



Covid-19 Response Plan

Scoil Bhríde Straffan, August 2021

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Introduction

This *Covid-19 Response Plan* is designed to support the staff and Board of Management (BOM) in putting measures in place that will prevent the spread of Covid-19 in Scoil Bhríde, Straffan.

The Covid-19 Response Plan details the policies and practices necessary for a school to meet the Government's '*Return to Work Safely Protocol*', the Department of Education and Skills plan for school reopening and to prevent the spread of Covid-19 in the school environment. The plan incorporates current advice about measures to reduce the spread of Covid-19 in the community issued by the National Public Health Emergency Team (NPHE).

It is important that the resumption of school based teaching and learning and the reopening of school facilities comply with the protocol to minimise the risk to students, staff and others. As the advice issued by NPHE continues to evolve, this protocol and the measures management and staff need to address may also change.

The response plan will support the sustainable reopening of our school where the overriding objective is to protect the health of staff and pupils while promoting the educational and development needs of the children in the school.

In line with the ***Return to Work Safely Protocol***, the key to a safe and continued return to work, and re-opening of our schools requires strong communication and a shared collaborative approach between the Board of management, staff, pupils and parents.

Underlying Principles

- The school has a responsibility to make every effort 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 cooperation 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.

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

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

Note: The plan is a live working document and may be reviewed and amended to take into account new guidance from www.Gov.ie, www.dbei.ie www.hse.ie, www.hpsc.ie, www.hsa.ie; www.education.ie;



1. Scoil Bhríde, Straffan COVID-19 Policy

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

COVID 19 Policy Statement

Scoil Bhríde 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 and updated the following COVID- 19 Response Plan. The BOM and all school staff are responsible for the implementation of this plan and a combined effort will help contain the spread of the virus.

We will:

- continue to monitor our COVID-19 response and amend this plan in consultation with our staff
- provide up to date information to our staff and pupils on the Public Health advice issued by the HSE and Gov.ie
- display information on the signs and symptoms of COVID-19 and correct hand-washing techniques
- agree with staff, a worker representative who is easily identifiable to carry out the role outlined in this plan
- inform all staff and pupils of essential hygiene and respiratory etiquette and physical distancing requirements
- adapt the school to facilitate physical distancing as appropriate in line with the guidance and direction of the Department of Education and Skills
- keep a contact log to help with contact tracing

- ensure staff and pupils engage with the induction / familiarisation briefing provided by the Department of Education and Skills
- implement the agreed procedures to be followed in the event of someone showing symptoms of COVID-19 while at school
- provide instructions for staff and pupils to follow if they develop signs and symptoms of COVID-19 during school time
- implement cleaning in line with Department of Education and Skills advice

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

This can be done through the **Lead Worker Representative:** *Mairead Mangan* and **Deputy Lead Worker:** *Amanda Nash*, who will be supported in line with the agreement between the Department and education partners.

Signed: _____ Date: _____

2. Planning and Preparing for Return to School

The Board of Management of Scoil Bhríde aims to facilitate the resumption of school based teaching and learning and the return to the workplace for staff. The return to work must be done safely and in strict adherence to the advice and instructions of public health authorities and the Government.

Details for the reopening of the school facility and the applicable controls are outlined in this document and is guided by the [Health Protection Surveillance Centre \(SHSPC\) guidance on the reopening of schools.](#)

a. School Buildings

Before reopening schools in the new school year, schools are reminded to check the following:

- Does the water system need flushing at outlets following low usage to prevent Legionella disease;
- Has school equipment and mechanical ventilation been checked for signs of deterioration or damage before being used again;
- Have bin collections and other essential services resumed.

b. 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 following is a link to the dedicated area of the Health Protection and Surveillance Centre (HPSC) website where a number of posters, including those appropriate for primary school pupils, are located. Irish versions are also available here <https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/posters/>

3. Procedure for Returning to Work (RTW)

In order to return to the workplace, staff must complete a Return to Work (RTW) form, which is available electronically on our School App or from the Principal. A hard copy is attached also at Appendix 1.

A RTW form should only be completed at least 3 days prior to any proposed date of return to the workplace.

On receipt of the completed form the Principal will provide: details of the [Induction Training](#) for completion by staff prior to the return to the workplace and details of any additional health and safety measures in place in the school to facilitate the staff member's return to the school facility.

Note: Induction Training for staff will be developed by the Department in consultation with stakeholders and made available for all schools and staff.

4. Return to work safely and Lead Worker Representative

Responsibility for the development and implementation of the Covid-19 Response Plan and the associated control measures lie primarily with the Board of Management and the School Leadership.

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

Note: The process for appointment of the Lead Worker representative in schools will be agreed centrally between the Department of Education and Skills and the education partners. That process, once agreed, will be circulated to all schools in advance of the reopening of schools.

The role of the worker representative is to ensure that Covid-19 measures are adhered to in the workplace as follows:

- Work collaboratively with the employer to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19.
- 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 with the implementation of measures to suppress COVID-19 in the workplace.
- Monitor adherence to measures put in place to prevent the spread of COVID-19.
- Consult with colleagues on matters relating to COVID-19 in the workplace.
- Make representations on behalf of their colleagues on matters relating to COVID-19 in the workplace.

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

Name of Lead Worker representative: Mairead Mangan

Contact Details: mmangan@straffanschool.com

Name of Deputy Worker Representative: Amanda Nash

Contact Details: secretary@straffanschool

[Training for the Lead Worker Representative can be found here.](#)

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

Procedure for Returning to Work (RTW) & Appendix 6 Checklist for School Management

A RTW form should be completed and returned to the school before returning to work. Staff will be requested to confirm that the details in the pre-return to work form remain unchanged following subsequent periods of closure such as school holidays.

5. Safety Statement and 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 2](#).

Scoil Bhríde has reviewed their emergency procedures involving fire safety, first aid, accidents and dangerous occurrences to consider any new risks that may arise due to the school's COVID-19 Response Plan. Any changes to the school's existing emergency procedures have been documented.

Scoil Bhríde also reviewed their existing risk assessments to consider any new risks that arise due to the school's COVID-19 Response Plan. Any changes to the school's current risk assessments have also been documented.

Infection Prevention Control Measures - To prevent Introduction and Spread of COVID-19 in Schools

- 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 the latest Government advice in relation to foreign travel. [See Government Guidance](#)
 - ❖ 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;

Hand Hygiene

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. Alcohol-based sanitiser must not be stored or used near heat or naked flame.

Physical Distancing Ventilation

The Department has published guidance setting out the updated 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 2 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.

Carbon Dioxide (CO₂) monitors have been installed in all classrooms, SET rooms and offices as an extra precaution. The colour coded LED light sensor gives a guide to staff on the ventilation of the room.

- Green Light indicates Good Ventilation
- Orange Light indicates Poor Ventilation where CO₂ levels are rising and windows need to be opened;
- Red light indicates Poor Ventilation where CO₂ levels are too high. If the light stays red for more than 15 minutes then the room needs to be vacated until the CO₂ levels drop to acceptable levels. see [CADI CO₂ Monitor Manual](#)

Air purifiers with hepa filters are also installed in some rooms: those identified with poor ventilation. The DES guidance provides that good ventilation can be achieved in classrooms without causing discomfort, particularly during cold weather.

Use of PPE in Schools

Medical Grade Masks: Schools must provide medical grade masks in the EN16483 category to all SNAs and teachers that need to be in close and continued proximity with pupils with intimate care needs including School Bus Escorts.

6. General advice to prevent the spread of the virus

In order to prevent the spread of COVID-19 it is important to know and recognise the symptoms of coronavirus (which includes the DELTA Variant).

Common symptoms of coronavirus include:

- A fever (High temperature -38 degrees Celsius or above)
- A new Cough (this can be any kind of a 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.
- Fatigue
- Aches and Pains

Other uncommon symptoms of coronavirus include:

- Sore throat
- Headaches
- Runny or stuffy noses
- Feeling sick or vomiting
- Diarrhoea

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

If you have any symptoms of COVID 19 (coronavirus), self isolate (stay in your room) and phone your family doctor straight away to see if you need a free COVID 19 test.

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

The best way to prevent the spread of COVID-19 in a school is to minimise the risk of introduction of the disease into the school setting in the first place.

This can be achieved through the following measures:

- Promote awareness of COVID-19 and its symptoms amongst staff, pupils, parents and visitors (as detailed above).
- Advise staff and parents of pupils/ pupils that have symptoms of COVID-19 or other acute infectious diseases not to attend school, to phone their GP and follow the HSE guidance on self-isolation.
- Advise staff and parents of pupils/ 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 parents of pupils/ pupils to follow HSE advice if they are a close contact of a suspected/ confirmed case of COVID 19.

