



Covid Response Plan

St. Angela's NS





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



Appendices

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1) Introduction

As a school community we have successfully navigated our way through what has been the most challenging time in the history of modern Irish education. As we look forward in excitement to reopening our school on 31st August we need to be aware that there will be challenges ahead.

Our school will operate under new norms. As a school community we will have to adapt quickly to new and revised practices and procedures many of which are detailed in this policy. The Health, Safety and Well-being of all members of our school community is of paramount importance to us all.

Procedures have been put in place in line with HSE and Department of Education and Skills advice and guidance and are subject to change as new advice or the changing needs of our school dictate. All members of the school community, irrespective of circumstance, are expected to adhere fully to the procedures put in place in an attempt to minimize the risk posed by Covid-19. 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.

It cannot be emphasised strongly enough that all members of the school community must adhere fully to the practices and procedures put in place to ensure all of our safety. Any instances of non-compliance will be brought to the attention of the Board of Management.

Each and every individual must play their part. We all have an obligation to do what we can to ensure the safety of our school community. Breaches of procedure by any individual will not be tolerated.

Covid-19 poses a serious risk to us all.

A revision of the COVID-19 Response Plan for the safe and sustainable operation of Primary and Special Schools 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.

2. Principles & Aims

Through the implementation of the practices and procedures as outlined in this policy our school community aims to:



Underlying Principles

- The school has a responsibility to make efforts to ensure the safety, health and well-being of all members of our school community – children, parents and staff. This plan has been formulated to better ensure that the school can exercise that duty of care.
- Assuming it is in keeping with public health advice and guidelines issued by the Department of Education and Skills, it is preferable for all children to return to school for all five days of the school week and for a full school day. This plan has been formulated to achieve that aim.
- It is not possible to eliminate the risk of infection. However, with the co-operation of all members of our school community, it is possible to minimise the risk of the virus being introduced to school and the consequent risk of its spread.
- As well as co-operation, the flexibility and goodwill of all will be required to ensure the plan can be implemented.

Aims

- Do everything practical to avoid the introduction of COVID-19 into our school.
- Reduce the likelihood of the spread of Covid-19, insofar as possible, within our school if introduced.
- Detail for all members of our school community how our school will reopen for all students from the 31st of August and what the operation of our school will look like so as to be sustainable in a COVID-19 context.
- Balance the need for a practical and sensible level of caution with the need to provide a supportive environment for teaching and learning.

It cannot be emphasised strongly enough that all members of the school community must adhere fully to the practices and procedures put in place to ensure all of our safety.

Each and every individual must play their part. We all have an obligation to do what we can to ensure the safety of our school community. Breaches of procedure by any individual will not be tolerated.

2) What is a COVID-19 Response Plan?

A COVID-19 Response Plan is designed to support the staff and Board of Management (BOM) 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 us to meet the



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Government's 'Work Safely Protocol', to prevent the introduction and spread of Covid-19 in the school environment.

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, 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.

3) **School COVID-19 Policy**

Our COVID-19 policy outlines the ongoing commitment of the school to implementing the plan and helps prevent the introduction and spread of the virus. The revised updated policy will be signed and dated by the chairperson and principal of the BOM and brought to the attention of the staff, pupils, parents and others.

4) **Reviewing the safe operation of schools**

The BOM aims to facilitate the continuation of school based teaching and learning and a safe working environment for staff. The operation of schools 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 a school facility and the applicable controls are outlined in this document. Each school will need to review their 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);



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- 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:
 - Flushing at outlets following low usage to prevent Legionella disease;
 - School equipment and mechanical ventilation been checked for signs of deterioration or damage before being used again;
- Bin collections and other essential services resumed.

4.1) Induction Training

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

- Latest up to-date advice and guidance on public health;
- Covid-19 symptoms;
- What to do if a staff member or pupil develops symptoms of Covid-19 while at school;
- Outline of the Covid-19 response plan.

