and end of a time block.

6.3.6 Library/Shared Books 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 books (e.g. English and Irish graded readers, library books) should be assigned to individual pupils at the beginning of a week.
- Books should be stored in a plastic folder/polypocket between uses during the week.
- Pupils should perform hand hygiene before and after using books, i.e. Wash hands with warm water and soap, or use hand sanitiser.
- Books will be collected on a Thursday and left idle for 72 hours (i.e. Friday, Saturday and Sunday). They will be ready for use by a different group the following Monday.

6.3.7 Shared Sports Equipment

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

- Equipment for a specific strand (e.g. Gymnastics mats/benches) will be assigned to a designated class for a block of time. They should not be used by any other class during this time block.
- Equipment should not be shared between students where possible. If sharing is required, items should be cleaned between use.
- Students should perform hand hygiene routine before and after using shared equipment, e.g. Wash hands with warm water and soap, use hand sanitiser.
- Equipment should be cleaned at the beginning and end of a time block by wiping down with a cloth and disinfectant spray.

7)   Hygiene and Cleaning in Schools

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

The specific advice in relation to school cleaning is set out in the HPSC advice and is 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.

Arrangements for more regular and thorough cleaning of areas and surfaces within the school has been made. We have a full time caretaker/cleaner throughout the school day, and a team of 3 cleaners coming in every evening to ensure disinfection of all surfaces and floors in each room daily.

- All classroom surfaces are cleaned regularly throughout the school day with antiviral spray, especially before and after food.
- Regular and thorough cleaning of communal areas and frequently touched surfaces is conducted, in particular, toilets, lifts, door handles and kitchens is conducted by our caretaker throughout the school day and our cleaning team in the evening
- Cleaning will be performed regularly and whenever facilities or surfaces are visibly dirty.
- Shared equipment is cleaned after each use.
- All staff will have access to cleaning products and are required to maintain cleanliness of their own work area before and after use each day.
- There is regular collection of used waste disposal bags from offices and other areas within the school
- 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.).

DES training here

Please see **Appendix 14 for Cleaning Schedule.**

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.)

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

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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

It is inevitable that with confirmed cases of Covid-19 circulating within the community, there will be suspect or confirmed cases amongst pupils and staff attending, or working within, Powerstown ETNS.

However, children will also continue to display symptoms of many other circulating respiratory viruses. It is known that young children often have a persistent cold.

> Children with a blocked or runny nose, but no fever can attend school or childcare, but if they require paracetamol or ibuprofen for their symptoms, they must not attend school for 48 hours and GP assessment for testing is indicated.

8.1 Covid-19 response & Sick Bay

There are two sick bay* rooms: SNU kitchenette & disabled toilet area in hall

Symptoms of Covid-19 (as per HSPC guidance)

Symptoms of Covid-19 include:
- A fever (high temperature of 37.5 degrees Celsius or above)
- A cough - this can be any kind of cough, not just a dry cough
- Shortness of breath or breathing difficulties
- loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

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8.2 Dealing with a suspected case

The following procedures must be implemented if a staff member or pupil develops symptoms of covid-19 whilst at school:

1. Bring the person to the designated sick bay area, keeping 2m distance where possible and ensure others maintain 2m from others if possible

2. Inform Principal and make arrangements to contact parents/guardians

3. Facilitate the person remaining in isolation in the sick bay if they cannot go home immediately

4. Facilitate the person experiencing symptoms and encourage to use good hygiene etiquette and they should avoid touching people, surfaces and objects

5. Support the making of arrangements for transport home or if they are too unwell to go home, to contact 999 or 112 to advise it is a Covid-19 suspected case

6. Carry out an assessment of the incident to determine follow up actions in conjunction with the Principal

7. Report the need for arrangements for the appropriate cleaning of the sick bay and work areas will take place after the suspected case has left sick bay

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8.3 Confidentiality

Where there is a suspected or confirmed case of COVID-19 amongst school staff or pupils, schools need to maintain both staff and pupil confidentiality at all times and must follow the instructions of HSE Public Health. **<u>HSE Public Health will:</u>**

1. inform any staff/parents or students who come into close contact with a diagnosed case via the contact tracing process;
2. contact all relevant persons where a diagnosis of COVID-19 is made; and
3. advise on the appropriate action, on a case-by-case basis, that should be taken vis-à-vis the operation of the school.

As a child centred school our Sick Bay is the "isolation area" as referred to in DES documents

> Schools **do not** need to inform parents that a pupil or teacher has been removed due to their symptoms. **Other pupils or staff do not need to be removed from class**. HSE Departments of Public Health will take action if the person has confirmed Covid-19 infection on testing, which will include HSE advice and guidance on communication to school pupils and staff where needed.

The parents / legal guardian of the sick child should contact their GP as usual, to discuss clinical concerns. **If it is determined by the GP that the child/pupil requires to be tested for Covid-19, any other household contacts should be removed from the school setting.**

It is vital that schools have current lists of staff and pupils, by classes with contact telephone numbers for parents and guardians. These should be in excel and ready to share with Department of Public Health, if required and requested under Infectious Diseases legislation, 1981, as amended.

8.3 Covid-19 Assessment and testing pathway for younger children (≥3 months – 13 years) and older children (≥ 13 years old)

Once the child has been collected from school, the parents should contact their GP by phone if the child has symptoms of concern, and/or symptoms consistent with Covid-19 infection e.g. fever OR a new cough, shortness of breath, deterioration of existing respiratory condition OR symptoms of ageusia or dysgeusia.

Their GP will assess and advise as per normal clinical practice and refer for testing as required and outlined in [here](). Testing is advised for any child who meets the testing criteria unless there is a strong clinical reason to do otherwise. For children aged greater than or equal to 13 years of age or who attend secondary school, please refer to the adult testing guidance here.

The Covid-19 Assessment and decision making pathway for all children greater than or equal to 3 months until completion of primary school should be used to guide next steps [here]().

Covid-19 test results remain confidential as per doctor - patient relationship. No other child, parent, family or teacher will be informed of their results. **However, parents should be advised at the point of testing that their child's swab test result if Covid-19 detected will likely need to be shared with the educational facility, if this is deemed necessary by the Medical Officer of Health, for the safe management of any potential outbreak. Only details as necessary for safe onward management are shared with an agreed senior person in the school**, such that appropriate public health actions can be undertaken.

Please refer to Appendix 15 re School Response to a Positive Covid 19 Case.