- If they have travelled outside of Ireland: in such instances staff and parents of pupils/ pupils are advised to consult and follow the latest Government advice in relation to foreign travel.
- Advise staff and parents of pupils/ pupils that develop symptoms at school to bring this to the attention of the Principal promptly.
- Ensure that staff and parents of pupils/ pupils know the protocol for managing a suspected case of COVID 19 in school
- Advise staff and parents of pupils/ pupils to cooperate with any public health officials and the school for contact tracing purposes and follow public health advice in the event of a case or outbreak in the school
- Everyone entering the school building is required to wear a mask and perform hand hygiene with hand sanitiser.
- Visitors to 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.

Staff, pupils and visitors should at all times adhere to the up to date advice and instructions of the public health authorities in relation to protecting oneself and others against the risk posed by the Covid-19 virus.

Updated advice from the HSE is available on its website – <https://www2.hse.ie/coronavirus/>
The Department of Education and Skills will ensure all updated advice is circulated to schools. Scoil Bhríde, Straffan will arrange for this advice to be circulated to staff, pupils and visitors in a timely manner.

a. Wash your Hands Frequently

Regular hand washing with soap and water is effective for the removal of COVID-19.

Follow the HSE guidelines on handwashing:

For advice from HSE on how to wash your hands the following link will be helpful:
<https://www2.hse.ie/wellbeing/how-to-wash-your-hands.html>

b. Hand Hygiene and Hand Sanitisers

Hand hygiene can also be achieved by the use of hand sanitisers (when hands are clean). Hand sanitisers are more readily deployed in school settings to avoid disruption to teaching and learning and to avoid congestion of staff and pupils waiting to use hand washing facilities. They will be available at entry and exit points and in each classroom.

c. Avoid Touching Eyes, Nose and Mouth

Why? Hands touch many surfaces and can pick up viruses. Once contaminated, hands can transfer the virus to your eyes, nose or mouth.

d. Physical Distancing

Physical distancing is recommended to reduce the spread of infection in the workplace.

Note: Guidance on the physical distancing requirements will be informed by public health advice for schools and will be updated periodically.

e. Practice 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.

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

Good hygiene practices and washing your hands properly and regularly can help stop the spread of the virus. It is, therefore, crucial that all staff adhere to this advice and adopt the following practices as strictly as possible.

f. Do Wash your hands properly and often

- Cover your mouth and nose with a tissue or your sleeve when you cough and sneeze
- Put used tissues into a bin and wash your hands
- Clean and disinfect frequently touched objects and surfaces.

g. Do Not

- Touch your eyes, nose or mouth if your hands are not clean
- Share objects that touch your mouth – for example, bottles, cups, cutlery, etc.

h. People at Very High Risk (Extremely Vulnerable):

Current public health guidelines have identified groups who are defined as being at very high risk. The HSE has set out these groups, which include people who:

- are over 70 years of age - even if you're fit and well
- have had an organ transplant
- are undergoing active chemotherapy for cancer
- are having radical radiotherapy for lung cancer
- have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
- are having immunotherapy or other continuing antibody treatments for cancer

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

The advice for this group is available from the HSE. Staff who are in this group should self-declare on the Return to Work form if they believe that they are at very high risk. Details of the leave arrangements that will apply will be updated by the Department of Education and Skills. If the Board/Principal is unsure whether or not staff fall into the very high-risk category, advice will be sought from the Occupational Health Service.

Managing the risk of spread of COVID-19

8. Control Measures

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/guardians and visitors as far as possible within the school .

These control measures are outlined in this document.

The control measures shall continue to be reviewed and updated as required on an ongoing basis.

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

Staff, in particular, 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.

Posters have been made available to schools to help promote hygiene, use of face coverings etc. Please see [here](#).

Dealing with a Suspected Case of COVID-19

School staff should be encouraged to download the HSE COVID-19 tracker app to assist Public Health for contact tracing purposes both in and out of the school setting.

The following control measures have been put in place:

a. Return to Work Form

Staff will be required to complete a RTW form at least **3 days** prior to any return to the school facility (see section 2 above). The purpose of the RTW form is to get confirmation from staff that, to the best of his/her knowledge, he/she has no symptoms of Covid-19 and is not self-isolating or cocooning or awaiting the results of a Covid-19 test. See RTW form [here](#).

b. Induction Training

All new staff will undertake and complete Covid-19 Induction Training prior to commencing employment at the school. 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
- Cleaning Procedures
- Training for [caretakers](#), [cleaners](#), [new teachers](#), [existing teachers](#) and [SET and SNAs](#) is provided by the DES.

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 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 Lead Worker Representative.

c. Know the Symptoms of COVID-19

In order to prevent the spread of COVID-19 it is important to know and recognise the symptoms. Full guidance on COVID-19 symptoms and Section 6 above and is available from the HSE but they include:

- fever or high temperature
- New cough
- shortness of breath or breathing difficulties

- loss of smell, of taste or distortion of taste
- Fatigue
- Aches and Pains

Other uncommon symptoms of coronavirus include:

- Sore throat
- Headaches
- Runny or stuffy noses
- Feeling sick or vomiting
- Diarrhoea

d. 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.

e. 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 here](#).
- Hand hygiene can be achieved by hand washing or use of a hand sanitiser (when hands look clean).
- Hand Sanitizers will be available at all entry points to the school and at entry points to the classroom.
- Pump Sanitizers will be available for the pods in each classroom also.
- Use of hand hygiene facilities including wash hand basins will be managed so as to avoid a congregation of people waiting to use wash hand basins and hand sanitisers.
- There will be 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 through using handwashing facilities in the bathrooms.
- 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 using paper towel facilities will be provided in all toilets, kitchens and any food preparation areas.
- Hand sanitiser is suitable for use for hand hygiene when hands are not visibly soiled (look clean).
- When hand rubs/gels are being used in school care should be taken to ensure that pupils do not ingest them as they are flammable and toxic.
- Young children should not have independent use of containers of alcohol gel. Hand sanitizer will be placed at all entry points into classrooms and exit and entry routes into the school. At each POD there will be a pump hand sanitizer made available also. Parents are being asked to provide a 500ml bottle of hand sanitizer which each pod will use under the direction of the class teacher.
- Posters displaying hand washing techniques and promoting hand washing will be placed on walls adjacent to washing facilities and can be laminated or placed in a plastic sleeve.

f. 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

g. Physical Distancing

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 1 metre distance and where possible 2 metres. They should also take measures to avoid close contact at face to face level such as remaining standing rather than sitting beside/crouching down.

Physical distancing falls into two categories:

- *increasing separation*

- *decreasing interaction*

Increasing Separation

The guidelines provided by the Department of Education on optimal school layout should be used by schools to increase separation to the greatest degree possible.

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

- reconfigure class spaces to maximise physical distancing
- utilise and reconfigure all available space in the school in order to maximise physical distancing

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

- the room is clear of any unnecessary furniture/shelves and so on, on the walls
- a variety of classroom sizes

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

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

Classroom Organisation: Bubbles & Pods

- There is no social distancing required for Juniors to 2nd class, and these children should be located in the smaller rooms and the larger rooms in the school should be used for the senior classes
- The creation of Pods within Class Bubbles is an additional measure rather than an absolute requirement. If it is necessary to divide a class bubble into a Pod, design the size of the Pod as small as possible and as is reasonably practical in the specific classroom context. Keep a 1 metre distance between Pods within the Class Bubble, and wherever possible, between individuals within the Pod.
- **Bubbles** are essentially the classes. Bubbles are not meant to mix with each other. Therefore 1st class cannot mix with the other 1st class etc.
- **Pods** are a group of pupils of 4-6 pupils.
- Pods should be from Juniors-6th Class to help with organising books and other materials.

- From Juniors to 2nd, a metre should be maintained where possible between pods.
- From 3rd-6th children must be seated where possible one metre apart and each pod must be seated where possible one metre apart also.
- Each teacher is to consider how best to seat their class in pods within their bubble. [See DES document for illustrations.](#)
- See [DES Checklist for maintaining physical distancing in the classroom.](#) CPSMA advised to **keep a record of this checklist.**
- Provide a copy of your class pods and bubble with the Principal for contact tracing purposes.
- Code of Behaviour was reviewed in 2020/21 in line with our Covid 19 protocols. New posters with the school rules have been installed in the outdoor yards to support our whole school approach to positive behaviour during a pandemic.
- Teacher's desk needs to be a minimum 1m away and if possible 2 m away from pupil's desks.
- Teachers will ensure there is increased ventilation by using the CO2 monitors as a guide and opening windows and increasing movement breaks. The CO2 monitors have a traffic light sensor which guides teachers.