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

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

4.2) Procedure for Returning to Work (RTW)

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

A RTW form should be completed and returned to the school before returning to work. The school will 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

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any additional health and safety measures in place in the school to facilitate the staff member's return to the school facility.

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

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.

4.3) **Lead Worker Representative**

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

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 school management.

Strong communication and a shared collaborative approach is key to protecting against the spread of COVID-19 in schools, and looking after the health, safety and wellbeing of staff and students.

Adherence to the 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.

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

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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.

Our school has appointed one Lead Worker Representative and an assistant Lead Worker Representative.

The role of the Deputy LWR will be to deputise as LWR where the LWR is absent.

Lead worker representative: Maria Mulligan

Assistant LWR: Veina Brett

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 primary and special schools is set out at Appendix 3.

4.4) **Signage**

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

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

- Signage informing members of the school community of the symptoms of Covid-19 and the need for social distancing are displayed at all access points to school grounds.
- Hand sanitisers are installed, with appropriate signage, at each entry point, in each classroom and at appropriate locations throughout the school.

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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.

Our school 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 school settings is attached at Appendix 4.

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

We have completed and reviewed/updated our Covid-19 Risk Assessment.

First Aid/Emergency Procedure

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

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

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

Arrangements for necessary visitors such as contractors and parents have been restricted to essential purposes and limited to those who have obtained prior approval from the principal.

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. The school maintains a log of staff and pupil contacts.



5) **Infection Prevention Control Measures -**

To prevent Introduction and Spread of COVID-19 in Schools

Please see our A-Z of Procedures in Appendix

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.

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

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

- Advise staff and pupils that have symptoms not to attend school, to phone their doctor and to follow the latest 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;
- Everyone entering the school building needs to perform hand hygiene with a hand sanitiser;



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

5.1) Know the Symptoms of COVID-19

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

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

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.

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



5.2) Respiratory Hygiene

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

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

5.3) Hand Hygiene

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

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

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

Hand hygiene can be achieved by hand washing or use of a hand sanitiser (when hands look clean). Use of hand hygiene facilities including wash hand basins needs to be managed so as to avoid congregation of 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 can be deployed more readily at exit and entry points of schools and classrooms and care should be taken to clean up any hand sanitiser spills to prevent risks of falls. Warm water is preferable to hot or cold water for hand washing but if the plumbing system only supplies cold water, a soap that emulsifies easily in cold water should be used.

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

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

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

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

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

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

When hand rubs/gels are being used in school care should be taken to ensure that pupils do not ingest them as they are flammable and toxic. Alcohol-based sanitiser must not be stored or used near heat or naked flame. Young children should not have independent use of containers of alcohol gel.



Frequency of Hand Hygiene

Pupils and staff should perform hand hygiene:

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

The Department has arranged for a drawdown framework to be established to enable schools purchase hand-sanitisers and any other necessary PPE supplies for use in the school. . The Department will provide funding for the costs associated with hand sanitising and PPE requirements in schools.

5.4) Physical Distancing

Physical distancing can be usefully applied in primary and special school settings allowing for some flexibility when needed. It must be applied in a practical way to recognise that the learning environment cannot be dominated by a potentially counterproductive focus on this issue. Physical distancing will look different across the various ages and stages of learning. Care should be taken to avoid generating tension or potential conflict and some flexibility in the implementation of measures may be required at times.

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

However, where possible staff should maintain a minimum of 1m distance and where possible 2m.

They should also take measures to avoid close contact at face to face level such as remaining standing rather than sitting beside/crouching down.

Physical distancing falls into two categories:

- Increasing separation
- Decreasing interaction
- Increasing separation

Our school has

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

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



Decreasing interaction

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

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

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

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

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

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

The aim of the system within the school is that class grouping mix only with their own class from arrival at school in the morning until departure at the end of the school day. The Pods within those Class Bubbles is an additional measure, to limit the extent of close contact within the Class Bubble. Pod sizes should be kept as small as is likely to be reasonably practical in the specific classroom context.