9) Covid-19 Test Results

9.1 Covid-19 not detected result

> If a symptomatic child has a Covid-19 'not detected' result, the child should remain at home until he/she is clinically well enough to return to school, unless parents are specifically asked by HSE Public Health for their child to remain excluded because of other investigations e.g. if the child is a known close contact of a now confirmed case.
>
> All diarrhoea symptoms need to have been resolved for 48 hours prior to return to school.

9.2 Confirmed cases of Covid-19

Confirmed cases will be contacted directly by the contact tracing centres and case information and contact identification will be initiated. The case will be referred to the Medical Officer of Health within the regional Public Health Department, for onward Public Health Risk Assessment (PHRA) and management in this setting.

The Medical Officer of Health (Consultant in Public Health Medicine, MOH), and teams will liaise directly with the school and inform them of the confirmed case as necessary; will undertake a Public Health Risk Assessment to inform any further actions and recommendations by the Medical Officer of Health.

The MOH has statutory responsibility (Appendix 1) under the Infectious Diseases regulations, 1981, as amended to investigate and manage infectious disease sources[2]

9.3 Public Health principles for management of outbreaks, or potential outbreaks, and aligned testing strategy within the educational facility

- Public health will urgently discuss with the school to establish any appropriate exclusions, i.e. advice to isolate for identified staff or students and to remove from school setting based on an informed Public Health Risk Assessment.

- Core to the PHRA will be assessing the likelihood of onward transmission from the case identified. This will inform their further actions.

- Every facility will be unique in how the schools are organised and therefore the risks associated within them will be unique too e.g. special educational needs settings, primary, secondary and boarding schools will all have very different environments, and will need to be assessed separately.

- HSE Public Health will assess whether the index case is also likely to be the primary case within the school setting or a secondary case. They will assess the likelihood of

onward transmission from the case identified. This will inform their further actions.

> - **The definition of close contacts within the school setting will be variable. It will not be automatically assumed that a whole class will be deemed as close contacts**. This is because the school settings are so varied e.g. in young primary school children, 'pods' will likely be deemed close contacts and all removed. In secondary settings where there is social distancing rather than a 'pod' per se, close contacts will be determined by proximity and interaction with the index case; class placement; classroom structure; common travel; social networks and friendship groups etc.

> - Close contacts will be identified following PHRA and engagement with the school and removed from the school setting. They will be tested as per national contact guidelines (Day 0 and 7) and they should be advised to restrict their movements and remain alert for symptoms, as per national guidelines.

- Onward testing strategy will be determined by information from the initial risk assessment. **There is no blanket policy to test entire classes or years.** The strategy will be determined after risk assessment of the confirmed case, considering the likely source of infection and the likely potential for onward transmission of infection within the school setting.

- The risk assessment may be dynamic and change as new information becomes available.

- The testing strategy may evolve as information unfolds.

- There may be other community close contacts who will also be excluded from the school but because of their community exposure NOT their school exposure e.g. siblings / cousins etc

- Depending on results from testing, or following initial PHRA, the MOH may recommend wide spread swabbing within a class or a facility under HSE mass testing processes.

- Whether all students from a class / year are removed whilst undergoing testing, or whether remain in school, will be determined by the risk assessment. Drivers of removal are as per attached drivers for partial school closure.

- An Outbreak Control Team may be called as appropriate, and to assist the Medical Officer of Health in the investigation and control of Covid-19 cases and outbreaks.

- A general outbreak plan for Covid-19 outbreaks can be found here

ACTION FOR SCHOOLS
- To inform the pubic health risk assessment and to manage cases and outbreaks and identify relevant contacts, schools should have prepared a summary outlining the below ready to give to the Medical Officer of Health as part of the statutory investigation and management of Covid-19.
    - a brief description of the school (type, numbers of staff and students and special

features) pertaining to the schools
- A list of staff and students with appropriate contact telephone numbers
- Prepare a broad description of classrooms
- An outline of the staff and students movements around the school, between lessons and breaks
- A list of 'pods' and 'bubbles' should be kept up to date

Consideration of the need for full, or partial, educational facility closure

If there are concerns regarding the need for closure, or partial closure, of an educational facility, these will be discussed by the MOH in conjunction with the educational facility, and as part of local outbreak control teams within the Departments of Public Health. Any decision to close, or partially close, an educational facility will be based on the best approach to control the spread of Covid-19 and allow opportunity to remove the conditions favourable to such infection, as deemed necessary and appropriate by the MOH. In the evaluation of the need for closure of any educational facility affected by any outbreak of infectious disease, the standard Public Health approach is to utilise a Risk Assessment model. This enables the most accurate and effective determination of the likely health impacts of a range of possible interventions, ranging from exclusion and testing of a small

group or 'pod' of pupils, up to and including closure of an affected facility. The actual criteria used by an MOH, may be modified in the light of local conditions or specific local information, which informs the Public Health Risk Assessment (PHRA) required to provide for sensible and safe decisions regarding closure and, by extension, reopening of an educational facility.

There are marked differences in educational facilities spanning age (from 5-18 years), and the behavioural and medical needs of pupils attending the educational facilities. Establishing these facts will focus the PHRA undertaken by the MOH and their teams. It is unlikely that a single issue (or single case of Covid19) would automatically lead to a decision to close an educational facility, although multiple cases across the facility setting will increase the likelihood of school closure.

9.4 Public Health Risk Assessment (PHRA)

Regional Departments of Public Health will undertake a PHRA to explore the following:

- unique information and factors relevant to that particular educational facility and its infrastructure, with regard to infection transmission
- interactions of the community of pupils and teachers both within the school and how

they interlink within the wider community
- patterns of infection within the wider local community and
- consider general community infection rates in the regions serviced by the educational facility

This information will inform the decisions regarding the need for full, or partial, closure of any educational establishment, or any control measures to be immediately implemented short of actual closure. A range of issues (e.g. multiple cases in different classes) may lead the Medical Officer of Health, in conjunction with any relevant Outbreak Control Team (OCT), to decide that maintaining an open facility will present ongoing risk to staff, pupils and the wider community above which that is acceptable. Also keeping a school open may not allow for the adequate control of the spread of infection or adequate removal of the conditions favourable to infection.