Decreasing Interaction

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 prerequisite to reopening a primary or special school for all pupils-Junior Infants-2nd Class.

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

The risk of infection may be reduced by structuring pupils and their teachers into Class Bubbles (that is, 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.

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 groupings mix only with their own class from arrival at school in the morning until departure at the end of the school day.

Additional measures to decrease interaction include:

- limit interaction on arrival and departure and in hallways and other shared areas
- social physical contact (hand to hand greetings, hugs) should be discouraged
- where pupils need to move about within the classroom to perform activities (access to a shared resource) it should be organised to the greatest degree possible to minimise congregation at the shared resource
- staff and pupils should avoid sharing of personal items
- encourage pupils to avoid behaviours that involve hand to mouth contact (putting pens/pencils in the mouth)
- where teaching and learning involves use of keyboards or tablets, the contact surface of the device should be cleaned regularly and hand hygiene encouraged

h. Use of Protective Personal Equipment (PPE)

- It is now compulsory that all staff wear face coverings, similar to those worn in shops or on public transport, when a physical distance of 2 metres cannot be maintained.
- It is not recommended that children attending primary school wear face-coverings.
- Medical grade masks will be purchased for all staff to wear. Visors are also available.
- See link for managing face masks [here](#).
- Staff who are attending to particular care needs or who will be administering 1st Aid will wear appropriate PPE including gloves, aprons and face masks.
- Appropriate PPE will be worn when dealing with suspected Covid 19 cases.
- The use of disposable gloves in the school by pupils or staff is not generally appropriate but may be necessary for intimate care settings. Routine use does not protect the wearer and may expose others to risk from contaminated gloves.
- Routine use of disposable gloves is not a substitute for hand hygiene.
- Bum bags to be supplied for all staff to keep supplies in such as face masks, wipes, sanitisers, plasters etc.

i. First Aid

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.

- ***Children who need medical attention that can not be attended to outside will be brought in by the SNA to the area opposite 3rd classroom near staffroom.***
- ***Mandy will phone parents if required.***
- ***The class teacher will look after the child then to allow the SNA to return to the yard.***

- *A [supervision rota](#) is prepared in advance of the start of the school year in line with our [Supervision Policy](#).*

9. Access to the Building

Staff Duties

- Not to return to or attend school in the event of the following:
 - ❖ 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.
- 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 in their school as part of mass or serial testing as advised by Public Health

a. Contact Log

The school should maintain a log of staff and pupil contacts.

Visitors/Parents who enter the school will need to fill in a contact [log form](#) which will be located in the secretarial office.

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

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

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

If an adult has to collect a child during the course of the school day, the following arrangements will apply:

- All visitors must phone beforehand before visiting the school.
- There will be a table outside for parents to drop forgotten items on so as to avoid unnecessary entry.
- When the adult arrives at the school, they should use the intercom at the front door of the school to alert the office that they have arrived.

- The child will be brought from their class to the adult by Mandy. The parent will wait in the porch area to avoid having to sign the contact log form.
- The adult who is collecting will be asked to sign the child out. The sign in sign out book can be left out in the porch. A space will be made that is completely waterproof.
- No adult should enter the school building, unless invited to do so and must wear a mask.

In School Logistics 2021/ 2022:

Arrival in the Morning & Dismissal Procedures:

Children to go directly to their classrooms from 9.05am in the morning. (15 minutes from Croke Park Supervision to support this.)

No lining up in the yard.

Supervision of children in their classrooms and at the entry points in the morning will be similar to a wet morning rota in previous years. See [Supervision Rota](#) for more details.

SNAs to wait for their children at entry points relevant to children in their care and then escorted them to their classroom.

No parents are permitted to enter the building.

Dismissal in the Evening:

1.50pm: Junior Infants: Eimear Grace's as above via main gate.

1.55pm: Junior Infants: Eilish Egan's above via main gate.

1.50pm: Senior Infants: Niamh Gibbons' via Basketball Yard lower gate

1.55pm: Senior Infants: Annamarie Byrne's via Basketball Yard lower gate.

Creche Infants will be collected from 1.50pm.

2.45pm: All bus children plus bus creche children to exit via the entry routes above.

2.50pm: 1st & 2nd Class to exit via the entry routes above.

2.55pm: 3rd Class & 4th Class exit via routes above.

3pm: 5th-6th Class to exit via the entry routes above. (5 minutes from Supervision from Croke Park.)

***15 plus 5 minutes at 3pm dismissal taken from 20 minute discretionary time. This time could be used to start cleaning the room before hometime.

Children to enter and exit the school as follows:

Exit times included below also.

<u>A: Arrival and Dismissal Procedures</u>	
<ul style="list-style-type: none"> ● On arrival, all pupils to proceed directly to class through allocated route and door - no yard line up ● All classes to enter/ exit school building grounds through an allocated door only. ● Pupils proceed through the most direct gate to their allocated door on arrival. ● JI - 4th classes allocated gate on dismissal (walked out by teachers due to staggered dismissal time) ● 5th & 6th pupils - walked to the front of the sch/ basketball court by teachers, to exit via the most convenient gate. ● Staggered dismissal times (to leave classrooms) to alleviate overcrowding (see below) <p>See below:</p>	
Junior Infants - Ms. Grace (1.50pm)	<p style="background-color: #FFFF00;">Enter/ exit school/ grounds through front main gate</p> <p>Proceed through junior infant yard Enter/ exit building through JI door</p>
Junior Infants - Ms. Egan (1.55pm)	<p style="background-color: #FFFF00;">Exit school/ grounds through front main gate</p> <p>Proceed through junior infant yard Enter/ exit building through JI door</p>
Senior Infants - Ms. Byrne (1.50pm)	<p style="background-color: #FFFF00;">Exit school grounds through front bottom gate</p> <p>Proceed across basketball court Enter/ exit building through SI door</p>
Senior Infants - Ms. Gibbons (1.55pm)	<p style="background-color: #FFFF00;">Exit school grounds through front bottom gate</p> <p>Proceed across basketball court Enter/ exit building through SI door</p>
<ul style="list-style-type: none"> ● Bus children: 2.45pm (small gate) ● Creche children: 2.45pm (main gate) 	
1st Class - Ms. Keena/ Ms. Hanlon (2.50pm)	<p style="background-color: #FFFF00;">Exit school grounds through front main gate</p> <p>Proceed across school yard in front of office Enter/ exit building through 1st/ 2nd class door (door beside maths press)</p>
1st Class - Mr. Sweeney (Ms. Brosnan) (2.50pm)	<p style="background-color: #FFFF00;">Exit school grounds through front bottom gate</p> <p>Proceed across basketball court Enter/ exit building through back door (beside staff room)</p>
2nd Class - Ms. Broderick (2.50pm)	<p style="background-color: #FFFF00;">Exit school grounds through front main gate</p> <p>Proceed across school yard in front of office</p>

	Enter/ exit building through front 1st/ 2nd class door (door beside maths press/ under stairs) and up stairs
2nd Class - Ms. Farrelly (2.50pm)	Exit school grounds through front bottom gate Proceed along top of basketball court Enter/ exit building through front 1st/ 2nd class door (door beside maths press/ under stairs) and up stairs
3rd Class - Mr. Langton (2.55pm)	Exit school grounds through front bottom gate Proceed out through back door (beside staff room), across basketball court Enter/ exit building through back door (beside staff room) and turn right into classroom
3rd Class - Ms. Phelan/ Ms. Fagan (2.55pm)	Exit school grounds through front main gate Turn right leaving classroom. Proceed out J1 doors, through J1 carpeted yard, to front gate Enter/ exit building through Junior Infant door (through carpeted yard)
4th Class - Ms. McMahon / Ms. Moriarty (2.55pm)	Exit school grounds through front bottom gate Proceed across basketball court Enter/ exit directly in to class
4th Class - Ms. Carr (2.55pm)	Exit school grounds through front main gate Enter/ exit building through emergency door at back of classroom
5th Class - Mr. Keane (3pm)	Pupils to exit only through Junior Infant yard to main gate Enter building through new 5th class door (beside 5th class rooms, passing by school garden)
5th Class - Ms. Cunningham (3pm)	Pupils to exit only through Junior Infant yard to main gate Enter building through new 5th class door (beside 5th class rooms, passing by school garden)
6th Class - Ms. Travers (3pm)	Pupils to exit yard from basketball court to bottom gate Enter/ exit at back of new build (6th class door by new stairs) Proceed out towards sch garden and along basketball court
6th Class - Mr. Fennell (3pm)	Pupils to exit yard from basketball court to bottom gate Enter/ exit at back of new build (6th class door by new stairs) Proceed out towards sch garden and along basketball court