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

Different Class Bubbles where possible have separate breaks and meal times or separate areas at break or meal times Sharing educational material between Pods should be avoided/minimised where possible.

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

Additional measures to decrease interaction include:

Interaction on arrival and departure and in hallways and other shared areas is limited.

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

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

Staff and pupils should avoid sharing of personal items.

Pupils are encouraged to avoid behaviours that involve hand to mouth contact (putting pens/pencils in the mouth).



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

Increasing Separation

In order to minimise contact between pupils, insofar as possible, the following arrangements have been put in place.

Assembly and dismissal of pupils

Class	Entrance / Exit Gate	Assembly Area	Entrance / Exit Door	Different Exit Procedure
Junior Infants Ms Coleman Rm 4	Bunnies Entrance (Bollards)	Infant Yard Pink Assembly Area	Main Infant Door - Exit A	
Junior Infants Ms English Rm 1	Bunnies Entrance (Bollards)	Infant Yard Orange Assembly Area	Ms English's Exit Door	
Senior Infants Ms P Heaney Rm 3	Bunnies Entrance (Bollards)	Infant Yard Blue Assembly Area	Ms Heverin's Exit Door (Rm 2)	
1st Class Ms Cronolly Rm 8	Pandas' Entrance	1 st / 2 nd Yard Pink Assembly Area	Corridor Door Exit C	
1st Class Ms Hughes Rm 7	Pandas' Entrance	1 st / 2 nd Yard Orange Assembly Area	Corridor Door Exit C	
2nd Class Ms Mc Namara Rm 11	Pandas' Entrance	1 st / 2 nd Yard Blue Assembly Area	Hall Exit Door (Window side) Exit D	Dolphins' Entrance Exit Door E (Boiler House)
3rd class Ms Kelly Rm 17	Lions' Entrance	Front of 3 rd / 4 th building Orange Assembly Area	Corridor Door Exit L	
3rd class Ms Heaney Rm 19	Owls' Entrance	Senior Yard Pink Assembly Area	SET Corridor Door J	

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4th class Ms Walker Rm 16	Lions' Entrance	Pathway Blue Assembly Area	Corridor Door Exit L
4th class Ms Gallagher Rm 18	Owls' Entrance	Senior Yard Green Assembly Area	SET Corridor Exit H
5th class Ms Foy Rm 15	Owls' Entrance	Senior Yard Pink Assembly Area	Rm 15 Classroom Exit door
5th class Ms Cogan Rm 14	Owls' Entrance	Front of Rm 14 Orange Assembly Area	Rm 14 Classroom Exit door
6th class Ms Moran Rm 13	Owls' Entrance	Senior Yard Blue Assembly Area	Rm 13 Classroom Exit Door
6th class Ms Healy Rm 12	Dolphins' Entrance	Front of Rm 12 Green Assembly Area	Room 12 Classroom Exit Door

- When pupils are dropped at the designated time they must proceed **unaccompanied (apart from Infants)** to their designated area.
- **Pupils must arrive as close to class starting time as possible. No pupil should be on school grounds before 8.50 am.**
- Pupils **WILL NOT** be permitted to congregate/play in the school yard on arrival/dismissal.
- Parents **MUST ENSURE** that appropriate arrangements are put in place for assembly and dismissal of pupils.



Assembly/Dismissal Routes



Parental responsibilities on assembly/dismissal:

- Parents must arrive on time for dropping off and collecting their child.
- Only parents or carers who are well and have no symptoms of COVID-19 or who have served the required quarantine time of 14 days where advised are allowed to drop off and collect children.
- Any parent who is in a high risk category should not drop off or collect children in order to protect themselves.
- Parents must not congregate in groups.
- Parents who are permitted on school grounds (Infants and pupils with additional needs) must ensure their child remains at their side at all times and that their child does not interact with other children.
- Parents who are permitted on school grounds (Infants and pupils with additional needs) must wear suitable face coverings.