9.5 Criteria for closure (Full or partial)

Criteria to be ordinarily considered with regard to any potential outbreak and educational facility closure, or partial facility closure, include but are not limited to:

1. Evidence or clear concern that spread within the school is the primary driver of cases, or suspect cases, notified. This is as opposed to spread of infection externally within the community setting (e.g. within households where children / teachers live etc)

2. The numbers of, or rate of increase of, Covid-19 detected cases amongst staff / pupils is concerning

3. The number and complexity of staff and pupil family units and structures within the educational facility setting amongst those as either cases, contacts or suspected cases e.g. teacher with several children / close cousins in the educational facility all across different years

4. The severity of cases (e.g. hospitalised) amongst children / staff is atypical and giving rise to concern e.g. several hospitalisations amongst children who would be pre-morbidly well

5. Physical structure or layout of school which limits the range or adequacy for any increased recommended prevention measures e.g. further social distancing implementation within pods or groups, more specific recommendations relating to hygiene or cleaning measures

6. Age group or ability of students e.g. if it is an educational facility or unit caring and educating pupils with specific medical or behavioural needs. This may compromise the ability for staff and pupils to realistically comply effectively with requirements for symptom awareness, and disease transmission prevention recommendations during an outbreak

7. Inability to undertake enhanced infection, prevention and control measures as might be recommended from identification of transmission risks within the setting of concern e.g. due to nature of toys or equipment required, particularly for educational facilities or units for children with behavioural or physical needs and limitations

8. Concerns regarding engagement with public health medical teams of senior personnel within the educational facility or system, with regard to their understanding of, or commitment to, implement sufficient risk mitigation and infection prevention and control measures as identified as necessary for the particular educational setting, in light of confirmed or suspect cases of Covid-19

9. Evidence that the pupils (and families) / teachers are not adequately participating in recommended control measures e.g. not reporting and excluding children with mild symptoms; re-enforcing training and implementation of social distancing and hygiene measures across the continuum of school and home etc

10. Any evidence that significant spread in wider local community can be shown, or be highly suspected of being linked or intertwined with the educational facility setting

11. Results from any swabbing recommendations identified a large number/high proportion of asymptomatic cases, particularly amongst groupings or pods not previously considered to be at high risk of infection transmission

12. Inability of the educational facility to safely operate as per e.g. legal requirements for staff : pupil ratios if partial closure was being considered

In all Public Health investigations, in which closure of an educational facility affected by any infectious disease outbreak is being considered, the criteria guiding closure will broadly provide the criteria for reopening. However, outbreaks are dynamic, and in the course of the investigation new risks may be identified and therefore new parameters required to be included for criteria to re-open or allow for full staff / pupil return. A list of the agreed criteria for closure (involving for example, high levels of disease, the requirement of decontamination to a level that meets with the approval of the MOH, (OCT), the compliance of management and staff etc), will form the basis for the criteria to guide reopening. It would only be when all these criteria, and any additional identified in the process of investigation have been satisfied, that a decision on reopening, or full return of staff / pupils would be made by the MOH.

As a result, each educational facility Covid-19 outbreak will be assessed on an individual basis and a unique decision made as to whether it is safe for the facility to remain fully or partially open, or whether closure is necessary.

Please refer to Appendix 15 for BoM Response to Positive Covid 19 Case

10) 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.

10.1.1 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.

10.1.2 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.

11) Continuum of Support Team

Continuum of Support (COS) team will continue to work with pupils through withdrawl support and in-class support.
We have allocated 1 COS teacher to every class level i.e. one teacher is shared between two classes.

All staff have access to appropriate resources; the use of Personal Protective Equipment (PPE), and the provision of cleaning materials; so that staff can clean their own desk & workspace after each "bubble" interaction

We have dedicated COS rooms that facilitate socially distanced withdrawal support that will compliment our in-class support

Covid-19 Response Plan the safe and sustainable reopening of Primary and Special Schools states that "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". This document also states that "Staff members who move from class bubble to class bubble should be limited as much as possible".

In the case of the deployment of Special Education Teachers, movement must be minimised, but it some cases it cannot be avoided.

12) Special Needs Assistants – moving between classes

The deployment of Special Needs Assistants (SNAs) must address the needs of the cohort of pupils who require support. When allocating SNAS to pupils minimisation of interaction is a core consideration. Access to resources, the use of Personal Protective Equipment (PPE), and the provision of cleaning materials so that staff can clean their own desk & workspace after each "bubble" interaction is also be factored in to the arrangements.

We have allocated SNAs a base classroom, whereby they will spend the majority of their day. However, Redeployment of SNAs may be necessary to needs analysis of the school on a daily basis.

13) Special Classes inclusion into mainstream

As inclusion is a core element of the Special Class model, the DES had advised that this should continue.

The priority is the education of the pupil. Consequently, the pupil can be part of two bubbles for this purpose, and the integration should be in line with the social distancing provisions in place for the mainstream classes involved.

14) 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.
- Not to return to or attend school in the event of the following:
  - if they are identified as a close contact of a confirmed case of COVID-19
  - if they live with someone who has symptoms of the virus
  - If they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.
- 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 publ**ic** health authorities and comply with same.
- Cooperate with any public health personnel and their school for contact tracing purposes and follow any public health advice given in the event of a case or outbreak in their school
- Undergo any COVID-19 testing that may be required as part of mass or serial testing as advised by Public Health

15)   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.

Teachers and SNAs please click here for DES guidelines: Circular 49/2000
All other staff please click here for DES guidleins: Circular 50/2000

15.1 Substitution

Under the provisions of **Circular 0045/2020,** Section 5.4, if a school has exhausted all options for employing a substitute mainstream class teacher – either through a supply panel, their own panel, national substitute service – without success, then they can redeploy a Continuum of Support Teacher (COST) to cover that absence.

Those COS hours are recorded on the Online Claims System (OLCS), as the school may be in a position to employ a substitute teacher to cover these COS hours on a different day.

The term "substitute" is a misnomer in this instance, as the teacher employed on the different day will not actually be covering an absence. Essentially, the "lost" hours will be banked on the Online Claims System for delivery by a "substitute" at a later stage. On that subsequent day, the mainstream classroom teacher will undertake non mainstream teaching and the substitute will teach the mainstream class.

For non-mainstream teachers, if a substitute cannot be employed to cover the absence, then a substitute may be employed on a subsequent date when one is available. It is important to note that a

Special Class Teacher (e.g. ASD class, DLD Class), will not be redeployed as substitute cover for a mainstream class teacher's absence.

15.2 Substitute cover for the first day of a teacher's sick leave, which is not Covid-19 related

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Under the provisions of Information Note 0008/2020, for the 2020/2021 school year, the first day of a teacher's absence on self-certified sick leave and the first day of force majeure leave and illness in family leave are substitutable.
The number of self-certified absences and Illness in family absences provided for under the respective schemes (Sick Leave and Brief Absences) continues to apply.