B: Break Time Entry and Exit points

- 2 breaks of 20minutes each

<ul style="list-style-type: none"> See yard diagram for allocated yard and area for class and allocated zone for supervision. 	
<ul style="list-style-type: none"> First Break: JI - 2nd class: <ul style="list-style-type: none"> Small Break: 10.45am - 11.05am Big Break: 12.25pm - 12.45pm Remind pupils to line up on social distance footprints/ in pods 	
Junior Infants - Ms. Grace	Enter/ exit to Yard 5 (top half of JI yard) through JI door
Junior Infants - Ms. Egan	Enter/ exit to Yard 4 (bottom half of JI yard) through JI door
Senior Infants - Ms. Byrne	Enter/ exit to Yard 7 (bottom half of basketball court) through SI door
Senior Infants - Ms. Gibbons	Enter/ exit to Yard 8 (top half of basketball court) through SI door
1st Class - Ms. Keena/ Hanlon	Enter/ exit to Yard 3 (top section of JI yard and front of sch, as far as LHS style) through 1st/ 2nd door (beside Maths press)
1st Class - Ms. Brosnan/Mr. Sweeney	Enter/ exit to Yard 6 (in front of PE shed) by turning right, exiting to yard through 1st/ 3rd class door (beside staffroom).
2nd Class - Ms. Broderick	Enter/ exit to Yard 1 (top of basketball court) by stairs and in/ out 1st/ 2nd class door (beside maths press)
2nd Class - Ms. Farrelly	Enter/ exit to Yard 2 (top of basketball court) by stairs and in/ out 1st/ 2nd class door (beside maths press)
<ul style="list-style-type: none"> Senior Break: 3rd - 6th class: <ul style="list-style-type: none"> Small Break: 11.10 - 11.30 Big Break: 12.50 - 1.10 Remind pupils to line up on social distance footprints/ in pods 	
3rd Class - Ms. Phelan/ Fagan	Enter/ exit to Yard 3 (top of Junior infant yard at front of sch) by turning right, exiting to yard through Junior Infant door. Proceed through Junior Infant carpeted yard to yard area.
3rd Class - Mr. Langton	Enter/ exit to Yard 6 (area in front of PE shed) by turning left. Proceed out the back door (beside the staff room) to the yard area.
4th Class - Ms. McMahan/ Ms. Moriarty	Enter/ exit to Yard 1 (top of basketball court near road) directly from classroom via basketball court
4th Class -	Enter/ exit to Yard 2 (area outside room at front of sch) by proceeding out

Ms. Carr	the emergency exit door and proceeding to the yard area.
5th Class - Mr. Keane	Enter/ exit to Yard 4 (top of JI carpeted yard) by proceeding left out of classroom, and through JI door
5th Class - Ms. Cunningham	Enter/ exit to Yard 5 (bottom of JI carpeted yard) by proceeding right out of classroom, and through JI door
6th Class - Ms. Travers	Enter/ exit to Yard 8 (bottom of basketball court) by proceeding down stairs and out 6th class door (under stairs in new build), and through school garden
6th Class - Mr. Fennell	Enter/ exit to Yard 7 (bottom of basketball court) by proceeding down stairs and out 6th class door (under stairs in new build), and through school garden

Staff

Physical Distancing of 2m between staff is recommended at all times.

Corridors/Stairs

All classes to minimise unnecessary movement and keep a social distance from each other while walking on the corridors/ stairs.

Reception/Secretaries Office

Staff/Children/Parents access will be limited in the secretaries office (max 3 persons).

The photocopier will no longer be in the office to reduce numbers in the room.

A detailed sign in/sign out log of those entering the school facilities should be maintained: see Contact Log.

Perspex will be placed in key contact areas.

Yard Supervision and Break arrangements

Yard including the grass area at the back (depending on its condition due to the weather) will make 8 areas for classes to play on thereby having 2 breaks. Each yard has 2 areas for teachers to cover. [There will be 4 yards: Front Yard, Junior Yard, Middle yard or Grass Yard, Basketball Yard.](#)

One teacher per yard supervising; 4 teachers per break.

Juniors-2nd Class on the first break./ 3rd-6th on the second break.

These class groupings will go on break together. SET and SNAS will be allocated to the rota also.

Continue to use the staffroom at allocated times-maximum of 7 in the staffroom at one time.

PE hall to be used for overflow of staff.

School breaks will be:

Classes	Small Break	Lunch Break
Juniors- 2nd Class	10.45-11.05	12.25-12.45
3rd-6th Class	11.10-11.30	12.50-1.10

See Yard Supervision Rota [here](#).

10. Dealing with a suspected case of Covid-19

Isolation Room:

The Servery beside the secretary office has been identified as the isolation room for dealing with a suspected Covid-19 case.

- Staff or pupils should not attend school if displaying any symptoms of Covid-19. If a member of staff or a pupil displays symptoms of Covid-19 while in the building, the following are the procedures will be implemented:
- Teachers are to use a Discrete System for notifying the Principal of a suspected case.
- Parents/guardians will be contacted immediately if the suspected case is a pupil.
- Isolate the person and that person will be accompanied to the designated isolation area via the isolation route by the Principal/ Deputy Principal or class teacher (class teacher to ensure class supervision when leaving class). The staff member will remain at least 2 metres away from the symptomatic person and will also make sure that others maintain a distance of at least 2 metres from the symptomatic person at all times
- A mask will be provided for the person presenting with symptoms, if one is available. He/she should wear the mask if in a common area with other people or while exiting the premises.
- The staff member caring for the suspected case should wear a face covering.
- An assessment will be made as to whether the person who is displaying symptoms can immediately be brought home by parents/ directed to go home and call their doctor and continue self-isolation at home. Public transport of any kind should not be used
- The school will facilitate the person presenting with symptoms to remain in isolation, if they cannot immediately go home, and will assist them by calling their GP if needed.
- The person presenting with symptoms should be advised to cover their mouth and nose with the disposable tissue provided when they cough or sneeze and to put the tissue in the waste bag provided

- If the child is well enough to go home, the school will arrange for them to be transported home by a family member, as soon as possible, and advise them to inform their GP by phone of their symptoms.
- If they are too unwell to go home or advice is required, the school will contact 999 or 112 and inform them that the sick person is a Covid-19 suspect.
- Arrangements will be made for appropriate cleaning of the isolation area and work areas involved and the classroom where the person was.
- The class will be to allow for vacated the classroom to be cleaned.
- See [cleaning induction training here from DES](#).

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.

Procedure in School for Suspect Cases as Advised by CPSMA Webinar Pathway for Covid 19

- All parents have been encouraged and reminded to use the absent form on the School App when their child is absent.
- All staff encouraged to keep an eye on the absentee list each day as sent in by the School App via email.
- Staff will be told of suspect cases on a **'need to know basis'** (if not already on the School App Absentee list) by Principal/DP/LRWs.
- Staff will be told of positive cases on a **'need to know basis'** by Principal/DP/LRWs.
- **Pupil/Staff confidentiality will continue to be a priority** at all times when dealing with confidential/sensitive information.
- See CPSMA Webinar Link for more information on 'need to know basis': [Schools Pathway for Covid-19 a podcast hosted by CPSMA](#) [Schools Pathway for Covid-19 a podcast hosted by CPSMA](#)

Impact of a Suspected or Confirmed Case of Covid-19 in a Class

If the school is notified that a person in your child's class has a suspected or confirmed case of Covid-19

- The parents and staff will be notified by HSE.
- Public health advice will be sought and followed.
- **Public Health Intervention from IPPN.**
- The Public Health Department of the HSE is the agency responsible by law for dealing with positive cases of COVID-19:

- Once notified by the HSE testing regime, Public Health Doctors assume total control of the situation and will carry out a risk assessment. Based on questioning the person with the positive result, they will ascertain if they were within the school setting when they contracted the virus. If not, there may be no need to contact the school
- If the person was within the school setting when they contracted the virus, Public Health will contact the principal to carry out a Public Health Risk Assessment. This is a set of questions to see who might have been exposed to the virus and who needs to be excluded or tested. This risk assessment will be unique to each school
- The principal and BoM have no function in the risk assessment, other than to provide whatever information is required by the Public Health Medical Officer conducting the risk assessment
- The principal and BoM may be asked to assist the Medical Office by sending a message from them to the relevant families identified in the risk assessment. Public Health will not contact other members of the school community
- The principal and BoM are not permitted to inform members of the school community of the identity of the person or persons who have tested positive for COVID-19 for the following reasons:
 - Doctor – Patient confidentiality
 - GDPR legislation prevents the publication of personal data without consent