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- A drop and go/collect and go policy will be in place. Under no circumstances are parents to congregate on or outside school grounds.
- At arrival and departure times of children, social distancing is to be maintained by children and parents.

Decreasing interaction

Due to the layout of and available space in our school we are fortunate to be in a position to decrease, insofar as possible, interaction between pupils in different bubbles. In doing this we will adopt a common-sense approach while recognising the limits to which this can be achieved between pupils. Break times for class bubbles will be staggered and separate play areas will be allocated to classes within each bubble as detailed below.

Break Times – Designated Doors and Play Areas

Supervision Team 1				
10.20-10.30		12.00- 12.30		
Class / Yard	Senior Infants Infant Yard	2nd class 1 st & 2 nd Yard	4th classes 3 rd & 4 th Yard	6th classes Senior Yard
Exit / Entrance	Rm 3 – Ms Heaney	Rm 11 - Ms Mc Namara	Rm 16 – Ms Walker Rm 18- Ms Gallagher	Rm 12 - Ms Healy Corridor Exit F
	Exit Door Rm 2 (Ms Heverin's Rm)	Corridor Exit C	Corridor Exit K	Rm 13 - Ms Moran Classroom Exit Door
Designated Line Up Point	Rm 3 Blue Area	Rm 11 Blue Area	Rm 16 White Line	Rm 12 White Line
			Rm 18 Red Line	Rm 13 Blue Area



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Supervision Team 2				
10.40-10.50			12.40- 1.10	
Class / Yard	Junior Infants Infant Yard	1st class 1 st & 2 nd Yard	3rd class 3 rd & 4 th Yard	5th class Senior Yard
Exit / Entrance	Rm 1 - Ms English Classroom Exit Door	Rm 8 - Ms Cronolly Rm 7- Ms Hughes Corridor Exit C	Rm 17 – Ms Kelly Rm 19- Ms C Heaney Corridor Exit K	Rm 14 - Ms Cogan Corridor Exit F
	Rm 4 Ms Coleman Main Infant Door Exit A			Rm 15 - Ms D Foy Classroom Exit Door
Designated Line Up Point	Rm 1 Orange Area	Rm 8 Pink Area	Rm 17 White Line	Rm 14 White Line
	Rm 4 Pink Area	Rm 7 Orange Area	Rm 19 Red Line	Rm 15 Pink Area

Classes will be assigned specific areas for break times during which they will not mix with other classes. Pupils from the same class can play freely with each other but physical contact will be kept to a minimum where possible. Each break will be supervised. Teachers must escort their class to their designated yard. When the bell rings to signal the end of yard, pupils will freeze and then line up on designated line positions which will be spaced apart.

- Pupils will adhere to recommended sanitising procedures before eating and going to their yard at break time.
- Pupils will proceed to the yard using their designated exit door.
- Each class bubble remains in their own designated section of the yard at all times.
- At the end of break time pupils will line up in their designated assembly point.
- After break pupils are collected from the yard by class teachers and proceed immediately to their classroom.

No footballs/basketballs etc are allowed in school and no ball games will be allowed before, during or after school until further notice.



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

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

Implement no hand shaking policy.

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

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

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.

5.5) Use of PPE in 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. 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 categorized 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



Reception Areas

Perspex was installed in the reception areas where it is not possible for staff to maintain a physical distance of 2 metres from other staff or pupils.

Face Coverings/Face Visors/Masks

It is not recommended that children attending primary school wear face-coverings.

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.

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

The school has additional disposable face coverings available for staff in case a back-up face covering is needed during the day.

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.

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.