In addition, Information Note 0008/2020 confirms that the following brief absences will be also be substitutable for 2020/2021 school year:

• Marriage/Civil Partnership Leave
• Ordination/Profession of Immediate Family
• Conferring of Teacher/Immediate Family
• Wedding of Immediate Family/Near Relative/In-Law
• Witness in Court
• Legal Separation
• Candidate in Local Election
• Membership of Public Bodies
• Exam Leave
• Study Leave

15.3 SNA Absences

All SNA absences are currently substitutable, so we are permitted to recruit a substitute as normal. SNAs who have not previously worked with us, must be vetted by PETNS, prior to commencing work in our school.

15.4 Extra Personal Vacation (EPV) days

As per Information Note 0008/2020 the following are the arrangements for EPV days in the coming school year. The Department of Education will provide substitute cover for the first day of EPV Leave taken by a teacher in the school year.

Any subsequent EPV days may only be taken where the effect on the school's operation, including its Covid-19 Response Plan, is minimal and without disruption to the teaching of the class and without the division of the class group between other classes.

Where it is not possible for a teacher to take their total accumulated EPV days during the 2020/21 school year, the days will be carried over to the following school year 2021/2022, subject to a teacher having a maximum of 5 days in the 2021/22 school year.

For example, if a teacher carries over two EPV days to the next school year, they can only take a maximum of 5 EPV days in the 2021/22 school year, regardless of the number of recognised courses they complete in the summer of 2021.

16) 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'.*

The EAS is a self-referral service where employees have access to 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. The service is also available via SMS, WhatsApp, e-mail, live chat and call back request. All points of contact for the service are qualified, accredited and experienced mental health professionals.

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 is available which offers access to podcasts, blogs, live chats and videos on topics around wellbeing and mental health, family life, exercise and nutrition. E-Learning programmes across mental health, sleep and a range of wellbeing topics are 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. A series of weekly webinars and live talks to promote staff wellbeing in schools is current available on the wellbeing portal.

For further DES guidelines/supports please click here

17) Vulnerable Staff

Circular 0049/2020 sets out the arrangements that have been put in place in relation to teachers and SNAs.
The Circular defines those who are *at very high risk* from contracting Covid-19. All staff have been made aware of this circular.

Teachers and SNAs who believe that they are in this category should, as soon as possible: -
- Get a report from a treating consultant and complete and submit the online OHS risk assessment. The links to both are available in Circular 0049/2020 and at the following link: Click here.

- If the Occupational Health Services (OHS) report advises that they are in the very high-risk category and should not attend work, the employee should forward the report and Appendix C of Circular 0049/2020 to the school authority.
- The school then enters the new Covid-19 related leave category on the OLCS and appoints a paid substitute.
- A similar scheme applies to those who have been diagnosed with Covid-19, recommended to self-isolate or to restrict movement medically or by the HSE.

    Employees who are in the *very high-risk* group or those advised to restrict their movements, while on special leave with pay, are still considered available to work from home and suggested duties are outlined in Circular 0049/2020.

However Phase 1 & 2 of re-opening schools have advised teachers to refer to Information Note 0001/2021 and SNAs to refer to Information Note 0002/2021.

Further information in relation to vulnerable staff will be shared with staff once made available by the Department of Education

This COVID-19 policy outlines our commitment as a school to implement the plan and help prevent the spread of the virus. The policy will be signed and dated by the Principal and Chairperson of the Board of Management and brought to the attention of staff, pupils, parents and others.

COVID 19 Policy Statement

Powerstown ETNS 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 and Skills
- keep a contact log to help with contact tracing
- ensure staff and pupils engage with the induction / familiarisation briefing provided by the Department of Education and Skills
- 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 and Skills 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)   Ailish Mc Kenna (Lead), Diarmaid McElliffe (Senior), Linzi Mullen (Junior & SEN)

Signed: Helena Trench   Date: 31/08/2020

Appendix 2   Return to Work Form

This form must be completed by staff 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, difficulty breathing, loss or change in your sense of smell or taste 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	Are you awaiting the results of a COVID-19 test?		
4	In the past 14 days, have you been in contact with a person who is a confirmed or suspected case of COVID-19?		
5	Have you been advised by a doctor to self-isolate at this time?		
6	Have you been advised to restrict your movements at this time?		
7	Have you been advised to cocoon at this time? Note: if you're at very high risk (extremely vulnerable) from COVID-19 you may be advised to cocoon.		

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: _____

The Work Safely Protocol is designed to support employers and workers to put infection control 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 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 infection prevention 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 pupils. Adherence to the Work Safely 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 Work Safely Protocol and current public health advice;
- In conjunction with school management, monitor adherence to infection prevention control 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;
- 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 of Powerstown ETNS 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 infection prevention control 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 Work Safely Protocol, Department of Education and public health guidance 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.

- **Work Safely 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

COVID-19 Risk Template (List identifies COVID-19 as the hazard and outlines infection prevention control measures required to deal with this risk)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H=High M=Medium L=Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
COVID-19	N	Illness	H	School Covid19 Response Plan in place in line with Department of Education guidance and the Work Safely Protocol and public health advice		*Examples of Actions*	Name of staff member	
						Follow public health guidance from HSE re hygiene and respiratory etiquette		
						Complete School COVID-19 Policy Statement		
						Return to Work Forms received and reviewed		
						Induction Training provided		
						Contact log in place		
						Complete checklists as required: School Management		
						How to deal with a suspected case Other school specific checklist		

If there is one or more High Risk (H) actions needed, then the risk of injury could be high and immediate action should be taken. Medium Risk (M) actions should be dealt with as soon as possible.   Low Risk (L) actions should be dealt with as soon as practicable.