11. Staff Responsibilities:

- Staff have a statutory obligation to take reasonable care for their own health and safety and that of their colleagues and other parties. In order to facilitate a safe return to work, these duties include, but are not limited to, the following:
- Adhere to the School Covid-19 Response Plan and the control measures outlined. All staff have a key role to play
- Make themselves aware of the symptoms of Covid-19 and monitor their own wellbeing [The EAP link is here.](#)
- Self-isolate at home and contact their GP promptly for further advice if they display any symptoms of Covid- 19
- Not return or attend school if they have symptoms of Covid-19 under any circumstances.
- If they develop any symptoms of Covid-19 whilst within the school facility, they should adhere to the procedure outlined.
- Complete the [RTW \(Return to Work\)](#) form at least 3 days before they return to work

- Must inform the Principal if there are any other circumstances relating to Covid-19, not included in the form, which may need to be disclosed to facilitate their safe return to the workplace
- New staff 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
- Keep informed of the updated advice of the public health authorities and comply with same.
- Wear face masks and observe 2m distancing.
- Teachers to organise their classroom for social distancing **as soon as possible** to allow for purchase of any equipment needed. [See link for illustrations of classroom layouts.](#)
- See [DES Checklist for maintaining physical distancing in the classroom](#). This may help you with your classroom organisation.
- Teachers to organise their class into Pods as per friends list from last June. Being mindful of SEN and withdrawals if possible.
- Ensure maximum of 7 staff in staffroom at any time.
- **Teachers to ensure a system is in place for children to go to the toilet before they go on break as they will not be able to use toilets once they go out.**
- Children are encouraged to use a “Bag for Life” for the storage of their coats at their desk. If the teachers allow the children to use the coat racks in the classroom they must ensure children go in their pods to hang and collect their coats.
- Staff to make themselves familiar with [Circular 42/21](#) in regards to sick leave, covid leave, self isolation and travel. Please see [here](#).
- Staff must advise the BOM in writing of travel plans outside of the country in the 14 days prior to return to school. Staff must advise their employer in advance in writing of such travel abroad and to include the travel details. More information on this in the Circular 49/20 above.

12. Curriculum

- Whole school agreement needed here-[See DES Guidelines](#).
- Focus on Core Subjects initially.
- PE outside as much as possible.
- Focus on Wellbeing-Wellbeing Month for September-DES to provide resources for this. [See current wellbeing guidelines here.](#)
- Stay Safe to be completed by all classes as per school plan commencing in September 2021.

- Books permitted for going home for homework and Homework diaries will be used this year for 1st-6th classes.
- Ensuring IT skills learned by children during closure will be refreshed in the event of school closure and a return to remote learning. Seesaw for Schools subscription in place for all classes J1 - 6th from Sept to facilitate this. New classes will be set up and allocated to new teachers for Sept from the Seesaw admin dashboard.
- Remote learning might still be a possibility or a form of blended learning. See Distance Learning Plan that was devised in 2020/21 for review and update.
- Blended homework to help reduce books from home (see new homework policy).

13. Special Educational Needs

- Specific SEN to work with set class bubbles and be affiliated with any rotas etc relating to that bubble as much as possible. SET will be moving from class bubble to class bubble and must ensure that they sanitise properly accordingly.
- Each SET will have 4 class bubbles approximately.
- SNAs need some flexibility too due to the number of SNAs and complex needs scattered throughout the school. Their movement will be limited as much as possible.
- SNAs to be provided with PPE equipment when attending to intimate care needs such as gloves, masks and aprons.
- Ideally in withdrawal situations, SEN children should be sitting together, but this may not always be possible as pods will be made with their friends. Increased sanitising of hands before and after the session in these cases.
- 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.
- Where children from 3rd to 6th Class receive support in one of the SET rooms, social distancing of 1 metre will be maintained where possible between each child in the group. Staff should wear masks/visors especially where social distancing cannot be maintained.
- The tables and chairs in SET rooms will be wiped clean before and after different groups attending.
- SNAs need to also clean their workspace before and after use. [Please see link here for SNA training.](#)
- SEN will focus on withdrawal for the first half term to support those who have been most affected by the school closure. Team teaching may return in the second half of the term.

- 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](#).

14. Impact on Certain School Activities

Resources:

- where possible, classes to keep and use their own resources for core subjects
- strict sign in/ out protocol on shared sch resources incase of contact tracing
- cleaning - cleaning packs allocated with resources/ to classroom for shared resources
- Classes responsible for cleaning for equipment used.
- Continue grouping books in line with the pods or use the cubby holes in the classrooms to store books.
- Resources to be stored in classrooms as was agreed last year.

Shared Equipment

By necessity, some classroom equipment needs to be shared including tablets, laptops and the equipment used for structured activities and play in Infant classrooms.

Cleaning of such shared equipment with wipes or other cleaning products will take place at each class session to minimise the risk of the spread of infection. All staff will be responsible for their own cleaning.

Shared readers to be exchanged once/twice a week and books brought in from home to be set aside for 72 hours and wiped before giving to a new child.

Extra-curricular Activities

Postponed until further notice.

PE

- *Where possible, PE* should take place outdoors and use of equipment should be confined to the equipment that have been distributed to class groupings. If the PE hall is being used by class groupings, common touch points should be cleaned at intervals throughout the school day.
- PE equipment may be organised by strand and classes to avoid the same equipment being used by different bubbles.
- All equipment will need to be sanitised after each use.

- Children should sanitise their hands before and after PE.
- Consideration of the use of the Village Hall or GAA astro for PE if the space we currently have can't facilitate the needs of the school. A Risk Assessment will need to be carried out and a cleaning plan also if such a facility is to be used.

Choir/Music Performance

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

Toys

- All toys should be cleaned on a **regular basis (weekly, for example)**. 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 by a steam cleaner that is provided in the school.
- toys that cannot be immersed in water that is electronic or wind up should be wiped with a damp cloth and dried

- in some situations toys/equipment may need to be disinfected following cleaning for example: toys/equipment that pupils place in their mouths. Toys/equipment that have been soiled with blood or body fluids or toys where a case of COVID-19 has been identified
- If disinfection is required: A chlorine releasing disinfectant should be used diluted to a concentration of 1,000ppm available chlorine. The item should be rinsed and dried thoroughly.

Art

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

Electronics

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

Musical Equipment/Instruments

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

Library Policy

Where practical pupils should have their own books. Textbooks that are shared should be covered in a wipeable plastic covering that can be wiped with a suitable household cleaning agent between uses. Pupils should be encouraged to perform hand hygiene after using any shared item.

Shared Sports Equipment

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

15.Cleaning Regime

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

- Arrangements for more regular and thorough cleaning of areas and surfaces within the school will be made.
- Regular and thorough cleaning of communal areas and frequently touched surfaces shall be conducted, in particular, toilets, lifts, door handles and kitchens. Cleaning will be performed regularly and whenever facilities or surfaces are visibly dirty.
- All staff will have access to cleaning products and will be required to maintain cleanliness of their own work area. Under no circumstances should these cleaning materials be removed from the building.
- Staff should thoroughly clean and disinfect their work area before and after use each day.
- There will be regular collection of used waste disposal bags from offices and other areas within the school facility.
- Staff must clean their own equipment and utensils (cup, cutlery, plate and so on).
- Cleaning rota for staff room to be drawn up-staff room to be cleaned after each use.
- Consideration to the cleaning of carpets in infant rooms will be given.
- [Sample Cleaning Program Here](#)
- [Checklist for cleaning here](#)
- See [Cleaning Induction](#) provided by the DES.
- Cleaning Plan attached.

Hygiene:

See Guidelines on [hygiene here](#).

Sanitisers will be provided at key points throughout the school.

Children should be taught how to sanitize their hands properly.

Children should sanitize their hands:

- before they enter the classroom and after they exit.
- before and after using the toilet.
- before they eat.
- before and after using PE equipment.

Sanitisation of equipment is also important and children may be able to help with cleaning equipment that they have been using.

Pedal Bins will be provided in each classroom

Cleaning Packs will be provided to each staff member.

Teachers should clean down their work space everyday.

SET and SNAs to sanitize when moving from bubble to bubble.

SET to clean work spaces and equipment after each group.

There will be sanitizers at all entry points and classrooms. Along with that there will be sanitizers at each group for children to use while seated at their table.