6) Impact of COVID-19 on certain school activities

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

Choir/Music Performance

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

Sport Activities



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The school has referred to the HPSC guidance on Return to Sport

Shared Equipment

Toys

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

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

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

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

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

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

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

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

Cleaning Procedure for Toys

- Wash the toy in warm soapy water, using a brush to get into crevices.
- Rinse the toy in clean water.
- Thoroughly dry the toy.
- Some hard plastic toys may be suitable for cleaning in the dishwasher.
- Toys that cannot be immersed in water that is electronic or wind up should be wiped with a damp cloth and dried.
- In some situations toys/equipment may need to be disinfected following cleaning for example: toys/equipment that pupils place in their mouths. Toys/equipment that have been soiled with blood or body fluids or toys where a case of COVID- 19 has been identified.
- The school has purchased a fogging machine for use in cleaning toys etc.
Electronics – Shared electronic devices such as tablets, touch screens, keyboards should be cleaned between use and consideration could be given to the use of wipe able covers for electronics to facilitate cleaning.



Musical Equipment/Instruments

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

Library Policy

Where practical pupils should have their own books. Textbooks that are shared should be covered in a wipe able plastic covering that can be wiped with a suitable household cleaning agent between uses.

Pupils are encouraged to perform hand hygiene after using any shared item.

Shared Sports Equipment – The school has Minimised equipment sharing and clean shared equipment between uses by different people.

7) Hygiene and Cleaning in Schools

The BoM has followed the advice set out for a cleaning regime required to support schools to prevent COVID-19 infections and the enhanced cleaning required in the event of a suspected case of COVID-19. Schools are asked to carefully read and understand the cleaning advice and to apply that to all areas of the school as appropriate.

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

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

All staff will have access to cleaning products and will be required to maintain cleanliness of their own work area.

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

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

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

The room should be cleaned as soon as practicably possible.

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

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

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

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

Pay special attention to frequently touched surfaces, the back of chairs, couches, door handles and any



surfaces that are visibly soiled with body fluids.

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

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

8) Dealing with a Suspected Case of COVID-19

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

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

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

- If the person with the suspected case is a pupil, the parents/guardians should be contacted immediately;
- Isolate the person and have a procedure in place to accompany the individual to the designated isolation area via the isolation route, keeping at least 2m away from the symptomatic person and also making sure that others maintain a distance of at least 2m from the symptomatic person at all times;
- The isolation area does not have to be a room but if it is not a room it should be 2m away from others in the room;
- If it is not possible to maintain a distance of 2m, a staff member caring for a pupil should wear a face covering or mask. Gloves should not be used as the virus does not pass through skin;
- Provide a mask for the person presenting with symptoms. He/she should wear the mask if in a common area with other people or while exiting the premises;
- Assess whether the individual who is displaying symptoms can immediately be directed to go home/be brought home by parents who will call their doctor and continue self-isolation at home;
- Facilitate the person presenting with symptoms remaining in isolation if they cannot immediately go home and facilitate them calling their doctor. The individual should avoid touching people, surfaces and objects. Advice should be given to the person presenting with symptoms to cover their mouth and nose with the disposable tissue provided when they cough or sneeze and put the tissue in the waste bag provided;
- If the person is well enough to go home, arrange for them to be transported home by a family



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member, as soon as possible and advise them to inform their general practitioner by phone of their symptoms. Public transport of any kind should not be used;

- If they are too unwell to go home or advice is required, contact 999 or 112 and inform them that the sick person is a Covid-19 suspect;
- Carry out an assessment of the incident which will form part of determining follow-up actions and recovery;
- Arrange for appropriate cleaning of the isolation area and work areas involved – (details at Section 7).

The HSE will inform any staff/parents who have come into close contact with a diagnosed case via the contact tracing process. The HSE will contact all relevant persons where a diagnosis of COVID-19 is made. The instructions of the HSE should be followed and staff and pupil confidentiality is essential at all times. School staff should be encouraged to download the HSE COVID-19 tracker app to assist Public Health for contract tracing purposes. Both in and out of the school setting (see section 5.1).

9) **Special Educational Needs**

Additional considerations for those with Special Educational Needs

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

Similarly staff should be aware of their responsibility not to attend work if they develop signs or symptoms of respiratory illness.