Risk Assessment carried out by: _____   Date: /   /

Appendix 5 — Contact Tracing Log

Name of School		School Contact Person	
Address of School		**For Queries only: Phone No**	
		Email	

Name of Visitor		Was the visit pre-arranged with the Principal? Yes ☐ No ☐
Date of Visit __ __ / __ __ /_____	**Time**	**Entry** to school _____ am ☐ pm ☐ **Exit** from School _____ am ☐ pm ☐

Visitor Status	Contractor ☐	Parent/Guardian ☐	Other ☐ Please complete: _____

Contact details of visitor	Company Name (if applicable)	
	Address	
	Contact No.	Email Address	
	Reason for Visit	

Who the visitor met (separate line required for each person the visitor met)

Name of Person visited	Length of time spent with each person in the school

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 before they return to the workplace? *(Template attached)*
11. Have you request confirmation that the details in the Return to Work Form remain unchanged following periods of closure such as school holidays.
12. 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?
13. Have you advised staff and pupils they must stay at home if sick or if they have any symptoms of COVID-19?
14. Have you advised staff and pupils not to return to or attend school if they are identified by the HSE as a close contact of a confirmed case of COVID-19 or if they live with someone who has symptoms of the virus.
15. Have you advised staff and pupils not to return or attend school if they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.
16. 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?
17. Have you advised staff and pupils to cooperate with any public health officials and the school for contact tracing purposes and follow any public health advice in the event of a case or outbreak in the school;
18. Have you advised staff of the availability of the supports of the occupational health and wellbeing programme through Spectrum Life?

19. 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

20. Have you advised staff to view the Department of Education's training materials which are available online?
21. 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?
22. Have first aiders, if available, been given updated training on infection prevention and control re: hand hygiene and use of PPE as appropriate?

Buildings / Equipment

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

Infection Prevention Control Measures in place

Hand / respiratory hygiene

27. Have you accessed supplies of hand sanitisers and any necessary PPE equipment in line with the interim HPSC health guidance from the national framework provided by the Department?
28. 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?
29. Have arrangements been made for staff and pupils to have regular access to hand-washing/hand sanitising facilities as appropriate?
30. 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?
31. Have you made arrangements to ensure hand hygiene facilities are regularly checked and well-stocked?
32. Does the alcohol-based hand sanitiser have at least 60% ethanol or 70% isopropanol as the active ingredient?
33. Have you informed staff about the importance of hand washing?
34. 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?
35. Have you shown staff and pupils how to use hand sanitiser correctly and where hand-sanitising stations are located?
36. Have you displayed posters on how to wash hands correctly in appropriate locations?
37. 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
- ➢ when entering and exiting vehicles
- ➢ after touching potentially contaminated surfaces
- ➢ if in contact with someone displaying any COVID-19 symptoms

38. Has 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:

39. Have you identified all available school space to be used to maximise physical distancing?
40. 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?
41. Have you arranged to revise the layout of the rooms and furniture as per the Department guidelines if necessary?
42. Have you arranged in each room that the teacher's desk should be at least 1m and where possible 2m away from pupil desks?
43. Have you arranged in each room that pupils would be at least 1m away from each other?
44. Have you allocated work stations consistently to the same staff and children rather than having spaces that are shared?
45. 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?
46. 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?
47. 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?
48. Have you arranged Pod sizes to be as small as it is likely to be reasonably practical in the specific classroom context?
49. 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?
50. Have you arranged where possible that different class bubbles to have separate breaks and meal times or separate areas at break or meal times?
51. Have you made arrangements to limit interaction on arrival and departure from school and in other shared areas?
52. Have you encouraged walking or cycling to school as much as possible?
53. Have you made arrangements, in so far as practicable, to open additional access points to school to reduce congestion?
54. Can you provide a one system for entering and exiting the school, where practical?
55. Have you arranged for staff meetings to be held remotely or in small groups or in large spaces to facilitate physical distancing?
56. Have you a system to regularly remind staff and pupils to maintain physical distancing
57. Have you advised staff not to shake hands and to avoid any physical contact?
58. Have you advised staff of the Department's guidance to achieve good ventilation
59. Have you checked any mechanical ventilation systems to ensure an adequate supply of fresh air is used

Visitors to Schools

60. 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?
61. Are there arrangements in place to inform essential visitors to the school of the measures to help prevent the spread of infection?
62. 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 nominated as the designated contact person 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?
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 the 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?*)*.

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?

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
    - Cleaning of frequently touched surfaces such as vending machines, coffee machines and door handles
    - 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 disposing personal waste such as cleaning cloths and used wipes in a rubbish bag? The Protocol advises *that personal waste such as cleaning waste, tissues etc. 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?

Appendix 10: Face to Face Meeting Protocol

Dear

We are looking forward to meeting with _____ tomorrow. I would like to confirm some details for the appointment:

Day: Tuesday 2nd September 2020

Time: 11.30am

Due to the Covid-19 pandemic the following precautions must be followed when attending the school for face-to-face appointments as per the Department of Education and HSE guidelines:

- Please phone Ann in the office when you arrive on: 01-8272018.
- If you are early, please wait in the car until your appointment time and then phone Ann.
- You will need to sanitise your hands when you enter the school reception space.
- Ann will guide you on how to sign in to the school.
- Please wear a face covering and maintain a 2 metre distance where possible.
- Ann will complete a screening checklist with you on your arrival.
- If you are feeling unwell or showing symptoms of Covid-19 on the morning of your appointment, we ask that you phone us to cancel the appointment and we will re-arrange it.

If you have any further queries, please do not hesitate to contact Ann on: 01-8272018

Arrival for Appointment	Date:		
Visitor Screening Questionnaire to be completed via telephone prior to visit.		Yes	No
Have you/child/anyone in home had COVID-19 within the last 14 days?			
Have you/child/anyone in home had close contact with a person with COVID-19 within the last 14 days?			
Have you/child/anyone in home had suspected COVID-19 symptoms within the last 14 days e.g. o Temperature above 38 degrees o Breathlessness/new cough/shortness of breath o Chest pain o Unusual tiredness o Loss or distorted sense of taste or smell?			
Does anyone in your home have these symptoms o Temperature above 38 degrees o Breathlessness/new cough/shortness of breath o Chest pain o Unusual tiredness o Loss or distorted sense of taste or smell?			
Have you/child/anyone in home travelled outside of Ireland in the last 14 days?			
Advised to wear a face covering for attendance and to come alone if possible or with minimal others			
Staff Signature and Name in block lettering			

Appendix 11 – Yard / Break Times

PETNS will have 2 staggered yard breaks, with each class allocated their own quadrant on yard and their own gate to enter/exit yard.