Cleaning/Disinfecting Rooms where a pupil/staff member with suspected Covid-19 was present.

- The room should be cleaned as soon as practically possible.
- Once the room is vacated the room should not be reused until the room has been thoroughly cleaned and disinfected and all surfaces are dry.
- Disinfection only works on things that are clean. When disinfection is required it is always as well as cleaning.
- Person assigned to cleaning should avoid touching their face while they are cleaning and should wear household gloves and a plastic apron.
- Clean the environment and furniture using disposable cleaning cloths and a household detergent followed by disinfection with a chlorine based product (household bleach).
- Pay special attention to frequently touched surfaces, the back of chairs, couches, door handles and any surfaces that are visibly soiled with body fluids.
- Once the room has been cleaned and disinfected and all surfaces are dry, the room can be reused.
- If a pupil or staff diagnosed with COVID-19 spent time in a communal area like a canteen, play area or if they used the toilet or bathroom facilities, then the areas should be cleaned with household detergent followed by a disinfectant (as outlined in the [HSPC health advice for schools](#)) as soon as is practically possible.

16. 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. See [cl0042_2021 \(education.ie\)](#) for the latest information on Covid leave.

Teacher Absence and Substitution

Sequencing of access to substitution

Section 4.1, Chapter 2 of Circular 0044/2019 sets out the sequence of recruitment for vacancies of less than 24 weeks.

Sequence for covering all teacher absences:

1. Supply panel if the school is part of a supply panel cluster arrangement,
2. School's own panel of regular substitutes,
3. National substitute service,
4. If no substitute is available from above options then a school may:
 - For teachers in mainstream classes, schools use other non-mainstream teachers to cover the absence. A substitute may be employed on a subsequent date when one is available. On that day, the mainstream classroom teacher will undertake non mainstream teaching and the substitute will teach the mainstream class.
 - For non-mainstream teachers a substitute may be employed on a subsequent date when one is available. Special Needs Class teachers cannot be used in this way.
5. Administrative Principal if applicable
6. Local arrangements that facilitate the pupils to be supervised in a manner that does not involve them being split between existing classes in classrooms

Due to restrictions of Class Bubbles mixing, it will not be possible to split classes when a teacher is absent. If a substitute teacher is not available, and the above sequence is exhausted then 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.

Personal Leave and Substitution

As per [Information Note 0018/21](#) the following amendments have been made:

Substitute cover for leave which is currently non-substitutable

Currently, substitute cover is not paid by the Department for the following Personal Leave absences:

- Marriage/Civil Partnership Leave

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

For the 2021/22 school year, employers may employ a substitute teacher for the Personal Leave absences listed above. The substitute will be paid by the Department.

For the avoidance of doubt, this amendment to substitute arrangements does not change an individual teacher's entitlement in respect of such leave.

Extra Personal Vacation (EPV) Leave:

Substitute Cover for EPV Leave: Please refer to [Information Note 0018/2021](#) which outlines the arrangements for EPV days during 2021/22. Arrangements are similar to 20/21.

SNA Substitution

SNA absences will be fully covered to ensure that those pupils with special educational needs can fully access education

Staff Leave:

Teacher/SNA Leave:

Staff who are in need of information on sick leave, self-isolation and travel or for those who have health concerns and need to know what to do can find information here in the latest [Circular 42/21](#) issued by the DES..

Staff Leave other than Teachers/SNAs

Arrangements for staff other than Teachers and SNAs who are employed by ETBs: [See Circular 50/2020](#) It is staff responsibility to make the BOM aware of any issues that may prevent them from carrying out their work safely.

17. Wellbeing:

From the Department of Education Guideline.s:

[See DES Wellbeing Toolkit here](#)

Schools will also be required to reprioritise certain areas of the curriculum, especially during the initial weeks of the first term, to give greater time and attention to areas such as Social, Personal and Health Education, Physical Education, Language and Mathematics. It is intended that as schools form comprehensive pictures of where pupils are in their learning they will work towards a more typical curriculum plan.

5 Principles of Well Being:

- Promoting a **sense of safety** – so that people feel that they are safe, and that those around them are safe
- Promoting a **sense of calm** – so that people feel relaxed, composed and grounded (regulated)
- Promoting a **sense of belonging and connectedness** – so that people experience having meaningful relationships with others who understand and support them
- Promoting a **sense of self-efficacy and community-efficacy** – so that people believe that they can manage and do what is needed, and so can their school community
- Promoting a **sense of hope** – so that people believe that things will work out well

Supporting a successful transition back to what will be our new normal is best achieved when those within the school community feel safe, calm and hopeful, when they feel a sense of belonging and connectedness to their school community and feel that they can manage with the support of their community.

Settling In - Slow Down to Catch Up

It will take time for staff and students to adjust to being back in the school environment and be ready and available to fully engage with teaching and learning. A sense of urgency about returning to the curriculum is natural but time spent on settling the students and getting the students *ready* for learning will yield positive outcomes in the longer term and will likely reduce stress. So it is important that teachers and school staff do not rush into a focus on formal teaching and learning before first considering readiness, and focusing on wellbeing.

- Routines create a sense of psychological safety by providing predictability. Re-establishing routines or creating new ones will contribute to a safe and calm learning environment and give students a sense of security.
- We will see a variety of responses amongst our students as schools reopen ranging from excitement and happiness to worry and anxiety, which are normal responses to unprecedented events. Normalising feelings by communicating that we have all struggled with aspects of school closure, the pandemic and school reopening, will help to create a safe environment for students. *(It's normal to feel anxious when things are changed.)* Important to give the children the vocabulary to allow them to communicate their feelings
- Remember that adults in the school are important role models for students. Modelling calm responses and coping strategies will help students learn helpful ways of managing their fears and anxieties.
- Some students may find it more difficult to sit, focus and concentrate for the lengths of time they may have been able to manage prior to school closure, because they have not practised these skills for a number of months. We usually see this when students return to school after summer holidays. Shorter learning intervals, followed by safe movement breaks (even standing up and stretching), will help to support increased concentration and focus. Many will benefit from relaxation techniques and calming activities, such as mindfulness, drawing, physical activity, music, and relaxation/ breathing exercises.
- Plan for managing those transitions that were impacted by school closures in a way that the school can manage. For example, for some students in primary school who will have a new teacher, having an opportunity to meet with the teacher they had as schools closed at short notice, may be helpful.
- Different cohorts of students may require a different wellbeing focus.
- Students transitioning into a school for the first time (Junior Infants/Those moving school) may need particular attention to be focused on establishing relationships
- 'Slow down to catch up' is our school motto, for both staff and pupils!
- Mindful of Children's anxiety on their return, important to give them the language to express their feelings.
- Utilise wellness docs provided by Dept or other resources if DES doesn't provide-could adopt Weaving Wellbeing Program or something similar as agreed at staff level.
- [See current wellbeing guidelines here.](#)
- Encouraging children a sense of order and tidiness and organisation.
- Mindful of staff's wellbeing and return to work. Must look out for each other. See link [here for Spectrum Life.](#)
- Physical Education time may not be as much as we would hope for due to the constraints of timetabling for sanitation and space purposes. Make use of a whole school timetabling of PE to maximise the time which is available to us.

- Create a bank of Mindful activities and resources that teachers can use- Carolines suggestions from her course?
- WellBeing Packs for teachers- PDST Fliers and PDST Staff Well Being Workbook,, workshop for mindfulness- Shane Martin/ Anne Marie Ireland, Jacinta Kitt,
- Use of the school intercom system as a way of creating assembly. Continue the use of zoom to allow for school community events such as Friendship Week etc.
- DES Wellbeing Resources still to be provided.

Suggested Action	Action taken by	When	Decision
Well Being Pack for teachers to be created	OM	upon return to school	
Raise Awareness with Staff of the services provided by Spectrum Life	OM	Upon return to school	
Creation of a bank of Well Being teaching resources on Google Drive (including ones to be provided by DES)	OM and others	Ongoing from now	
Use of Mindful Mornings (use Weaving Well Being and Resource Bank)	All Class Teachers	Each school morning for 20 mins. First half term and to be reviewed thereafter.	
Frequent repetition of the guidelines for looking after our physical health ie handwashing, tidiness, organisation etc- posters, class reminders	All Staff	Ongoing	
Use of intercom or zoom to create a virtual school	All Staff	TBC	

assembly			
Having a speaker for well-being guidance for some Croke Park hours e.g. Shane Martin, Jacinta Kitt, Anne Marie Ireland	OM to organise	TBC	

Section Below to Be Shared with Parents

18. Parent Responsibilities:

It is important that parents have a clear understanding of the benefits and risk of returning to school and that it is not possible to guarantee that infection can be prevented in any setting either in a childcare centre, school or in the home.