Hand hygiene

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

Equipment

Equipment that is used on different children must be cleaned and, if required, disinfected immediately after use and before use by another child

10) **Staff Duties**

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

Scoil Naomh Aingeal, An Fhaiche, Caisleán a' Bharraigh, Co. Mhaigh Eo, F23 YD79

St Angela's NS, The Lawn, Castlebar, Co Mayo, F23 YD79

Roll No: 18694M Email: info@stangelasns.ie ☎ 094 90 22902

Website: www.stangelasns.ie 🐦 @stangelasns



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- 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 public health authorities and complies 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

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

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

12) **Employee Assistance and Wellbeing Programme**

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



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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 behavioral 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 currently available on the wellbeing portal



APPENDIX 1 COVID-19 Policy Statement

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

In St Angela's National School we will:

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

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

This can be done through the Lead Worker Representative, **Maria Mulligan**, who will be supported in line with the agreement between the Department and education partners. The Assistant Lead Worker Representative is **Veina Brett**.

Signed: Nessa Maloney

Date: 19/08/2020



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: _____



Appendix 3 Lead Worker Representative – Primary and Special Schools

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



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- 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. Assistant Lead Worker Representative

Our school has 30 or more staff so an Assistant Lead Worker Representative has been 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/ETB head office. Staff should be informed of the outcome.



Glossary of Terms

- **COVID-19 Response Plan:** plan designed to support the staff and BOM/ ETB in putting 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

This is a stand-alone document itself.

St. Angela's NS

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 <input type="checkbox"/> No <input type="checkbox"/>
Date of Visit	____/____/____	Time	Entry to school _____ am <input type="checkbox"/> pm <input type="checkbox"/>	Exit from School _____ am <input type="checkbox"/> pm <input type="checkbox"/>
Visitor Status	Contractor <input type="checkbox"/>	Parent/Guardian <input type="checkbox"/>	Other <input type="checkbox"/> 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 requested 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 frequently 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 an 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 should be advised to cover their mouth and nose with disposable tissue(s) when they cough or sneeze, and to put the tissue in the bin.
15. Has transport home or to an assessment centre been arranged if the affected person has been directed to go there by their GP?

16. Has the affected person been advised not to go to their GP's surgery or any pharmacy or hospital?
17. Has the affected person been advised they must not use public transport?
18. Has the affected person been advised to continue wearing the face mask until they reach home?

Follow up

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

Cleaning

21. Have you taken the isolation area out-of-use until cleaned and disinfected?
22. Have you made arrangements to clean and disinfect any classroom space where the staff or pupils were located?
23. Have you arranged for cleaning and disinfection of the isolation area and any other areas involved, as soon as practical after the affected person has left the building?
24. Have the cleaners been trained in dealing with contaminated areas and supplied with the appropriate PPE?).

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, followed 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?

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Appendix 10 A-Z of school practices and procedures

6.1 Books etc.

- Parents must ensure that all **books/writing equipment** are sanitised before being placed in the child's schoolbag.
- Parents must ensure that all of the child's equipment/books/copies are labelled with the child's name as **equipment/books cannot and will not be shared.**
- We are asking parents to ensure your child has a pencil case for home use and another one for school use. The pencil case used at home will not be brought to school and the pencil case used in school will not be brought home.

6.2 Clothing

- Ensure your child can/teach your child to open/close their own coat and tie their own shoes. Shoes with Velcro should be used where pupils are unable to tie their own.

6.3 Face Coverings

- Staff members will wear face coverings, similar to those worn in shops or on public transport, when a physical distance of 2 metres cannot be maintained.
- There is no requirement for pupils to wear face coverings.
- All adult visitors to school grounds **MUST WEAR** suitable face coverings.

6.4 Handshaking/Hugging

- While we will all be delighted to see each other again, hand shaking and hugging will not be allowed.