Group 1: Junior Infants, Senior Infants, 1st, 2nd, Holly & Hawthorn inclusion pupils
Group 2: 3rd, 4th, 5th, 6th, Birch, Holly & Hawthorn inclusion pupils

SMALL BREAK:

Group 1
Yard 09.50-10:00
Eating + Discretionary Time 10:00 -10.10

Group 2
Eating + Discretionary Time 10:00-10.10
Yard 10.10-10:20

LUNCH BREAK:

Group 1
Yard 11.40-12.10
Eating + Discretionary Time 12.10-12.20

Group 2
Eating + Discretionary Time 12.10-12.20
Yard 12.20-12.50

Staff Supervision: DES have advised

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

Therefore class level "bubble" supervision will be done by staff in that class bubble (exceptional circumstances will be catered for)

PETNS Covid-19 Plan: Assembly Points, Collection Points & Access Doors

Morning Assembly Points – Parents are NOT PERMITTED in Assembly Points & are strongly encouraged to use our DROP OFF system to avoid congestion

PETNS Covid-19 Plan: Assembly Points, Collection Points & Access Doors
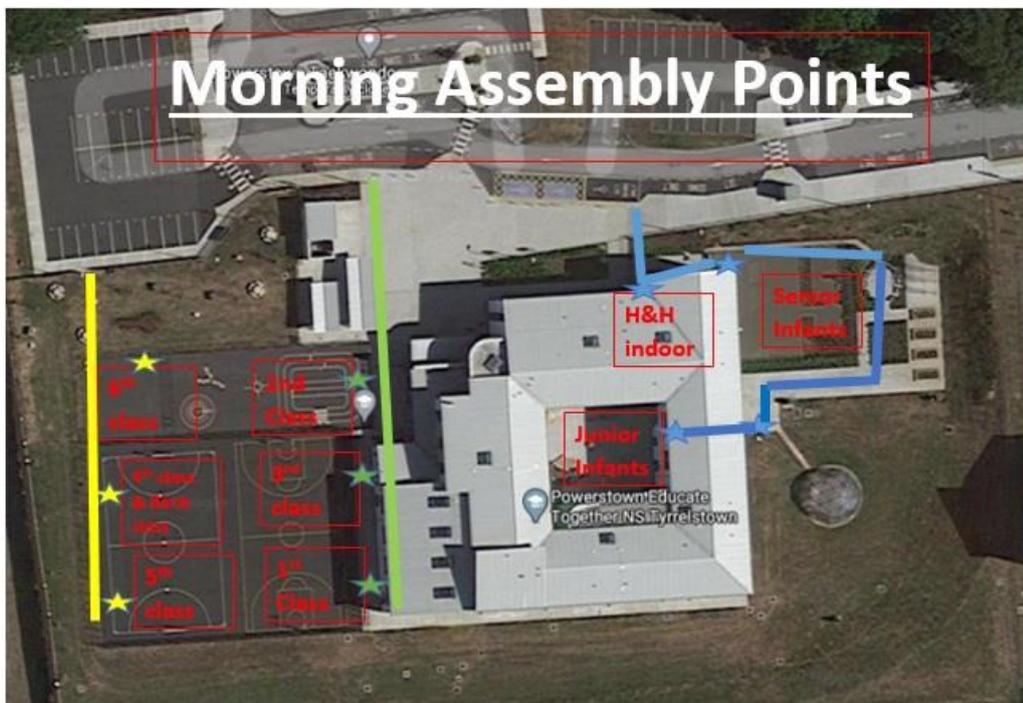
Afternoon Collection Points: Parents wait until gates are opened by staff member before they access any area. **Parents must respect 2m Social Distancing.**

Each class from Junior Infants – 2nd class has their individual exit gate to encourage social distancing between adults at collection time.
3rd – 6th class pupils are released by class teachers at their individual exit doors in their pods. Children are strongly encouraged to walk/cycle/scoot to school and/or meet adult at an agreed location (offsite where possible)

Appendix 13: Staggered Collection Times

As we enter Level 5 restriction on Wednesday at midnight, we will implement staggered home times from Thursday 22/10/2020.

The congregation of parents and pupils at home time is a concern and the following staggered finish times should minimise the gathering of people.

Junior infants will finish at 1pm.

Senior Infants will finish at 1.10pm.

If you have a child in both Junior Infants and Senior Infants – your Senior Infant child will be brought to yard at 1pm.

3rd class finish at 1.50pm

4th class finish at 1.50pm

2nd class finish at 2pm

5th class finish at 2pm

1st class finish at 2.10pm

6th class finish at 2.10pm

If you have a child in more than one class, your children will be released at the earliest time (i.e. child in 1st, 2nd and 5th class – all siblings will be released at 2pm)
Collection points remain the same. 3rd – 6th class pupils will continue to be released at school doors and asked to meet parents at an agreed location to minimise congregation of adults on the school premises.

Please make sure you collect your child **ON TIME.** If you are going to be late, please contact the school in advance.

Cleaning during the school day

We have a full-time caretaker who will clean certain areas of the school during the day, e.g. high traffic areas, doors, corridors, banister of stairs, floors. We will also have cleaning staff who will clean daily after school.

However, in order to further increase good hygiene and safety, staff are asked to engage in the following routines:

● Wipe down surfaces of shared items they have used during the school day, e.g. telephone, photocopier, kettle, microwave, staff room tables, etc.
● Wipe down student tables before children eat, after they eat, at the end of the school day, and as required during the school day, e.g. before using shared materials.
● Wipe down door handles, window handles and light switches as required during the day.

All staff will have access to safe cleaning products, microfibre cloths and paper towels and staff will be able to wash their hands with soap and hot water as often as required.

Cleaning products

● Anti-viral spray – This will be available in all classrooms, in offices, in the staff room and in photocopy room for staff use.
● Cleaning cloths – Staff will be provided with colour-coded cloths to be used for different purposes (as detailed below). These will be collected for washing at the end of each school day.
● Cleaners materials:

Table 1:

	Routine	Post COVID case
Surfaces	Neutral detergent	Neutral detergent AND 0.05% sodium hypochlorite OR Virucidal disinfectant
Toilets	Neutral detergent AND (optional) 0.1% Sodium Hypochlorite OR virucidal disinfectant	0.1% sodium hypochlorite OR Virucidal disinfectant
Cleaning equipment	Non –disposable cleaned at the end of cleaning session	Non-disposable disinfected with 0.1% sodium hypochlorite OR virucidal disinfectant
Personal protective equipment for cleaning staff	Uniform AND household gloves	Uniform AND plastic apron (if available) AND household gloves
Waste management	Domestic waste stream	Place in plastic bag and tie, then place in a second plastic bag and store securely for 72 hours before putting it out for collection in the normal domestic waste stream

Table 2: Colour Codes

BLUE	YELLOW	RED	GREEN
General purpose: classroom tables, work spaces etc	Sick Bay / Medical / Covid 19 case	Sanitary fittings & floors: Sinks, toilet area etc	School equipment e.g. IT, ipads, chromebooks etc.