The following are protocols that are put in place to safeguard the health and safety of each other. Parents are expected to abide by them and failure to do so may result in a parent being instructed to remove a child from the school building/yard, and or to leave the school premises themselves. If serious breaches of safety measures occur, the board and or the police may be informed or called if needed.

[Please see DES resources for children and families.](#)

As per HSE guidelines under no circumstances is a parent to bring a child to school if -

- **If the child is exhibiting any symptoms of Covid 19.** Children who are generally unwell and presenting with any of the following symptoms of coronavirus (including the Delta variant):
 - A fever (High temperature -38 degrees Celsius or above)
 - A new Cough (this can be any kind of a 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.
 - Fatigue
 - Aches and Pains

Other uncommon symptoms of coronavirus include:

- Sore throat

- Headaches
- Runny or stuffy noses
- Feeling sick or vomiting
- Diarrhoea
- **If a child has been outside of the country in the 14 days prior to August 30th, Government guidance should be followed.**
- **If the child has been in contact with any family member and or other person who has Covid-19(refer to the [HSPC guidance](#) for more details). Also see the [HSE Isolation Guide for Children](#) updated in August 2021.**
- **If the child has been in contact with any family member and or other person who has symptoms and awaiting test results. See [A Parents Guide to Close Contacts in School.pdf \(hpsc.ie\)](#)**

Arrival and departure procedures for children and parents:

Parents must arrive on time for leaving in 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.
- As part of the Green School's 'Walk to School' initiative, children should walk to school as much as possible. Older children should be dropped off in less congested areas and walk the rest of the way to school.
- **Parents should wash their children's uniform as regularly as possible and their child should change out of their uniform as soon as possible. If at all possible avoid going to supermarkets or other crowded areas with the uniform on.**
- Children are to go directly to their class from 9.05am. There will be no lining up in the yard.
- Children are to enter the school via specific doors, **please see below**. Parents are not permitted to enter the school building with their child.
- Under **no circumstances are parents to linger** in the yard after the child has been handed over but are to leave immediately.
- Parents and children are **not to congregate in groups or stand around chatting.**
- Parents must remain with their child until handover has taken place.
- Parents must ensure their child remains at their side at all times and that their child does not interact with other children.
- If a parent has more than one child, the other children stay with them and having handed over the first child, they may proceed to the next entry point.

- Home times will be staggered for classes from 2.45pm Bus children will leave. Please see **entrance and exit routes** below.

Guidance for Parents and pupils

- On **arrival**, all pupils to proceed directly to class through allocated route and door - no yard line up
- All classes enter/ exit school building grounds through an allocated door only.
- Pupils proceed through the most direct gate to their allocated door **on arrival**.
- JI - 4th classes allocated gate **on dismissal** (walked out by teachers due to staggered dismissal time)
- 5th & 6th pupils - **walked to the front of the sch/ basketball court by teachers**, to exit via the most convenient gate.
- **Staggered dismissal** times (to leave classrooms) to alleviate overcrowding (see below)

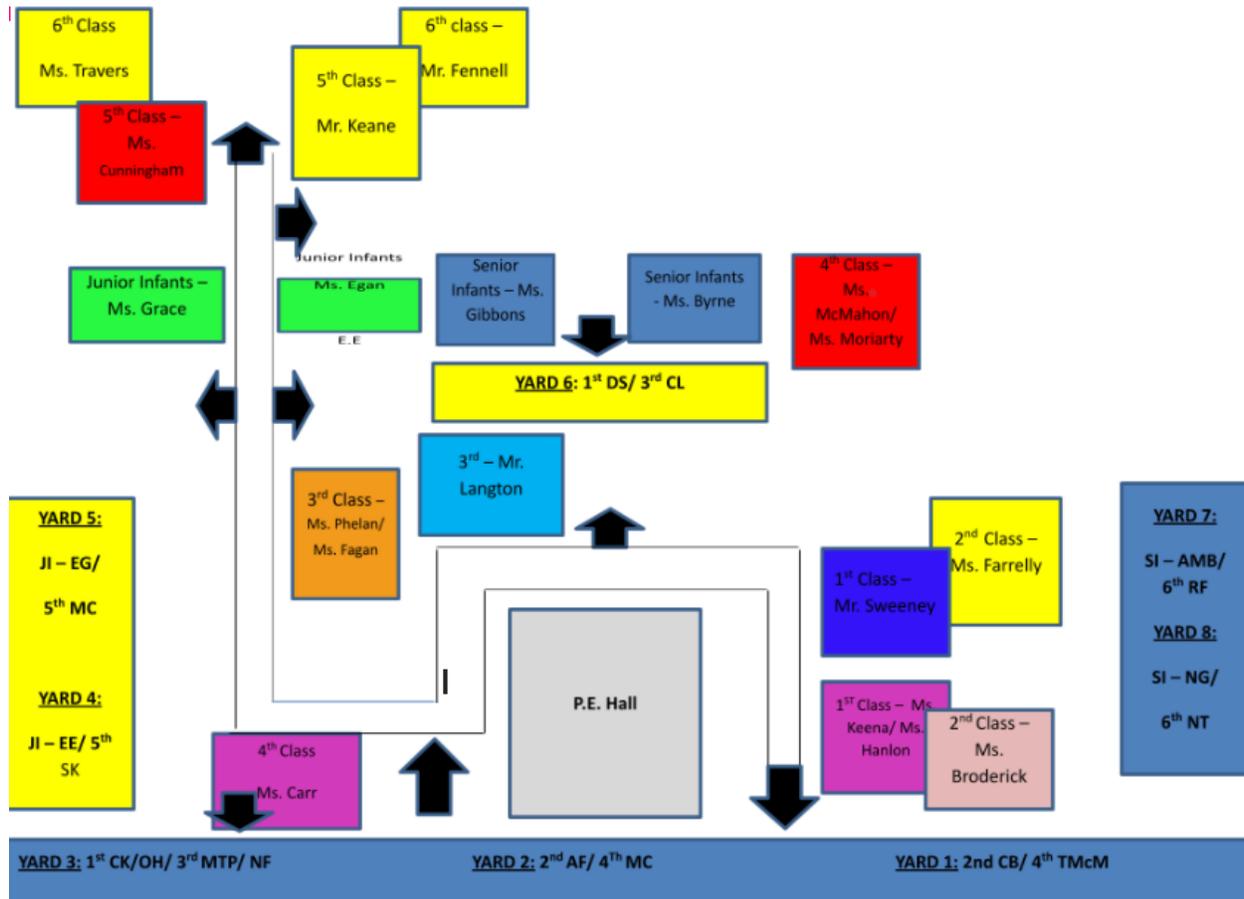
See below:

Junior Infants - Ms. Grace (1.50pm)	Enter/ exit school/ grounds through front main gate Proceed through junior infant yard Enter/ exit building through JI door
Junior Infants - Ms. Egan (1.55pm)	Exit school/ grounds through front main gate Proceed through junior infant yard Enter/ exit building through JI door
Senior Infants - Ms. Byrne (1.50pm)	Exit school grounds through front bottom gate Proceed across basketball court Enter/ exit building through SI door
Senior Infants - Ms. Gibbons (1.55pm)	Exit school grounds through front bottom gate Proceed across basketball court Enter/ exit building through SI door
<ul style="list-style-type: none"> • Bus children: 2.45pm (small gate) • Creche children: 2.45pm (main gate) 	
1st Class - Ms. Keena/ Ms. Hanlon (2.50pm)	Exit school grounds through front main gate Proceed across school yard in front of office Enter/ exit building through 1st/ 2nd class door (door beside maths press)
1st Class - Mr. Sweeney (Ms. Brosnan) (2.50pm)	Exit school grounds through front bottom gate Proceed across basketball court Enter/ exit building through back door (beside staff room)
2nd Class -	Exit school grounds through front main gate