6.5 Home/School Communication

- For the start of the school year communication between home and school will take place electronically using email and Aladdin.
- Face to face meetings will only be used in exceptional circumstances.

6.6 Homework:

- Homework will not be assigned until later in September, however, we would strongly encourage each pupil to read as extensively as possible during this time.

6.7. Hygiene and Cleaning

- Sanitiser dispensers have been installed throughout the school e.g. at each entrance, in each classroom and support room, and in offices.

- Emulsifying soap is available in all toilets.
- Hand hygiene will be promoted and encouraged, and parents/guardians are asked to support the school in reinforcing this message.
- In accordance with the DES guidelines, the school will be thoroughly cleaned by Halls' Cleaning Corporation once per day.
- Frequently touched surfaces – door handles, handrails, communal eating areas, sink and toilet facilities will be cleaned during the school day.
- 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.
- Waste will be collected regularly from offices and other areas within the school.
- Staff must use and clean their own equipment and utensils (cup, cutlery, plate etc.)
- A fogging machine has been purchased for the cleaning of toys and resources.

6.8 ICT

- A timetable will be drawn up for the use of common devices. Devices must be cleaned after use and before they are returned for charging.

6.9 Inability to attend school due to Covid-19

- Pupils who are unable to attend school on medical grounds, due to Covid-19, must provide the school with a letter/report from their GP/Consultant stating that they cannot attend on health grounds.
- In the absence of medical certification of non-attendance the school is obliged by law to implement the terms of The Education Welfare Act as normal.

6.10 Lunches

- Parents must ensure that all **lunch boxes/water bottles** are sanitised using alcohol wipes before being placed in the child's schoolbag.
- **Parents MUST ensure that pupils have sufficient lunch/drink coming to school each morning as we will not be in a position to accept and distribute lunches during the school day.**
- Please remind your children not to share their food or drinks with other children.
- Please make sure your child is self-sufficient ie. they can open/peel any lunch/drink you pack for them. Please pay particular attention to any drinks that require a straw.
- Please make sure they have enough drinks to last them throughout the day as we will not be in a position to refill drinks bottles.
- Children will eat their lunches at their desks. No food will be allowed onto the yard.
- All leftovers/waste must be stored in each pupil's lunchbox and must be disposed of at home.

6.11 Office

- Attendance at school office is by pre-arranged appointment only.
- Pupils will not have access to offices.
- As far as possible, staff members should minimise their entry to the office area

6.12 Photocopying

- Any staff member who uses the photocopier must clean it down after use with the wipes provided.

6.13 Physical Education and P.E. Equipment

- Physical Education lessons will take place outside when the weather allows. Teachers will organise lessons that require very little if any equipment. Staff members and pupils will be encouraged to take additional breaks outside during the school day. While these breaks are taking place all windows in the classroom should be opened to allow for ventilation. All PE equipment if used must be sanitised after use.

6.14 Punctuality

- It is essential that parents/pupils adhere strictly to the times allocated for assembly and dismissal. Parents of pupils who present late for school must contact the school office by phone to arrange entry to the school. Pupils remain the responsibility of the parents/guardians until they have arranged access to the school.

6.15 Returning from abroad

- Children who have travelled from countries not on the Green List must not attend school during the 14-day self-isolation period which commences on the date of return to Ireland.

6.16 Staffroom

- All staff members must maintain a physical distance of 2 metres when they are not engaged in teaching e.g. when they are using the staff room and arriving to work.
- Staff meetings for the most part will be held remotely or in small groups if deemed necessary
- Staff members should bring their own cups, bottles, cutlery, etc. to school and avoid sharing utensils in the staffroom as far as possible.
- Staff members should bring any waste/leftovers home.
- A maximum of 12 people at any time will be in the staffroom.
-

6.17 Substitute Teachers and SNAs

- The sequence for covering all teacher absences will be in accordance with DES circular 0045/2020. A copy of the Covid-19 Return to School Policy will be provided to each substitute teacher/SNA. Substitutes will be required to complete a Return to the Workplace form before they enter a classroom and will be asked to confirm that they have engaged in the online Induction training.
- In the event that a teacher is unable to attend school, every effort will be made to secure a substitute teacher for the class as per DES Guidelines August 2020. If a substitute teacher is not available, it is not appropriate for the class to be divided into groups and accommodated in other classes. In such circumstances, if no substitute teacher can be sourced or there is no local arrangement available in the school, it may not be possible for the class to attend on that day. If that is the case, as much notice as possible will be given to parents.