Cleaning guidelines

- Cleaning should be carried out using warm water, general purpose detergent, clean cloths/mops and mechanical action of wiping/scrubbing. The area should be rinsed and dried after cleaning.
- Over-use of disinfectants is not advised in school environments but is recommended where there is a higher risk of cross-contamination, e.g. if someone has been sick at school, if there has been a spill of body fluids (see table 1).
- Surfaces should be cleaned before disinfectant is applied.
- Water should be changed when visibly dirty, after cleaning bathrooms, after cleaning the staff room.
- Clean least dirty items and surfaces first, clean high surfaces before low surfaces.
- Use colour-coded clothes as specified above.
- Mops and mop buckets should be labelled / colour-coded to identify which are used in different areas, e.g. sick bay, classrooms, toilets (refer to table 2)
- Cloths/mop heads should be cleaned daily in hot wash (at least 60 degrees)
- Mops should not be left soaking in dirty water.
- Buckets should be emptied after use, washed with detergent and warm water and stored dry.
- Waste bins should be emptied daily – bags should be sealed/tied; do not squeeze air out of bag or compress bag as closing.
- Recycling waste should be kept separate from general waste.

Cleaning areas following a suspected case of COVID-19

Following possible exposure to COVID-19 virus, a thorough cleaning of all areas used to accommodate the suspected case should be carried out, i.e. pupil's classroom and sick bay (isolation room.)

Once the sick bay has been vacated, the room should not be reused until it has been thoroughly cleaned and disinfected and all surfaces are dried.

<mark>Routine for Cleaning Sick Bay / Area attended by suspect C19 case - YELLOW</mark>
> Ensure window is open
> Wear disposable aprons and gloves
> Use protection for the eyes, nose and mouth while cleaning, i.e. face covering and visor
> Clean the area using the steamer (above 75 degrees where possible) and a household detergent as required
> Clean all surfaces with particular attention to frequently touched surfaces, e.g. chairs, door handles, window handles, taps on sink.
> After cleaning, disinfect the area using fogger
> Wash cloths / mops in minimum 60 degree wash
> Carefully remove gloves and apron (turning inside out and away from body as removing) and dispose immediately in clinical waste bags (yellow bags)
> Wash hands again after removing PPE
> When disposing of waste, do not attempt to squeeze air out of the bag, squash the bag or compact the bag in any way. The bag should be sealed with a tie or tape.

Daily Cleaning Schedules

Toilets

Please tick each task to confirm it has been completed. Please display this sheet inside the doors of toilets, complete daily and return to _____ at the end of each week.

Week beginning_____   Area of school_____   Cleaner _____

Toilets (pupils and staff) – (RED) cloths					
Wipe all horizontal surfaces – window ledge, top of toilet, top of toilet paper/soap/paper towel dispensers, railings, radiators					
Clean and polish mirrors					
Clean toilet – flush handle, toilet seat, toilet bowl					
Clean sinks – taps, basin					
Wipe underneath toilets and basins (weekly)					
Wipe down cubicle walls and doors (weekly)					
Sweep floor					
Mop floor					
Empty bins					
Wipe bins clean inside and out with hot water, cleaning detergent (weekly – staff toilets)					
Wipe top of sanitary bins (female toilets)					
Refill soap					
Refill toilet paper					
Refill hand towels					
Wipe window handles					
Wipe door handles					
Wipe lock handles					
Wipe light switch					
Dust skirting boards, fixtures, walls, pipes (weekly)					

Cleaner's Daily Cleaning Schedule

Please tick each task to confirm it has been completed. Complete daily and return to _____ at the end of each week.

Classrooms (Mainstream, support) - DAILY		DAILY			
Clean all tables (student desks, teacher desk)					
Clean all horizontal surfaces – counter tops, window-sills, low shelves, radiators					
Clean sink areas – wash basin, taps, draining board					
Clean toilets as per checklist					
Wipe and polish glass inside and outside of doors (weekly)					
Clean all door and cupboard handles					
Wipe ledge on window beside doors inside and outside					
Clean all window handles					
Clean light switches					
Clean floors with buffer weekly					
Empty general waste bins					
Empty recycle bin					
Wipe down bins – inside and outside weekly					
Collect cloths for washing					
Wipe edges of bookshelves (weekly)					
Wipe down student chairs (weekly)					
Dust skirting boards, fixtures, walls (weekly)					
ROOM NAMES					
Chestnut					
Ash					
Oak					
Sycamore					
Birch					
Yew (SET)					
Maple					
Kamilah					
Alder					
Juniper (SET)					
Cheery (SET)					
Palm (SET)					
Rowan					
Redwood					
Pine (SET)					
Cedar (SET)					
Lime					
Hazel					
Laurel					
Beech					
Apple (SET)					
Blackthorn (SET)					
Aspen (SET)					
Walnut (SET)					
Rose					
Willow					

SNU & therapy rooms – sensory room, OT room, general purpose area	DAILY				
Therapy Rooms					
Wipe all horizontal surfaces, e.g. window sills, chairs, swing					
Clean bubble tube – wipe surface of bubble tube, wipe seating area around bubble tube, wipe and polish mirror					
Clean door handles					
Clean window handles					
Clean light switches					
Sweep and mop					
Dust skirting boards, fixtures, walls, radiators (weekly)					
Room Names					
Orchid Room (Sensory Room)					
Buttercup Room (OT)					
Central Activities Area					
Classrooms					
Clean all tables (student desks, teacher desk)					
Clean all horizontal surfaces – counter tops, window-sills, low shelves, radiators					
Clean sink areas – wash basin, taps, draining board					
Clean toilets as per checklist					
Wipe and polish glass inside and outside of doors (weekly)					
Clean all door and cupboard handles					
Wipe ledge on window beside doors inside and outside					
Clean all window handles					
Clean light switches					
Clean floors with buffer weekly					
Empty general waste bins					
Empty recycle bin					
Wipe down bins – inside and outside weekly					
Collect cloths for washing					
Wipe edges of bookshelves (weekly)					
Wipe down student chairs (weekly)					
Dust skirting boards, fixtures, walls (weekly)					
ROOM NAMES					
Holly incl safe space					
Hawthorn incl safe space					
WhiteBeam					