Ms. Broderick (2.50pm)	Proceed across school yard in front of office Enter/ exit building through front 1st/ 2nd class door (door beside maths press/ under stairs) and up stairs
2nd Class - Ms. Farrelly (2.50pm)	Exit school grounds through front bottom gate Proceed along top of basketball court Enter/ exit building through front 1st/ 2nd class door (door beside maths press/ under stairs) and up stairs
3rd Class - Mr. Langton (2.55pm)	Exit school grounds through front bottom gate Proceed out through back door (beside staff room), across basketball court I Enter/ exit building through back door (beside staff room) and turn right into classroom
3rd Class - Ms. Phelan/ Ms. Fagan (2.55pm)	Exit school grounds through front main gate Turn right leaving classroom. Proceed out JI doors, through JI carpeted yard, to front gate Enter/ exit building through Junior Infant door (through carpeted yard)
4th Class - Ms. McMahon / Ms. Moriarty (2.55pm)	Exit school grounds through front bottom gate Proceed across basketball court Enter/ exit directly in to class
4th Class - Ms. Carr (2.55pm)	Exit school grounds through front main gate Enter/ exit building through emergency door at back of classroom
5th Class - Mr. Keane (3pm)	Pupils to exit only through Junior Infant yard to main gate Enter building through new 5th class door (beside 5th class rooms, passing by school garden)
5th Class - Ms. Cunningham (3pm)	Pupils to exit only through Junior Infant yard to main gate Enter building through new 5th class door (beside 5th class rooms, passing by school garden)
6th Class - Ms. Travers (3pm)	Pupils to exit yard from basketball court to bottom gate Enter/ exit at back of new build (6th class door by new stairs) Proceed out towards sch garden and along basketball court
6th Class - Mr. Fennell (3pm)	Pupils to exit yard from basketball court to bottom gate Enter/ exit at back of new build (6th class door by new stairs) Proceed out towards sch garden and along basketball court

- Parents must wait outside the school in their cars and maintain social distancing in the evening time when waiting to collect a child. It is the adult’s responsibility to maintain social distancing while waiting to collect their child.
- The junior and senior infants will go home exiting through different doors where possible starting at 1.50pm. Junior Infants will exit at the main entrance and Senior Infants will exit at the lower gate.
- All must leave the school immediately after collection.
- No parent will be allowed within the school building. If they must enter they will have to fill in a contact log form.
- **Communication with the school must take place by the phone or via the School App/online**
- **Should a matter of urgency arise for parents,** they must phone the office and make an appointment for access.
- Access will only be permitted once parents have used the hand sanitiser and are wearing a face mask. Once inside the school building they must maintain the required social distance and follow the directions of the principal/staff member.

Entrance/ Exit routes for Parent’s Information:



Collection of Children during the School Day

If an adult has to collect a child during the course of the school day, the following arrangements will apply:

- All visitors must phone beforehand before visiting the school.
- There will be a table outside for parents to drop forgotten items on so as to avoid unnecessary entry.
- When the adult arrives at the school, they should use the intercom at the front door of the school to alert the office that they have arrived.
- The child will be brought from their class to the adult by Mandy. The parent will wait in the porch area to avoid having to sign the contact log form.
- The adult who is collecting will be asked to sign the child out. The “sign in /sign out” book will be left out in the porch wooden box.
- No adult should enter the school building, unless invited to do so and must wear a mask.

Personal Equipment for Children

- In so far as possible, it is requested that all children will bring their own set of pens, pencils, colours, rubbers, etc., to school in their own pencil case to avoid the sharing of equipment (as stated in the school booklist).
- These set of pens, pencils and colours, rubbers etc will need to be kept in school at all times and should not go home.
- It is further requested that all items have the child’s name on them for ease of identification.
- Each child to bring in 500ml hand sanitizer which will be kept in the school and will be used under the guidance of the class teacher.
- Plastic lunch boxes are preferable and should be washed daily.
- All children to bring in a ‘bag for life’ shopping where children can store their coats while in class.
- It is not recommended that children attending primary school wear face-coverings.

Children who should not attend school

If your child is in one of the following categories, they should not attend school –

- Children who have been diagnosed with Covid-19
- Children who have been in close contact with a person who has been diagnosed with Covid-19
- Children who have a suspected case of Covid-19 and the outcome of the test is pending

- Children who have been in contact with a person who has a suspected case of Covid-19 and the outcome of the test is pending
- Children with underlying health conditions who have been directed by a medical professional not to attend school. See HSE guidelines [here](#).
- Children who have returned home after travelling abroad and must self-isolate for a period of 14 days in accordance with Government Guidance.
- Children who are generally unwell and presenting with any of the following symptoms of coronavirus (including the Delta variant):
 - A fever (High temperature -38 degrees Celsius or above)
 - A new Cough (this can be any kind of a 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.
 - Fatigue
 - Aches and Pains

Other uncommon symptoms of coronavirus include:

- Sore throat
- Headaches
- Runny or stuffy noses
- Feeling sick or vomiting
- Diarrhoea

**Children who don't attend school for any other reason, will be marked absent as normal.
Education Welfare Officer should be contacted to seek further advice.**

Supporting the Learning of Children who cannot attend school

If a child is not able to attend school for an extended period of time due to being in the very high risk category, the class teacher (and/or SET, where relevant) will provide suggested activities to support the child's learning at home. This will be shared with parents.

Teachers who are at risk of Covid 19 and can't come back to work may support children with their remote learning.

Additional Information For Parents:

[DE Posters for parents re: returning to school in September 2021](#)

[Video links for Junior Infants, SI-2nd and 3rd-6th classes.](#)

[A Parent's guide to Close Contacts](#)

[Multilingual Advice for parents](#)

[DE Letter re: school transport for parents](#)

[HSPC Isolation Guide](#)

Appendix 1:

School Checklist of Tasks to be completed before the return to school

Tasks Identified to Date	Responsibility	Completed
Update and communicate the school's Covid-19 Response Plan	BOM in consultation with Staff and Parents	To be noted by BOM at 1st meeting
Appoint LWR and DLWR	Staff	
Provide Return to Work Forms to all staff	Principal	On School App
Provide links to training	Principal	Completed
Complete and return RTW forms	All staff	Up to 3 days before the RTW
Complete Induction training	All staff	Staff to be notified
Appoint an Aide	Principal	No mention of monies for this 21/22
Draw up list of PPE in advance of procurement process	Aide/ secretary	Completed

Purchase required PPE	Aide/Secretary	Completed
Arrange for installation of sanitising units, provision of PPE to staff and provision of cleaning materials to staff.	Aide	ongoing
Display signage & arrows for one way system.	Aide	Complete
Arrange CO2 monitors	Principal	ongoing
Air purifiers to be purchased for some rooms (with poor ventilation)	Principal	complete
Arrange for installation of water heaters, extra hand dryer	Principal/Caretaker	Not necessary at the moment
Create Isolation Area	Caretaker/LMT	Servery
Erect 'safe area' for Reception	Caretaker	complete
Review of S,H and W Policy and Covid-19 Risk Assessment	Principal	ongoing
System for toilets-including using toilet before breaks. No toilet during breaks.	Staff	Same procedures as 20/21
Plan for coat racks	Staff	Bag for life as in 20/21
Agree timetable for SETs and SNAs	Breda	Complete

Agree sanitising routines for SETs/SNAs moving between Pods or Class Bubbles	Breda SET/SNAs	Agreed
Provide Notes to all school staff by email	LWR/ Principal	Complete
Agree classroom layouts	All staff	complete
Timetable for ICTs and plan for sanitisations	Staff	Sept 21
Plan for sanitisation of PE Equipment and organising equipment into strands.	Orla	Ongoing
Plan for provision of ICT needs to pupils in case we need to return to Home Learning	Sue	Completed
Staffroom – arrange for social distancing-maximum 7 in room	Caretakers	Completed
Rota for Cleaning Staffroom	Caroline	To be completed
Plan for a visit to the school by incoming Junior Infants-Tuesday 2nd September	Class teacher & Principal /DP	completed
Organise and distribute Book Rental books to classrooms	SNAS & Secretary/ LMT	To be completed
Agree supervision rotas	Breda	To be completed
Agree and plan for morning drop off and afternoon pick up routines	Staff	Same as last year

Plan for the possibility of remote learning if the school/part of the school is advised to close by HSE***	Sue/Staff	Ongoing discussion see plan 20/21
Plan for how P/T meetings, General Information Meetings might take place.	All staff	Zoom as guided by DES
Arrange cleaning and sanitisation of the building before school re-opens	BOM/Principal	Completed
Plan for the management of substitutes	Principal/DP/Secretary	See Supply Panels/ Follow Circular
Plan for enhanced daily cleaning routines	LMT Team and Principal/Caretakers	To be reviewed
Plan for Teaching and Learning – September, October	All staff	Discuss and agree at Staff Meeting
Plan for Staff and Pupil Wellbeing-	BOM, Lmt Orla	Ongoing
Share Plan with Parents	Principal	Complete and ongoing
Organise Contact Log	Secretary	completed
Purchase Bum Bags for all staff	Principal/Secretary	completed

Appendix 2

[Covid Policy Safety Statement and Risk Assessment](#)