6.18 Teaching and Learning

- As a school, we are very aware that the children have been away from school since March 12th. We appreciate the time and effort that went into Home Learning, and we recognise the challenges that Home Learning presented for all families.
- Each child will be in a different place in relation to his/her learning, and we wish to assure you that staff will take that into consideration when planning for Teaching and Learning during the 2020/2021 school year.
- The Department of Education and Skills has published Curriculum guidelines for schools, as we work with all the children during the return to school. Initially there will be a focus on Language, Numeracy, SPHE and PE. As advised by the National Educational Psychological Services we will need to **“Slow down to catch up”**.

From day one, it is important to address Covid-19 with the pupils, reassuring the girls about safety, reminding them about hygiene and coughing etiquette, social distancing etc. Some useful advice is available on

- <https://assets.gov.ie/71270/020b6865d1bd49429573570c195c05dd.pdf>
- <https://www.unicef.ie/stories/how-to-talk-to-your-child-about-coronavirus-covid-19/>
- <https://www.crc.ie/talking-to-children-about-covid-19/>

6.19 Team Teaching/Special Education Teachers/Special Needs Assistants

- Staff members (particularly Support Teachers and SNAs) may rotate between areas/classes but this will be limited to movement between a number of bubbles. When rotation occurs, agreed sanitising routines will be observed.

- In keeping with our Special Education policy, support will be provided by a blended approach of in-class support and withdrawal.
- Where a support teacher is working alongside a class teacher in a classroom, both teachers must be mindful of maintaining social distance from one another.
- The tables and chairs in SET rooms will be wiped clean by the SET in between different pupils or small groups attending.

6.20 Uniforms

- There is no guidance or advice to say that school uniforms or tracksuits should be washed every day and this is not practical for most families. However children's uniforms must be clean and washed regularly as a child may have coughed or sneezed into their sleeve as per coughing protocols.
- As a school we strongly advise that children should wear their school uniforms **only for school related activities.** Uniforms or tracksuits should be taken off straight after the child arrives home from school for the day. They should not be worn in after-school facilities, shops, during after-school activities, etc.

6.21 Ventilation

- To ensure that classrooms are well ventilated, windows will be kept open as often as possible, and will be opened while children are taking breaks in the playground.

6.22 Visiting Teachers/Coaches

- The possibility of facilitating extra-curricular will be further explored at a later date.

6.23 Wellbeing of the School Community

- We will work on the recommended five principles to support the wellbeing of all our pupils and staff.

These are promoting:

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

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

6.24 Corridors

Briefly passing someone in a hall is very unlikely to contribute significantly to the spread of infection, however, we will encourage the practice of keeping to the right when in the corridors.

6.25 Supporting the Learning of Children who cannot attend school

If a child is in the very high-risk category and is not able to attend school for an extended period of time under the direction of a consultant / GP, suggested activities to support the child's learning at home will be shared through the class teacher (and/or the learning support teacher, where relevant).

Our school has developed a comprehensive remote Teaching 7 Learning Plan/Policy in line with DES Guidelines with arranged practices in place for various scenarios.

St. Angela's MS

This policy was sanctioned by the Board of Management of St Angela's National School on 25/02/2021

Signed: _____
Chairperson

Date: _____

Reviewed: _____ Dated: _____

Reviewed: _____ Dated: _____

St. Angela's NS