Sick bay areas		DAILY			
Clean and disinfect all horizontal surfaces – window sills, counter top					
Clean and disinfect sink areas – taps, basin, draining board					
Clean and disinfect chairs					
Clean and disinfect door handles					
Clean and disinfect window handles					
Clean and disinfect light switches					
Clean and disinfect floor					
Empty bins and dispose of clinical waste safely					
Clean and disinfect bins					
Secretary's Office	Mondays & Thursdays				
Wipe down telephone					
Wipe glass and Perspex screen inc handles and keys					
Wipe door handles					
Wipe window handles					
Wipe glass in door inside and outside					
Wipe light switch					
Sweep floor					
Clean floor (buff once per wk)					
Empty Bin (left outside door on non cleaning days)					
Wipe down bins – inside and outside (weekly) powerhose bins on a wed?					
Front Entrance		DAILY			
Wipe down all horizontal surfaces – counter, desk, window-sills					
Wipe key pads and alarm pad					
Wipe glass and Perspex screen inc handles					
Wipe door handles					
Vacuum carpet					
Empty bins					
Collect cloths for washing	Alex				
Dust skirting boards, fixtures, walls, radiators (weekly)					
General Purpose Hall		DAILY			
Wipe handles and glass of all doors inside and outside – external and internal doors					
Wipe light switches					
Sweep and mop/buff floor					
Dust skirting boards, fixtures, walls, radiators (weekly)					
General Purpose Hall Toilets		DAILY			
Clean as per toilet cleaning schedule					
Servery		DAILY			
Wipe clean all tables and chairs with hot water and detergent					
Wipe clean all horizontal surfaces – counter tops, window-sills,					
Wipe clean door handles inside and outside					
Wipe clean window handles					

Wipe clean surfaces of all kitchen equipment – microwaves, kettles, water boiler					
Clean outer surfaces of fridge – outside door, handles					
Clean inner surfaces of fridge (weekly)					
Clean sink area – taps, basin, draining board					
Sweep floor					
Clean floor – buffer/steamer?					
Fill soap dispenser					
Fill paper towel dispenser					
Empty bins – general waste and recycling kept separate					
Clean bins inside and outside (weekly)					
Dust skirting boards, fixtures, walls, radiators (weekly)					
Principal's office (Tuesday & Fridays)	**(Tuesday & Fridays)**				
Wipe down all horizontal surfaces – desk, window-sills					
Wipe down telephone					
Wipe door handles					
Wipe window handles					
Wipe glass in door inside and outside					
Wipe light switch					
Wipe down couch and coffee table					
Sweep floor					
Clean floor (buff/steam.mop?)					
Empty bins					
Wipe down bins – inside and outside (weekly)					
Collect cloths for washing					
Staff toilets and disability toilets					
Clean as per toilet cleaning schedule					

Staff room					
Wipe clean all tables and chairs with hot water and detergent					
Wipe clean all horizontal surfaces – counter tops, window-sills,radiators					
Wipe clean door handles inside and outside					
Wipe outside of appliances - microwave, kettle, sandwich maker, toaster					
Wipe clean window handles					
Wipe phone					
Clean outer surfaces of fridge – outside door, handles					
Clean inner surfaces of fridge (weekly)					
Clean sink area – taps, basin, draining board					
Sweep floor					
Clean floor – buffer/steamer?					
Fill soap dispenser					
Fill paper towel dispenser					
Empty bins – general waste and recycling kept separate					
Wipe down bins inside and outside					
Dust skirting boards, fixtures, walls (weekly)					
Corridors (upstairs and downstairs)					
Clean all door handles – internal and external doors					
Clean all window handles					
Clean all light switches					
Clean all horizontal surfaces – window sills, radiators					
Clean and polish glass panels in doors (weekly)					
Clean all document holders outside classrooms					
Clean outside of lift – buttons, keys					
Clean inside of lift – rails, mirrors, buttons					
Sweep floors					
Clean floors (buff/steam/mop?)					
Polish floors					
Dust skirting boards, fixtures, walls, radiators (weekly)					
Stairs					
Clean banisters and railings					
Sweep and mop					
Dust horizontal surfaces – railings					
General					
Refill all hand sanitiser dispensers					
Wash all cloths at min 60 degrees					
Dispose of all rubbish safely					

Appendix 15: BoM Response to Positive Case of Covid 19 in school

The Board of Management (BoM) supports the strong community spirit in Powerstown ETNS and honours the values of transparency and honesty to communicate with our school community, especially throughout this pandemic.

The BoM greatly appreciate parents informing the school of any positive cases in their household and informing the school if they are "close contacts" outside of the school setting.

If there is a positive case of Covid 19 in the school, the following protocol will be followed by the Board of Management;

1. The school will inform you that there is a positive case in the school
2. If your child is considered a ***"close contact"*** after public health assessment, the school will contact you to inform you that your child is a close contact.
3. Your child's name and your contact details will be shared with Public Health doctors.
4. Your child will be invited for a Covid 19 test by public health on Day 1 or 2 **AND** Day 10.
5. Please share a screenshot of results with the school via covid19@powerstownet.com. This will allow us to promptly follow up with Public Health teams.
6. You **must** share a screenshot of the Day 10 test result to covid19@powerstownet.com. If you do not share Day 10 results, the BoM will assume your child tested positive and require you to complete a further 10 days isolation as per HSE guidelines for positive Covid 19 test **prior** to returning to school.
7. All parents must complete a Declaration form via Aladdin by 3pm **the day before** their child is expected to return to school.
8. Children will not be permitted to access the school building without the declaration form being completed.

If the Board of Management cannot make contact with public health officials to complete a risk assessment on the day of notification of a positive case in the school, the Board of Management will take a pre-cautionary approach. The Board of Management will close the necessary class(es) until the assessment can be completed. The Board will inform the school community if a pre-cautionary approach is enacted.

Appendix 16: Foreign Travel

Foreign Travel February 2021

There is a Government Advisory in operation against all non-essential international travel. Travel restrictions are in place to protect public health and to mitigate the risk of new variants of COVID-19 entering the country. Details of these measures are available on the travel section of the **gov.ie** website.

From 4 February 2021, a legal requirement to home quarantine has been introduced for all passengers arriving in Ireland.

Based on gov.ie advice the Board of Management is implementing the following protocol for children returning from foreign travel.

1. Parents must email covid19@powerstownet.com to inform the school that the child has travelled abroad
2. Parents must email covid19@powerstownet.com the child's itinerary stating child's return date to Ireland
3. Child must complete 14 day's home quarantine before returning to school.

Failure to inform the school of foreign travel will be a serious breach of our Covid 19 Response Plan.

If this occurs the child will be sent immediately to the sick bay and parents will be contacted to collect child immediately. Child can only return to school once 14 day's home quarantine are complete.